



## ASSESSMENT IN ENGLISH AS A FOREIGN LANGUAGE IN PRIMARY SCHOOLS IN TURKEY<sup>1</sup>

### TÜRKİYE'DEKİ İLKÖĞRETİM OKULLARINDA YABANCI DİL OLARAK İNGİLİZCENİN ÖĞRETİMİNDE UYGULANAN DEĞERLENDİRME SÜRECİ

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**ABSTRACT:** Teaching and learning a new language (English) has always been an onerous process demanding time and patience for teachers, students, and related institutions. In this process, teachers aim their students' success by using the most effective techniques and the most suitable curriculum to their needs. These techniques and applications need evaluation in order to find out whether they work or not in terms of taking the students' foreign language proficiency levels to the intended target. At this point, the indispensable part of the whole education process comes forth-*assessment*. This study aims to scrutinize the current assessment procedure for young learners in primary schools in Turkey.

**Keywords:** Assessment, young learners, primary-school, English as a foreign language.

**ÖZET:** Yeni bir dili (İngilizce) öğretmek ve öğrenmek, öğretmenler, öğrenciler ve ilgili kurumlar için daima zaman ve sabır gerektiren yoğun bir süreçtir. Bu süreçte öğretmenler en etkin teknikleri ve ihtiyaçlarına en uygun müfredatı kullanarak öğrencilerinin başarısını hedeflemektedir. Bu teknik ve uygulamalar öğrencilerin yabancı dil yetkinlik düzeylerini arzu edilen hedefe ulaştırması bakımından işlev görüp görmediği konusunda değerlendirmeyi gerekli kılar. Bu noktada, eğitim sürecinin kaçınılmaz bir parçası ise değerlendirmedir. Bu çalışma Türkiye'de İlköğretim okullarında çocuklara yabancı dil öğretiminde mevcut olan değerlendirme sürecini irdelemeyi amaç edinmiştir.

**Anahtar sözcükler:** Değerlendirme, genç öğrenciler, yabancı dil olarak İngilizce.

#### 1. INTRODUCTION

There is no doubt that teaching and learning a new language places a heavy burden on not only teachers and students, but institutions as well with regard to time and patience. It is believed that we, the educators, the curriculum planners, the teachers, whoever we are, try to do our best to utilize the most effective teaching methods, techniques and strategies to reach our aim. However, there seems to be a neglected part of education at this point-*assessment*, without which one cannot get reliable information about the teaching and learning process.

Assessment is a type of criteria that allows educators, teachers, and other concerned parties to observe and evaluates the evaluate the teaching and learning process, to see the progress as much clear as possible and they will be able to provide those young learners, their parents and administrators with feedback.

Considering the ages of foreign language (FL) learners, the assessment techniques vary. To use an assessment technique for adults is not suitable to use it for young learners. Though, some similar techniques may be preferable, but with a different format; for instance, using pictures in matching for young learners is easy, attractive, enjoyable, and etc. as is reported by Cameron (2005) that children are often more enthusiastic and lively as learners (p.1). Therefore, we need to be very careful to use child-friendly assessment techniques with child-friendly materials suitable for their level of competence. For this reason, foreign language teachers for young learners should utilize various types of assessment tools such as

<sup>1</sup> This paper relies on the data given in Hasdemir's MA Thesis supervised by Sarıçoban and is the extended version of the oral presentation in ICOINE Conference in Cyprus, May 15-17, 2012.

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portfolios, projects, self and peer assessment, observation, traditional tests, etc. – (Küntaş & Sariçoban, 2010). Therefore, we need to attach utmost attention to make our assessment items as much non-threatening, free of stress, playful, and useful as possible for those learners as is also indicated by Alderson et al. (1995). As a result, it is believed that young learners get the chance to use their capacities with meaningful activities and exercises designed by their teachers. Therefore, this study aims to scrutinize the current assessment procedure for young learners in primary schools in Turkey.

