

T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

BİÇİMLENDİRİCİ DEĞERLENDİRMENİN
ÖĞRENCİLERİN İNGİLİZCE KELİME HAZİNESİNİN
GELİŞMESİNE OLAN ETKİLERİ

YÜKSEK LİSANS TEZİ

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İstanbul

Aralık, 2015

T.R.
İSTANBUL SABAHATTİN ZAİM UNIVERSITY
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**THE EFFECTS OF FORMATIVE ASSESSMENT ON EFL
LEARNERS' VOCABULARY ENRICHMENT**

MASTER'S THESIS

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December, 2015

Sosyal Bilimler Enstitüsü Müdürlüğüne,

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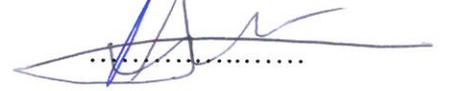
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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylıyorum.



Prof. Dr. İbrahim GÜNEY
Enstitü Müdür V.

ACKNOWLEDGEMENTS

I acknowledge with deepest gratitude many people, who assisted and supported me during my studies and research. First, I would like to express my deepest gratitude to my thesis supervisor Assist. Prof. Dr. Abdul Kasım VARLI for his willingness to help me, guidance, advice, criticism, insight and persistent encouragements throughout this research. Without his assistance and guidance, this thesis would not have been possible. He always found time for listening to my questions and advised me on both M.A study and the workings of academic research in general.

I would also like to thank my vice-director and academic coordinator Ayhan AKBAS for providing me with all necessary facilities throughout the research. My special thanks go to Assist. Prof. Dr. Bilal YILDIRIM who helped me in the most challenging part of my thesis, the statistical part. What is more, I owe special thanks to Assist. Prof. Dr. Irfan TOSUNCUOGLU for accepting to be the member of the viva committee for my thesis and also for his constructive feedback, academic support and encouragement in my study. I owe my profound gratitude to Dr. Talip GONULAL for his valuable advice, constructive feedback and support, and encouraging attitude; who always willingly devoted his time and energy for assisting me to carry out my research.

I owe many thanks to my colleagues and friends for helping me and encouraging me all the time. I will also give a special thanks to my friend Polat ERDOGAN for all the support and suggestions he has given in the analysis of quantitative data.

I owe special thanks to Umut DUNDAR for providing me with endless technical support throughout this study. I will also give special thanks to my friend Ilyas CALISKAN for listening to my problems, for his encouraging attitude and for our discussions concerning work and life.

I wish to express my heartfelt gratitude to Alptug Ahmet GUNEY for our endless discussions concerning this study, and for the suggestions and encouragement he made during my study. I will never forget his patience, good humor, and generous help.

Most of all, I wish to express my heartfelt and warm thanks to my mother Demet ATLI, my father Huseyin YURTDAKAL, my brother; Advc. Hakan Oguz YURTDAKAL, and my aunt Advc. DILEK ATLI for their patience, encouragement, and their emotional and financial support. Without their understanding and continuous support, I could have never completed this study.

ÖZET

BİÇİMLENDİRİCİ DEĞERLENDİRMENİN ÖĞRENCİLERİN İNGİLİZCE KELİME HAZİNESİNİN GELİŞMESİNE OLAN ETKİLERİ

Dinemis Handan Yurtdakal

Planlama, öğretimin en zorlu adımlarından biridir. Yabancı Dil Öğretiminde de Değerlendirme, planlama sürecinin dönüm noktalarından biridir. Değerlendirme, öğrencilerin ne bildiğini ve öğrenim sürecinin farklı aşamalarında ne yapabileceklerini belirlemeye yardımcı olur. Değerlendirmeye, yöneticiler, öğretmenler, aileler ve öğrenciler gibi pek çok farklı otorite tarafından ihtiyaç duyulmaktadır. Yöneticiler, planlanan programın düzgün işleyip işlemediği hususunda ve öğrencilerin derslerinde gelişme gösterip göstermediği konusunda aydınlanmak için değerlendirmeye ihtiyaç duyarlar. Eğer değerlendirme sonucu tatmin edici değilse, belirlenen amaçlara daha başarılı şekilde ulaşmak için, programın değişimi veya yeniden yapılandırılması ihtiyacı doğar. Değerlendirme sürecinin ikinci önemli katılımcıları öğretmenlerdir. Öğretmenler hedeflenen program ve hedef kitle arasındaki köprü olmaları dolayısıyla değerlendirmeye ihtiyaç duyarlar. Planlanan programı gerçek hayata geçiren asıl aktörler öğretmenlerdir. Değerlendirme sürecinin üçüncü önemli katılımcıları ise ailelerdir. Aileler de değerlendirme sürecinde oldukça önemlidirler, çünkü çocuklarının öğrenme sürecinin somut sonuçlarını görmek hususuna oldukça önem verirler. Değerlendirme sürecinin son önemli katılımcıları ise öğrencilerdir. Öğrenciler, kendi öğrenme süreçlerinin aktif katılımcılarıdır. Başarılı bir öğrenme süreci için, öğrenciler programın ve derslerin gerektirdikleri ve başarılı olmaları noktasında onlardan beklenenler hususunda bilgilendirilmelidirler. Öğretme sürecinin sonunda, öğrencilere de öğrenmelerinin somut sonuçları sunulmalıdır. Değerlendirme de hem öğrencilere hem de diğer tüm katılımcılara öğrenmenin sonucunu sunan bir anahtardır. Değerlendirme sürecinin objektif ve etkili olması bu ilgili dört katılımcı taraf arasında etkili bir sistem yaratmak açısından önemlidir.

Bilhassa öğretmenler, değerlendirme sürecinin önemli katılımcılarıdır. Öncelikle, onlar sadece öğretim programını oluşturanlar değil aynı zamanda hayata geçirenlerdir. Öğretmenler sadece öğretim metotları açısından neyi başaracaklarını değil, aynı zamanda

programın başarısını değerlendirmek için etkili yollar bulmayı da düşünmelidirler. Öğretim sürecinde planlanmamış bir kayıp yaşamamak adına, öğretmenlerin ne öğreteceği ve neyi nasıl değerlendireceği sistemli bir plan dâhilinde olmalıdır. Öğretmenler, her durumda öğretim sürecindeki aktivitelerini planlamalı, öğrenmenin öngörülen sonuçlarından ve öğretme-öğrenme sürecinin sonunda beklenen sonuçlardan haberdar olmalıdır.

Bu planlama döngüsünün içinde, değerlendirme eğitimin ayrıştırmaz bir parçasıdır. Değerlendirme, bir dersin amaçlarına ulaşıp ulaşılmadığını anlamak için bir fırsattır. Etkili değerlendirme stratejileri uygulayarak, öğretmenler not verme, yerleştirme, gelişme, öğrenci ve müfredat ihtiyaçlarını belirleme kararlarını daha iyi verebilir. Değerlendirme öğretmenlerin kendi öğretim süreçlerinde yansıtıcı olmalarını ve öğretim sürecinde kendi değerlendirmelerini yapabilmek için şu kritik sorulara cevap vermelerini gerektirir: “Öğrettiğimizi düşündüğümüz şeyi mi öğretiyoruz?”, “Öğrenciler öğrenmeleri gerekeni öğreniyorlar mı?”, “Konuyu daha iyi öğreterek daha iyi öğrenmeye teşvik edecek daha etkili başka bir yol var mı?”

Bu araştırma İstanbul Sabahattin Zaim Üniversitesi (İZÜ), İngilizce Hazırlık Yüksekokulu’nda gerçekleştirilmiştir. Çalışmanın örneklemini İZÜ İngilizce Hazırlık Okulu B1 seviyesi (Avrupa Ortak Ölçüt Çerçevesine-CEF göre) öğrencileri oluşturmuştur. Çalışmaya beş ayrı sınıftan 100 B1 seviyesi yabancı dil öğrencisi katılmıştır. Uygulama sürecinin başında, her iki guruba da ön test uygulanmıştır. Deney esnasında, deney guruplarına farklı biçimlendirici değerlendirme teknikleri uygulanmıştır. Diğer tüm şartlar kontrol gurubunda da deney gurubunda da aynı tutulmuştur. Kontrol gurubu hiçbir uygulamaya maruz kalmamıştır. Uygulama sekiz hafta boyunca sürmüştür. Bu sürecin sonunda her iki gurupta son teste tabi tutulmuş ve araştırmacı örneklemlerin üzerinde biçimlendirici değerlendirmenin etkisini değerlendirmiştir. Ön test ve son test sonuçları SPSS (Sosyal Bilimler için İstatistik Paketi) kullanılarak nicel şekilde analiz edilmiştir. Araştırmanın sonunda, deney gurubu öğrencilerinin bazılarında yarı-yapılandırılmış tutum anketi uygulanmıştır. Nitel verilerin analizi için içerik analizi uygulanmış ve anahtar konu ve kategoriler belirlenmiştir.

Key words (Turkish): Biçimlendirici değerlendirme, Sonuç (Tamamlayıcı) değerlendirme, Değerlendirme araçları, Kelime hazinesini zenginleştirme, Geri bildirim türleri, Port folyo

ABSTRACT

The Effects of Formative Assessment on EFL Learners' Vocabulary Enrichment

By

Dinemis Handan Yurtdakal

One of the most demanding steps in teaching is designing. Assessment in Teaching English as a Foreign Language (TEFL) is one of the important milestones of the designing process. Assessment enables identifying what learners know and can do at different stages of the learning process.

