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THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENTS'
PARTICIPATION IN AN ENGLISH LANGUAGE PROGRAM

THESIS BY
Aysel SOLGUN (GÜNEL)

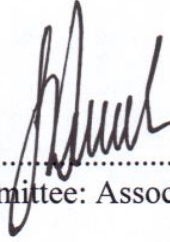SUPERVISOR
Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

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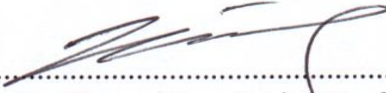MERSİN JANUARY, 2014

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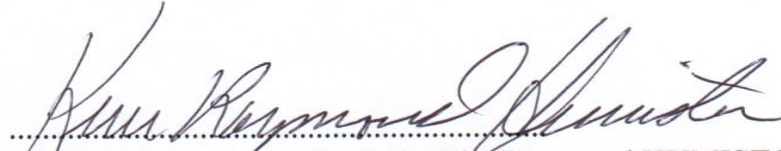DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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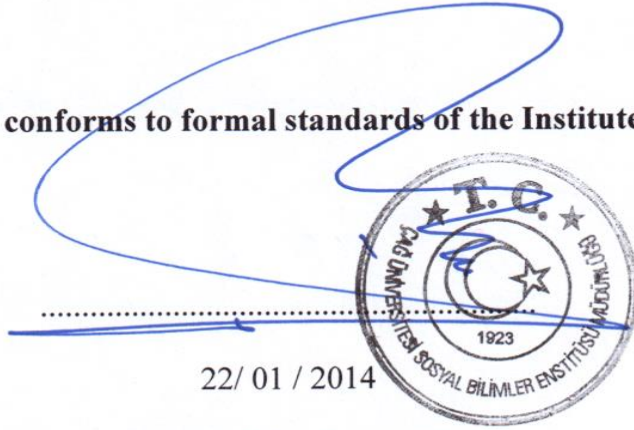
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# ÖZET
## BİÇİMLENDİRİCİ DEĞERLENDİRMENİN BİR DİL PROGRAMINDAKİ ÖĞRENCİLERİN DERSE KATILIMI ÜZERİNE ETKİLERİ

**Aysel SOLGUN (GÜNEL)**

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**
**Tez Danışmanı: Doç. Dr. Şehnaz ŞAHİNKARAKAŞ**
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Biçimlendirici değerlendirmenin öğrenme üzerine önemli bir etkisi vardır. Hem öğretmenler hem de öğrenciler öğrenmeyi geliştirme amacıyla öğrenmeyle ilgili sürekli olarak veri toplarlar. Black ve William'ın da ifade ettiği gibi değerlendirme öğretmen ve öğrenciler tarafından yapılan tüm eylemlere tekabül eder. Toplanan veriler derste gerekli düzenlemelerin yapılması için dönüt olarak kullanılır. Veri ne zamanki gerçek anlamda öğrencinin ihtiyacını karşılamak için öğrenmeye uyarlandığında bu tür bir değerlendirme, biçimlendirici değerlendirme olur. Kendi öğrenmelerinin bir parçası olan öğrenciler de öğrenme ve öğretme sürecine katılırlar. Öğrenciler kendi gelişimlerini takip edebilir, öğrenme açığını kapatabilir, kendi öğrenmelerini değerlendirip ihtiyaç ve becerilerini bilirler. Ayrıca, bu değerlendirme öğrencilerin öğrenmenin bir parçası olmalarına yardımcı olup onların derse katılımını arttırır. Bu yüzden bu çalışma da biçimlendirici değerlendirmenin bir dil programındaki öğrencilerin derse katılımı üzerine olan etkilerini bulma amacıyla yürütülmüştür. Veri toplama amacıyla görüşme, öğretmen günlüğü ve notları ve haftalık yansıtma kağıtları kullanılmıştır. Çalışmanın sonuçları biçimlendirici değerlendirmenin öğrencilerin derse katılımı üzerine olumlu etkilerinin olduğunu göstermiştir.

**Anahtar Kelimeler:** Biçimlendirici Değerlendirme, Müfredat, Katılım

# ABSTRACT

## THE EFFECTS OF FORMATIVE ASSESSMENT ON STUDENTS' PARTICIPATION IN AN ENGLISH LANGUAGE PROGRAM

**Aysel SOLGUN (GÜNEL)**

**Master of Arts, English Language Teaching Department**
**Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ**
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Formative assessment has a vital impact on student learning and both the students and teachers systematically gather the evidence of learning with the aim of furthering students' learning. Black and Wiliam (1998a) state that assessment refers to all the activities undertaken both by teachers and students in assessing themselves. The data are used as feedback to make necessary adjustments. Such kind of assessment is formative assessment when the evidence is actually used to adapt the teaching to meet students' needs. Being a part of their learning, students participates in this teaching and learning process. They can keep trace of their progress, close the gap, assess their own learning and understand their needs and skills. Furthermore, this type of assessment helps students participate in their own learning and it increases their participatory involvement in lessons. Thus, this study was conducted to find out the effects of formative assessment on students' participation in an English language program. Semi-structured interview, teacher journal and teacher notes and weekly reflection sheets were used to collect the data. The results of the study showed that formative assessment had positive effects on students' participatory involvement in the lessons.

**Keywords**: Formative Assessment, Fixed Curriculum, Participation

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# CHAPTER 1

## 1. INTRODUCTION

### 1.1. Background to the Study

Assessment has an important role in education process because it serves as an instrument between teaching and learning. It gives us the information about students' performance, needs, skills and interests. So, assessment is a powerful tool for educators to make judgments about the students.

The most general definition about assessment is that it involves collecting and interpreting information about a student's performance in order to define his/her mastership toward pre-arranged learning objectives or standards (Marshall, 2005). It is a source of information and teachers can get feedback about how well their students do and how much they meet the standards.

As a source of information, assessment is a part of teaching and learning. It is not an external tool we use in teaching. As Butt (2010) states, assessment should be an integral part of teaching and learning. It can be used to promote student progression. Moreover, for setting educational goals and targets, its findings can be applied. Taras (2005) also defines assessment as an integral part in all aspects of daily life. It is clear that assessment is not in competition with teaching. Instead, it is a link between teaching and learning.

When we go through the literature, it is seen that assessment can be divided into two main categories. The first category is summative assessment. Summative assessment is used to evaluate learning at the end of a course, assign students a grade for school completion or select them for further education (OECD, 2005). It is a kind of assessment that focuses on the product at the end of instructional process.

According to Stull, Varnum, Ducette, Schiller and Bernacki (2011), most teachers use assessment to determine learning and it is the base for measurable terms. It is summative assessment when it is at the end of teaching-learning session. Irons (2008) supports Stull et al's suggestion by arguing that summative assessment happens at the end of a course or a period of a study.

The second one is formative assessment. In contrast to summative assessment, formative assessment is an ongoing process which is used to continually gather evidence about learning. The data are used to determine a student's current level of learning and to adapt the teaching

for helping them attain the desired learning goal (Stull et al., 2011; Heritage, 2007; Pinchok, 2009).

According to Black and Wiliam (1998a), assessment refers to all those activities undertaken both by teachers and by students in assessing themselves. The information provided from the activities is used as feedback to modify teaching learning activities within the class. Such kind of assessment is formative assessment when the evidence is actually used to adapt the teaching to meet students' needs.

Summative assessment happens at the end of a course or a study and it focuses on the product while formative assessment happens during instruction and it is an ongoing process. Students become a part of this process. Formative assessment can be applied in an effective way when students participate in the assessment process. They become the assessors of their own work, understand their needs and skills.

On the basis of the views above, this study focuses on students' involvement in lesson as it is believed that formative assessment helps students' attainment. Black and Wiliam (1998a) state that although formative assessment has a vital effect on learning for all the students, it helps low-participants more than other students, and so reduces the range of attainment while rising attainment overall.

## 1.2. Statement of the Problem

The most visible assessment in our country is summative assessment. It occurs at the end of instruction or term. Teachers generally prefer such a kind of assessment to measure students' performance. How well the students complete the tasks is important for the teachers, so the results are vital for registering for higher education, entering certain jobs, getting certification for school completion and passing the exams. What is expected from the students is whether they reach to the learning objectives.

This problem is the same in Adıyaman University. Assessment in Adıyaman University is mainly summative. Especially the programs in Vocational High School have a fixed curriculum and the hours for English lessons are limited, so the students' purpose in these programs is to get higher marks and pass the exam. They do not have any information about their progress and they cannot transfer what they have learnt from instruction into their further lives. Moreover, most of the students do not involve in English lessons so much. Students are not given opportunities to be a part of their own learning, understand their needs, assess their own learning and use the evidence as feedback to adapt what they do to reach the desired

learning goals. So, teachers should create these opportunities for students to become lifelong learners and this can be done by using formative assessment.

**1.3. The aim of the Study**

Formative assessment is actually feedback about current understanding and skill development to the teacher and student for identifying the way forward. It gives an opportunity to the students to self-assess their progress. It also allows teachers to determine students' strength and weakness and modify learning activities to meet their learning needs (Marshall, 2005)

The aim of this study is:

1. To find out in what ways formative assessment works in a fixed curriculum,
2. To learn the students' thoughts about formative assessment,
3. To find out in what ways formative assessment helps low-participants be involved in lessons.

**1.4. Research Questions**

Considering the aims mentioned above, the following research questions for this study are:

1. How does formative assessment work in a fixed curriculum?
2. What do the students think about formative assessment?
3. Does formative assessment help low-participants increase their level of participation?

**1.5. Limitations of the Study**

There are some limitations of this study. The first one is that the number of the students for this study was small. The second one is that applying formative assessment for four weeks was not enough. Conducting a longitudinal study would have given more accurate results. The third one is that low-participating students were not observed again after the implementation in order to get stronger evidence for the effectiveness of the implementation.

**1.6. Operational Definitions**

**Assessment:** Assessment is an ongoing process and involves collecting information about students' performance. The results of the tests or exams give teachers the evidence how well their performance is.

**Summative Assessment:** Summative assessment is about summing up or summarizing the achievement of a student. It occurs at the end of a course with the aim of getting certification (Sadler, 1989).

**Formative Assessment:** Formative assessment is a kind of assessment that evaluates students during the instruction and this helps students form their skills and perfection. The information provided from the performance is used as feedback by teachers and students (Brown, 2004).

**Feedback:** Feedback is an integral part of instructional process. It informs the learner about their performance and it is aimed to help the students reach their learning goals (Schartel, 2012).

**Self-assessment:** Self-assessment is the process whereby learners create their evaluation procedure, assessing their achievement in accordance with their learning goals and expectations. It is vital because it gives feedback both to teacher and student about what student knows and does not know (Khonbi and Sadeghi, 2013).

**Peer-assessment:** It is a process in which learners actively take part in their own learning. In peer-assessment, students learn from each other by taking and giving feedback (Khonbi and Sadeghi, 2013).

# CHAPTER 2

## 2. LITERATURE REVIEW

### 2.1. Introduction

In this chapter literature about assessment and assessment types are reviewed. The aim is to provide background information about formative assessment and concepts of formative assessment.

### 2.2. Assessment

Assessment is a process and the purpose of assessment is to gather information about student's performance. Student's responses to educational tasks give the evidence to teachers about how much a student meets learning goals. As Cheng, Rogers and Hu (2004) state, every model of teaching and learning process requires teachers to make their decisions – instructional, grading and reporting- on the information about students' involvement and progress towards desired learning objectives. From this we can say that the collected data are the basis for deciding their teaching and learning.

Despite a variety of definitions about assessment, it is commonly agreed that assessment refers to the process of collecting, interpreting and using evidence in order to make judgments about students' achievements and performance in education (Harlen, 2007). As it is mentioned before, assessment plays a vital role in teaching and learning. It is not an external tool that we use in teaching. Therefore, it should support learning.

For assessment to support learning, Wiliam (2011a) notes that it must supply guidance for the next steps in instruction and it must be maintained in such a way that it should embolden students to use their energy towards growth rather than well-being. Broadfoot and Black (2004) support Wiliam's suggestion by arguing that assessment can be a robust mechanism for supporting learning and individual reinforcement. No matter at what ages and levels students are, it can help them become more self-aware and proficient in determining their own way in relation to their strengths and weaknesses and in favoring collaboration with their friends. Depending on the purpose of using assessment, the kind of assessment becomes vital and we meet different kinds of assessment.

## 2.3. Summative Assessment

Summative assessment is used to sum up the achievement of a student at the end of a course or a study for purposes of certification and accountability (Torrance and Pryor, 1998; Sadler, 1989). It is a tool used after teaching and learning process. What is expected from students is to meet the learning goals. It can be said that it happens at the end of a course and the focus of assessment is on the product. Moreover, teachers use grades and marks when they report students' achievement and they also do this reporting after instructional process.

Harlen (2007) also states that the main aim of summative assessment is to encapsulate what has been learnt. The process of collecting and interpreting information may impact learning and for future teaching the outcomes of learning may also be used. However, assessment used for summative purposes is not firstly used for future teaching. The reason for this is that it is to report achievement or performances at a particular time. Moreover, instructional adjustments are not made during the teaching and learning process. Thus, we can use formative assessment if our aim is to focus on students' learning and future progress.

## 2.4. Formative Assessment

Formative assessment is an active and intentional process that both teachers and students continuously and systematically collect the evidence of learning with the aim of improving students' achievement (Moss and Brookhart, 2009). As stated before, assessment refers to all those activities undertaken both by teachers and students in assessing themselves. The data are used as feedback to make necessary adjustments. Such kind of assessment is formative assessment when the evidence is actually used to adapt the teaching to meet students' needs (Black and Wiliam, 1998a). There is an ongoing interaction between teachers and students. The main aim is to improve their learning. By using the evidence, teachers modify teaching and learning activities in order to meet their needs.

It is known that formative assessment has a vital impact on student learning. In contrast to summative assessment, formative assessment happens during instruction. Bennett (2011) says that formative assessment is a process and it is used by teachers and students during instruction. It provides evidence to modify teaching and learning activities in order to improve learners' achievement. Wei-hong (2012) and Torrance and Pryor (1998) also state that formative assessment is carried out during instruction with the aim of improving their learning and providing feedback.