### *1.1. Problem*

As we all know, traditional test types are the one mostly preferred by FL teachers since they are considered very practical in terms of rating. Among those traditional assessment tools are “closed-ended items such as true/false, multiple choice, short answers, matching and fill-in the blanks” (Belle, 1999:1 as is cited in Sariçoban & Küntaş, 2010). However, we need to seriously consider the fact that an assessment suitable for one group of learners may not be suitable for others. In our case, when young learners are concerned, designing assessment items for this specific group quite naturally needs special attention to fit those learners competencies, personalities, skills, and etc. Then, in order to obtain more reliable results, a variety of methods should be used for this ultimate purpose, regardless of some constraints like overcrowded classrooms, attitudes and motivational states of FL teachers in those classrooms, the system imposed by the Ministry of National Education (MNE) that requires FL teachers to utilize many assessment methods such as observations, self and peer assessments, and portfolios which seem to be a heavy burden on their shoulders. On the contrary there is a reverse tendency to use exam types which are not completely appropriate for those learners but elderly ones.

### *1.2. Purpose*

In most of the state schools FL teachers prefer to use ready-made tests since they assert that they do not have time and patience to do so. Of course, it is not their fault and nobody can accuse them as well. There are no testing offices in most of the state schools at this level nor specialized test designers, too. It is generally the teachers who devise the test items on their own without professional guidance and help. Therefore, it is quite natural to claim that these tests may be inadequate in terms of validity and reliability for this specific purpose. They may fail to measure what is intended to test and therefore, may severely damage the process of teaching and learning, as well.

The ready-made assessment items should be reviewed, analyzed, and revised to find out whether they work for the ultimate purpose only because the tasks carried out in the exams are considered not to assess what is intended to test and it has been observed that they do not comply with the essential elements and characteristics of young learners. Therefore, this study suggests some assessment items that are believed to be appropriate, effective, attractive, enjoyable, easy, etc. for this specific group of students develop positive attitudes towards learning a foreign language.

## **2. SUGGESTED ASSESSMENT TASKS**

Exam tasks should look similar to the instructional tasks that FL learners are exposed to use in the class (Berwick 1993, Nunan 1989, Purpura 2004, Skehan 1998). On the other hand, according to Pica et al (1993), tasks should be goal-oriented and encourage learners to achieve the specific goal. They should provide FL teachers with information about their learners' capacities.

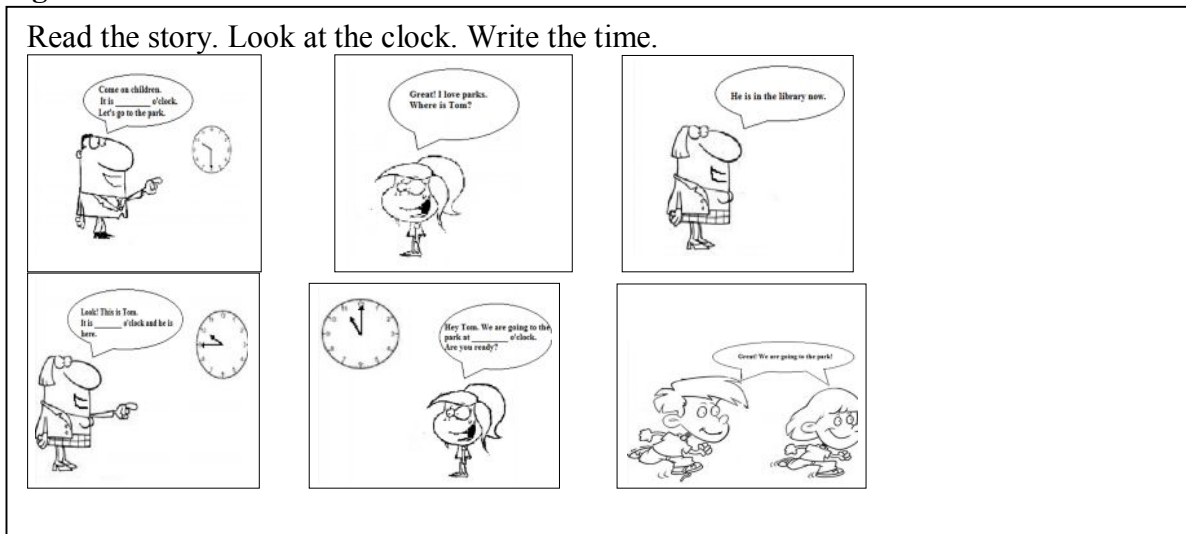
Then, the most important questions come in minds “How should teachers select the best assessment task for children? What are the characteristics and principles of child-friendly assessment? Within this context, they should be constructed to assess young learners' language competence from both educational and pedagogical point of views.

The following figures in this study for each case were adapted from Hasdemir's M.A. study (2012).