Assessment is needed by different authorities such as administrators, teachers, parents and students. Administrators require assessment to judge if the planned programs are working properly and to understand if students are making progress in their courses. If the result of the assessment is not satisfactory, it is an indication that it is necessary to change and replan the program for a better achievement of the objectives.

The second key player in the assessment process is teachers. Teachers need assessment because they are the bridge between the language program and the target audience (students). They are the main actors in realizing the planned program.

Parents are the third key players in the assessment process. They are also important, because they are the most anxious ones to see the concrete results of the “teaching” process in their children’s learning.

The last but probably most important key player in the assessment process is students. Students are the active agents of their own learning. In order to have a successful learning experience, students should be informed about the requirements of the program and the courses and expectations required of them to succeed. Assessment is key in providing learning results to learners and all other concerning parties. Objectivity and effectiveness of the assessment process is essential in creating an efficient system among these four parties of interest.

Teachers are particularly important players in the process of assessment. First, they are not only the designers of their teaching but also the key players of their teaching.

Teachers need to think about not only what they are trying to achieve, in terms of the content and the instructional methods, but also effective ways of assessment to evaluate the success of the program. To prevent ending up with a random hit or miss in their teaching process, teachers need to have a systematic planning about what to teach, what to assess and how to assess. Teachers need to plan in advance about their teaching activities, be aware of the proposed outcomes of learning, the results expected at the end of the teaching-learning process.

In this cycle of planning, assessment is an indispensable part of education. Assessment is an opportunity to understand whether or not the course objectives are reached. Assessment requires teachers to be reflective of their teaching and answer the following critical questions for self-reflection in the teaching process: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject more effectively, thereby promoting better learning?" Applying effective assessment strategies, teachers can practice better grade decisions, placement, advancement, learners' and curriculum needs.

This research was conducted in the English Language classes of the Preparatory School of English in İstanbul Sabahattin Zaim University. The sample for this study comes from 100 B1 level (according to the Common European Framework) English Prep School students of İstanbul Sabahattin Zaim University, School of Foreign Languages Department. In the beginning of the implementation process, the groups were pretested. During the experiment, the experimental sampling groups were provided with different formative assessment techniques. All other conditions will be kept same in both groups: control and experimental groups. The experiment lasted for a period of eight weeks. After this process both groups took a post test and the researcher evaluated the efficiency of the formative assessment techniques on the samples. The pre- and post-test data underwent several statistical analyses using the Statistical Package for Social Sciences (SPSS 20). In addition, an attitudinal questionnaire for semi-structured interviews with students on formative assessment was implemented to experimental sample students. For the analysis of the qualitative data, content analysis was applied to the interviews and key topics and categories were identified.

Key words (English): Formative assessment, Summative assessment, Assessment Instruments, Vocabulary enrichment, Feedback types, Portfolio

AUTHOR'S DECLARATION

I hereby declare that this thesis is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this thesis has not been submitted for any other degree or award.

Signed

Date

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LIST OF ABBREVIATIONS

SPSS: Statistical Package for Social Sciences

FACT: Formative Assessment Classroom Techniques

CLT: Communicative Language Teaching

D1: Experimental Group 1

D2: Experimental Group 2

D3: Experimental Group 3

C1: Control Group 1

C2: Control Group 2

CHAPTER 1

INTRODUCTION

This thesis reports on a study that investigates the effects of formative assessment techniques on EFL learners' vocabulary enrichment.

This chapter first aims to present the rationale for the present study. It consists of eight sections the first of which discusses the importance of English language and vocabulary learning in foreign language. The second section presents the background of the study including different researchers' studies on the importance of vocabulary teaching through formative assessment. The third section introduces the statement of the problem. The fourth section introduces the need for the study, including a brief description of the aim of the study. The fifth section briefly notes the hypotheses of the study. The sixth section briefly presents research questions. The seventh section presents limitations of the study. Finally, the last section defines some key terms.

1.1. Introduction

Teaching English is more important than before because of the increasing significance of the English language worldwide. English is the primary language of several countries such as Australia, Canada, New Zealand, the United Kingdom, and the United States. In addition, it is the second language in a number of multilingual countries such as India, Singapore, and the Philippines. While English is used as a native language and second language in several countries, it has become a popular language to facilitate interaction and connection in many countries. The spread of English started with the British colonization process and reached its peak through the role of the United States as the dominant economic power in the world at present (Pennycook, 1995; Phillipson, 1992). Today, English is used as a "lingua franca" which is widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using that language as a second language (Harmer, 2001). The increase in the number of native, and non-native English speakers provides a privileged status to English language, and made geographical boundaries of English difficult to distinguish. Over the years, the number of English users ascended so as the importance of the English language.

For majority of learners, the reason for studying a new language is for communicational purposes. This is what the globalized world demands of its citizens. Vocabulary knowledge impacts language proficiency of the learner in a positive manner. As Zimmerman (2001) stated vocabulary is “of critical importance to the typical language learning” (p.5). Vocabulary is the building blocks of a construction in the making (Xin Fang, 2014) and functions like a bridge in conveying our ideas and thoughts to other people. Language teachers, linguists and psychologists have studied the importance of vocabulary learning in language proficiency (Levenston, 1979). They found out that vocabulary knowledge is one of the most important elements of language learning. Numerous studies have been conducted comparing the retention effects of different vocabulary presentation strategies. These studies were resulted in different strategies to teach vocabulary. A number of classic volumes on theories of vocabulary teaching and learning were written by several researchers (e.g. Carter & McCarthy, 2014; Coady & Huckin, 1997; False, 2004; Hiebert & Kamil, 2005; Nation, 2013; Nation & Webb, 2011; Taylor & Francis, 2006) contributed to vocabulary research in language teaching. While some of them (e.g. Bauman et al., 2003; Graves, 2004; Schmitt, 2007; Scott & Nagy, 2004; Stahl, 2004) studied opportunities to teach new word meanings, the others (e.g. Hackman, 2008; Tefera, 2010; Xin Fang, 2014) drew attention to the significance of vocabulary research in language teaching. While Hackman (2008) explored the ways to increase the vocabulary of children, Xin Fang (2014) stated the importance of vocabulary in language teaching. Tefera (2010) contributed to their ideas by studying the effect of integrated language teaching on students’ vocabulary retention. The work of these researchers collectively indicates that vocabulary has a significant place in language teaching and learning.

Impact of vocabulary knowledge in other skill areas constitutes a significant aspect of vocabulary research. For instance, Nation (1995) claimed that a rich vocabulary supports the skills of listening, speaking, reading, and writing performance positively. With this in mind, it is important to assess language development, especially vocabulary learning, on a regular basis to contribute to the vocabulary development of our learners. Increasing vocabulary stock of the learner will ensure the overall progress in language proficiency.

Vocabulary learning strategies, and the purposeful analysis of vocabulary learning tasks provide valuable information about vocabulary teaching in language

classes. Also, the planning, organization, monitoring, and evaluation of learning behaviors are valuable teaching procedures in acquiring the vocabulary of a foreign language. Along with the recent studies investigating the acquisition of vocabulary, a vocabulary-focused teaching supported with formative-assessment will probably boost the vocabulary learning and retention, and thus inform the vocabulary research, to a great extent.

1.2. Background to the Study

With the spread of English as a lingua franca after the 2nd World War, more people in the world started to feel the need to learn English. Effective English learning has become more important than before. More people feel the need to learn and communicate in English competently. English language competency requires that one have effective communication skills in English. Teaching and learning vocabulary is an area which deserves further attention in language teaching context, because expanded vocabulary knowledge leads to better communicational possibilities. “Communication is positively affected by and depends on the vocabulary competence of the learner” (Chen, 2014, p. 1). Word knowledge is what builds or breaks the communication. As Scott, Jamieson-Noel and Asselin (2003) asserted, in the circumstance where one hears or reads words but another fails to understand, communication breakdown is inevitable.

The importance of acquiring vocabulary in foreign language learning has been increasingly recognized and emphasized in second language teaching areas. Researchers such as Coady (1993) and Rott (1999) emphasized the effective communication as a function of adequate and appropriate vocabulary. Behlol and Dad (2010) also supported this view stating that “words are gateway to knowledge that unlock the doors of sublime ideas, theories and principles to the readers” (pg. 1). Learning of new concepts necessitates being competent, knowledgeable and curious about the lexical items of a language. Students with good command and greater hold on the use of vocabulary, excel in the study of different subjects (Behlol & Dad, 2010). These views encourage language teachers and learners to reconsider the critical role of vocabulary teaching for “English as a foreign language (EFL)” learners.

As a key element of successful communication, the importance of vocabulary is also defined in the Higher Education Regulations in Foreign Language Teaching and Inspection of Turkey (2012). The aim of foreign language teaching is defined as improving students' vocabulary in the target language to make them listen, understand and comprehend what they read or listen to communicate effectively (4/1). These regulations highlight that students should not only be able to comprehend the words but also be proficient in using these vocabulary while expressing themselves. Thus, having good communication skills necessitates having a good command of vocabulary which will be used effectively in the target language.

There is a common agreement among language researchers that good command of vocabulary is necessary for successful communication in the foreign language (Coady, Huckin & Zimmerman, 1997). Students will have a good command of vocabulary when teachers present, test and assess vocabulary in a planned and effective way. In these planned and effective ways of vocabulary teaching, the type of assessment to be used in measuring students' vocabulary knowledge is important. The type of assessment should contribute to the learner by making them discuss about words and apply these newly learned words in different contexts.