A variety of definitions of formative assessment has been made. What is important about these definitions is that formative assessment is accepted as a process and taking place during instruction. So, both teachers and students are active participants in this process. Birenbaum, Kimron, Shilton and Sharaf-Barzilay (2009) note that formative assessment is defined as a process of gathering and interpreting information by teachers and students in order to decide where students are in their learning, where they need to go and how well to get there. Estimating the gap between intended and obtained outcomes and understanding what students know are the goals of any assessment. However, the usage of this information for closing the gap is what makes this assessment formative. So, it can be said that it also helps learners close this gap. In "Assessment and Classroom Learning", Black and Wiliam (1998b) claim

> The core of the activity of formative assessment lies in the sequence of two actions. The first is the perception by the learner of a gap between a desired goal and his or her present state (of knowledge, and/or understanding, and/or skill). The second is the action taken by the learner to close that gap in order to attain the desired goal. (p. 20)

Being a part of their learning, students participates in this teaching and learning process. They can keep trace of their progress, close the gap, assess their own learning and understand their needs and skills. So, this type of assessment helps students participate in their own learning and it increases their participatory involvement in lessons.

## 2.4.1. Constructivism

Constructivism is based on a theory in which students are at the center of learning. Different from traditional views, students actively participate in their learning and construct their own knowledge depending on their experiences. Kala, Isaramalai and Pohthong (2010) state that constructivism is a theoretical foundation which supports a change from teacher-centered to student-centered. It is generally influenced by Piaget and Vygotsky's work. It gives courage to students to construct their own knowledge based on their own experiences and shares this knowledge with their environment.

Constructivism is an important theoretical foundation because it accepts learning as an active process in which students are active participants in their learning as in formative assessment. In contrast to summative assessment, formative assessment is a dynamic process and students play an active role in their own progress. There is an ongoing interaction

between students and teachers and students also collaborate with their friends and surroundings. Sardareh and Saad (2012) state that formative assessment practices have a good compatible with constructivist learning theories, especially with its part of social interaction in constructing their knowledge. Social constructivists confirm the importance of social interaction and the effects of peers in shaping the learners' experiences.

Hagstrom (2006) also states that formative assessment is described as both an interactive pedagogy based on constructivist ideas about learning and a tool which can be integrated into a wide variety of learning activities. It is seen that social interaction has an important effect on students' learning and Russian constructivist, Lev Vygotsky used a concept known as Zone of Proximal Development (ZPD) for social interaction. Brewster, Ellis and Girard (2002) explain zone of proximal development as students can do much more with the help of someone than they can do alone. Sardareh and Saad (2010) also note that the help given to the students by teachers and more knowledgeable peers when students are in their ZPD advances their learning.

### 2.4.2. Involvement of Students in the Learning Process

Teachers and students are active participants of instructional process. When students actively participate in assessment process, they become aware of their current learning and know their needs for the purpose of improving their learning. Heritage (2007) states active participatory involvement of students in their learning helps their progress. In formative assessment, students get skills of self- and peer-assessment and they collaborate with their teachers in improving a shared understanding of learning and what they need in their learning. They use metacognitive processes so that they can reflect on their learning, observe what they know and define what they need.

### 2.4.3. Self- and Peer-Assessment

Students are active participants of teaching and learning process. As Dearnley and Meddings (2007) say, they are in the center and interactive position in instructional process. Self-assessment involves students assessing their own work and peer-assessment is defined as students assessing the work of their peers (Elliott and Higgins, 2005). Sung, Chang, Chiou and Hou (2005) support Elliott and Higgins' suggestion by stating that self- and peer-assessment refer to the activities in which they make judgments and evaluate their own products and those of their peers.

There are lots of definitions about self- and peer- assessment but, what is important about them is that both types highlight active participation of learners in this process. Students' involvement in their evaluation process enhances their learning and gives them an opportunity to observe both their products and their peers. During assessment, students give and take feedback from each other and they work collaboratively.

### 2.4.4. Feedback

Feedback is a vital part of formative assessment. As Sadler (1989) noted it is information about how successfully learning has been or is being done, so it is the heart of this process. Ramaprasad (1983, p. 4) defined feedback as "information about the gap between actual level and the reference level of a system parameter which is used to alter the gap in some way." For Ramaprasad's definition, Wiliam and Black (1996) noted that the information about the gap between levels is thought as feedback only when it is used to alter the gap. As Brown (2007) says, feedback should in some way help to fill in the gap in order to be meaningful and useful.

Feedback is a component of formative assessment. For the information to become formative, it should support students' learning and be organized in such a way that it activates their engagement, furthers their performance and helps students improve themselves. Wiliam (2011b) states that feedback becomes formative only when the information is used to improve their performance by learners. Therefore, information feeds back students and they become participants of their learning. They also involve in their learning actively.

### 2.5. The Differences between Summative and Formative Assessment

As shown in Table 1 in contrast to summative assessment, formative assessment is an integral part of teaching and learning process and it is a process of continuously collecting information about students' learning. Formative assessment is a systematic cycle of events in which the collected evidence from ongoing activities is used by teachers and students to decide the next steps in learning (Harlen, 2007). As Irons (2008) indicates, summative assessment is used for judgment while formative assessment is for improvement. In contrast to formative assessment, summative assessment focuses on what learners have learnt at the end of instructional process. When we compare the goal of them, formative assessment monitors learners' improvement. However, summative assessment measures the final results at the end of the term (Wei-hong, 2012).

**Table 1**

*Characteristics of Formative and Summative Assessment (*Moss and Brookhart, 2009)

| Formative Assessment (Assessment for Learning) | Summative Assessment (Assessment of Learning) |
|---|---|
| Purpose: To improve learning and achievement. | Purpose: To measure or audit attainment |
| Carried out while learning is in progress- day to day, minute by minute. | Carried out from time to time to create snapshots of what has happened. |
| Focused on the learning process and the learning progress. | Focused on the products of learning. |
| Viewed as an integral part of the teaching-learning process. | Viewed as something separate, an activity performed after the teaching- learning cycle. |
| *Collaborative* – Teachers and students know where they are headed, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs. | *Teacher directed* – Teachers assign what the students must do and then evaluate how well they complete the assignment. |
| *Fluid* – An ongoing process influenced by students need and teacher feedback. Teachers and students adopt the role of intentional learners. | *Rigid* – An unchanging measure of what the student achieved. Teachers adopt the role of auditors and students assume the role of the audited. |
| Teachers and students use the evidence they gather to make adjustments for continuous improvement. | Teachers use the results to make final "success or failure" decisions about a relatively fixed set of instructional activities. |

# CHAPTER 3

## 3. METHODOLOGY

### 3.1. Introductıon

This chapter provides information about the design of the study, selection of the participants, data collection tools, data collection procedures and the methods used for data analysis. The aim of this study is to demonstrate the effects of formative assessment on students' participatory involvement.

### 3.2. Design of the Study

This study is based on formative assessment which has an important impact on students' learning. It is a process in which students are active participants in their learning. In contrast to summative assessment, it focuses on process. Moreover, students are aware of their learning and they can keep trace of their progress, understand their needs and assess themselves and their peers. So, the aim of students is not to pass the exam or get higher marks, but learn how to learn better. This helps students participate in their own learning. Meanwhile, the central principles of this study are to find out how formative assessment works in a fixed curriculum and help students increase their level of participation.

A case study was adopted in order to maintain these goals. A case study is an intensive inquiry of a single unit with an aim of making a generalization to a larger set of units (Gerring, 2004). It is an in-depth study of events and it can be qualitative or quantitative and also both of them. As Rowley (2002) states, in order to see the world around us case studies are important means. What is important is that they should not be confused with ethnographic and other strictly qualitative research paradigms. On the other hand, case studies can be a mix of quantitative and qualitative approaches.

A case can be a student, an event or an activity. In "How to Design and Evaluate Research in Education", Fraenkel and Wallen (2006) state

What is a case? A case comprises just one individual, classroom, school or program. Typical cases are a student who has trouble learning to read, a social studies classroom, a private school and a national curriculum project. For some researchers, a case is not just an individual or a situation that can easily be identified (e.g., a particular individual, classroom, organization or project); it may be an event (e.g., a

campus celebration), an activity (e.g., learning to use a computer), or an ongoing process (e.g., student teaching). (p. 438)

In this study, a case study was conducted in order to find out the effects of formative assessment on students' participation in an English language program. Both qualitative and quantitative research designs were used by the researcher in order to minimize the weakness and problems derived from using single source.

## 3.3. Participants

The participants of this study were freshmen students of Tourism and Hotel Management Department of Vocational High School in Adıyaman University. There were two reasons why I chose these students for this study. Firstly, there was a fixed curriculum in Vocational High School and the type of assessment was summative. So, these students had only three hours of English lesson in a week and their aim was to pass the exam or get high marks. Secondly, the participation of the students was low. Because of these reasons, I chose these students for this study.

In the class there were twenty eight students (12 males and 16 females), but the attendance of five students in English lesson was irregular. Therefore, I conducted this study with remaining twenty three students (8 males and 15 females).

## 3.4. Data Collection Tools

Data of this study were collected from different sources. Firstly, a semi-structured interview was conducted at the end of formative assessment implementation. Because of being conducted at the end of implementation, it was a follow-up interview. This interview showed whether it was possible to apply formative assessment in this class and how students' participation was affected after formative assessment practices. Secondly, as a data collection tool, teacher journal was used. The researcher observed the class during application and kept notes. Depending on these notes, the researcher made necessary adjustments in lesson. Additionally, reflection sheets were used as a data collection tool. The researcher used reflection sheets after each lesson for four weeks. Depending on students' needs, the researcher made some adjustments in the lesson.

For the third research question, a single subject study was used in order to find out whether formative assessment helped low-participants increase their level of participation. It was a quantitative tool and A-B design was used in this study. The researcher observed six

students whose participations were low during the lessons for four weeks before the implementation started and recorded how many times they attended to the lessons in each week. After the implementation, the researcher recorded the number of participation of same students in English lessons for another four weeks. The next parts give information about data collection tools in detail.

**3.4.1. Interview**

One of the richest sources of data is interview which is used by qualitative researchers. Fraenkel and Wallen (2006) state that interviewing is a vital way to be sure about impressions a researcher gathered through observation. The purpose of interviewing people is to learn about what is in people's mind, what they think or what their feelings are about something.

According to Fraenkel and Wallen, there are four types of interviews: structured, semi-structured, informal and retrospective. Structured and semi-structured interviews are verbal questionnaires. The questions are designed in such a way to gather specific answers from respondents. Informal interviews are much less formal than structured or semi-structured interview. They are like casual conversation and they do not have any specific or particular type of questioning. Retrospective interviews can be the first interview types. The goal of the researcher is to get a respondent to call to mind and then reconstruct from memory something that has taken place in the past.

In this study, the researcher conducted a semi-structured interview with twenty three students at the end of formative assessment implementation (Appendix 1). Examining the questions in the reflection sheets, the researcher added some more questions which were based on the answers of the students. The researcher conducted the interview in Turkish so that students could feel relaxed and reflect themselves better. The interview was conducted at the end of implementation and it was held in their classroom, but the researcher talked with the students one by one and a type-recorder was used during interview in order to record what had been said.

The interview began in a sincere manner. Before the interview, the researcher examined the reflection sheets of the students one by one and took notes about them. There were four questions for interview and the students were first asked what they thought about formative assessment applications in the classroom. Then, they were asked what changes they had seen in themselves after this application and how formative assessment application affected their participation in lessons. Additionally, they were asked what the benefits of

feedback were to them. While the interview was going on, the researcher added some questions depending on the notes taken from reflection sheets.

### 3.4.2. Reflection Sheets

Reflection sheets were used as a source of data and these sheets helped the researcher follow students' progress over time. After each lesson, the researcher gave these sheets to the students to reflect on themselves (Appendix 2). The researcher examined reflection sheets after the lesson and then modified the next lesson according to their needs. The researcher gave these sheets for four weeks. These sheets composed of four questions for the first three weeks and there were three questions on weekly reflection sheet in the fourth week.

### 3.4.3. Teacher Journal

One of sources of data was teacher journal. Harmer (2001, p. 346) says "many teachers keep a record of what they and their students do in the form of a journal or diary. This encourages them to reflect upon their practice, and allow them to compare different reactions and re-evaluate the predictions that were made based on what actually happened." The teachers observe what is happening in their classroom and records their thoughts and reflections in the journal.

In this study, the researcher observed the students during the lessons for four weeks. In the first week, the researcher recorded what kinds of activities had been done in the lesson. In the second week, the researcher kept notes of what kinds of adjustments had been done. In the third and fourth weeks, the researcher also took the notes of what had happened in the course sessions, students' reflections and the researcher's own reflections and feelings. The researcher kept all the notes into a notebook for four weeks from the beginning of implementation to the end of it (Appendix 3).

### 3.4.4. Single Subject Study

Single subject design is a quantitative research. As Fraenkel and Wallen (2006) state, it is a design in which the data are gathered and analyzed for only one subject at a time. There were six low-participating students in the class and the researcher observed them for four weeks before intervention. The researcher kept record of the number of their participations into each lesson and went on recording how many times the low-participants participated to the lessons after formative assessment implementation started for next four weeks. The aim

was to study the changes in the students' behaviors after treatment. So, the researcher used A-B design. This design was used to collect the data about the situation of the students before and after treatment. The attendance of the students in lessons before the implementation was baseline of the study and it was named as A. Their attendance after implementation was the treatment of the study and it was named as B.

**3.5. Data Collection Procedure**

This part includes the procedures for data collection. There were three research questions for this study. For research question 1, teacher journal and teacher notes were used in order to find out in what ways formative assessment works in a fixed curriculum. For research question 2, a semi-structured interview, reflection sheets and the teacher journal were used in order to learn the students' thoughts about formative assessment. For research question 3, the same tools in research question 2 were used. Moreover, single subject study was also used to learn the frequency of low-participants for participating in the lesson during formative assessment implementation.

Tourism and Hotel Management Department of Vocational High School in Adıyaman University had a fixed curriculum. Moreover, the assessment type that was used in the university was summative and freshmen students of this department had only three hours of English lesson in a week. So, the researcher chose this department to apply formative assessment. Formative assessment implementation started in the spring term in 2013 and lasted for a month. The week before implementation, the researcher gave information to the students about formative assessment and the kinds of activities she would use during course sessions. At first, the students were not sure about this new assessment type because they had been assessed by summative assessment for a long time and their aim was to pass the exam or get high marks. The researcher knew the students' aims and she shared the learning goals of the course with them. Some of the students asked some questions about formative assessment and the researcher gave some more examples about formative assessment in order to be clearer. Additionally, the researcher began to observe low-participants in the lesson for four weeks before the implementation started and recorded how many times they participated in the lessons in a list. After the implementation, the researcher kept recording the number of their participation in the lessons for next four weeks. The number of these students was six (Appendix 5).