**Task 1. Telling the time**

A task which aims to assess young learners' competence in telling the time should be given a meaningful context. Figure 1 below indicates that the task with an item that stands in context makes it more comprehensible, so those learners might not have difficulty in responding since they are provided with a and as a result they would find a better opportunity to show what they can really do.

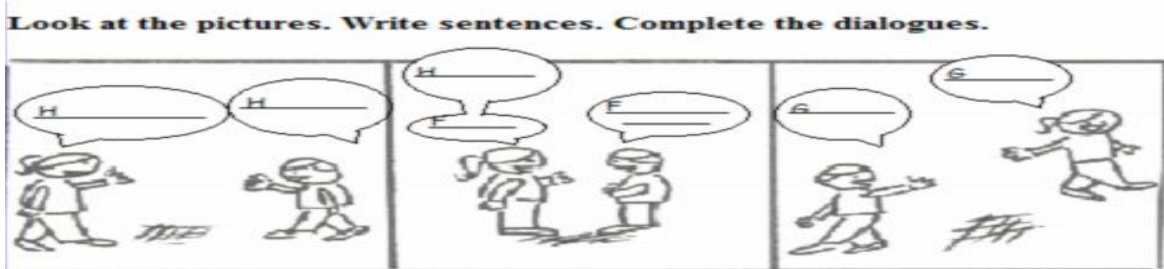
**Figure 1 Contextual Tasks**



**Task 2. Predicting, working out sequences of events and reasoning**

Figure 2 implies that for this task FL learners are first required to have a look at the comic strip carefully in order to understand the concatenation of events. Then, they are asked to fill in the speech bubbles. Through this task, the teachers aim to improve the children's perception level and assess their competence in accuracy: grammar and discourse.

**Figure 2 Prediction and Reasoning Tasks**



**Task 3. Problem-solving**

Problem solving tasks challenge young learners intellectually as they hit the right developmental level (McKay, 2008:111). Figure 4 assesses the vocabulary knowledge in different word groups. The instruction simply explains that one's computer has a problem. That is, it automatically changes a word when a sentence is typed. In this task, the learners are asked to read each sentence and guess the meaning of the strange word. They should infer the meaning of the word in the context provided. By this activity young learners have the opportunity to sharpen their creative thinking skills as their cognitive development is encouraged (Slattery and Willis, 2003).

**Figure 3 Problem Solving Tasks**

**My computer is not working! Can you help to correct the word I typed?**

1. My name is Sophie. I live in London. I have one brother and one ljsflffsslhh.
2. \_\_\_\_\_ Ahmet went to the djllskjksss to buy some fruit. \_\_\_\_\_
3. Have you got a camera? Let's take a kjjllsssd. \_\_\_\_\_
4. I feel thirsty and hot. I need a glass of szzzzcvfg. \_\_\_\_\_

*Task 4. Spelling*

It is a golden rule in testing that we should test one item at a time. As a result, we can avoid unintended skills to test and measure. For example, a careful analysis of Figure 4 implies the reality that it does not only test the ability to spell but vocabulary as well. Just the contrary the aim should be that FL learners should be able to work out the order of the letters by mental processing (Alderson, J.C. et al., 1995).

**Figure 4 Puzzle-like Tasks**

REARRANGE THE FOLLOWING LETTERS TO MAKE ENGLISH WORDS.


1. RAC \_\_\_\_\_                      2. OROD \_\_\_\_\_                      3. BTELA \_\_\_\_\_

*Task 5. Developing learners' comprehension by a context-related picture*

Visual cues like pictures, cartoon characters, arrows, frames, etc. should be utilized in foreign language teaching, which is considered to provide the necessary help to convey the meaning. These types of visuals must be direct and understandable to avoid confusion and ambiguity. In Figure 5 below the picture shows where the family live in the text. The expected answers of the question have got nothing to do with the look of the house which is decorated by a context-related picture in order to help students' comprehension. On decorative purposes one or two of the new words in the item text can also be illustrated as glossary. In addition frames can also be used to split the items to determine each item's space on the paper.