Vocabulary learning, teaching, and assessment are important in language teaching. Thus far, there have been many studies on different vocabulary teaching techniques, vocabulary learning strategies, and different learning/teaching 'tools' to make learning a language easy for learners. However, little is known about the potential effects of different assessment styles on vocabulary. Traditionally, assessments have been used to measure how much the students have learned in a particular time. These summative assessments are used after a certain unit and in a certain time to decide how much learning has taken place. Although summative assessments are important, they are not enough to provide ongoing feedback on the students' weak and strong points while learning a foreign language. Since formative assessments serve as practice for students and guide teacher decisions about future instruction, they help in improving achievement in teaching and learning. Formative assessment focuses on active feedback which assist learning (Black & William; 2004). They can be used to close the gap between the students' current and defined/desired situation in learning. Assessment is used as an active feedback which helps teachers and students to adjust their learning/teaching before it is too late. However, there is not enough research on the use

of formative assessment as a tool in vocabulary teaching. In language teaching, especially the area of vocabulary requires effective assessment strategies to ensure efficient vocabulary learning. For this reason, this study aims to shed light on the effect of formative assessment on second language learners' vocabulary enrichment and how this impacts the language learning process of learners.

Tests are commonly used tools in the assessment process. Different purposes necessitate different kinds of tests. The purpose can range from measuring language proficiency and discovering how far students have achieved the objectives of a course, to diagnose students' strengths and weaknesses, or assist placement of students for a teaching program. Tests are used to obtain information. The information a researcher tries to collect varies from situation to situation. Eichstadt (2012) defined test as "the 'thing' or 'product' that measures a particular behavior or set of objectives" (p.3). The Standards for Educational and Psychological Testing (1999) define *test* as "an evaluative device or procedure in which a sample of an examinee's behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process." (Eichstadt, 2012, p. 5).

Usually, a test gives only scores. On the other hand, an *assessment* is a more broad-spectrum process of collecting data to evaluate the improvement of learners (Brown, 2014). The Standards (1999) define *assessment* as "any systematic method of obtaining information from tests and other sources, used to draw inferences about characteristics of people, objects, or programs" (p.6). Erwin (1991) gave a detailed definition of assessment as the process of gathering and documenting information on students' performance to provide the basis for decision making regarding teaching and learning.

Assessment is commonly seen as an essential part of teaching and learning despite the variety in its definitions (Taras, 2005). As Wojtczak (2002) explained, it helps teachers measure improvement over time, evaluate strength and weaknesses of students, or to motivate them. In addition, assessment provides useful insights for teachers in obtaining feedback on their students' learning (Taras, 2005; Stiggins, 1992). Systematic process of assessment helps teachers evaluate, reflect and improve their teaching based on the data they gathered throughout the teaching and learning process. These data can be the results of tests, assignments, and other learning tasks. With the help of these data, teachers can determine the effectiveness of their program.

Assessment should result in better understanding of students' learning. The more clearly teachers understand how their students are learning, the more efficiently they can teach them.

Assessment can be categorized into two main categories: *Summative assessment* and *formative assessment*. Summative assessment is also called as assessment of learning (Earl, 2003; Stiggins, 2002). In an educational settings, summative assessment is used to grade students' learning at the end of a course. The primary purpose of summative assessment is documenting what students know and can do. Supporting learning can be seen as the secondary purpose of summative assessment. The main difference between summative assessment and others is its cumulative assessment approach as opposed to a more continuous assessment strategy.

The second category is *formative assessment* which was defined by McManus (2008) as a process during which students and teachers adjust and improve their ongoing teaching and learning as a result of provided feedback. The primary purpose of formative assessment is to suggest how instruction can be modified.

On the basis of the views mentioned above, this study mainly focuses on the impact of formative assessment on vocabulary enrichment of the students. Incorporating various techniques, formative assessment can enhance teaching and learning by providing a more focused application for learners. Black and William (1998) carried out a research by reviewing 250 journal articles and book chapters to see whether formative assessment increases academic standards in the classroom. They reported that formative assessment efforts created significant gains for the students involved in the innovation group.

Several researchers (e.g. Bloom, 1984; Black & William, 1998; Meisels et al., 2003; Rodriguez, 2004) conducted similar studies, which explored the effect of formative assessment on student learning. The results of the effect sizes were respectively 1.0 to 2.0., .5 to 1.0, .7 to 1.5 and .5 to 1.8 which presents the largest gains for students' achievements after formative assessment effect. These empirical studies show that formative assessment is useful in foreign language teaching. However, after revising the literature, it can be seen that these empirical sources are dated and do not place a particular importance to the use of formative assessment in foreign language vocabulary teaching. Thus, this study aims to find out the effects of formative

assessment on foreign language vocabulary teaching and learning by taking students' vocabulary knowledge as the domain of the study.

1.3. Statement of the Problem

With the increasing prominence of English internationally and in the Turkish context, more and more learners are interested in attaining higher language proficiencies. Smaller classrooms and individualized one-to-one tutoring are ideal conditions of learning but they are rare possibilities. In today's language classes, it is necessary to provide ongoing assessment plans even in larger classroom settings. Because summative assessment tends to provide result-oriented evaluation at the end of a language program or semester, the results do not have a permanent or long-term effect. While English language learners are trying to learn and practice their foreign language, their knowledge of the foreign language is assessed by different authorities (e.g., teachers, program developers) and tools such as foreign language exams (e.g., Yabancı Dil Sınavı-YDS/ Foreign Language Testing-EFL in Turkey, TOEFL, and IELTS). However, most of these tools used for evaluating the success of learners are product-oriented which means they consider the end-result of these tests as a measure of success. This type of assessment does not focus adequately on the ongoing process of learning and teaching. These types of assessment tools, which are also called summative assessment, fail to monitor day-to-day development and ongoing process of learning of students. In addition to high achieving students, there are several unsatisfactory learning results for many language learners in this type of assessment system. Today English language teachers are starting to realize that new alternative assessment strategies need to be developed to better monitor and serve their students in their learning progress. In the context of vocabulary learning, assessment becomes more important because vocabulary is particularly important in the development of language proficiency. Hence, vocabulary assessment needs to have a key place in EFL contexts.

Formative assessment enables monitoring our students' progress on an ongoing basis and providing remedy as needed. As with other areas of assessment, the assessment of students' vocabulary development should be varied and meaningful and also should include formative assessment techniques. As Tchudi (1997) noted, assessment uses descriptions rather than judgments of readers and writers, and is

formative or in process, rather than summative or final. When we assess students' vocabulary growth, we are involved in a type of data collection process. Students' vocabulary development should be assessed through formative assessment and data should be collected throughout the school year. Vocabulary instruction should be shaped and altered according to the data collected through formative assessment of learners. Also, students should be encouraged to assess their own progress and take charge of their learning process. Multiple measures should be used in order to determine vocabulary growth throughout the learning process. Since formative assessment can be applied in any time during the teaching and learning process, it provides multiple measures to the students and teachers (e.g., students' presentations, listening-speaking skills-based quizzes, keeping portfolio are some good tools to measure students' current level of learning in a variety of ways.)

With these in mind, more formative assessment procedures need to be introduced to language teaching classrooms to understand the effect of this type of assessment in vocabulary learning. Several language educators argue that formative assessment enables a more ongoing and close-up view of the learner development and provides timely feedback to support their learning (Noyce & Hickey, 2011; Popham, 2008; McManus, 2008). At this point, the definition offered by Noyce and Hickey (2011) describes formative assessment as “the process of monitoring student knowledge and understanding during instruction in order to give useful feedback and make timely changes in instruction to ensure maximal student growth”(p. 1). This could be accepted as the representative assertion of the formative assessment goal.

Formative assessment provides possibilities to teachers and students for shaping and criticizing their learning and teaching. It makes teaching and learning process more interactive by providing feedback both for teachers and students at the time they need most. Popham (2008) argues that ‘...formative assessment is not a test but a process...’ (p. 6). At the end of a program, students are exposed to a test to be evaluated by the degree of their achievement. However, the same tests can be used as the instruments to provide feedback to the students and teachers during the teaching time. Difference between a test and a process starts with the aim of applying it. If the test is used to give an end decision about a learning process, it becomes a summative test. If the results are used to highlight teachers and learners' ways in teaching and learning time, then they become the feedback of the process. “Formative assessment is

a process used by teachers and students during the instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (McManus, 2008, p. 3). Formative assessment is a tool which can be used as a mirror to reflect the strong and weak points of teaching and learning processes. Depending on the data obtained through formative assessment, immediate changes and improvements are possible for teachers and learners since formative assessment makes changes possible during the instruction time.

Formative assessment techniques (see p. 56) can be used to monitor immediate student learning or failure of learning. Timely discovery of learning and inability of learning enable the provision of prompt feedback to encourage the utmost learning potential. The primary purpose of formative assessment can be seen as suggesting how instruction should be improved to achieve the best learning potential. Assessments should be plentiful in the form of feedback in foreign language learning similar to support given by the mother to the child while learning their first language. The lack of immediate support slows down the improvement of vocabulary acquisition and first language acquisition in general. The same sort of support is necessary for foreign language learning as well. That is why it is important to investigate the advantages of formative assessment on vocabulary teaching.

1.4. Significance of the Study

The importance of English language both in the world and in Turkey requires that English language teaching and learning opportunities improve in order for better learning outcomes to be attained. It is necessary to examine English language teaching approaches in schools. Summative assessment procedures are a common practice in Turkish educational system. As stated earlier, a focus on formative assessment might help to deal with foreign language learning difficulties, especially vocabulary learning difficulties. Vocabulary knowledge is particularly important for foreign language learners. Formative assessment applications might be useful in improving the quality and quantity of vocabulary learning and retention. A formative assessment strategy can provide a more positive support in comparison to other type of assessment.