There was an ongoing interaction between the researcher and the students. In the first week, the researcher gave information about the new subjects in the course book and the

students did the exercises in groups and gave feedback to each other. During the lesson, the researcher also gave them oral feedback. At the end of each lesson, the researcher applied a quiz regularly. Then, the students checked their answers and changed their papers with their peers' papers and gave feedback to each other. In order to keep trace of their progress in quizzes, the researcher gave students a progress chart (Appendix 4). They wrote that week's scores and their expected scores for next week on the chart. At the end of the lesson, the researcher wanted the students to reflect on weekly reflection sheet in order to find out if they were aware of their progress and difficulties. In order to gather more data about their learning, the researcher gave them homework.

Before the second week, the researcher checked their reflection sheets and took notes about them. The researcher modified the lesson according to the students' needs. For the second week, the researcher added more exercises for the students who had some difficulties with last week's subject and gave chances to the students to tell their own ideas, ask their own questions to their friends and give feedback to each other. The researcher gave written feedback to their homework and reflection sheets and quizzes were applied again at the end of the second week. The researcher continuously modified the lesson based on the gathered data. The researcher recorded her observation in her notebook after each lesson and she also examined the reflection sheets of the students before the next lesson and took notes. Depending on these notes and the observations, she made necessary adjustments in the lessons.

In the third week, the researcher gave the students some more exercises depending on their needs. The students produced their own products in the lesson and it was an opportunity for the students to write something about themselves and consolidate what they had learnt. The students both assessed their own work and their peers'. After self- and peer-assessment, they gave each other feedback. Moreover, their involvement in the lesson increased and they actively participated in the lesson. A quiz was applied at the end of the third week of implementation. After the quiz, the researcher gave them a weekly reflection sheet in order to follow their progress over time. She also recorded her observations and notes in the notebook after the lesson.

Before the fourth week, she checked the collected data again and made necessary adjustments in the lesson. The students worked in groups and tried to learn from each other. They did the exercises that the researcher prepared for them as a revision. During the lesson, the researcher gave them oral feedback. A quiz and a weekly reflection sheet were also applied at the end of fourth week. Moreover, the researcher observed the six low-participating

students after the implementation started and recorded the number of their participation in the lesson in a list for four weeks.

## 3.6. Data Analysis Procedure

Qualitative and quantitative research designs were used for this study. The data gathered through interview, reflection sheets and teacher journal were analyzed and content analysis technique was applied. The data were transcribed and coded. The researcher also gave labels to the codes that were similar. Moreover, participation frequency polygons were used for third research question in order to find out the frequency of low-participants' involvement in lessons.

# CHAPTER 4

## 4. RESULTS AND DISCUSSIONS

### 4.1. Introduction

This chapter aims to present the analysis of the data collected through interviews, reflection sheets, teacher journal and single subject study. These data collection tools will be used to answer the research questions of the study.

### 4.2. The Application of Formative Assessment in a Fixed Curriculum

The first research question of the study was "how does formative assessment work in a fixed curriculum?" In order to answer the research question, the teacher journal and teacher notes were analyzed (Appendix 3). The researcher tried to apply formative assessment in a fixed curriculum in order to find out in what ways it works in such a curriculum. In order to carry out this aim, she applied formative assessment for four weeks in an English language program. The week before implementation, she shared the learning goals of the lesson with the students and gave information about formative assessment. Moreover, she followed the steps below while she was conducting this implementation.

Formative assessment implementation started the next week and in the first week, the researcher started with new grammar structure in the course book which was simple past tense. Firstly, she asked some questions to learn whether the students knew the subject and gave examples about it. Then, the researcher made mix groups of students and wanted them to do the exercises together. The aim was to give the students a chance to share their own ideas and be social because some of the students were withdrawn and they avoided from expressing their ideas. After the group work, the researcher wanted the students to give each other feedback. Moreover, the researcher gave oral feedback during the whole lesson. In spite of being the first hours of implementation, the researcher saw that most of the students had the desire of attending to the activities. Additionally, there was an interaction between the students and the researcher which was different from the weeks before implementation.

The researcher applied a quiz composed of ready-made questions of the unit. After the quiz, the students checked their answers and the researcher wanted the students to change their papers with their peers and assess each other. The researcher wanted them to both assess their own work and assess the work of their peers because self- and peer-assessment highlighted active participation of the students in instructional process. Moreover, they

worked collaboratively when the students gave and took feedback from each other. At the end of both types of assessment, the researcher gave students a progress chart in order to keep trace of their own progress in quizzes. Students wrote that week's scores and their expected scores for next week on the chart. This chart attracted their attention most and the students had a chance of following their own progress from it every week. At the end of the lesson, the researcher gave the students a weekly reflection sheet and wanted them to reflect on themselves. The reflection sheet composed of four questions. The first question was what they learnt that week. The second one was whether they thought group work was beneficial for them. The third one was whether the feedbacks the students took from the researcher and their peers had any benefits to them and the last one was what the students did not learn and what they could do to improve. The students wrote their ideas to the questions in the sheet. Then, the researcher collected them to examine and she also gave the students homework in order to consolidate what they had learnt in the lesson. Moreover, the researcher started to observe six low-participants in the lesson for four weeks before formative assessment implementation and recorded the number of their attendance to the lesson in a list each week. The researcher went on observing these students in the first week of the implementation and recorded how many times they participated in the lesson after the implementation.

The researcher observed the students during the lesson and kept notes in her journal after the lesson. In the journal the researcher recorded what kinds of activities had been done in the lesson and she also recorded the students' feelings and her own thoughts and feelings in the journal. The researcher recorded her thoughts and feelings and she noted that applying this new assessment type to this class was not so easy for her because of time constraints and the students' being accustomed to summative assessment. However, most of the students liked the activities and became active in the lesson although it was the first week of implementation and this situation made her happy. In the journal the researcher also noted that some of the students were unwilling about attending to the activities and she noted that she did not know the reason. The researcher examined the reflection sheets of the students in order to learn their thoughts and feelings about the lesson and make necessary adjustments according to their needs before the second week. After analyzing their reflection sheets, the researcher realized that these unwilling students did not understand that week's grammar structure. So, she prepared some more exercises especially for the students who had some difficulties with the structure according to their needs.

In the second week, the researcher collected the students' homework at the beginning of the lesson and gave the exercises to all the students. It became a revision for both the

unwilling students and the rest of the students. The researcher wanted them to prepare their own questions about last week's structure and ask the questions to each other. By this way, the students produced their own sentences and had a chance to express their own ideas. While the students were asking the questions to each other, the researcher guided them and did not correct their mistakes. She just asked guided questions to them in order to find their own mistakes. After these activities, the students gave feedback to each other and the researcher also kept giving oral feedback to the students during the lesson. The researcher asked some questions about what she was doing at that time and what they were doing as well. The aim of the researcher was to learn whether the students had some background information about present continuous tense which was the second week's new subject. From the answers, it was seen that most of them had some ideas about present continuous tense. By asking questions and giving examples, the researcher wanted the students to find the rules of this tense and it became a very inductive way of learning for them. The students did the exercises by working with their pairs. While the students were dealing with the exercises, the researcher was controlling their homework and giving written feedback to their homework because of time constraints. Then, the researcher handed out their homework sheets to the students and they examined their papers. The researcher did not focus on their grammatical mistakes on the papers and wrote short guided notes on what they had written. She also used some facial expressions on their papers in order to attract their attention and motivate them. At the end of the lesson, the researcher applied a weekly quiz to the students. They checked their answers and changed their papers with their friends. After self- and peer-assessment, the students checked their last week's scores and wrote that week's scores on the progress chart. They compared their scores and kept trace of their level of progression on the chart. The researcher gave the students a weekly reflection sheet at the end of the second week and wanted them to reflect on themselves. That week's sheet had four questions. The first question was same with last week's first question. It was what they learnt that week. The second question was what the benefits of giving and taking feedback were for them. The third one was about learning their ideas about homework and the last one was whether the quizzes helped their progression. The students wrote their ideas to the questions in the sheets and the researcher collected the sheets to examine. Additionally, the researcher observed low-participants during the lesson in the second week and recorded the number of their attendance to the lesson in the list again.

The researcher observed the students during the whole lesson again and kept notes in her journal after the lesson. She recorded what kinds of activities she had applied in that week and students' feelings in the journal. She also noted what adjustments she had done in the

lesson. She stated that she had prepared more exercises for the students and applied question-answer activities to the students in order to reinforce what they had learnt the week before. She also stated in the journal that the unwilling students liked the activities and began to participate in the lesson. The students became active in the lesson and tried to ask everything they did not understand. Moreover, she noted that they began to take the responsibility of their own learning and it was a positive effect of this assessment on these students. The researcher was satisfied with this situation and said that it was good to see these results in spite of time constraints. After the lesson, the researcher examined the reflection sheets of the students in order to learn their thoughts and feelings about the lesson and modify the lesson if necessary. The researcher examined the sheets of the students and she saw that some of the students had some difficulties with vocabulary and making sentences. She examined the units in the first and second week of implementation and noted the vocabulary parts of the units. Then, she prepared an exercise for the students in order to use the words in the units and the grammar structures of the second and the third week. So, the students would learn the words and make sentences by using these tenses on their own.

In the third week, the researcher wrote some examples about present continuous tense with its future meaning at the beginning of the lesson. Then, she got the students ideas about the examples and she gave some examples about 'be going to' which was the third week's grammar structure. She wanted the students to make a connection between the sentences and give examples about future tense. The students gave their examples and the researcher gave them oral feedback as well. There was a grammar exercise in the unit and the students completed the sentences by using future tense. After this exercise, the researcher wrote a list of words on the board and wanted the students to write about their plans for next holiday by using both present continuous tense and future tense and the words on the board. The aim of the researcher was to help the students, especially who had some difficulties with the words and making sentences and the problem of these students would be resolved with the help of this exercises. This exercise was an opportunity for the students to produce their own products and a way of using what they had learnt. While the students were writing about their plans, the researcher was observing them. During the activity, the students were active and they were sharing their ideas with their friends. After the students had finished, the researcher wanted the students to change their papers with their peers' and give feedback to each other. The students started to check their peers' works and assess them. The researcher knew that the students' involvement in their evaluation process would enhance their learning and give them an opportunity to observe both their products and their peers'. The researcher applied a quiz

to the students towards the end of third week's lesson. As before, the students checked their answers, changed their papers with their peers' papers and assess them. During the assessment, the students worked collaboratively. The researcher gave them a progress chart and the students wrote their scores on it. They also checked their last week' scores and their expected scores and they wanted to learn if they reached to their expected scores. After this activity, the researcher gave the students a weekly reflection sheet and they reflected on themselves. The reflection sheet composed of four questions. The first question was the same as last two weeks' question. The second question was to learn their ideas about the benefits of sharing their ideas with their peers about a subject. The third one was whether their desire of participation in the lesson increased and the last one was what the students did not learn that week. The students filled the sheets and the researcher collected them again. Moreover, the researcher went on observing low-participants and recorded their number of involvement in the lesson.

The researcher observed the students during the whole lesson and kept her notes in the journal after the lesson. In the journal, she recorded how was the lesson, the students' feelings and her own thoughts and feelings. The researcher stated in the journal that the participation of the students in the lessons increased and they also expressed themselves better in the lesson when their situation was compared with the weeks before implementation. She also stated that she was happy with this situation. The researcher examined the reflection sheets of the students before the fourth week in order to make adjustments if necessary. She prepared some exercises about the usage of simple past tense, present continuous and future tense for last week as a revision.

In the fourth week, the researcher made four groups of the students and gave the exercises to the students at the beginning of the lesson. While the students were working in the groups, the researcher observed them and did not interfere in any way. The students asked questions reciprocally, discussed the questions and gave feedback to each other during the group work. They also worked in cooperation and tried to learn from each other. After this activity, the researcher wrote there questions on the board. They were what they had been in the past, what they were at that time and what they would be in the future. The students were asked to write about themselves in the direction of these questions. After the students had finished, they started to read what they had written and the researcher gave them oral feedback. Then, the researcher applied the last quiz to the students. Similarly, they checked their answers, chanced their papers with their peers mutually and assessed themselves. The researcher gave them the progress chart and the students checked their scores again. After

self- and peer-assessment, the researcher handed out a weekly reflection sheet and the students reflected on themselves. Last week's reflection sheet had three questions. The first question was whether the students thought formative assessment was beneficial. The second one was what changes they had seen in themselves about learning English and the last one was whether they thought such a kind of learning would have any effects on their next learning. The students completed the sheets and the researcher collected them at the end of the lesson. It was the last week of observing low-participants' involvement in the lesson and the researcher recorded their number of participation.

The researcher went on observing the students at the last week of formative assessment implementation. She kept recording her notes in the journal after the lesson. She stated in the journal that their attitudes towards the lesson were not like the weeks before implementation and they were more enthusiastic about learning English. She said that these were positive effects of formative assessment on the students. Lastly, she noted that it was a really good sense to see that the students were happy about learning English. Additionally, the researcher applied a semi-structured interview with the students the day after implementation.

Applying formative assessment in a fixed curriculum was not so easy for the researcher because of time constraints and the students' being accustomed to summative assessment, but the positive effects on the students' participation and their being active in the lessons although it was the first weeks of the implementation was a good side of this implementation to see how it worked in such a curriculum for the researcher. She also met some unwilling and shy students while she was conducting this implementation. For these students, she made some adjustments in the lessons in order to help them become a part of their own learning and learn how to learn better. Moreover, the students' awareness about their progress made the researcher's work easy because they willingly attended to the activities, had the desire of learning English and became intentional learners. It can easily be said that she was satisfied with the results of formative assessment on their learning and their participation in the lessons in spite of time constraints.

## 4.3. Students' Ideas about Formative Assessment

Formative assessment application lasted four weeks. The second research question was about students' ideas about formative assessment implementation. The students' answers to semi-structured interview questions, their reflections in the sheets and the notes taken in the journal were analyzed and the data were categorized under three terms: effects of FA on attitudes towards English, on participation and on awareness.