**Figure 5 Supportive Illustrations**

**Read the text and answer the questions.**

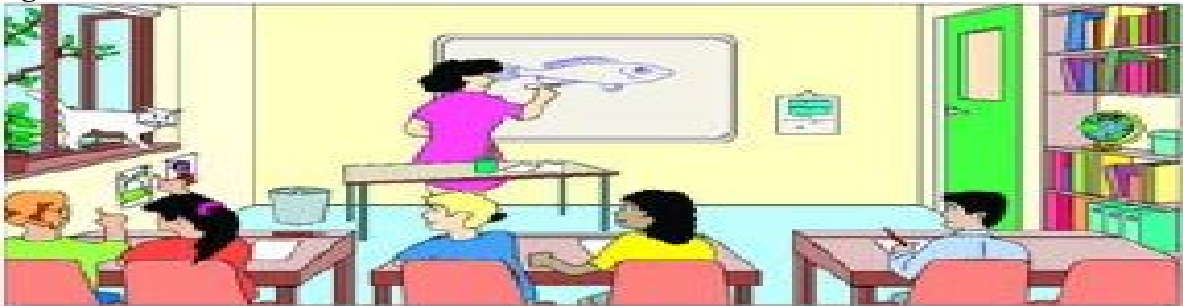


We are The Robinsons and we live in a small house. I'm Robert Robinson. I'm a doctor and my wife Helen is a dentist. I have got a son and a daughter. My son is Billy, he is 9 years old. My daughter Julie is 7. We are a happy family.

1. What is Mr. Robinson's job?  
He is a \_\_\_\_\_.
2. What is Mrs. Robinson's job?  
She is a \_\_\_\_\_.
3. How old is Billy?  
He is \_\_\_\_\_.
4. How old is Julie?  
She is \_\_\_\_\_.

Similarly, Figure 6 is supposed to test the grammar points *there is*, *there are*, *prepositions of place*. FL learners need to have a look at the picture carefully in order to find out the place of each object.

**Figure 6 Visuals as the Item Itself**



Look at the pictures and answer the questions. Write short answers.

Example: Where are the students? in the classroom

1. What is the teacher drawing? \_\_\_\_\_
2. Where is the cat? \_\_\_\_\_
3. How many students are there? \_\_\_\_\_

Adapted from Cambridge Young Learners Starters Reading Writing Samples

### 3. TYPES OF ASSESSMENT ITEMS

Some of the assessment items that we recommend to use with this age group are *multiple-choice, gap-filling, odd-one-out, true-false, short answer items*.

#### 3.1. Multiple-choice Items

As Ur (1996:38) states, multiple-choice test items include a stem and a number of options: *distracters* and *only one correct option*. Though these items necessitate a respectable time to prepare, they are quite easy to score.

In the following samples the stem presents only one problem as an incomplete statement or a question. In Figure 7, the stem is a direct question, whereas there is a statement in Figure 8.

#### Figure 7 Stem as a Question

LOOK AT THE PICTURE AND CHOOSE THE CORRECT ANSWER.

Where is Hande's teddy bear?

a. on the chair      b. under the chair      c. in front of the chair



#### Figure 8 Stem as a Statement

LOOK AT THE PICTURE AND COMPLETE THE STATEMENT.

Hande's teddy bear is \_\_\_\_\_ the chair.

a. on      b. under      v. in front of




#### 3.2. Gap-Filling Items



Gap-filling is mostly preferred by teachers and exam developers assess different language skills and areas such as listening, speaking, reading, writing, vocabulary and grammar or all of them interestedly. Since gap-filling exam items enable assessing language competency both in structure and discourse aspects, they allow learners to comprehend the vocabulary and the correct grammatical form of the words to fill in the gaps (Smith and Avinesh, 2010).

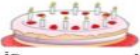
The sample in Figure 8 requires learners to utilize their vocabulary knowledge. The paragraph enables a context (a meaningful story) with pictures (visual clues) to help them to find the best words to complete the text.




**Figure 9 Gaps with Visuals**

Look at the pictures. Write the words. Complete the text.

We are The Robinsons. We live in a small . I'm Robert

Robinson. I'm a . My wife is a . I have got

a son and a daughter. My son Billy is  years old. My daughter

Julie is  years old. Billy has got a  and Julie has got a .

**3.3. Matching items**

Children are first provided with some words or phrases and then they are asked to match them with the things they refer (Alderson, et al., 1995) that are given in the pictures. They are often used to assess vocabulary at recognition level. Another activity can be matching full sentences in a dialogue completion. Another one can be labeling pictures with words (e.g. labeling body parts). In the following example (Figure 10), the young learners are required to match the words of house objects on the left with the rooms on the right. Of course, many other examples can be provided.