Teachers are aware of the fact that language learners need to learn many words to build their language proficiency. However, they do not always know the best way to

help their students in this regard (Kim, 2011). Therefore, “identifying learning tasks which provide and lead to optimal vocabulary learning opportunities is pedagogically crucial” (Ghorbani & Rahmandoost, 2012, pg.2.) Assessment is an important aspect of any language teaching program. It allows monitoring student learning and designing lesson plans accordingly to achieve the utmost learning potential. Several researchers emphasized the importance of formative assessment in student learning (Black & William, 1998; Bransford et al., 2000; Brown & Knight, 1994; Buchanan, 2000; Henly, 2003; Velan et al., 2002). However, the number of studies on the effect of formative assessment on vocabulary enrichment of the students are not nearly as plentiful as they should be. This is why this study could be an important contribution to future studies on this topic.

A learning environment with formative assessment has numerous benefits for learners. Many studies indicate that formative assessment has a lot of advantages for students. For example, Wang et al., (2006) stated that students can receive regular assessment, and it can provide instant feedback that helps remedy weaknesses in their learning abilities. They also indicated that student anxiety can be reduced if they receive some formative assessment before summative tests. Formative assessment refers to those activities that are used to measure the learning on the spot. These types of activities include short tests and quizzes, question and answer in the lesson, assignments, homework, and so on. Bransford, Brown and Cocking (2000) claim that formative assessment provides centralization in the learning environment. Furthermore, Bransford et al. (2000) claimed that:

“The roles for assessment must be expanded beyond the traditional concept of testing. The use of frequent formative assessment helps make students’ thinking visible to themselves, their peers, and their teacher. This provides feedback that can guide modification and refinement in thinking. Given the goal of learning with understanding, assessments must tap understanding rather than merely the ability to repeat facts or perform isolated skills” (p. 19).

They further noted that formative assessment designs should be able to attract student attention and provoke student commitment to self-evaluation, and enhancing learning effectiveness. Seale, Chapman and Davey (2000) found that the use of formative assessment provides students with assessing their own progress and

understanding. Similarly, De Vita (2001) and Heffler (2001) affirm that the students who are taking advantage of every learning opportunity became more successful in the final assessment tests. Recent studies (e.g., Berry, 2008; Gibbs & Simpson, 2004) have also indicated that students need support in approaching final tests in a relaxed state of mind. Providing students with early and relevant feedback through assessment tasks helps them to overcome the difficulties in a more ready and relaxed way (McInnis, James & Hartley, 2000). Evaluating students' overall performance with a precise and individual test has disadvantages such as; it does not always reflect the most accurate learning, it does not identify problems before they become critical and having one big test makes everyone anxious. However; using a variety of assessment methods will serve their needs better (Fowell, Southgate & Bligh, 1999). The use of a variety of assessment methods provides teachers with rich data in the evaluation of students' knowledge in every skill area and it will allow relating them with one another. Furthermore, having a variety of assessment opportunities is a motivating assessment type for students (Seale, Chapman & Davey, 2000). At this point, formative assessment better serves a diversity of needs in assessing students' success.

In the learning process, feedback is a valuable tool. It is even more valuable when presented in a formative nature, which enables students to assess their progress and understand and remedy their weaknesses and strengths (Clariana, 1993; Macdonald, Mason & Heap, 1999; Zakrzewski & Bull, 1999). Brown and Knight (1994) claimed that if the feedback is presented early with some suggestions about how to improve performance, this will make it more useful for students' learning. All these assertions necessitate studying the impact of formative assessment on vocabulary enhancement and increasing the number of studies about formative assessment in the language classroom.

Effective language teaching requires that individual attention be paid to each student. Increasing learners' vocabulary knowledge is both challenging and requires an abundance of time for individual attention and long-term learning. Nowadays, language classes are far more crowded than the ideal. These crowded classrooms make individual student learning a challenge for the language educator. Summative types of assessment (e.g., final projects, unit-end tests, standardized tests, end-of-course evaluation and etc.) are mostly used in language classes. This type of assessment is result oriented, and is unable to account for the ongoing learning of students. In contrast with summative

assessment, formative assessment is an ongoing evaluation system and enables the developmental progress of our learners (e.g., projects and performances, writing assignments, tests and pop-up quizzes, asking questions, presentations, portfolio and etc.) This is particularly important for vocabulary retention. Vocabulary is a skill area that needs frequent assessment (Read, 2000). Frequent assessment enables language educators to determine how sufficient learner's vocabulary is in meeting learners' language development and communicative needs. Thus, formative assessment can inform teaching practice of vocabulary teachers for better learning outcomes.

The current study is significant for several reasons. First, vocabulary is an important skill which needs to be assessed in order to observe learners' progress in learning. Also, this study is for ongoing assessment of vocabulary knowledge in order to see whether it meets learners' communicative needs or not. In addition to these, this study aims to show how the use of formative assessment techniques affect students' learning by making them aware of their own assessment in vocabulary learning. Finally, formative assessment in learning process is expected to empower EFL instructors and language learners to create an effective and comprehensible learning process. Because of all these reasons, it is necessary to study the impact of formative assessment on vocabulary enrichment.

This study will compare the results of formative assessment techniques versus summative assessment techniques in vocabulary teaching and assessment. The results of the study will be informative because it will provide insights to improve the quality of language education practices. We will be able to better understand the impact of formative assessment in vocabulary learning and retention.

1.5. Hypotheses of the Study

The hypotheses of the study are as follows:

- 1) There will be a significant change in the vocabulary enrichment of second language learners of English as they participate in a design study in which they will receive formative type of assessment throughout their vocabulary learning process.
- 2) The type of formative assessment instrument will affect the vocabulary enrichment of second language learners.

- 3) The type of feedback as a result of the formative assessment will affect students' academic success.
- 4) The use of portfolio as a formative assessment tool will have a positive effect on vocabulary learning.
- 5) Formative assessment will lead to some changes in students' assessment preferences.

1.6. Research Questions

The present study will try to seek answers to five major questions and two minor questions. The minor and major questions of the study are:

1. Does formative assessment support the vocabulary enrichment of EFL learners by increasing the vocabulary retention of B1 level EFL learners?
2. Does the type of formative assessment instrument affect the vocabulary enrichment of B1 level second language learners? Comparisons between;
 - a. Is summative assessment instruments (tests) more useful than skill based assessment instruments (includes Listening and Speaking- productive-activities) in the process foreign language vocabulary teaching through formative assessment techniques?
 - b. Is using both summative and skill based instruments more useful than not using any instrument in foreign language vocabulary teaching?
3. What kind of feedback is better in the process of vocabulary teaching with formative assessment techniques: Quantitative or Qualitative?
4. Is portfolio useful in the process of vocabulary teaching to B1 level of English learners?
5. What are the attitudes of students toward extra formative assessment techniques and processes after the study?

1.7. Limitations of the Study

This study has several limitations. First, the participants of the study were the foreign language learners from five classes in the School of Foreign Languages, English Preparatory School at İstanbul Sabahattin Zaim University. The results of the study are limited to learners in B1 language proficiency class. There were thirteen classes with 3

different levels of proficiency, including A1, A2 and B1. Thus the study presents a fixed number of the participants and certain language levels. Ideally it would provide a more comprehensive picture of the university student population at the Preparatory School if all classes could participate in the study to see the effects of formative assessment on students' vocabulary learning. Yet, the constraints of time and resources allowed the participation of only some classes in the study. A longer period of time would have allowed a higher percentage of participation and results would have reflected greater levels of accuracy. Since the study was conducted in İZU, the findings cannot be generalized to all foreign language learning contexts in Turkey.

1.8. Operational Definitions

Assessment: Assessment is a systematic and ongoing process of analyzing student success within and across courses by gathering, interpreting and using information about student learning for educational improvement (Hancock, 1994). Assessment is measuring students' performance in any one of many different ways, diagnosing the problems and measuring the progress students make.

Summative Assessment (Assessment OF Learning): Summative assessment is also known as Assessment of Learning (AOL). This type of assessment is carried out periodically, like at the end of a year, term or a unit. It is a type of assessment which aims to measure students' performance at the end of a period of study.

Formative Assessment (Assessment FOR Learning): A type of assessment which feeds back into learning and gives the learner information on his/her progress throughout a course thus helping him/her to be more efficient learner.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter will provide basic concepts and terms that guide the research questions. A short historical overview of teaching and learning vocabulary will set the scene for the study. It will also focus on the definition and importance of vocabulary and assessment, assessment types, how vocabulary assessment is practiced in a language class, the assessment technique(s) that are preferably and dominantly used in vocabulary assessment, and the elements that affect assessment in a language teaching process. Then, the concept of assessment and its role in language teaching/learning will be defined. Differences between formative assessment and summative assessment will be explored. Finally, implications of formative assessment for EFL vocabulary enrichment and assessment will be discussed

2.2. The Importance of Vocabulary in English Language Teaching

The simplest definition of vocabulary is the words of a language. In its most general definition “vocabulary is the knowledge of words and word meaning” (Lehr, 2004, p. 1). It includes *lexis*, the Greek for *word*, which “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571). Vocabulary can be defined as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do” (Lessard-Clouston, 2013, p. 2). With a more inclusive perspective, Shanker and Cockrum (2010) defined vocabulary knowledge “as the ability to go from the printed form of a word to its meaning.” (pp. 147-150). Vocabulary knowledge requires one to contextualize and apply the knowledge learned in classrooms to real world.