### 4.3.1. Effects on Attitude towards English

It was found that formative assessment application had a positive effect on students and changed their attitudes towards English. Students become more active in the lesson and liked the activities thanks to formative assessment applications. Formative assessment helped the students be more enthusiastic about the lesson and changed their attitudes towards the lesson. This situation is clear in some of the participants' responses in the interview when they were asked what they thought about formative assessment applications:

*ST5: It had been a very good application. I think it was positive and effective for us. I observed positive attitudes towards English lesson among my friends. I think that I and my friends had the same progression because our attitudes were different in fall term. We were in the lesson just to pass it, but my willingness to come to the lessons increased and I liked English lessons more than before. Moreover, English lessons were full of activities more than before.*

*ST17: I think formative assessment applications were useful because we had an opportunity to make a revision what we had learnt and the lesson also became attractive to us. Before this application, my aim was just to pass the lesson, but my enthusiasm about English lesson increased due to formative assessment applications.*

*ST20: This assessment was beneficial for me. English lessons became more active and enjoyable. I used to sleep during the lessons before this application, but I am trying to learn something now thanks to these applications. Additionally, English lessons are not monotonous any more.*

It is seen that formative assessment has an effect on their attitude towards English. This effect on the attitudes is also clear in teacher's journal. The researcher stated that students were enthusiastic about learning English as they actively began to take the responsibility of their own learning. The students got an opportunity to express themselves without having the fear of getting a mark and they were more willingness about the lesson than before. The researcher also noted that having seen the change in their attitudes towards the lesson made her happy. Moreover, it is possible to see the effects on their attitude towards English in their reflection sheets. This situation is clear in some students' reflection sheets in the last week of application when they were asked whether they thought formative assessment was beneficial:

*ST7: I think it is useful for me because I am active in the lessons now and I am not afraid of English lesson anymore and my interest in this lesson has increased since the beginning of formative assessment implementation.*

*ST3: I believe that formative assessment is beneficial for me because English lessons are more productive and enjoyable now. I do not get bored in the lessons as before. I can easily say that I like this lesson very much now.*

*ST9: It is beneficial. In the past I hated English because I could not understand it, but now I enjoy the lesson and I like English.*

As it is seen in ST9's expression, the changes that happened in students after formative assessment application have effects on their attitudes towards English. Some students had negative attitudes towards the lesson because of different reasons. The reasons such as fear from the lesson because of not understanding it, unwillingness towards the lesson and reluctance about learning the language affected the students in a bad way, but it is good to see their positive attitude towards the lesson in the changes that occurred in them after formative assessment application. This situation is clear in some students' interview when they were asked what changes they saw in themselves after that application:

*ST2: I can easily say that I overcame the fear of not learning English. I am not afraid of marks or grades. Formative assessment evoked the desire of improving myself more than before.*

*ST3: I did not care about English before that application. I knew that English was useful for me, but I did not want to study it. The situation is different now. I like English more and study it willingly.*

*ST22: I had a sense of wonder about learning English after the application. I began to do my homework carefully, did some researches on English in the internet and tried to learn something from each activity. My willingness about learning also increased.*

The students were also asked what changes they had seen in themselves about learning English in the fourth week's reflection sheet. The following two excerpts also show us the changes that the students had seen in them have effects on their attitude towards English.

*ST12: I thought that I could not learn that language, but that lesson became my favorite because I could understand the lesson easily, make my own sentences and learn many words after that application. Well, I can say that I like this lesson much now.*

*ST14: I liked the lesson after that application because it helped me have the desire of studying English. Now, I can express myself better than before and I become happy to be in the lesson.*

Students were active participants of teaching and learning process and they involved in the assessment procedure. They assessed their own work and their peers' work and both self-assessment and peer-assessment highlighted active participation of the students in that process. Students' involvement in the assessment process helped them create a learning culture in the lesson because they learnt to help each other and work cooperatively rather than be in a competition with each other. So, their involvement in the evaluation process enhanced their learning and gave them an opportunity to observe both their products and their peers' products. Moreover, the students got both written and oral feedback from their peers and teacher during the application. They also gave feedback to their peers and they learnt from each other's views about their work. Formative assessment affected their attitude towards English and this is clear in the interview when they were asked what the benefits of feedback were to them. Following excerpts are examples about the effects of formative assessment on their attitude towards English:

*ST1: It had a positive effect on me. I do not make the same mistakes that I did in my homework and quizzes before. I begin to do my homework delicately according to the feedbacks. When someone commented on my homework in the past, I got angry about their comments, but now I know that feedback is beneficial for me and I like my English lesson more.*

*ST5: Benefits of feedback to me were a lot. I do not hide my mistakes and deficiencies in the lesson anymore. I ask everything and try to learn the language. Feedback affected my English positively. Now I care about feedbacks more than before and the rate of my mistakes has decreased a lot. Moreover, the relations with my friends have become well and English is much important for me now.*

The students' involvement in their evaluation process enhanced their learning and the notes about how giving and taking feedback affected the students' attitude towards the lesson were also recorded in the journal by the researcher. The researcher stated in the journal that the students become more active in their learning process as they started to give and take feedback. They were so happy when they told their ideas to their peers because they did not have such a chance before. They began to pay more attention to their peers' comments and wanted their help when they did not understand anything. It was recorded that it was good to see them learning from each other and that situation reflected to their attitudes to the lesson positively. The students became more intentional learners day by day and more ambitious about learning English. The researcher also noted that seeing the effects of formative assessment on their attitudes was good and she was satisfied with the reflections. The effects of formative assessment on their attitude towards the lesson were also seen in their reflection sheets. This can be seen in two students' reflection sheets when they were asked whether the feedbacks they took from the researcher and their peers had any benefits to them:

*ST3: Although it was our first lesson of application, feedbacks that I got from my teacher and peers affected me in a positive way. I become ambitious about studying English and doing my homework and I began to like the lesson.*

*ST23: I got more curious about learning English thanks to the feedbacks.*

The students were also asked in the second week's reflection sheet what the benefits of giving feedback to their peers and taking feedback from them were for them. This situation is clear in one of the students' excerpt:

*ST9: Giving feedback to my peers and taking feedback from them helped me about learning English. I corrected my mistakes in the activities and I also felt myself important when my peers paid attention to my feedback. This helped me to like English.*

### 4.3.2. Effects on Participation

Formative assessment had a positive effect on the students' participatory involvement. Students and the researcher were active participants of the instructional process. Being a part of their learning, the students participated in that teaching and learning process and took the responsibility of their own learning. They could keep trace of their progress and they

understood their needs and skills. They also worked in collaboration with their peers and the researcher. So, they learnt more from their views and they become more social. This situation also affected their perspective about the lesson. They saw that they could learn English and the lesson become more attractive to them. They began to like the lesson more and they participated in their own learning more than before. So, it can be said that formative assessment helped them participate in their own learning and it increased their participatory involvement in the lesson. This situation is clear in some students' interview when they were asked how formative assessment affected their participation:

> *ST16: Before this application, I just preferred to listen to the lesson because I did not like the lesson much. English lesson become more enjoyable and I liked it after this application. I become active in the lesson and I began to learn more. So, my participation in the lesson increased more.*

> *ST22: Formative assessment affected my participation in the lesson in a positive way. I began to participate in the lesson more and my interest to the English was also increased. I was relaxed and I was in conversation with my surrounding in the lesson. This also increased my participation in the lesson.*

> *ST23: Formative assessment was useful for me. As I said before, I was afraid of asking questions, but I overcame this. Now I can express myself easily. This positively affected my participation in the lesson and I participate in the lesson more than before.*

These are some examples from the interview. It is clear from the excerpts that formative assessment increased their participatory involvement in the lesson. The effects on students' participation are clear in teacher's journal. The researcher stated in the journal that formative assessment affected their participation in a positive way. She noted that while she was observing the students in the lesson, she realized that students began to explore their own skills about learning the language. In fact, the students had not believed in themselves about learning English and they saw that they could learn it with the right tool which was formative assessment. The students became more active in the lesson and participated in the lesson more than before. She also stated that it was really good to see the positive effects of formative assessment on the students' participatory involvement and she was happy about the effects of it on the students. It is also possible to see the effects of formative assessment on students'

participation in their reflection sheet. This situation is clear in some students' reflection sheets in the third week of implementation when they were asked whether their desire of participation in the lesson increased:

> *ST5: I think that our desire of participation in the lessons increased. Before this application, I was passive and I did not participate in the lessons so much, but this assessment is very effective and I begin to participate in the lessons more.*

> *ST7: My willingness to participate in the lesson increased thanks to this application. English lessons are more enjoyable and I can form sentences easily now. I like English lessons and my participation in the lesson has increased since this application.*

### 4.3.3. Effects on Awareness

When the evidence that gathered from the students was analyzed, it was seen that formative assessment had affected their awareness. Students were active participants of their own learning during formative assessment application. When they actively participated in the assessment process, they become aware of their own learning and their needs. This type of assessment raised their awareness and it is possible to the effects on their awareness in the changes that were seen in them after formative assessment application. This situation is clear in two students' interview when they were asked what changes they saw in themselves after that application:

> *ST13: Our previous lessons were not like this. I did not talk much in the lesson before, but now I am aware of where I need to improve myself in the lesson and how my progression is.*

> *ST16: Formative assessment helped me understand the subjects that I had problems with. I became aware that my willingness towards the lesson was increasing. I can easily ask questions to both my peers and you. Moreover, I am aware of the fact that I can express myself more easily.*

It is seen from the excerpts that formative assessment affected their awareness. Students were active in their learning and they had a chance of keeping trace of their progress. During formative assessment application, the students got the skills of self- and peer-assessment. They gave feedback to their peers and took feedback from them and they also got verbal and written feedback from the researcher. These feedbacks affected the students'

awareness. This can be seen in the interview when the students were asked what the benefits of feedback to them. Following excerpts are examples about the effects of formative assessment on the students' awareness:

*ST7: I became aware of my mistakes in the activities thanks to the feedbacks and I corrected them. It is really a good sense to see that I can learn English. The assistance of you and my peers is a lot to me.*

*ST9: I became aware of my deficiencies in the lesson and I completed them. I learnt many words. Moreover, I can easily make sentences.*

*ST13: I became aware of my deficiencies in the lesson thanks to the feedbacks that I took from you and my peers and I completed them. Additionally, I became aware of how much I progressed. I am sure I will be better in the lesson.*

The effects on awareness were also stated in the teacher's journal. The researcher stated that formative assessment had effects on their awareness. Students became more aware of their strong and weak points in the lesson and tried to complete their weak points. The activities such as group work, quizzes and taking or giving feedback had a contribution to their English and they helped the students be aware of their progression. She also noted that the students became more willing to learn English and they were happy about their progress. Moreover, when the reflection sheets of the students were analyzed, it was clear that quizzes and group works had also affected their awareness about their learning. Following excerpts are examples about this issue:

*ST12: I became aware that I did not know many words when we worked in groups and group work was very useful for me to tell my ideas easily.*

*ST14: I became aware of my deficiencies in English after the quizzes and I completed them. Quizzes helped my English progress and I liked English much.*

### 4.4. The Effects of Formative Assessment on Low-Participants' Level of Participation

Formative assessment had effects on the students' participation as it was seen in the students' thoughts about formative assessment. Formative assessment affected their attitude towards English, their participation and their awareness. Moreover, the researcher wanted to learn whether formative assessment increased low-participants' level of participation in the

lesson. So, she observed the students during the lesson and saw that the participation of six students was low. She kept observing these six students for four weeks before the implementation and recorded the number of their involvement into each lesson in a list. She also went on recording how many times the low-participants attended to the lesson after the implementation for the next four weeks. The researcher collected the data about the situation of these students before and after treatment. A-B design was used in order to analyze the collected data for each student. The attendance of the students in the lesson before the implementation was the baseline of the study and it was named as A. The symbol B was the attendance of them after implementation and it was the treatment of the study. Each design was analyzed for each student separately and presented below.

*Figure 1 Frequency of Participation of Student 4*
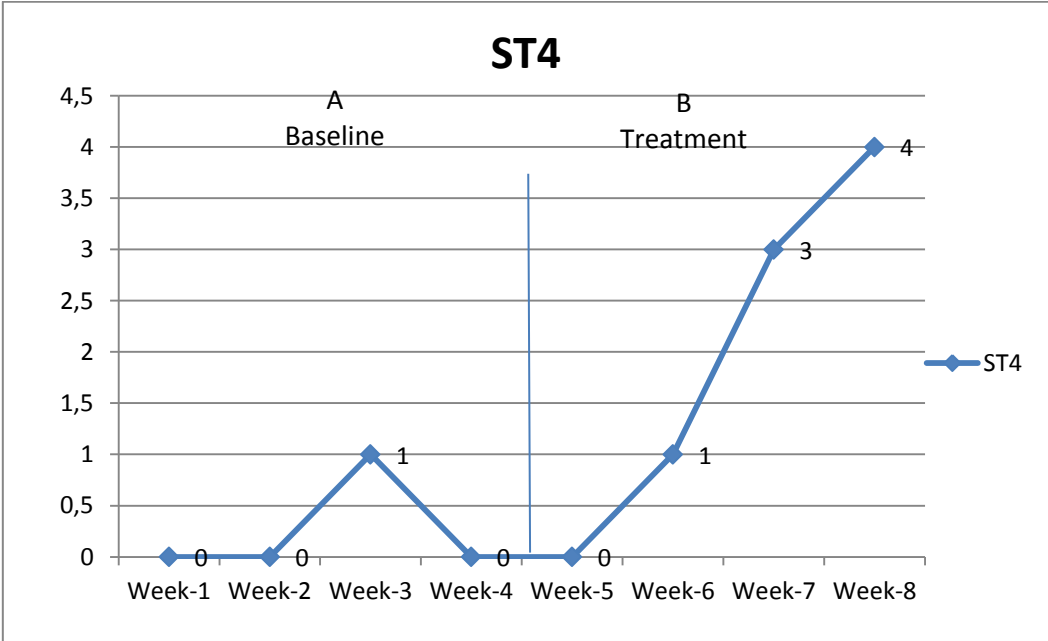


*Student 4*. This student was one of the low-participating students. As seen in Figure 1, this student participated in the lesson only once in four weeks before the implementation started. However, soon after the treatment, participation started to increase, and in the last week of the implementation, she even participated four times in a lesson. This situation is also clear in her response to the interview question when she was asked how formative assessment affected her participation:

> *It increased my participation. I kept away from English because I did not like it before and I thought that I could not learn this language, but I became aware that I was*

*wrong. Now I like English lesson very much and my participation to the lesson also increased.*

The same is also apparent in the reflection sheet of this student in the third week when she was asked whether her desire of participation increased:

*Yes. I liked the lesson thanks to this application and I began to participate in the lesson more than before.*