**Figure 10 Matching Items**

Where are the objects? Match the objects with the rooms.

bed    armchair    sofa    mirror    lamp    rug    chair    table    sink    cupboard



**3.4. True-False items**

In this test item type, young learners are given a statement and asked to state whether it is true or false by referring a text (Razi, 2005) or mostly a picture as this age group enjoys visuals more. Madsen (1983) states that this type is suitable for those learners since they have limited skills in English (p.79).

In this test item, pictures, instead of texts that might be difficult for them to comprehend, again help them visualize the facts easily and foster their understanding as well as their vocabulary and grammar knowledge. For instance, illustrations such as a park scene, classroom setting, rooms in a house, etc. (Figure 11) could be used due to their simplicity in constructing. Besides, they are easy to score (Ur, 1996). In order to make them a bit communicative they are asked to correct the false ones.

Similarly, in Figure 12 below young learners are supposed to look at the pictures and put a tick (?) or cross (?) next to the statements.

### Figure 11 Assessing Reading via True-False Items

Look at the picture. Read the sentence. Write T (TRUE) or F (FALSE).



1. There is a chair next to the table. \_\_\_\_\_
2. There are cups on the table. \_\_\_\_\_
3. The big plant is behind the armchair. \_\_\_\_\_
4. The books are on the shelf. \_\_\_\_\_

### Figure 12 Assessing Vocabulary via True-False Items

Look and read. Put a tick  or cross .

example:  This is a house.

1.  This is a tree.

2.  This is a pencilcase.

3.  This is a computer.

### 3.5. Short-answer items

In order to test reading, writing and comprehension skills of those learners short-answer type of test items that are good for “who”, “what”, and “where” content, are preferable since they are short and easy to understand when accompanied with visual elements such as pictures provided in Table 13 below. They are formulated to test understanding particular information and forming an accurate full sentence or phrase as an answer.

Below in Figure 13, the formulated questions refer to the people and their actions in the picture. Students are supposed to read the questions, guess, find the answers in the picture, and write either phrases or a simple sentence for each of the questions.

### Figure 13 Assessing Reading and Writing via Short-answer Items

Look at the picture. Read and answer the questions.



1. What is Amy doing?  
\_\_\_\_\_
2. What is Ali doing?  
\_\_\_\_\_
3. What are Marie and Liz doing?  
\_\_\_\_\_

(Adapted from Cambridge Young Learners Starters Reading Writing Samples)

## 4. SUGGESTED ALTERNATIVE ASSESSMENTS

### 4.1. Portfolios

A portfolio is a purposeful collection of student work that includes student participation in selecting contents, criteria for selection and judging merits, and evidence of a student's self-reflection. It should represent student-selected samples of work experiences related to outcomes being assessed, and documents according to growth and development towards mastering identified outcomes (<http://www.pgcps.org/~elc/portfolio.html> (Retrieved on May 12, 2012)).

Keeping portfolio is believed to support instructional goals, reflect change and growth over a period of time, encourage student, teacher, and parent reflection, and provide for continuity in education from one year to the next. They help

- (a) encourage self-directed learning,
- (b) enlarge the view of what is learned,
- (c) foster learning about learning,
- (d) demonstrate progress toward identified outcomes,
- (e) create an intersection for instruction and assessment,
- (f) provide a way for students to value themselves as learners, and
- (g) offer opportunities for peer-supported growth.

#### Types of portfolios

There are many different types of portfolios, each of which can serve one or more specific purposes as part of an overall school or classroom assessment program. The following is a list of the types most often cited in the literature: <http://www.pgcps.org/~elc/portfolio2.html> (Retrieved on May 12, 2012).

- **Documentation Portfolio:** This type is also known as the "working" portfolio. Specifically, this approach involves a collection of work over time showing growth and improvement reflecting students' learning of identified outcomes. The documentation portfolio can include everything from brainstorming activities to drafts to finished products. The collection becomes meaningful when specific items are selected out to focus on particular educational experiences or goals. It can include the best and weakest of student work.
- **Process Portfolio:** This approach documents all facets or phases of the learning process. They are particularly useful in documenting students' overall learning process. It can show how students integrate specific knowledge or skills and progress towards both basic and advanced mastery. Additionally, the process portfolio inevitably emphasizes students' reflection upon their learning process, including the use of reflective journals, think logs, and related forms of metacognitive processing.
- **Showcase Portfolio:** This type of portfolio is best used for summative evaluation of students' mastery of key curriculum outcomes. It should include students' very best work, determined through a combination of student and teacher selection. Only completed work should be included. In addition, this type of portfolio is especially compatible with audio-visual artifact development, including photographs, videotapes, and electronic records of students' completed work. The showcase portfolio should also include written analysis and reflections by the student upon the decision-making process(es) used to determine which works are included.