Lehr, Osborn and Hiebert (2004) classified vocabulary in two groups as receptive and productive. Receptive vocabulary is the words we understand when engaged in reading and listening. Productive vocabulary is the words we use to communicate through writing and speaking. In order to communicate both in written and spoken language, learners should be able to use, distinguish and comprehend the words flexibly (Hanson & Padua, 2011). Vocabulary knowledge is a prerequisite to utilizing words in different contexts. According to Kamil and Hieber (2005) vocabulary

is more complex than these definitions imply because it integrates different layers of knowledge in its practice. In arriving at a meaning we decipher different layers of information, which are form, meaning, and use (Nationcoady & Meara, 2010). With these in mind, teaching vocabulary is not just about words, but; it includes lexical phrases and knowledge of English vocabulary and how to best teach it and assess the ongoing learning of vocabulary.

Vocabulary is an important component of language. In an EFL environment, vocabulary influences the communication capacity of the learner. Vocabulary knowledge determines the number of events a person can describe and concepts s/he can identify in a communicative situation. Also, in one's native language, restricted vocabulary knowledge makes human beings retrogressive because it limits their expressive possibilities. Foreign language learners will progress in their communication if they have solid vocabulary knowledge in the target language (Read, 2000). Additionally, communication enables transmitting one's ideas to a target audience.

The concept of vocabulary requires attention because vocabulary do not only follow ideas, but ideas also follow vocabulary. It is for this reason that possession of rich vocabulary knowledge flourishes new ideas and those who have more effective powers in an EFL context will achieve more language competence. In this vein of thought, if students improve their vocabulary so will their communicative powers in the foreign language. Both in the first and the foreign language learning processes, vocabulary knowledge holds an important place.

Given the importance of acquiring a storehouse of words in language learning, Atay and Kurt (2006) claimed that both teachers and learners would like to know the ways of fostering effective vocabulary learning. Especially in EFL settings, although learners are exposed to years of formal instruction, they can acquire only a limited amount of lexicon (Atay & Kurt, 2006). Wilkin (1972) supported the importance of vocabulary in language learning by claiming that "while very little can be conveyed without grammar, nothing can be conveyed without vocabulary" (p. 111). This point of view is echoed in Dellar and Hocking's (2000) book titled, *Innovation*, emphasizing the following message to second/foreign language learners: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!" (Thornbury 2002, p. 13).

Vocabulary should be seen as the basis and the most important promoter of all skills in a foreign language.

Vocabulary has a strong and direct relationship with the four language skills. Language ability or the performance of someone on any language test depends to a large extent to that person's vocabulary knowledge. Vocabulary knowledge contributes to a great extent, to the performance of learners on reading, listening, speaking and writing. Vocabulary knowledge is not just about knowing the meaning of a word, it is also important to know different meanings of the same word in different contexts. As an example, while our foreign language learners are trying to learn the exact meaning of the word *take*, they should know that it can have different meanings in different contexts such as taking a photo, taking an exam or taking a class or taking away something. In this way, vocabulary knowledge has a positive impact on "grammatical accuracy, sociolinguistic appropriateness, and language fluency in the foreign language learning process" (Schmitt, 2010, p. 4). It is also widely known that higher vocabulary knowledge allows for higher communicative abilities. The aim of language educators for their foreign language learners is to provide adequate amount of lexicon to enable various forms of communication in English (Schmitt, 2010). As language educators, we should know and emphasize that it is necessary to have a good reservoir of vocabulary in order to be successful language learners and communicators.

2.2.1. What does knowing a word mean?

Knowing a word means recognizing the form of words and attaching meaning to them. Knowledge of a word also means recognizing the form and knowing its meaning, its word classes, its different senses, forms and meanings of its derivative, synonyms, antonyms and hyponyms of its senses and derivatives (Nation, 2001). Knowledge of a word entails knowing the word's grammatical properties, how it collocates with other words in multi-word items and lexical patterns and how it is pronounced and spelled. The process of knowing a word begins with simpler aspects of word knowledge and ends with more complex forms of knowledge as one's knowledge of the words increase.

Nation (2001) classified "word knowledge" by grouping it into three parts: form, meaning and use. The form of a word includes spoken and written word parts. The meaning of word includes form and meaning, concepts and referents, and

associations. The use of a word includes grammatical functions, collocations and constraints in the use of the word, broadly meaning pragmatics. In order to use vocabulary knowledge and function effectively in a language, a person should have an extensive knowledge about each individual lexical item, which can be referred to as the quality or depth of vocabulary knowledge.

Lehr, Osborn, and Hiebert (2004) grouped vocabulary knowledge as receptive and productive vocabulary. While words that people use for communication through writing and speaking refer to productive vocabulary, the words people understand through listening and reading refer to receptive vocabulary. To communicate in an effective way, people should be able to use words which they identify and comprehend (Hanson & Padua, 2011). To achieve a satisfactory level of vocabulary knowledge in a foreign language, students need both receptive and productive vocabulary. In 1953, Michael West published a remarkable list of two thousand important vocabulary words known as the General Service List (GSL). Its primary purpose was to combine a list of words that would be of “general service” to learners of English as a foreign language. Over the decades, it has been used to provide foreign language learners with the frequent words to be used in communication. By means of the list of frequent 2000 words in English, learners can speak in every situation.

Students cannot understand other people or express themselves without sufficient vocabulary knowledge. An excellent grammatical knowledge is inadequate if it is not supported with vocabulary knowledge and it cannot prevent the consequence of communicational breakdown. Even though students do not have sufficient grammar knowledge, they can still communicate if they have adequate vocabulary knowledge. That is why “learners carry around dictionaries and not grammar books” (Schmitt, 2010, p.4). Thus, teaching of vocabulary is particularly important in language classes. Vocabulary knowledge may become a life-saver in circumstances where communication breakdown is inevitable.

A small child’s attempts of communication have some resemblance with a language learner’s attempt to communicate with a limited vocabulary knowledge. While toddlers are trying to communicate with people around them, they take advantage of their vocabulary knowledge even with single words or disconnected word groups.

Hence, construction of sufficient vocabulary appears before grammatical construction both in the first and foreign language learning. Both parents and teachers have been assisting their learners or children in vocabulary retention.

One of the major achievements of early childhood is the acquisition of a large and diverse vocabulary (Goodman, Dale & Li, 2008). By the time children enter school, their vocabulary in their mother tongue vary in size. One of the most important reasons of this variety is environmental influences. According to recent research conducted by psychologists, “the contextualized speech input parents provide to infants during the second year of life as a potential source of the massive vocabulary differences found at school entry” (Cartmilla et al., 2013, p. 1). The quantity and quality of linguistic input is an important determinant of vocabulary size. The determiner of subsequent vocabulary of children lies in the quantity of word they were exposed to in early development.

According to Benedict (1979), and Clarck and Hecht (1983) comprehension of the words starts before the production of them. In the early years of a child, the parents start exposing children to a massive amount of vocabulary. In time, children comprehend them. In this way, production comes later than comprehension. Applying the same procedure may be advantageous while teaching English to foreign language learners. Learners should be exposed to an extensive amount of vocabulary from the beginning of their instruction. In time, they will practice and produce what they have comprehended.

2.2.2. An Overview of the Place of Vocabulary in Different Approaches of Foreign Language Acquisition (FLA)

A review of the literature on the history of vocabulary in foreign language teaching shows that there are different degrees of significance attached to vocabulary teaching in different periods and approaches in language teaching. Despite the fact that vocabulary teaching and learning has been central in both teaching and learning processes, there were periods when this vital area of teaching was nearly neglected (Celce- Murica, 2001). Different approaches to foreign language teaching have influenced the importance given to the vocabulary teaching in foreign language.

Although vocabulary is an inevitable part of language learning, it has been undervalued in the past 50 years of ELT history (Carter & McCarthy, 1988; O'dell, 1997; Seal, 1991; Zimmerman, 1997a). Reviewing the literature on the importance of vocabulary teaching in foreign language shows that vocabulary is the Cinderella of language learning, which is often ignored and undervalued. Many earlier textbooks and language programs lacked a special vocabulary section for teaching the target vocabulary. Ignoring vocabulary as a skill of its own in the language teaching process can largely be attributed to the language teaching approaches which were dominant at the time.

The chronological change of language methodologies resulted in a shift from a focus on accuracy and form to a focus on communication and fluency in second language. In the last three decades, the outlook on vocabulary has changed and there has been a shift of interest in vocabulary teaching and learning.

Historically, Grammar Translation Method (GTM) was dominant from the 1840s to the 1940s (Richards & Theodore, 1986). The fundamental goal of learning a language in this approach was to be able to read the target language literature. However, the vocabulary teaching was restricted to illustrate grammar rules, and direct vocabulary instruction with isolated words in the form of lists (Brown, 1994; Richards & Rodgers, 2001; Zimmerman, 1997a). The aim was not to make learners communicatively competent. As a result, we understand that students were not able to use language for communication. The chronological timeframe indicates a change in the teaching methods as well as in the altering importance of vocabulary in language teaching.

By the end of the 19th century, Direct Approach or Method emerged as a reaction to Grammar Translation Method. In this approach, the main goal was to train students to communicate in the target language. Vocabulary was expected to be acquired naturally through interaction during lessons and was linked with reality as much as possible (Schmitt, 2000). It was presented in context and was emphasized over grammar. However, this method required language teachers to be native speakers or have native-like fluency in the target language. Having a utopic expectation on the part of teachers made this approach unpractical for foreign language teaching.