*Figure 2 Frequency of Participation of Student 8*
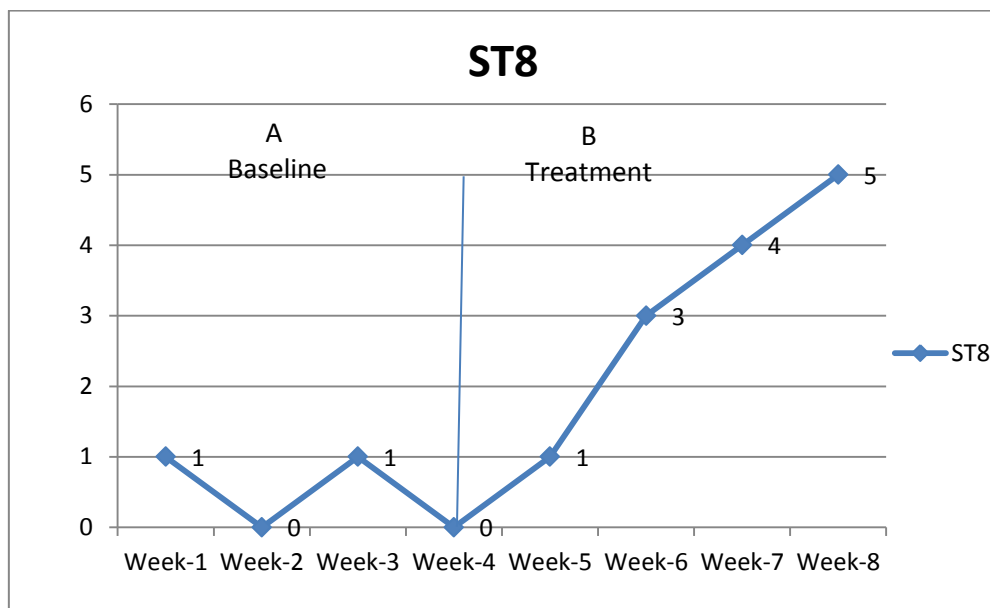


*Student 8.* This student was one of six low-participants. As seen in Figure 2, she participated two times in the lessons in four weeks before the implementation, but after the implementation started, the level of her participation increased week by week and she even participated five times in the lesson in the eighth week. It is also clear in her interview when she was asked how formative assessment affected her participation:

*This implementation affected my participation positively. I did not attend to the lesson before, but I was motivated after this implementation. I study English better and I participate in the lesson more. Moreover, it makes me happy to see that I am successful in the lesson.*

In the reflection sheet of the third week, she was also asked whether her desire of participation increased. The situation is same in her response to the question:

*I did not attend to the lesson before, but I have participated in the lessons more since this application. I am learning English more day by day.*

*Figure 3 Frequency of Participation of Student 10*
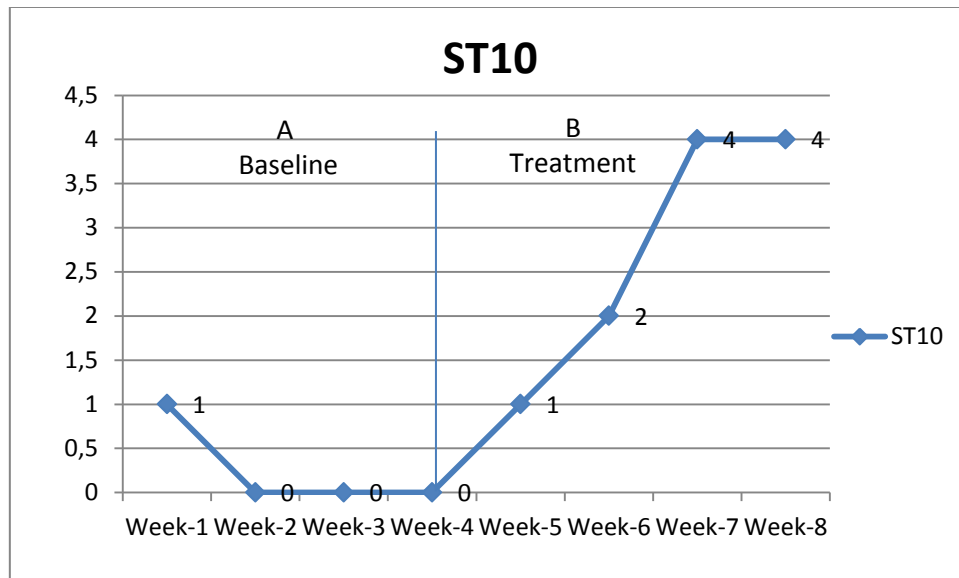


*Student 10.* This student was a low-participating student. As it is seen in Figure 3, she participated in the lesson once in the first week and there was not any participation in other weeks before the implementation. However, the participation started to increase after the treatment and she participated four times in the lesson at the seventh week. Moreover, the level of her participation was stable in the seventh and eighth weeks. This situation is clear in her response to the interview question:

*This application had a positive effect on me. Now I study English willingly, understand the lesson and participate in the lesson enthusiastically. Additionally, I come to school eagerly and I consistently want to attend the lesson.*

In the reflection sheet of the third week, she also stated that she understood the lesson and liked English lesson more than before. Moreover, she was interested in learning English when it was compared with a few months ago and her desire of participation in the lesson also increased.

*Figure 4 Frequency of Participation of Student 11*
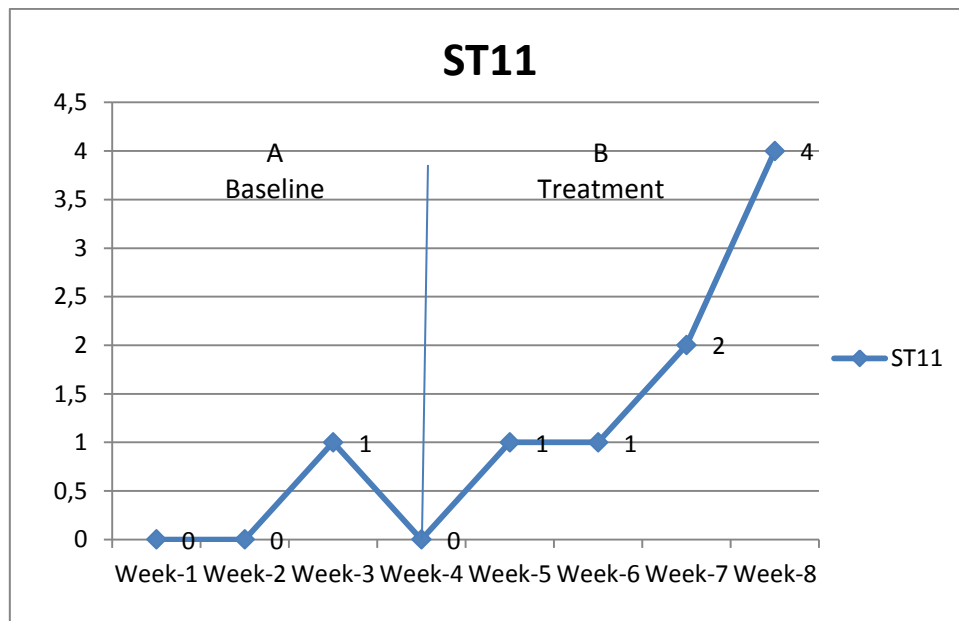


*Student 11*. This student was a low-participant and the situation of her before and after treatment is seen in Figure 4. She participated in the lesson only once in four weeks before the implementation, but her participation increased after the implementation started. The participation was same at the fifth and the sixth week. However, the participation started to increase and she even participated four times in a lesson in the last week of implementation. This is also clear in the student's response to interview when she was asked how formative assessment affected her participation:

> *In fact, I did not have any desire about learning English before, but the situation is different now. I eagerly participate in the lessons and I am also willing to learn English more. I can easily make sentences now and I like participating in the lessons.*

The situation did not apparently change in her reflection sheet in the third week when she was asked whether her desire of participation increased:

> *It certainly increased after the application. The lessons were very enjoyable and I can also express myself. I like English lessons and I participate in the lessons more now.*

*Figure 5 Frequency of Participation of Student 15*
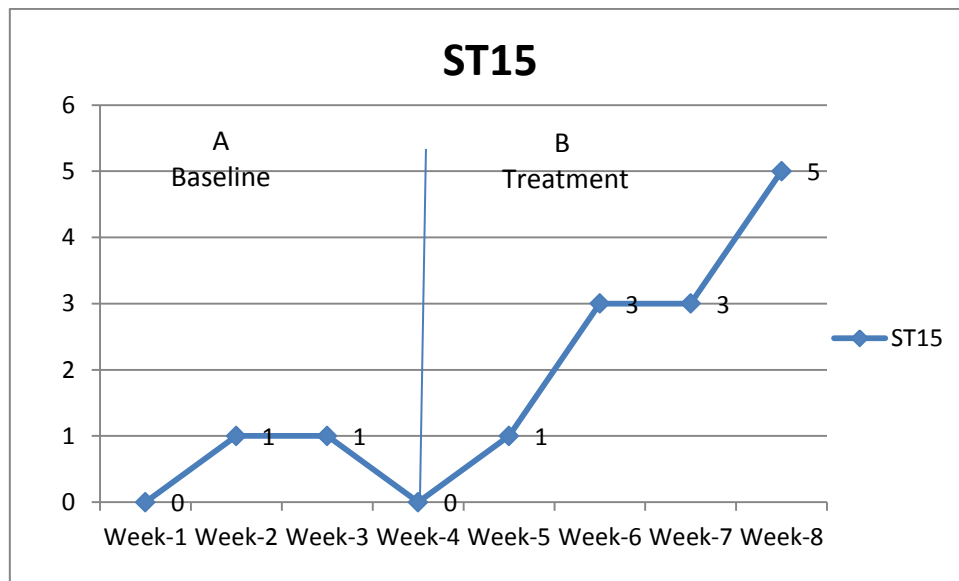
*Student 15.* He was one of the students whose participation was low. As it is seen in Figure 5, he participated two times in the lessons before the implementation started and the number of his participation was same in the second and third week. Moreover, his participation in the first week of implementation was not different from the second and third week before the implementation. However, soon after the implementation, the participation started to increase. While the participation was stable in the sixth and seventh week, it started to increase again and he participated five times in the lesson in the eighth week. This situation is also clear in this student's response to the interview question:

> *I can say that formative assessment absolutely increased my participation. I liked English lessons and I do not have any prejudice any more that my peers will laugh at me if I make a mistake. Being aware of my improvement also increased my participation in the lessons. Now I participate in the lesson more than before.*

The same is clearly seen in his reflection sheet of the third week:

> *I like English lessons and I am not afraid of making mistakes. I became more active in the lessons after this implementation and I began to participate in the lessons more. I can say that my desire of attending the lesson increased.*

Figure 6 Frequency of Participation of Student 18
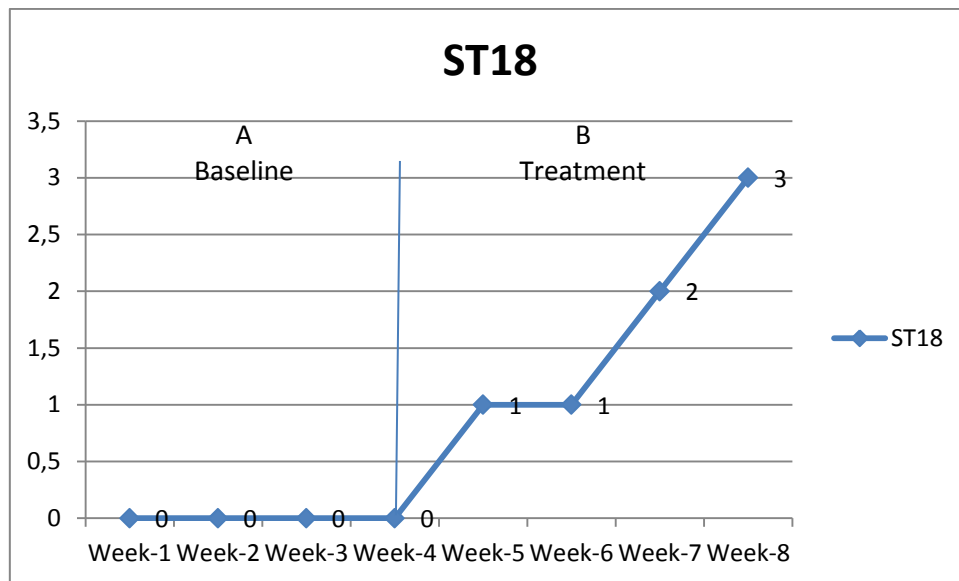


*Student 18.* This student was also one of low-participating students. As seen in Figure 6, there was no participation before the implementation started. However, her participation began to increase after the implementation. Her participation was constant in the fifth and the sixth week, but it started to increase again in the last two weeks of implementation and even in the last week of implementation, the number of participation was three. This is also clear in her response to the interview question when she was asked how formative assessment affected her participation:

> *I was shy and I did not understand English before the implementation. So, I always had the fear of failing in the lesson, but now I am not afraid. I like English lesson. When I do not understand anything, I can easily ask to you and to my peers. Formative assessment affected my participation and I participate in the lessons thanks to this implementation.*

The same is also apparent in the reflection sheet of this student in the third week when she was asked whether her desire of participation increased:

> *Yes, my desire of participation increased because formative assessment helped me like this lesson and I am more active in the lessons now. When I participate in the lesson, I learn more.*

As it is seen from A-B design, the students' responses to interview questions and their reflections on their sheets, formative assessment helped low-participants increase their level of participation in the lesson. The students were a part of their own learning and they participated in that teaching and learning process. The effects of formative assessment on the students' participation were also stated in teacher's journal when the students were asked what they thought about formative assessment. The data about the situation of these six low-participants were analyzed and it was seen that formative assessment had a positive effect on the students' participatory involvement.

# CHAPTER 5

## 5. CONCLUSIONS

### 5.1. Introduction

This chapter aims to present a summary of the findings about the present study. There are also suggestions for further research.

### 5.2. Review of the Results – Research Question 1

One of the aims of this study was to find out in what ways formative assessment worked in a fixed curriculum. The research question for this aim was:

*1. How does formative assessment work in a fixed curriculum?*

In order to apply formative assessment, Tourism and Hotel Management Department of Vocational High School in Adıyaman University was chosen because this department had a fixed curriculum and had only three hours of English lesson in a week. Moreover, the assessment type of this university was summative. To carry out this aim, formative assessment was applied for four weeks and the teacher journal and the teacher notes were analyzed.

 The teacher journal and teacher notes were analyzed and it was found that most of the students liked the activities and became active in the lesson in spite of time constraints and the students' being accustomed to the previous assessment type. One of the reasons that helped them like the activities and become active was that the students were given a chance of sharing their own ideas with their peers and working within a group. The other reason was self- and peer-assessment because self- and peer-assessment tasks highlighted active participation of them in teaching and learning process. Moreover, working in cooperation with each other, giving feedback to their peers and taking feedback from them also had effects on their active participation and their attitudes towards the lesson. The researcher was happy about seeing these effects on the students while she was trying to find out how it worked in that program.

Formative assessment helped the students increase their participation in the lessons as they began to take the responsibility of their own learning and involve in their own assessment process. This involvement created awareness in their understanding that this assessment type had effects on their learning and helped them become intentional learners.