#### Figure 14 Portfolios

DATE	PAGE NR	PORTFOLIO CONTENT TABLE	I Feel..	
		MY HOUSE AND ME	☺	☹

### 4.2. Observation

Observation can simply be defined as to watch young learners in a systematic and child-friendly ways in which they should not feel, notice, and/or know that they are being



assessed. Therefore, they should act in a stress-free environment dealing with tasks while the teachers look for the certain learning behaviors in the class and take notes or use a checklist for their learners’ performances that consists clear criteria and standards for the tasks they have larteady assigned for their learners. To do so, a variety of checklists can be utilized throughout the whole term and/or year such as individual progress checklists, unit progress checklists, language skills observation sheets, end of term sheets, etc.

**Figure 15 Observation Sheet**

Very Well= V Well = W OK	can introduce himself/herself	can ask other's names	listens to the teacher	listens to friends	can ask simple questions	can understand simple questions	can start a dialogue	can use new vocabulary	can follow oral instructions	can pronounce the words accurately	show interest in the activity
	Sts. Name										

**4.3. Self-assessment**

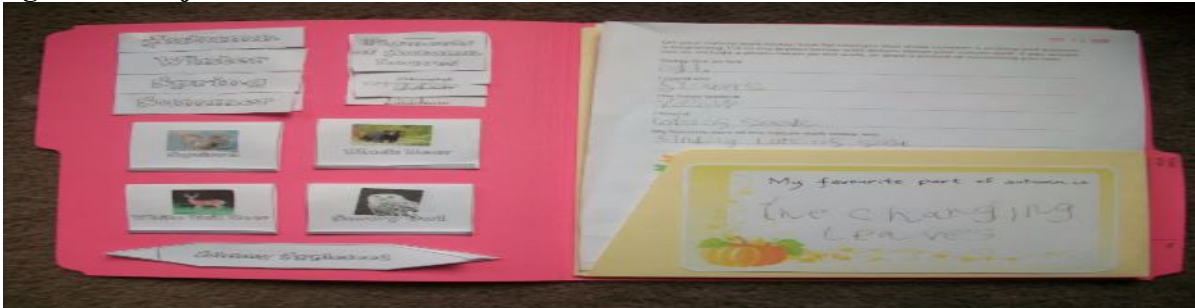
Self-assessment allows young learners and teachers to become partners in the learning process and provides them with the opportunity to develop goals for foreign language learning/teaching process. Young learners are encouraged to monitor, critically analyze their learning process, take control of their learning and create an arena for independence and ownership of their learning process (Liebovich, <http://ceep.crc.uiuc.edu/pubs/katzsym/liebovich.html>, Retrieved on May 12, 2012). To do this, self-assessment checklists, portfolio comment cards, questionnaires, journals, conferencing in L1, etc. can be utilized.

**Figure 16 Self-assessment**

<b><u>MY COMMENT CARD</u></b>		
NAME: .....	DATE: .....	TOPIC: .....
<b>MATERIALS</b> .....		
<b>WHO HELPED YOU?</b> ..TEACHER ..FAMILY ..FRIEND		
<b>HOW DO YOU FEEL ABOUT YOUR WORK?</b> ☺ <input type="checkbox"/> <input type="checkbox"/>		
<b>WHY?</b> .....		
<b>TEACHER’S COMMENT</b> .....		

**4.4. Projects**

An effective program uses multiple strategies to demonstrate learners’ growth and performance, create something of their own, interpreting their language abilities, knowledge, critical thinking abilities, organizational and social skills, learning styles. They should be closely correlated to your stated goals as foreign language teachers. “Projects in which students create multimedia presentations, Web pages, artwork or songs may be evaluated differently than traditional written, typed, or even word-processed papers. Assessment strategies can include performance tasks, teacher observations, personal communications, standardized testing, and student and teacher developed evaluation rubrics, and others” (<http://www.globalschoolnet.org/web/pbl/plan/assess.htm>, Retrieved on May 12, 2012). Such projects as *Design a room*, *Plan a summer holiday*, *Tell a story*, etc. can be assigned.