After Direct Method and Grammar Translation Method, as an influential and controversial study, Coleman Report was published by the US Government in 1966, under the title Equality of Educational Opportunity. The report was based on a survey of educational opportunity, and was directed by the sociologist James Coleman. The research design adopted for the investigation changed the whole direction of policy research in education and was widely imitated by later researchers. The results shaped school desegregation policy for many years following publication of the report. Following the Coleman Report, reading became the aim of most foreign language programs in the United States. The popularity of Reading Approach lasted until World War II (Richards & Rodgers, 2003). Reading Approach began to function as an alternative to Direct Approach. In this approach, students focus on identifying meaning, understanding the text quickly, and reading actively. It can provide ‘comprehensible input, enhance learners’ general language competence, increase the students’ exposure to the language and knowledge of vocabulary, and facilitates the development of prediction skills. During World War II, learning a language in a quick and efficient way became imperative and the lack of oral skills in Reading Approach made it unpopular (Celce-Murcia, 2001).

The Audiolingual Approach became dominant during 1940s, 1950s, and 1960s. This approach was a combination of structural linguistics theory (Bloomfield, 1933), contrastive analysis (Fries, 1945), and oral-aural procedures, and behaviorist psychology (Skinner, 1957, cited in Ketabi, 2011). In this methodology, language learning is perceived as habit formation. Vocabulary was presented through dialogues in language teaching contexts. According to Ketabi (2011), however, vocabulary learning is kept at minimum and new words are introduced and selected according to their simplicity.

In the 1960s, Chomsky developed the theory of Transformational-Generative Grammar. According to the conceptualization of this theory, language learning is the process of ‘rule-acquisition’ not habit-formation. In contrast to behaviorism and structural linguistics, vocabulary receives a more important place in this approach. Hymes (1972) also indicates that starting with 1970s, there has been a shift of importance in communicative competence from rule knowledge orientation.

During 1970s, some scholars started to pay attention to the importance of vocabulary in foreign language teaching. As a result, Vocabulary Control Movement

and the Natural Approach appeared, in which vocabulary received significant attention. Vocabulary was seen as an important aspect of foreign language teaching. For this reason, attempts were given to develop a scientific and rational basis to select the vocabulary content of language course (Zimmerman, 1997a). In 1937, 'Basic English Approach' appeared as one of the first attempts to collect essential list of English vocabulary. It was followed by the "General Service List of English Words" by West which was published aiming to present most frequent words in the target language (as cited in Nation, 1990, 2008; Richards & Rogers, 1986; Schmitt, 2000; Zimmerman, 1997a). In the Natural Approach, vocabulary was seen as a bearer of meaning as mentioned in Krashen's Natural Approach, which models the natural process of first language (L1) acquisition (Coady, 1993). Along the same lines, interesting, relevant and clear input is emphasized as an important milestone of the vocabulary teaching in the Natural Approach (Zimmerman, 1997a). The complex process of foreign language learning is divided into four basic stages in the Natural Approach (Krashen, & Terrell, 1983). These levels are preproduction, early production, speech emergence and intermediate fluency. In these steps, expanding vocabulary knowledge of learners is essential. It is believed that once students have developed fundamental vocabulary and syntax in English, their progress begins to expand quickly. This is the basis for building learners' proficiency in understanding and using words. If learners can increase their receptive and expressive abilities in English, they can become more independent and increase their word repository in each step, as well as their communicative abilities.

As a consequence of the chronological increase in the attention given to vocabulary, effective methodologies and techniques for teaching vocabulary emerged to help students learn vocabulary. Increasing significance of vocabulary accentuated the need to put the praxis of vocabulary teaching as a priority. Vocabulary instruction needs to include much more than telling learners to look up the words in a dictionary and utilize them in their writing or speaking. Vocabulary knowledge needs to go beyond word recognition and move into more complex layers of understanding of the word form, meaning and use (Nation & Meare, 2010). In order to understand these different layers of information, Stahl (2005) argued that vocabulary should be acquired in two ways: through indirect incidental or direct intentional exposure to specific words and word learning strategies. Today, the trend in vocabulary teaching is to teach words in a context and with a natural occurring discourse (Aebersold & Field, 1997; Brown, 1994;

Nation, 2008; Nattinger, 1988) through indirect incidental exposure to the words. Contextualized vocabulary instruction gained widespread recognition in English language teaching especially because of the fact that it provides authentic interaction opportunities. Vocabulary knowledge and language use support each other. The more learners increase their vocabulary knowledge, the more they will increase their language use and knowledge of the world.

While it was possible to see the place of vocabulary in foreign language teaching in different teaching methods, there was not any source specifically dedicated to vocabulary instruction twenty years ago (Maera, 2002.) “Teaching and Learning Vocabulary” was the first consequential text on foreign language vocabulary written by Paul Nation in 1990. After Nation’s work on second language vocabulary learning, several studies were made by researchers such as Coady and Huckin, (1997); Huckin et al., (1997); Meara, (1992, 2002); Schmitt and McCarthy, (1997).

The first half of the 20th century, particularly, the works of Palmer, (1916/1968) on vocabulary provided the basis for the works above (Smith, 1998). Palmer’s ideas on vocabulary had a huge impact on the ideas about English language teaching. The similarity of the perspectives between Nation (1990/2013) and Palmer (1916/1968) can be seen in Nation’s book (2001) entitled “Learning Vocabulary in another language” (LVAL). What Nation says is that vocabulary teaching should be systematically integrated into any course. In this integration process, there would be four steps. The first step is to make learners acquire vocabulary with the help of *meaning-focused input* through listening and reading. The second step is that direct and explicit vocabulary teaching (deliberate learning) should not be underestimated. The third step is to engage students into productive activities by providing them with tasks. The last step is to value the importance of verbal fluency as the claim for having a good command of vocabulary. This study will integrate these four steps into the vocabulary teaching classes of the experimental groups, which will allow the researcher to observe the process of learners objectively during the study.

According to Nation (2001), lexicon is a complex, interactive network, not just a static collection of words. Singleton supported Nation’s point of view and concerned with the philosophy of research on vocabulary. Another researcher Read (2000) is concerned with the essentials of testing and the place of vocabulary in language assessment. Read (2004) argues that the idea of vocabulary context is a crucial concept.

Words do not have meanings in isolation, only in relation to other words that they appear with. Content can radically change the meaning of words making familiar words opaque, and unfamiliar words completely transparent. In his book entitled *Assessing Vocabulary*, Meara (2002) claims that "...any approach to vocabulary testing that fails to appreciate this is missing out on a fundamental aspect of word meaning: the fact that meanings are not given, but have to be negotiated" (p. 400.) Teaching vocabulary is not the presentation of the words in the form of long lists, but to present them within a context from which students have a chance to infer meanings of the words with negotiation. Revising the literature on vocabulary and its assessment shows that vocabulary should be taught and assessed in context rather than isolation. That is why a more contextualized and compact vocabulary teaching and assessment will be adopted throughout this study.

In the history of SLA approaches, the place of vocabulary and its importance were shaped according to the underlying assumptions of each perspective. Nowadays, teachers, linguists, researchers and other participants of language teaching and learning process are rediscovering the significant place of vocabulary in language teaching (Meara, 2002) and they started to approach vocabulary as a teaching and language skill of its own.

2.3. Approaches to Vocabulary Learning Processes

Students can learn vocabulary by direct or indirect exposure to vocabulary in a variety of contexts (Hanson & Padua, 2011). Indirect learning of vocabulary includes engaging conversations with others, reading aloud, and independent reading. When teachers present target words and word learning strategies, learning becomes direct (Armbruster, Lehr, & Osborn, 2001, cited in Hanson & Padua, 2011). Graves (2006) claims that vocabulary instruction necessitates the existence of four essentials to enable effective learning:

- providing rich and varied language experiences,
- teaching individual words explicitly,
- teaching word learning strategies
- fostering word consciousness (p.116-135).

Different strategies were presented by Graves (2006) and Hanson & Padua (2011) for effective language teaching. Oral language development, read-alouds and wide reading are the strategies to provide rich and varied language experiences. Wide reading implies that students' vocabulary increases when they are exposed to new words through various language experiences, such as reading aloud, independent reading. On the other hand, oral discussions are the strategies for oral language development (Graves, 2006). In addition, when students are exposed to a wide variety of reading genres, from biographies to fairy tales to how-to books, they learn different types of vocabulary. Providing rich and varied language experiences appears in the first stage of the essentials. Impromptu, word games and teacher modeling can be used to foster word consciousness. They also emphasize multiple exposure, active involvement, context clues and student friendly definitions as the strategies used in teaching individual words explicitly. Dictionaries, word-part information (morphological analysis) and context clues are highlighted in teaching word learning strategies. Grave (2006) claims that being exposed to new words in different contexts such as reading aloud, independent reading or oral discussions helps students increase their vocabulary. The word consciousness is another essential in fostering vocabulary knowledge. Word consciousness can be thought of as "an awareness of, and interest in words, and their meanings" (Graves, 2006, p. 7). "Encouraging students to be word conscious helps them become lifelong learners" (Hanson et al., 2011, p. 45). Lehr and Hiebert (2004) offer "playing word games, telling tongue twisters, highlighting the interesting words in the texts" as the activities which foster word consciousness in students' learning. In addition to these, explicit teaching of vocabulary is another essential of vocabulary teaching and learning. While students learn many words from the various classroom language experiences, explicit instruction means carefully selected words which are needed for students to understand content-specific texts. Through the direct teaching of key words, students acquire the in-depth knowledge they need in order to understand the meaning of words they will encounter while reading. Explicit teaching of vocabulary is also found to be an effective approach in the review of the National Reading Panel (NICHD, 2000). Four basic approaches to vocabulary instruction have been identified as follows:

- Explicit instruction (for difficult words which are not part of students' everyday experience)

- Indirect instruction (by exposing students to a wide range of reading materials)
- Multimedia methods (in addition to texts, including other medias such as visual stimulus, the use of computer or sign language)
- Association methods (encouraging learners to make associations between what they know and unfamiliar words).