Additionally, the collected data were used to make necessary adjustments in order to meet their needs and modifying the lesson according to their needs made the lesson formative. As Black and William (1998a) stated, assessment refers to all those activities undertaken both by teachers and students in assessing themselves. The data are used as feedback to make necessary adjustments. Such kind of assessment is formative assessment when the evidence is actually used to adapt the teaching to meet students' needs.

Formative assessment positively affected the students' willingness about attending the lesson and this situation made the researcher's work easy while she was applying it. It was found that the students had the desire of attending to the lessons when their situation was compared with the weeks before implementation. Moreover, it was also found that the students became aware of their own learning and kept trace of their progress as they took and gave feedback. As Sadler (1989) stated before, feedback is the information about how successfully learning has been done or is being done and this information is the hearth of this process. So, it can be said that this information supported students' learning, activated their engagement and helped them improve themselves. As a result, the information became formative.

Finally, it was found that the students' attitudes towards the lesson were positive and the students were also enthusiastic about learning English. It made the researcher happy about the results because the students were passive, did not participate in the lessons and did not also want to learn English before implementation. Their aim was just to pass the lesson. So, formative assessment became a refreshing soul for these students to like the lesson, have a positive attitude towards the lesson, explore their skills and understand their needs. Moreover, the positive effects of formative assessment on students' participation showed that it could be applied in a fixed curriculum and how it worked in such a program.

**5.3. Review of the Results – Research Question 2**

Another aim of this study was to learn the students' ideas about this assessment. The research question for this purpose was:

*2. What do the students think about formative assessment?*

To carry out this aim, a semi-structure interview and weekly reflection sheets were applied and a teacher journal was also kept in order to write the observations. From the analysis of the data collection tools, the students' thoughts about formative assessment were

categorized under three terms: effects of formative assessment on attitudes towards English, on participation and on awareness.

The data were analyzed and it was found that formative assessment had a positive effect on students and changed their attitudes towards English. One of the reasons of changes in their attitudes towards the lesson was that the students began to like English lesson because the lesson was not monotonous anymore and it was full of activities. So, the students got an opportunity to express themselves without fear of getting marks and they actively began to take the responsibility of their own learning. Moreover, some of the students had negative attitudes towards the lesson because of different reasons before the application. These were fear from the lesson because of not understanding it, unwillingness towards the lesson and reluctance about learning language. From the students' responses to interview and their reflections in the sheets, it was found that these negative attitudes towards the lesson turned out to be positive after the application.

Another reason that changed their attitudes towards the lesson was self- and peer-assessment because the students became active participants in instructional process and they began to assess their own work and their peers' work. Weisi and Karimi (2013) state in their study that self-assessment is at the center of formative assessment because it is a way of giving information and involving the students in their assessment process. Moreover, it is a tool that they take the responsibility of their own learning. Similarly, Kollar and Fischer (2010) state "peer-assessment is an important component in the design of learning environments implementing a more participatory culture of learning". As the students involved in the evaluation process, they learnt to help each other and work in cooperation rather than competed with each other. Moreover, they learnt from each other's views about their work when they gave and took feedback. This situation positively reflected to their attitudes towards the lesson.

The second category was the effects of formative assessment on participation. From the analysis of the data, it was found that formative assessment had a positive effect on the students' participatory involvement. Before the implementation, the students were not so active in the lesson and did not like the lesson so much. However, they became more active and participated in the lessons more than before after the implementation. Formative assessment became a way for them to explore their own skills about learning the language and the researcher was a guide for them to find their way on the path. So, formative assessment was a chance for the students to understand their needs and skills. It was seen that they could learn English and the lessons became more attractive to them. Being active participants in the

instructional process, they participated in the lessons more than before. So, it can be said that formative assessment increased their participatory involvement.

It was found from the analysis of the collected data that formative assessment had effects on the students' awareness. It was possible to see the effects on awareness in the changes that were seen in the students after formative assessment implementation. The students actively participated in the assessment process and their active participation raised their awareness about their own learning and their needs. They became aware of their strong and weak points in the lesson and this awareness helped them complete their weak points. Moreover, group work, quizzes and homework had a contribution to their English and they helped the students raise their awareness about their progress. It was also found that feedback affected their awareness. The students gave feedback to their peers and took feedback from them. This information activated the students, furthered their performance and raised their awareness about their progress. It was easily seen that formative assessment affected their awareness positively.

## 5.4. Review of the Results – Research Question 3

Last aim of this study was to find out in what ways formative assessment helps low-participants be involved in the lessons. The research question for this purpose was:

*3. Does formative assessment help low-participants increase their level of participation?*

To carry out this aim, a baseline design was applied in order to analyze the effects of formative assessment on the level of six low-participating students' participation statistically. Moreover, a semi-structure interview, a teacher journal and weekly reflection sheets were used for collecting data. From the analysis of frequency of participation designs, it was found that formative assessment helped low-participants increase their level of participation. It was seen that the participation of these students in the lessons was low and they participated in the lessons once or two times in four weeks before the implementation started. However, their participation started to increase after the implementation. The other students' participation increased week by week while the participation of some students was stable at two weeks after the implementation. As Black and Wiliam (1998a) stated before, although formative assessment has a vital effect on learning for all the students, it helps low-participants more than other students, and so reduces the range of attainment while rising attainment overall. It was also found that these students' attitudes towards the lesson chanced and they began to like

the lesson more than before after the implementation. This situation affected their participation positively because they were a part of their own learning and became aware of their progress in the lesson. Being active in the lesson also increased their desire of participation. These results indicated that formative assessment affected the students' participatory involvement in the lessons.

## 5.5. Suggestions for Further Research

This study tried to find the possible effects of formative assessment on the students' participatory involvement. It was found that formative assessment had positive effects on increasing students' participation in the lessons. For further research, these positive effects of formative assessment can be the main focus of the studies about participation.

Another suggestion is about the population of the study. The number of the students for this study was twenty three. Larger population will be more effective in understanding the effects of formative assessment on their progress for further research. Moreover, formative assessment was applied for four weeks for this study. For further researches, conducting a longitudinal study will possibly be more effective in giving more accurate results. A-B design was used for six low-participating students to see the effects of formative assessment on their participation before and after treatment. It is possible that some other variable caused the chance. Therefore, the suggestion for further research is to use A-B-A design and observe the students after the treatment. If the students' participation is different during the implementation than either baseline period, then it is the stronger evidence for effectiveness of the implementation.

## 5.6. Implications of This Study

As Moss and Brookhart (2009) stated before, formative assessment is an active and intentional process that both teachers and students continuously and systematically collect the evidence of learning with the aim of improving students' achievement. Formative assessment has a vital impact on student learning rather than summative assessment. According to the data analysis of the current study, assessment is a way used for improving students' achievement rather than a way of giving marks. The study shows that it is necessary for the teachers to use formative assessment in order to further their learning. Moreover, if we want our students to be a part of their own learning, understand their needs and skills assess their own learning and become active and intentional learners, we should create these opportunities

for our students. As lecturers, we should use formative assessment in order to create these opportunities in the instructional process.

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## 7. APPENDICES

### 7.1. Appendix 1: Interview

**Student 1**

T: Merhaba.

S: Merhaba hocam.

T: Sana bazı sorular soracağım ve senin fikirlerin benim için önemli. Birinci sorumuza geçelim. Öncelikli olarak sınıfta yaptığımız uygulamalar ilgili ne düşünüyorsun?

S: Hocam şöyle belirtmek gerekirse yaptığınız uygulama benim çok hoşuma gitti çünkü ben İngilizce dersini çok seviyorum ve bu uygulama sayesinde daha çok sevmeye başladım. Tabi ki bu da benim derse olan ilgi ve alakamı arttırdı. Aktiviteler çok eğlenceli ve dersin bir parçası gibi görmeye başladım kendimi. Her gün yeni bir şeyler öğreniyoruz ve bu yöntem sayesinde kalıcı oluyor.

T: Peki bu çalışma yöntemi sende neleri değiştirdi?

S: Kesinlikle derse olan ilgim arttı ve eskiye oranla daha istekliyim. Severek ve isteyerek her aktiviteye katılıyorum. İngilizcemin geliştiğini görmek de beni mutlu etti.

T: Bir sonra ki soracağım soru da bu uygulama senin sınıf içi katılımını nasıl etkiledi?

S: Olumlu yönde etkiledi çünkü insanın hayatta eksileri de olur artıları da olur. Benim eksilerimi artıya dönüştürdü bu yöntem ve derse olan ilgim arttığı için de derse katılımım da arttı.

T: Evet güzel. Peki, aldığın dönütlerin sana nasıl bir faydası oldu?

S: Olumlu yönde bir faydası oldu. Ödevlerde ve quizlerde yaptığım hataları yapmıyorum. Daha özenli yapmaya başladım verilen dönütler doğrultusunda. Daha önceden başkası bir yorum yaptığında ödevime kızardım ama şimdi ise yararıma olduğunu biliyorum ve İngilizce dersinin daha çok seviyorum.

T: Teşekkürler.

S: Ben teşekkür ederim hocam.

**Student 2**

T: Hoş geldin. Nasılsın?

S: İyiyim hocam. Siz nasılsınız?

T: Ben de iyiyim teşekkürler. Şimdi sana bazı sorular soracağım ve fikirlerin benim için değerli.

S: Tabi ki hocam.

T: Sınıfta yaptığımız uygulamalarla ilgili ne düşünüyorsun?

S: Hocam gerçekten etkili olduğunu söyleyebilirim çünkü grup çalışması, ev ödevleri ve birbirimize dönüt vermeler derse olan ilgimi arttırdı. Ders daha zevkli hale geldi.

T: Peki yapmış olduğumuz bu çalışma sende neleri değiştirdi?

S: İngilizceyi öğrenemem korkusunu aştım diye bilirim. Not korkum yok ve kendimi daha çok geliştirme isteği uyandırdı bende.

T: Bu çalışma senin sınıf içi katılımını nasıl etkiledi?

S: İngilizce dersini sevmeye başladığım için derse katılma isteğim de arttı.

T: Aldığın dönütlerin sana bir faydası oldu mu?

S: Evet

T: Ne gibi bir faydası oldu?

S: Verilen dönütlerin benim faydama olduğunu biliyorum çünkü aldığım dönütlerden sonra hatalarım bayağı azaldı ve arkadaşlarıma kolaylıkla bir şeyler sorabiliyorum. Çoğu zaman beraber çalışıyoruz ve İngilizceye olan ilgimi de arttı hocam

T: Teşekkürler.

S: Bir şey değil hocam.

## Student 3

T: Merhaba

S: Merhaba hocam.

T: Sana bazı sorular soracağım ve bu sorulara vereceğin cevaplar benim için önemli yani senin fikirlerin benim için değerli. Birinci sorumuza geçelim. Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Sınıfta yaptığımız uygulamaları yararlı buluyorum. Bu uygulamalar sayesinde İngilizcemin geliştiğini söyleyebilirim çünkü derse olan ilgim arttı ve öğrendiklerimi pekiştirmeye yardımcı oluyor. Ders daha zevkli hale geldi.

T: Güzel. Bu çalışma yöntemi sende neleri değiştirdi?

S: Eskiden fazla önemsemiyordum İngilizceyi, yararlı olduğunu biliyordum ama içimden çalışmak gelmiyordu. Şimdi öyle değil. İngilizceyi daha çok sevdim ve isteyerek çalışıyorum artık.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: İngilizceyi sevdiğim için derse artık daha çok katılmaya başladım.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: İngilizceyi daha çok sevmemi sağladı ve bu dersten korkmuyorum artık. Kendimi daha rahat ifade edebiliyorum. Bu da beni mutlu ediyor.

T: Teşekkürler.

S: Rica ederim.

## Student 4

T: Hazırsan sana bazı sorular soracağım ve senin fikirlerin benim için önemli. Öncelikli olarak sınıfta yaptığımız bu uygulamalarla ilgili ne düşünüyorsun?

S: Çok yararlı buluyorum. Ders daha zevkli geçti ve İngilizce dersini sevdim açıkçası. İngilizce dersini sevmiyordum ve çok sıkıcıydı dersler. Şimdi ise bu uygulama sayesinde İngilizce dersini sevdim.

T: Bu çalışma yöntem sende neleri değiştirdi?

S: İngilizce dersine olan bakış açım değişti. Dersi sevdim ve tüm aktivitelere katıldım. Bu dili öğrenebileceğimin farkına vardım açıkçası.

T: Sınıftaki bu çalışma yöntemi senin ders içi katılımını nasıl etkiledi?

S: Arttırdı hocam çünkü İngilizce dersini daha önce sevmediğim için hep uzak durdum. Öğrenemem diyordum. Yanıldığımın farkına vardım. Şuan dersi çok seviyorum ve böylece derse katılımım da arttı.

T: Peki, aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Açıkçası ne kadar çok eksiğimin olduğunu fark ettim. Arkadaşlarımın değerlendirmeleri ve sizden aldığım dönütler sayesinde bu açığımı kapattım sayılır. Yaptığım hataları düzeltim ve ciddi oranda da azaldı bunlar.

T: Teşekkür ederim.

S: Ben teşekkür ederim.

## Student 5

T: Hoş geldin.

S: Hoş bulduk hocam.

T: Hazır mısın?

S: Evet, hazırım hocam.

T: Şimdi sana birkaç soru soracağım. Sınıfta yaptığımız uygulamalarla ilgili ne düşünüyorsun?

S: Bence çok iyi bir uygulama oldu. Olumlu ve etkili olduğunu düşünüyorum. Sınıfta arkadaşlar arasında çok olumlu tavırlar görüyorum. Benle birlikte diğer arkadaşlarımın da

aynı ilerlemeyi sağladıklarını düşünüyorum çünkü ilk dönem böyle değildik. Yani ben dahil yanımdaki arkadaşlar sadece derste olmak için geliyorduk ama bu uygulamadan sonra derse gelme isteğim arttı ve dersi daha çok sevdim ve ders daha dolu geçiyor.

T: Güzel. Bu çalışma yöntemi sende neleri değiştirdi? Kendinde ne tür değişiklikler hissettin?

S: Mesela daha önce anlamadığım için İngilizce derslerini ve şarkılarını sevmezdim ama şu aralar İngilizce şarkı dinliyorum diye bilirim. Bu olumlu bir etkidir ve derse daha istekli geliyorum.

T: Bu çalışma senin sınıf içi katılımını nasıl etkiledi?

S: Derse katılımımı olumlu etkiledi.

T: Daha önce böyle bir soru sormuştum reflection sheete derse katılma isteğiniz arttı mı diye. Senin verdiğin cevapta derse katılma isteğinin arttığını ve bundan önceki derslerde pasif ve konuşmaktan aciz olduğunu söylemişsin.

S: Evet hocam. Bu etkinlikler çok etkili oldu derse katılmam konusunda. Şuan daha hevesliyim İngilizce öğrenmeye karşı.