**Figure 17 Projects**

## 5. CONCLUSION

As is mentioned above assessing young learners provides the following parties with some important issues we have discussed so far.

### A. Foreign language teachers

It helps them to identify what they already know and become aware of their learners' real needs, skills, abilities, make decisions about how to implement learning activities, and determine appropriate assessment tasks and items. Teachers become more experienced to make lesson and activity plans and set goals, create new classroom arrangements, select materials, report to school administrators and parents about children's developmental status and achievement, and monitor and improve the teaching-learning process.

### B. Families

Young learners' assessment also provides parents with information about their children's progress and learning and relate school activities to home activities and experiences.

### C. Curriculum

This helps develop policy decisions about what is and is not appropriate for young learners and determine how well and to what extent programs and services those learners receive are beneficial and appropriate.

### D. The Public

Assessment also keeps public informed about children's achievement, provide information relating to student's school-wide achievements and a basis for public policy (e.g., legislation, recommendations, and statements).

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### Genişletilmiş Özet

Yeni bir dili öğretmek ve öğrenmek, öğretmenler, öğrenciler ve ilgili kurumlar için daima zaman ve sabır gerektiren yoğun bir süreçtir. Bu süreçte öğretmenler en etkin teknikleri ve ihtiyaçlarına en uygun müfredatı kullanarak öğrencilerinin başarısını hedeflemektedir. Bu teknik ve uygulamalar öğrencilerin yabancı dil yetkinlik düzeylerini arzu edilen hedefe ulaştırması bakımından işlev görüp görmediği konusunda değerlendirmeyi gerekli kılar. Bu noktada, eğitim sürecinin kaçınılmaz bir parçası ise değerlendirmedir. Bu çalışma Türkiye'de İlköğretim okullarında çocuklara yabancı dil öğretiminde mevcut olan değerlendirme sürecini irdelemeyi amaç edinmiştir.

Kalabalık sınıflar ve şube sayılarının çokluğu Milli Eğitim Bakanlığının öğrenci değerlendirme ve sınıf geçme yönetmelikleri ile birleşince öğretmenler değerlendirme aracı olarak geleneksel yazılı sınavlarını kullanmak zorunda kalıyorlar. Bu zorunluluk akla bir çok soru getirmektedir: Çocukların derslerde başarılı olup olmadıklarını ya da bir üst sınıfa hangi ortalama ile geçtikleri gibi önemli konularda bilgi vermesi beklenen fakat özellikle ilköğretim birinci kademe öğrencileri için pek de önerilmeyen bu yazılı sınavlar güvenilir mi? Çocukları korkutan, kısıtlı becerileri ölçebilen bu sınav türü nasıl çocuklara uygun hale getirebilir? Öğretmenler çocukların neyi yapıp neyi yapamadıklarını etkili bir şekilde ölçecek olan çocuk-odaklı sınav sorusu hazırlama konusunda ne kadar bilgili? Bu çalışma ilk olarak yukarıdaki sorulara cevap verebilmek ve çocukların dünyalarına, kişilik özelliklerine, bilgi ve gelişmişlik düzeylerine uygun soru tipleri konusunda öğretmenlere yol göstermek için örnekleri gerekçeleri ile sunmaktadır.

9 yaşını doldurduktan sonra 4. sınıfa geçen ve yabancı dil öğrenmeye başlayan ilköğretim birinci kademe öğrencilerine uygulanan dil öğretim metotları onlardan yaşça büyük olan

öğrencilerden farklıdır. Bu farklılık çocukların eğitim hayatına yeni başlamış olmalarından, diğer bir deyişle sınırlı eğitim tecrübelerinden kaynaklanmaktadır. Kısıtlı olan sadece bilgileri değildir, yazma ve okuma gibi temel becerileri de henüz istenilen seviyeye gelmemiştir. Duygusal, bilişsel ve de fiziksel gelişimlerini de henüz tamamlanmamış olan bu genç bireylere dil öğretmenin temel kuralları onları çok iyi tanımak, kapasitelerini bilmek, yaratıcı, enerjik, çabuk heyecanlanan kişiliklerine hitap edebilmek ve kısıtlı dikkat ve hafızalarına rağmen sabır gösterebilmektir. Bu yaştaki çocuklara sadece dili öğretirken değil, öğrendiklerini değerlendirirken de uygulanan yöntemler diğer yaş gruplarından farklılık gösterir. Hayal güçleri bu kadar güçlü olan, oyun oynamayı, hareket etmeyi seven ve anlamlı olduğu sürece bilgiyi kabul eden çocukların dil seviyelerini değerlendirmek donanımlı olmayı gerektirir. Dolayısıyla, çocuklara yabancı dil öğretiminde değerlendirme ölçütleri içerisinde yer alması gereken teknik ve yaklaşımlar konusunda bu yaş grubuna ders veren öğretmenlerimizin bu konuda farkındalıklarının sağlanması ve artırılması göz ardı edil.