Apthrop (2006) extended the National Reading Panel's conclusions by adding three key elements in vocabulary instruction:

- Defining and explaining word meanings
- Arranging frequent encounters with new words
- Encouraging students' deep and active processing of words and meanings in a range of contexts. (Hackman, 2008).

The last key element of vocabulary instruction, teaching word-learning strategies (via explicit instruction) to students is very important. It helps students become independent words-learners (Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003). Some word-learning strategies cited in Hanson and Pauda's work (2011) are:

- Identifying and using context clues
- Knowing how to use word- part information
- Using a dictionary accurately (Baumann, et al., 2003; Graves, 2006; Lehr, et al., 2004; NICHD, 2000).

These different approaches should be used together for an effective vocabulary instruction. However, there have been some debates on whether vocabulary is acquired effectively through implicit or explicit learning for a long time (Celce- Murcia, 2001). When we teach vocabulary explicitly, we choose some general academic words that students will need to have to understand multiple areas of their learning. Implicit words are words that are taught "in the moment." These types of words are typically domain-specific words, and tend to need a quick explanation, using heavy context. This is why they are useful to teach in the moment. Implicit vocabulary teaching should be natural, and without separate instruction unlike general academic words. Studies about implicit/explicit learning in language acquisition have been concerned with the acquisition of grammatical structures. Reber (1967) was the first researcher to formulate a theory of implicit learning on grammar; since then, the analysis of implicit

and explicit learning has developed considerably. After Reber's (1967) study on implicit grammar teaching, this idea was adapted to the field of vocabulary studies as implicit/explicit vocabulary learning. Ellis (2009), Hunt and Beglar (2005), Laufer and Hulstijn (2001) in addition to Nation (2002), Schmitt (2008) are the recent names who have investigated implicit/explicit vocabulary learning.

2.3.1. Explicit Vocabulary Learning

Teaching words through context underlies explicit vocabulary teaching. According to the supporters of this approach, vocabulary learning process should be supported by some instructions in which teachers include strategies to make their students' learning more productive for them. According to Beck, McKeown, and Kucan (2002), "The problem is that many students in need of vocabulary development do not engage in wide reading, especially of the kinds of books that contain unfamiliar vocabulary, and these students are less able to derive meaningful information from the context" (p. 4). Students who do not spend time for independent reading will need direct, in-depth teaching of key words, otherwise; they will experience difficulties in understanding what they read and listen (Hanson, et al., 2011). When the words are taught explicitly, general academic words are chosen to make students aware of their learning processes in multiple areas. According to Celce-Murcia (2001), explicit vocabulary instruction has a vital importance particularly at the beginning level. She supports her claim with her viewpoint that learners should be given clear and explicit instruction initially. She also states that when the explicit instruction is done properly and through a systematic approach, students establish routines and vocabulary learning becomes incidental after a certain period of time. And, this explicit instruction becomes more effective when supported with extensive extra reading in and out of the class.

Explicit vocabulary learning includes two components; explicit instruction and strategy instruction. Instructions should be clear and precise in explicit instruction. According to the supporters of strategy instruction, learning process can be much more efficient with the help of some strategies such as word grouping, word association and imagery, all of which are the subcategories of memory strategies (Cohen, Weaver, & Li, 1997). As an important component of vocabulary teaching, Hanson and Pauda (2011) listed the possible strategies for explicit vocabulary teaching (Table 1).

Table 1. Explicit Word Teaching Strategies

Word: labor	
<p>Student-friendly definition- The teacher uses everyday language to help students understand the meaning of the word. It is specific, it elaborates, and it connects to what students know.</p>	<p>Labor mean “<i>physical hard work or effort.</i>”</p> <p><i>People who engage in physical hard wok or effort are called laborers.</i></p>
<p>Context- The teacher reads the sentence/s in which the word appears in the text and directs students to locate the occurrences.</p>	<p>Child labor exists in two-thirds of the world’s nations. (paragraph1).</p>
<p>Multiple exposures- The teacher provides examples for students to see the word used in different contexts, through examples, contexts, pictures and relationships.</p>	<ol style="list-style-type: none"> 1. Construction workers labor each day. 2. We hired laborers to build stone wall. 3. We labored all day packing boxes and doing other things to get ready to move to our new house.
<p>Active involvement-The teacher helps students process the meaning by engaging them in a quick activity/game.</p>	<p>Show thumbs up (agree) / down (disagree):</p> <p>The job (teacher, fireman, librarian, principal, construction worker, student) is difficult labor.</p>

Source: *Teaching Vocabulary Explicitly*, by Susan Hanson and Jennifer F. M. Padua, 2011, p.16

Another important component of vocabulary teaching is to teach students word learning strategies (Hanson, et al., 2011). Word-part information (morphological analysis), dictionaries and context clues are the essential components of word learning strategies (Graves, 2006; cited in Hanson et al., 2011). As a word learning strategy, word-part instruction helps students construct meaning of an entire word by assembling the parts of it (Baumann,J., Font,G., Edward, E., & Boland, E., 2010). According to the

research carried out by Edwards, Baumann and Boland (2004); Kieffer and Lesaux (2007) knowledge of word parts can help students increase the breadth and depth of their vocabulary. Another strategy, teaching context clues, should be used by students to mean an unknown word by looking at the “words, phrases, sentences, paragraphs, pictures and other text features that give clues to the meaning of an unknown word” (Hanson et al., 2011, p. 30). Dictionaries are also helpful in sustaining students the meaning of an unknown word in an immediate way. How to select the most appropriate meaning from a variety of meanings for a word in dictionary (Stahl & Kapinus, 2001), how to alphabetize and how to use guide words at the top of each page to locate specific words (Hanson et al., 2011) are important components of dictionary using strategy.

2.3.2. Implicit Vocabulary Learning

In implicit learning, the only conscious operation is stimulus. Stimulus is strongly affected by repetition. However, there is a more conscious process in explicit learning. In the process of learning a structure, the learner “makes and tests hypotheses” (Ellis, 1994, p. 214). Explicit learning can involve the process of searching for rules, or applying the given rules. It is strongly affected by the quality of the mental processing (Nation, 2000). In implicit learning, the acquisition of knowledge occurs without conscious attempts to learn and largely in the absence of explicit knowledge about what was acquired (Reber, 1993). Repetition of the target words in different contents is important in implicit vocabulary learning. That is why, recognition develops better than other production abilities (Paribakht & Wesche, 1997). As Nunan (2003) puts it, implicit vocabulary learning develops receptive knowledge of the learner. Receptive and productive knowledge distinction resembles the distinction between the receptive skills of listening and reading, and the productive skills of speaking and writing (Crow, 1986). When one receives language input through listening and reading, it becomes receptive knowledge. If one produces language forms by speaking or writing to transmit messages to other people, the knowledge of language and its use become productive (Nation, 2000). The supporters of implicit vocabulary learning believe that listening and reading skills can provide communicative vocabulary learning activities (Hulstijn, 2003).

Hulstijn (2001) is among those who support implicit vocabulary teaching. He claims that foreign language learners are more likely to remember the form and meaning of an unknown word in the text when they have inferred its meaning by themselves on condition that they read an L2 text for comprehension of its content not with the intention to expand their L2 vocabulary.

Krashen (2013) criticized explicit vocabulary treatment by giving some reasons. He claimed that explicit vocabulary treatment focuses only on vocabulary, and it might have a short-term effect. He also added that preparation of explicit vocabulary lessons is time consuming, while reading-aloud and storytelling require only a modest amount of preparation time on the part of teachers. Furthermore, he advocated implicit vocabulary teaching with reading- aloud and storytelling by saying that children, parents/ caretakers engage in these activities willingly and enthusiastically, while there is a doubt on the same issue for explicit vocabulary teaching (Krashen, 2013).

These different arguments indicate that both explicit and implicit learning are important in foreign language teaching, especially in vocabulary learning. Both of them serve different needs of learners in their receptive and productive language knowledge repertory. In Nation’s (2000) terms, knowing a word involves its form, use and meaning. The following table shows some aspects of receptive and productive knowledge:

Table 2. What Is Involved in Knowing a Word?

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?

	Associations	R P	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical functions	R P	In what patterns does the word occur? In what patterns must we use this word?
	Collocations	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R P	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.

Source: *Learning Vocabulary in Another Language*, by I.S.P. Nation, 2000, pp.40-41.