T: Güzel. Sınıfta aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Çok faydasını gördüm. Hatalarımı ve eksiklerimi gizlemiyorum artık. Her şeyi soruyorum ve öğrenmeye çalışıyorum. Burada verilen dönütlerin İngilizceme çok yararı oldu. Bu dönütleri dikkate alıyorum ve hatalarımda ciddi anlamda azalma oldu artık. Arkadaşlarımla olan iletişimim de gayet iyi duruma geldi ve İngilizce benim için çok daha değerlidir hocam.

T: Teşekkürler.

S: Ben teşekkür ederim hocam.

## Student 6

T: Sana birkaç soru soracağım ve senin fikirlerin benim için değerli. Öncelikli olarak sınıfta yaptığımız uygulamalarla ilgili ne düşünüyorsun?

S: Bu uygulamaları yararlı buluyorum. Quizler, ödevler ve arkadaşların değerlendirmeleri çok faydalı oldu. Ders daha zevkli geçmeye başladı.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceyi daha çok sevmeye başladım. Dersi daha iyi anlıyorum.

T: Pek,  bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Etkiledi.

T: Eskiden nasıldı? Şimdi nasıl?

S: Eskiden kimseye soru sormazdım ve derse katılırdım ama şuan ki kadar değil. İçime kapanıktım ve kimseyle yardımlaşmazdım ama şimdi öyle değil. Arkadaşlarımla paylaşıyorum her şeyi ve içime kapanık değilim artık. Bu daha da derse katılımımı arttırdı.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütlerin çok yararı oldu diyebilirim. Daha sosyal oldum ve İngilizce derslerinde daha aktif oldum diyebilirim.

T: Teşekkür ederim.

S: Rica ederim hocam.

## Student 7

T: Merhaba.

S: Merhaba hocam.

T: Hazırsan başlayalım mı?

S: Evet hocam.

T: Sınıfta yaptığımız uygulamalarla ilgili ne düşünüyoruz?

S: Çok sağlıklı uygulamalar olduğunu düşünüyorum. Ders çok zevkli hale geldi benim için.

T: Bu çalışma yöntemi sende ne gibi değişiklikler yaptı?

S: Merakım arttı derse karşı ve dersi daha çok sevmeye başladım.

T: Reflection sheete İngilizce öğrenmeyle ilgili sizde ne gibi değişiklikler oldu diye bir soru sormuşum.  Sen de İngilizceye merakım arttı ve bir şeyler yapınca da ders daha zevkli hale geliyor.  Beceremem korkusu biraz da olsun azıldı bu sayede demişsin. Neden? Daha önce böyle bir korkun var mıydı?

S: Korku dediğim dersle pek içli dışlı olmadığımdan dolayı yani dersle pek ilgilenmiyordum açıkçası.

T: Bu sadece İngilizceye karşı mı böyle?

S: Evet İngilizceye karşı böyleydi ama bir şeyler yapabildiğimi görünce bu korkum geçti ve demek ki becerebiliyormuşum isteyince.

T: Derse katılımını nasıl etkiledi bu yöntem?

S: Derse katılımımı olum yönde etkiledi.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Dönütler sayesinde yaptığım yanlışları fark ettim ve düzelttim hatalarımı. Başarabildiğimi görmek gerçekten çok güzel bir duygudur. Arkadaşlarımın ve sizin katkınız çok fazla.

T: Teşekkürler.

S: Ben teşekkür ederim.

**Student 8**

T: Sana bazı sorular soracağım ve senin fikirlerin benim için değerli. Sınıfta yaptığımız uygulamalarla ilgili ne düşünüyorsun?

S: Benim için çok yararlı oldu. İngilizce dersini daha çok sevdim. Grup çalışması, ev ödevleri ve birbirimize dönüt vermek çok yararlı oldu ve İngilizcem gelişti bunlar sayesinde.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizcenin o kadar da zor olmadığını öğrendim çünkü dersi sevdim. Kendimi rahatlıkla ifade edebiliyorum.

T: Peki, bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Olumlu etkiledi gerçekten. Daha önce derse katılmıyordum ama bu uygulamadan sonra kendimi daha iyi motive ettim. Daha iyi çalışıyorum ve daha iyi katılıyorum derse. Başardığımı görmek beni mutlu ediyor.

T: Güzel. Reflection sheete zaten böyle bir soru yöneltmişim derse katılma isteğiniz arttı mı diye. Senin de verdiğin cevapta derse fazla katılmıyordum ama bu uygulamayla beraber İngilizce derslerine daha çok katılıyorum ve gittikçe de öğreniyorum demişsin.

S: Evet hocam.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Faydası oldu. Eksiklerimi tamamladım ve arkadaşlarımla olan ilişkilerimde ilerleme oldu. Ders dışında bile beraber İngilizce çalışıyoruz ve birbirimize dönüt veriyoruz. Birbirimizden çok şey öğrendik ve dilimi gelişmesine de katkıda bulundu.

T: Teşekkürler.

S: Bir şey değil hocam.

**Student 9**

T: Sana bazı sorular soracağım ve senin fikirlerin benim için değerli. Öncelikli olarak sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Yaptığımız uygulamaları olumlu buluyorum. Derse katılımımız yüksek oluyor. Daha önceleri pek derse katılmıyordum fakat şuan derse karşı ilgim arttı.

T: Peki en çok sevdiğin aktivite hangisi?

S: Arkadaşlarla grup çalışması yapmak.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: Bu yöntem sayesinde derse katımımım arttı. Önceleri derse bile gelmek istemiyordum ve sırf devamsızlıktan dolayı geliyordum ama şimdi ise isteyerek geliyorum. Bunun katkısını da görüyorum ve ayrıca size de teşekkür ediyorum.

T: Ben de teşekkür ederim. Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Grup çalışması yaparken bilmediğim kelimeleri ve konuları arkadaşlarıma soruyorum. Birbirimizle paylaşıyoruz. Böylece eksikliğimi tamamlıyorum.

T: Eskiye oranla şuan derse katılımın nasıl?

S: Eskiye oranla çok daha iyi diyebiliriz.

T: Güzel. Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütler sayesinde eksiklerimin farkına vardım ve onları tamamladım. Birçok kelime öğrendim. Ayrıca kolaylıkla cümle kurabiliyorum artık.

T: Teşekkür ederim.

S: Ben teşekkür ederim hocam.

## Student 10

T: Hazır mısın?

S: Evet hocam, başlayabiliriz.

T: Sınıfta yaptığımız uygulamalarla ilgili ne düşünüyorsun?

S: Çok yararlı buluyorum, bana çok katkısının olduğunu düşünüyorum. Arkadaşlarda da aynı şeyi görüyorum. Çok ilgileniyoruz ve zevkle yapıyoruz. Çok eğlenceli geçiyor ve bu çalışmalar çok geliştirici. Dersle daha çok ilgileniyorum.

T: Peki, daha çok hangi aktiviteyi sevdin?

S: Ev ödevi vermeniz ve bize dönüt vermeniz çok faydalı oldu. Benim derse olan ilgilim artmasına katkıda bulundu.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: Kelime dağarcığım arttı, derse olan alakam arttı. Dersi anlayarak ve severek yapıyorum her şeyi.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi? Bu soruya paralel olarak daha önce reflection sheete derse katılma isteğiniz arttı mı sorusuna konuyu anlayıp öğrendiğim için katılıyorum. Birkaç aya göre dersle daha çok ilgileniyorum. Daha önce neden ilgisizdin?

S: Hocam yapamıyordum, pek bilgim yoktu İngilizceyle ilgili ve daha önceki okulumun da etkisi var bunda. Anlamıyordum ve pek ilgim de yoktu İngilizceye karşı ama şuan farklı.

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Bunda sizin etkinizin de olduğunu düşünüyorum. Gayet olumlu buldum, ben de çok çok etkisi var. İngilizceyi severek yapıyorum, anlıyorum artık ve büyük bir hevesle katılıyorum. Hatta İngilizce dersinin olduğu gün büyük bir hevesle derse geliyorum. Sürekli derse katılmak istiyorum.

T: Son olarak aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Yanlışlarımı gördüm ve bununla beraber onları düzeltmeye çalıştım. Çok faydalı oldu benim için kelimelerim arttı ayrıca. İngilizcemin gelişmesine katkı sağladı.

T: Teşekkürler.

S: Ben size teşekkür ederim hocam.

## Student 11

T: Hazırsan sana bazı sorular soracağım ve senin fikirlerin benim için değerli.

S: Tamam hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Gayet iyi oldu hem benim için hem de arkadaşlarımız için. Derse olan katılımımızı artırdı. Dersi daha çok sevdirdi bize ve derse olan ilgimi de arttırdı.

T: Yaptığımız aktivitelerden daha çok hangisini seviyorsun?

S: Quizleri ve dönüt vermeyi seviyorum. Çok kalıcı oluyor.

T: Peki bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceye bakış açımı değiştirdi. Dersi daha çok seviyorum ve isteyerek derse geliyorum artık.

T: Bu uygulama senin sınıf içi katılımını nasıl etkiledi?

S: Derse pek ilgim yoktu açıkçası ama şuan durum farklı. İsteyerek katılıyorum ve öğrenme isteğim de arttı. Rahatlıkla cümle kurabiliyorum artık. Derse katılmayı seviyorum.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Farkındalığım arttı diyebilirim. Eksiklerimin farkına vardım ve onları giderdim. Bu konu da arkadaşlarımın değerlendirmeleri ve sizin dönütleriniz çok faydalı oldu.

T: Teşekkürler

S: Bir şey değil hocam.

## Student 12

T: Merhaba. Nasılsın?

S: İyiyim hocam, teşekkür ederim. Siz nasılsınız?

T: İyiyim ben de. Sana birkaç soru soracağım ve fikirlerin benim için değerli. Öncellikli olarak sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Uygulamalar çok güzel, olumlu. Keşke en başında beri böyle yapsaydık. Çok daha iyi öğrendim İngilizceyi. Bu dersi seviyordum ama şimdi daha çok sevmeye başladım. Quizleri ve grup çalışmalarını çok seviyorum. Birbirimizde dönüt veriyoruz ve öğrendiklerimizi paylaşma fırsatı buluyoruz böylece.

T: Peki bu çalışma yöntemi sende neleri değiştirdi?

S: Özgüvenim daha da arttı diyebilirim.

T: İyi. Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Kelime hazinem arttı ve sorulan soruları artık rahatlıkla anlayabildiğim için kolaylıkla aktivitelere katıldım. Bu soruları ben de cevaplayabilirim diyordum kendime ve daha çok girişken oldum. Eskiye oranla derse daha çok katılıyorum çünkü kendime güveniyorum.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütlerde aslında İngilizce dersinde iyi olduğumun farkına vardım. Daha iyisini yapabileceğim konusunda kendime olan güvenim arttı.

T: Teşekkür ederim.

S: Rica ederim hocam.

## Student 13

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yapmış olduğumuz uygulamalar ile ilgili ne düşünüyorsun?

S: Bu uygulama olumlu çünkü ders sonundaki quizler ve diğer aktiviteler dersin pekişmesi açısından çok faydalı.

T: Grup çalışmasının yararlı olduğunu söylemişsin reflection sheete. Bana biraz açıklar mısın?

S: Grup çalışmasında benim ya da arkadaşımın bilmediği bir soru olduğunda birbirimize sorarak öğreniyoruz. Bir de aramızda bir rekabet olmuyor ve birbirimize faydalı olmaya çalışıyoruz.

T: Güzel. İkinci sorum şöyle olacak bu çalışma yöntemi sende neleri değiştirdi?

S: Daha önceki derslerimiz böyle değildi. Ben pek konuşmazdım ama şimdi eksiklerimin farkına varıyorum, ne kadar ilerlediğimin farkındayım.

T: Senin sınıf içi katılımını nasıl etkiledi bu yöntem?

S: Aslında kendimizi ifade etmemiz açısından bizim için bir fırsattır bu. Derse olan ilgim arttı ve İngilizceden korkmuyorum artık. Hata yapsam bu hatalarım beni doğruya ulaştırır. Pes etmedim hocam.

T: Aferin. Son olarak aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Sizden ve arkadaşlardan aldığım dönütler sayesinde eksikliklerimin farkına vardım ve bunları giderdim. Ayrıca ne kadar ilerlediğimi de fark ettim. Daha da iyi olacağımdan eminim.

T: Güzel. Teşekkürler.

S: Emeğinizden dolayı ben size teşekkür ederim hocam.

## Student 14

T: Hazırsan sana birkaç sorum olacak?

S: Hazırım hocam.

T: Sınıfta yaptığınız uygulamalarla ilgili ne düşünüyorsun?

S: Çok faydalı buluyorum. Quizler, ev ödevleri, grup çalışmaları ve dönütler müthiş faydalı oldu. Arkadaşlarımızla bilgilerimizi paylaşmamız açısından çok faydalı oldu. Ayrıca aramızdaki rekabet de ortadan kalktı.

T: Çok güzel. Bu çalışma yöntemi sende neleri değiştirdi?

S: Zevkle ders çalışıyorum artık ve İngilizcemin geliştiğini fark ettim.

T: Peki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Derse katılımın arttı. Herkes istekli ve çok zevk alıyoruz derslerden. Bizler de rahatlıkla kendimizi ifade edebiliyoruz. Daha önceleri öyle bir şansımız yoktu. Biraz daha sosyal oldum diyebilirim.

T: Ayrıca reflection sheete quizlerin size faydası ne oldu şeklindeki soruya nerelerde hata yaptığımı fark ettim. Peki, sadece hatalarını mı fark ettirdi sana?

S: Hem hatalarımı fark ettirdi hem de neyi daha iyi öğrendiğimi fark ettirdi.

T: Son olarak aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Çalışma isteğim arttı ve İngilizcem gelişti. Dersi daha çok sevdim. Size de ayrıca teşekkür ederim hocam.

T: Ben de sizlere teşekkür ederim.

## Student 15

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Çok faydalı olduğunu düşünüyorum. İngilizceye olan ilgim arttı ve çok daha sosyal olduk. Quizler, dönütler ve ev ödevleri dilimin gelişmesine katkı sağladı ve İngilizce dersi çok daha zevkli hale geldi bu uygulama sayesinde.

T: Bu çalışma sende neleri değiştirdi?

S: İngilizce seviyemin arttığını fark ettim. Arkadaşlarımla bir şeyler paylaşmayı öğrendim ve İngilizceye karşı olan ilgim arttı.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Kesinlikle artırdığını söyleyebilirim. Öncellikli olarak İngilizceyi sevdim ve hata yaparsam arkadaşlarım bana güler önyargısı yok artık bende. Geliştiğimi fark etmek katılımımı da artırdı elbette. Şu an eskiye oranla daha çok katılıyorum derse.