Türkiye’de ilköğretim okullarında öğretmenlerin kullandığı yazılı sınavlar gerek sayfa düzenleri gerekse içerdiği soru tipleri açısından gençlere hatta yetişkinlere uygun sınavlar olma özelliğini taşımaktadır. Genellikle resmi bir görünüşe sahiptirler, diğer bir deyişle bir sayfa dolusu yazı ve belirli bir zamanda cevaplanması gereken sorulardan oluşurlar. Bu çocuklar için anlaşılması zor bir kavramdır ve sonuç olarak kullanılması mecburi ise mutlaka onlar için gerekli uyarlamalar yapılmalıdır. Görünüm olarak resimlerle resmiliyetten kurtulmak ve daha ilgi çekici hale getirilmek faydalıdır. Öğretmen soruları oluştururken, izole cümlelerden kaçınılmalı mümkün olduğu kadar çocukların dünyasına yakın onların anlayabileceği hikayelerin içine yerleştirmelidir. Sınıfta yapılan aktivitelere benzer sorular yazmak hem öğretmen için kolaylık sağlayacaktır hem de öğrenci yabancılik çekmeyeceği için başarısız olmayacaktır.

Çocukların dili ancak anlamlı bulurlarsa öğrenebilmeleri, dili soyut bir kavram olarak görüp kurallar çerçevesinde analiz edememeleri, yazılı sınavları değerlendirme aracı olarak kullanan öğretmenleri zora sokmaktadır. Çünkü dili parça parça değil bir bütün olarak öğretme yaklaşımının geçerli olduğu eğitim sürecinde yazılı sınavlar çocukları bir bütün olarak değerlendirmekte yetersiz kalmaktadır. Bu yüzdendir ki mevcut çalışmada öğretmenlerimize şu ana kadar mevcut programlar içerisinde uygulamakta oldukları klasik değerlendirmelerin her yaş grubu için uygun düşmeyeceği kanısından yola çıkılarak, çocuklara yabancı dil öğretiminde değerlendirme süreci içerisinde uygun olabilecek yaklaşımlar bir öneri paketi halinde sunulmaktadır. Bu paket portfolyo, gözlem, kendini değerlendirme ve proje gibi unsurlardan oluşmaktadır. Yurt dışında devlet okullarında uzun süredir kullanılan, Türkiye’de özel okulların başı çektiği portfolyo ve proje gibi değerlendirme araçlarını planlamak ve kullanmak, sonuçlarını çocuk ve veli ile paylaşmak belli bir alışma süreci gerektirse de zamanla son derece etkili ve de geçerli sonuçlar verebilecek faydalı yöntemlerdir. Gözlem raporları her ne kadar kalabalık mevcutlarda öğretmenleri zorlasa da sürekli değerlendirme kuralının en temel ve belki de güvenilirliği en yüksek yöntemdir. Kendini değerlendirme tekniği çocuğa sürecin bir parçası olma şansını verdiği gibi, kendisini sorgulama sorumluluğunu da yerleştirmeyi hedeflemektedir. Tüm bu farklı yaklaşımlar, yazılı sınavların eksik kaldığı ya da adaletli değerlendirme yapamadığı noktalarda etkili olan, öğrenciyi öğrenme sürecinde motive eden, ölçme değerlendirmenin korkulu rüya olmaktan çıkmasını sağlayan, bir bütün olan dili yine bir bütün olarak ölçmeye olanak veren çocuk-odaklı araçlardır.

Bu çalışma, öğretmenlere ellerindekini nasıl daha etkili kullanacaklarını ve alternatif olarak nelere sahip olduklarını göstermek açısından önemlidir. Ayrıca çalışmanın sonunda en başta da belirttiğimiz gibi bu süreçte yer alan öğretimin vazgeçilmez unsuru olan yabancı dil öğretmenleri, aileler, müfredat ve kamuya ilişkin olarak önemleri vurgulanmaktadır.