T: Güzel. Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Sizden ve arkadaşlarımdan aldığım dönütler sayesinde zayıf ve güçlü yönlerimi fark ettim. Bu durum quizlerime de yansıdı. Her geçen hafta performansım daha iyiye gidiyor aldığım dönütler sayesinde. İngilizcemin gelişmesine katkıda bulundu hocam.

T: Teşekkür ederim.

S: Ben size teşekkür ederim hocam.

## Student 16

T: Öncellikli olarak sana bazı sorular soracağım ve fikirlerin benim için değerli.

S: Tamam hocam.

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Çok yararlı olduğunu düşünüyorum. Tekrar etmiş oluyoruz ve öğrendiklerimizi uygulama fırsatı buluyoruz. Her dersin sonunda yaptırdığınız quizler ve birbirimize soru sormalar çok faydalı oldu.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: Sıkıntı çektiğim konuları daha iyi anlamamı sağladı. Derse olan ilgimin arttığını fark ettim ve rahatlıkla size ve arkadaşlarıma soru sorabiliyorum. Ayrıca kendimi daha rahat bir şekilde ifade edebildiğimi de fark ettim.

T: Güzel. Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Bu uygulamadan önce dersi dinlemeyi tercih ederdim çünkü İngilizce dersini pek sevmezdim. Uygulamadan sonra ders daha eğlenceli hale geldi ve dersi daha çok sevdim. Derse katılınca daha çok öğrendim. Bu yüzden de derse daha çok katıldım.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Yaptığım çalışmalara daha çok özen gösterdim. Bazı eksikliklerimin farkına vardım sizden ve arkadaşlardan aldığım dönütler sayesinde. Daha çok çalışmaya başladım İngilizcemi geliştirmek için.

T: Teşekkürler.

S: Bir şey değil hocam.

## Student 17

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Yararlı olduğunu düşünüyorum çünkü hem konuları tekrar etme fırsatı buluyoruz hem de ders daha ilgi çekici hale geldi. Quizler, bize dönüt vermeniz, ev ödevleri ve grup çalışmaları gerçekten çok faydalı. Daha önce sadece dersten geçmeye çalışıyordum ama şimdi ise yaptığımız bu aktiviteler sayesinde derse olan ilgim arttı.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: Derse daha olumlu bakmamı sağladı ve bende ders çalışma isteği uyandırdı. Bir şeyler öğrenmek için daha istekliyim artık.

T: Güzel. Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Olumlu bir şekilde etkiledi. Arkadaşlarla bilgi alış verişinde bulunduğumda ben de bir şeyleri başarabildiğimi görebildim. Ayrıca arkadaşlarımla daha çok kaynaştım ve bu da derse katılımımı artırdı.

T: Son olarak aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Eksiklerimi görmemi sağladı ve İngilizcemin gelişmesine de katkı sağladı. Arkadaşlardan aldığımız dönütler sayesinde daha çok kaynaştık ve birbirimizden çok şey öğrendik.

T: Teşekkür ederim.

S: Ben de teşekkür ederim hocam.

## Student 18

T: Hazırsan sana bazı sorularım olacak.

S: Evet hocam hazırım.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Uygulamaları gerçekten yararlı buluyorum. Quizlerden ve sonrasında verdiğiniz progress chart her hafta ne kadar geliştiğimizi görmemiz açısından iyi oluyor. Ayrıca grup çalışması yaptığımızda hem çok eğleniyoruz hem de rahatça herkes birbirine fikrini söyleyebiliyor. Yani o açıdan faydalı buluyorum hocam.

T: Güzel. Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceyi eskiye göre daha çok sevmeye başladım. İsteğim arttı ve bir şeyler öğrenmeye çalışıyorum artık. İngilizcemi daha çok gelişti.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Eskiden çekiniyordum çünkü anlamıyordum. O yüzden hep dersten kalacağım korkusu vardı bende ama şimdi öyle değilim. İngilizceyi seviyorum. Anlamadığım bir yer olduğunda çekinmeden arkadaşlarıma veya size sorabiliyorum. Bu yüzden de derse katılma isteğim arttı ve bu uygulama sayesinde derse katılıyorum.

T: Peki aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Eksiğimin nerelerde olduğunu fark ediyorum ve o konularda biraz daha aktivite yapıyorum. Bir de ders gerçekten eğlenceli oluyor. Bildiğimiz şeyleri birbirimizle paylaşıyoruz ve daha iyi öğreniyoruz.

T: Teşekkürler.

S: Rica ederim hocam.

**Student 19**

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yapmış olduğumuz uygulamalar ile ilgili ne düşünüyorsun?

S: Çok yararlı oldu benim için çünkü İngilizceye olan ilgim arttı.

T: Peki en çok hangi aktiviteyi sevdin?

S: Quizleri sevdim.

T: Neden?

S: Çünkü çözdükten sonra kağıtlarımızı arkadaşlarınkiyle değiştirip birbirimize dönüt veriyorduk. Nerelerde eksiğim var onu kolaylıkla görebiliyordum. Bir de aldığımız puanları bize bir kağıt veriyordunuz oraya yazıyorduk.

T: Progress chart mı?

S: Evet hocam. Ne kadar ilerlediğimi oradan da takip edebiliyordum.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceyi daha çok sevdim. Derse daha istekli geliyorum ve İngilizceye karşı olan korkum da azaldı. Sınavlarda hep İngilizceden korktum ama artık korkmuyorum.

T: Bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Daha önceleri arkadaşlarımdan daha geride olduğumu düşünüyordum ve yanlış bir şeyler söylersem kötü duruma düşerim diye korkuyordum. Şimdi ise kendime olan güvenim arttı ve derse daha çok katılmaya başladım. Diğer derslerime de olumlu yansıdı bu durum.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütler beni mutlu ediyor. Arkadaşlarımla biraz daha kaynaştım. Aslında daha iyisini yapabileceğimin farkına vardım.

T: Teşekkürler.

S: Bir şey değil hocam.

### Student 20

T: Hazır mısın?

S: Evet hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Kendim açısında yararlı buldum. İngilizce dersi daha zevkli ve hareketli hale geldi. Eskiden derste hep uyuyordum ama şimdi ise bir şeyler öğrenmeye çalışıyorum bu uygulamalar sayesinde. Ders artık monoton değil.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceyi sevmeye başladım. Diğer arkadaşlarımda da bu hareketliliği gördüm. Öğrenmek için biraz daha çabalıyorum. Eksiklerimi görmemi de sağladı.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: İngilizceyi öğrendikçe sevmeye başladım. Bu da derse katılma isteğimi artırdı ve derse katılmam arttı eskiye oranla.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütler sayesinde kelime ve cümle kurmadaki eksikliğimin farkına vardım. Sizden ve arkadaşlardan aldığım dönütler sayesinde merakım da arttı bu dili geliştirme konusunda.

T: Teşekkürler.

S: Bir şey değil hocam.

### Student 21

T: Hoş geldin. Sana bazı sorular soracağım ve fikirlerin benim için değerli. Başlayalım mı?

S: Evet hocam.

T: Öncellikli olarak sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Sınıftaki uygulamalar bence çok olumlu, fakat biraz geç kalındığını düşünüyorum. Grup çalışmaları, birbirimize soru sormamız ve dönüt vermemiz çok iyi oldu bizim için. Dersler daha zevkli geçmeye başladı ve dersin akışını değiştirdiler sanki.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: Derse olan ilgim biraz daha arttı. Ev ödevlerini daha özenli yapmaya başladım ve dersi daha çok sevmeye başladım. Artık heyecanla bir sonraki dersi beklemeye başladım.

T: Peki sınıf içi katılımın nasıl etkilendi?

S: Zaten derse katılıyordum ama bununla beraber daha çok katılmaya başladım çünkü öğrendiklerim pekişti ve bu beni mutlu ediyordu.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Beni olumlu etkiledi. Aslında bildiğimi zannedip ama eksiğim olan konular olduğunu fark ettim. Bu da kendimi geliştirmem için bir fırsattır. Arkadaşlarımıza dönüt vermek ve onlardan dönüt almak çok eğleneli oluyor ve birbirimizle daha çok kaynaştık ve kıskançlık yok artık.

T: Teşekkür ederim.

S: Ben de teşekkür ederim hocam.

## Student 22

T: Hoş geldin. Nasılsın?

S: İyiyim hocam teşekkür ederim. Siz nasılsınız?

T: Ben de iyiyim. Hazırsan başlayalım mı?

S: Hazırım hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Çok yararlı oldu hocam. Her dersin sonunda verdiğiniz quizler ve arkadaşlarla yaptığımız grup çalışmaları bizim açımızdan çok faydalı oldu. Bu aktivitelere zevkle katılmaya başladık ve samimi bir ortam oluştu sınıfta.

T: Bu çalışma yöntemi sende neleri değiştirdi?

S: İngilizceye karşı bir merak duygusu oluştu bende. Ödevleri daha özenli yapmaya başladım, internetten araştırmalar yaptım ve her aktiviteden bir şeyler öğrenmeye çalıştım. İngilizceye karşı olan ilgim arttı.

T: Sınıftaki bu çalışma yöntemi senin sınıf içi katılımını nasıl etkiledi?

S: Sınıf içi katılımımı olumlu etkiledi diyebilirim. Daha çok derse katılmaya başladım ve İngilizceye olan ilgim de arttı. Dersin biraz daha sohbet havasında geçmesinin de faydası oldu derse katılmam da.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: İngilizceye olan merakımı arttırdı. Hatalarımı düzeltmeye çalışıyorum ve kendim de ders dışında İngilizceyle uğraşıyorum daha iyi geliştirmek için.

T: Teşekkürler.

S: Ben de size teşekkür ederim hocam emekleriniz için.

**Student 23**

T: Nasılsın?

S: İyiyim hocam. Teşekkür ederim. Siz nasılsınız?

T: Ben de iyiyim teşekkürler. Başlayalım mı?

S: Başlayalım hocam.

T: Sınıfta yaptığımız uygulamalar ile ilgili ne düşünüyorsun?

S: Sınıftaki uygulamalar faydalı oluyor çünkü dersi sevdirdi ve her hafta farklı bir aktivite oluyor. Bu aktiviteler dersin havasını değiştirdi resmen ve İngilizcem her geçen gün daha gelişti. Onu geliştirmek için çabalamaya devam edeceğim.

T: Peki sende ne tür değişiklikler oldu?

S: Derse olan ilgimi artırdı. Arkadaşlarımla bir şeyleri paylaşmayı öğrendim ve soru sormaktan çekinmiyorum artık. Kendimi derste daha rahat hissediyorum.

T: Güzel. Bu yöntem senin sınıf içi katılımını nasıl etkiledi?

S: Bu yöntemin bana çok faydası oldu. Daha önce de dediğim gibi soru sormaya çekiniyordum ama bunu aştım. Rahatlıkla kendimi ifade edebiliyorum. Bu durum derslere olan katılımımı da olumlu yönde etkiledi ve derse daha çok katılıyorum.

T: Aldığın dönütlerin sana ne gibi bir faydası oldu?

S: Aldığım dönütlerin çok faydası oldu. Hatalarımı görüp düzelttim, kendime olan güvenim arttı ve arkadaşlarımla olan ilişkilerim de olumlu yönde gelişti hocam.

T: Teşekkür ederim.

S: Ben de teşekkür ederim.

**7.2. Appendix 2: Weekly Reflection Sheets**

<div align="center">

# WEEKLY REFLECTION SHEET

</div>

**Name :_____**                          **Surname:_____**

**Department:_____**                       **Date:_____**

---

1. **Bu hafta ne öğrendiniz?**




2. **Grup çalışmasını yararlı buluyor musunuz? Neden?**




3. **Hocadan ve arkadaşlarından aldığın dönütlerin size nasıl bir katkısı oldu?**




4. **Neyi öğrenemediniz? Öğrenemedikleriniz için neler yapılabilir?**

---

# WEEKLY REFLECTION SHEET

Name :_____                    Surname:_____

Department:_____                Date:_____

---

1. **Bu hafta ne öğrendiniz?**




2. **Arkadaşlarına dönüt vermek ve onlardan dönüt almak size katkısı ne oldu?**




3. **Ev ödevlerini yararlı buldunuz mu? Neden?**




4. **Quizlerin öğrenmenize katkısı ne oldu?**

# WEEKLY REFLECTION SHEET

Name :_____          Surname:_____

Department:_____          Date:_____

1. **Bu hafta ne öğrendiniz?**

2. **Arkadaşınızla konu ile ilgili bir şeyler paylaştığınızda size katkısı ne oldu?**

3. **Derse katılma isteğiniz arttı mı? Bir örnek verir misiniz?**

4. **Bu hafta neyi öğrenemediniz?**

# WEEKLY REFLECTION SHEET

Name :_____                    Surname:_____

Department:_____                 Date:_____

---

1. **Bu değerlendirme yöntemini yararlı buluyor musunuz? Neden?**




2. **İngilizce öğrenmeyle ilgili sizde ne tür değişiklikler oldu?**




3. **Bu tür bir öğrenmenin sonraki öğrenmelerinize bir yararı olacağını düşünüyor musunuz? Neden?**

**7.3. Appendix 3: Teacher Journal**



Date:……………………

**7.4. Appendix 4: Student Progress Chart** (Learning Sciences International, 2009)

# Student Progress Chart

Keeping Track of My Learning

Name: _____

Learning
Goal:_____
_____
_____
_____.

My score at the beginning: _____.

My goal is to be at score _____ by _____.

**Learning Goal:** _____

| | a | b | c | d | e | f | g | h | i | j |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 1 | | | | | | | | | | |

a. _____            f. _____

b. _____            g. _____

c. _____            h. _____

d. _____            i. _____

e. _____            j. _____

## 7.5. Appendix 5: List of Low-participants

### A BASELINE

|       | Week 1 | Week 2 | Week 3 | Week 4 |
|-------|--------|--------|--------|--------|
| ST4   |        |        | √      |        |
| ST8   | √      |        | √      |        |
| ST10  | √      |        |        |        |
| ST11  |        |        | √      |        |
| ST15  |        | √      | √      |        |
| ST18  |        |        |        |        |

### B TREATMENT

|       | Week 5 | Week 6 | Week 7 | Week 8 |
|-------|--------|--------|--------|--------|
| ST4   |        | √      | √√     | √√√    |
| ST8   | √      | √√√    | √√√    | √√√√   |
| ST10  | √      | √√     | √√√√   | √√√    |
| ST11  | √      | √      | √√     | √√√    |
| ST15  | √      | √√√    | √√√    | √√√√   |
| ST18  | √      | √      | √√     | √√√    |