From Nation's (2000) point of view of receptive knowledge and use, "knowing the word underdeveloped involves:

- being able to recognize the word when it is heard
- being familiar with its written form so that it is recognized when it is met in reading
- recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning
- knowing that underdeveloped signals a particular meaning
- knowing what the word means in the particular context in which it has just occurred
- knowing the concept behind the word which will allow understanding in a variety of contexts
- knowing that there are related words like overdeveloped, backward and challenged
- being able to recognize that underdeveloped has been used correctly in the sentence in which it occurs
- being able to recognize that words such as territories and areas are typical collocations

- knowing that underdeveloped is not an uncommon word and is not a pejorative word

From the point of view of productive knowledge and use, knowing the word underdeveloped involves:

- being able to say it with correct pronunciation including stress
- being able to write it with correct spelling
- being able to construct it using the right word parts in their appropriate forms
- being able to produce the word to express the meaning "underdeveloped"
- being able to produce the word in different contexts to express the range of meanings of underdeveloped
- being able to produce synonyms and opposites for underdeveloped
- being able to use the word correctly in an original sentence
- being able to produce words that commonly occur with it
- being able to decide to use or not use the word to suit the degree of formality of the situation (At present developing is more acceptable than underdeveloped which carries a slightly negative meaning)" (Nation, 2000, pp. 41-42).

Table 2 and the complementary example of *underdeveloped* give a clear picture of the range and aspects of receptive and productive vocabulary knowledge and use in language.

To truly compare and evaluate receptive and productive learning, it is necessary to use test item types that measures all significant features equivalently. It also seems important, if the receptive/productive distinction is seen as a knowledge scale, that there be one scale for oral use (listening and speaking) and one for written use (reading and writing) (Nation, 2000).

Different kinds of vocabulary knowledge necessitate different kinds of learning and activities which will help students learn vocabulary in an effective way. Three kinds of knowledge for vocabulary are form, meaning and use. Implicit learning involves noticing the kind of vocabulary learning for form. Repeated meanings as in repeated reading is an activity used to learn the form. Strong explicit learning is important to learn the meaning of a word. Depth of processing through the use of images, elaboration, and deliberate inferencing are the activities which can be used in explicit learning process of word meaning.

The use of a word is divided into two aspects as grammar-collocation and constraints on use. For grammar-collocation, implicit learning with repetition activities is important. To be knowledgeable about constraints on vocabulary use, explicit learning with explicit guidance and feedback is important. That is, the teacher and learner should discuss where and when certain words should not be used (Nation, 2000). Both the teacher and the learners should have concrete data of their teaching and learning process. These data can be retained by ongoing assessment of vocabulary learning. For ongoing assessment process, more formative assessment techniques are needed. Although there have been many studies mostly centering language skills in the acquisition of vocabulary, the number of studies which center on the importance of assessment in vocabulary learning is scarce. However, to monitor whether a specific vocabulary teaching method works or not, it is necessary to use the suitable assessment type. Vocabulary should also be seen as a skill which requires specific assessment types as well as teaching methods.

Learning vocabulary is an ongoing process which takes time and practice. Thus, different techniques of vocabulary instruction, learning strategies and different teaching/learning 'tools' are considered as essential elements of successful vocabulary learning and thus have become the subject of various research undertakings. However, there has not been enough research on the use of formative assessment in assessing vocabulary knowledge of second language learners. This evokes a need for creating and experimenting new approaches for the assessment of vocabulary. Also, it is useful to study the impact of formative assessment in retaining vocabulary. Because the study aims to find out about the importance and impact of formative assessment, it would be useful to look at assessment, its types, and functions of different assessment types.

2.4. Assessment in Language Teaching

Assessment is the systematic basis for making inferences about students' development and learning. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Erwin, 1991). It is a process of collecting, combining and understanding information in order to come to a decision. According to Huba and Freed (2000) assessment is the process of collecting and discoursing information from multiple sources in order to improve "a deep understanding of what students know, understand,

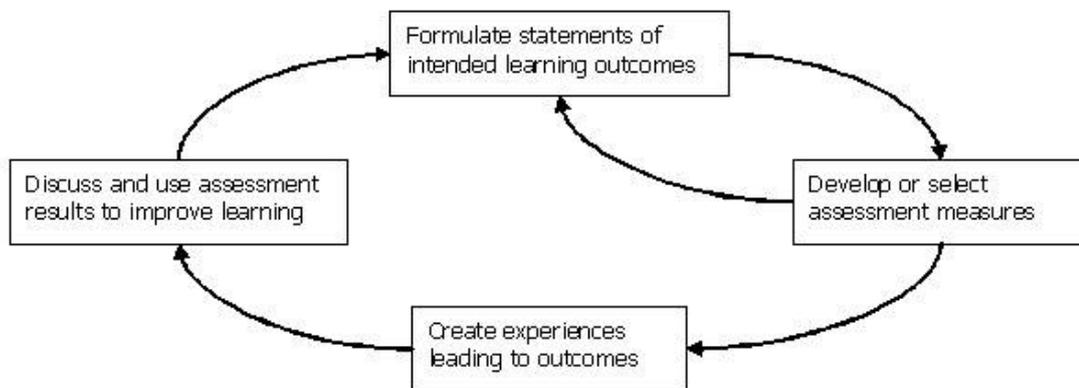
and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning” (p. 762).

Assessment is conceptualized differently by different stakeholders. For National and State Policy Makers, assessment is important for setting state and national standards, developing policies based on assessments, tracking the progress of national and state achievements, providing resources to improve learning and providing rewards and sanctions for student, school, and state achievements. In addition, assessment is important for school administrators to identify the strengths and weaknesses of the program. Assessment also plays a key role in planning and improving instruction, monitoring classroom teachers identifying instructional needs and programs and monitoring student achievements over a period of time. Further, assessment helps teachers for observing student progress, judging and modifying classroom curriculum, discovering students’ weak and strong points, providing feedback to both teachers and students. Finally, for nearly the same reasons, assessment is important for parents. Parents monitor their children’s strengths, weaknesses, and progress. They can have an idea about their performances and teacher quality (Airasian & Russell). Two active participants of assessment process are teachers and students. Teachers are the leaders of assessment process. That is why their perspective of assessment requires special attention.

In the process of assessment, teachers perform three types of assessment. These are *early assessments*, *instructional assessments*, and *summative assessments* (Anon.1, 2015). Teachers generally observe their students during the first weeks of the school so that they can shape their class into social and learning communities. During the first two weeks of the school, teachers get quick information about the students’ characteristics by means of informal cognitive, affective or psychomotor observation. Based on the information that the teacher gathers in the early assessment part, the teacher decides what to teach, how to teach, when to teach and what materials to use during the teaching process. This phase is called as instructional assessments. The last phase of classroom assessment is called as summative assessments. At this phase, teachers use formal measures like tests, papers, reports, quizzes and assignments to grade, group or place the students periodically during the school year. The decisions given in this last phase are all based on systematic information about a student that is

often collected over a period of time (Anon.1, 2015). This process was presented by Huba and Freed (2000) as fundamental components of assessment (see Figure 1 below).

Figure 1. Learner-centered Assessment



(Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

The first step is *Formulating statements of intended learning outcomes*. It includes statements which identify objectives about what students should know, understand, and be able to do with their knowledge when they graduate. The second step is *Developing or selecting assessment measures*. It is the design and selection of the data gathering tools to assess if students have reached the intended goals. Projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams in which students are expected to put into practice their existent knowledge are direct assessment tools. Surveys or self-report measures are indirect assessment tools in which students are expected to share their perceptions on what they know and what they can do with that knowledge. The third step is *Creating experiences leading to outcomes*. It ensures that students have experiences both in and outside their class which help them achieve the learning outcomes. In the fourth step, *discussing and using assessment results to improve teaching and learning*, results are used to improve student performance.

Many people view tests as an only way of assessing knowledge or academic success. However, a test is a formal systematic procedure to gather information. Backwash is an important component of testing. Backwash effect can be described as the impact of testing on teaching. It can be either beneficial or harmful. When the

content of the test and testing techniques do not match with the objectives of the course, there is likely to be harmful backwash effects. On the other hand, it can be positively beneficial, if the test and the objectives of the course are the same (Hughes, 1989). Tests should evaluate what teachers have taught. According to Davies (1968) “The good test is an obedient servant since it follows and apes the teaching” (p. 5). In other words, a test should serve the aims of the language programs and reflect the contents of the instruction given. Measurement is the process of making a numerical description of a performance. This numerical score is used to represent the individual’s performance, or ability as the teacher evaluates a test or quiz score. After collecting the assessment information, teachers use this information to make decisions about students, instruction, and classroom atmosphere. Evaluation is the name of the process in which teachers judge the quality or value of a performance or make judgments on what is desirable or good (Overton, 2011). Unfortunately, traditional assessment tools and results are very strict and fixed so as the outcomes of the results. Hence, we need more ongoing and flexible assessment systems.

2.4.1. Kinds of Tests and Testing

Test is a ‘method of measuring a person’s ability, knowledge, or performance in a given domain’ (Brown, 2004). The first component of a test is the method. Brown (2004) claims that method includes a set of techniques, procedures, or items that implicate performance on the part of the test taker. The second component of a test is measurement. A test can measure general ability, or very specific competencies or aims. While a multi-skill proficiency test determines a general ability level, a quiz on identifying correct use of indefinite articles measures specific knowledge. The last component is the person’s ability, knowledge or performance in a given domain. A test measures performance but the results indicate the test taker’s competence. In a vocabulary test, for example, there are several words followed by limited comprehension questions. From the results of this test, an examiner should infer a certain level of general vocabulary knowledge of the test-takers. A well-constructed test is an instrument that provides accurate measure of the test takers’ ability within a particular criteria (Brown, 2004).

“Clearly, knowledge of vocabulary is essential to the development and demonstration of linguistic skills” (Hughes, 2003, p. 146). As an important skill in foreign language learning, vocabulary knowledge of the students should be tested

according to the information which is sought by the teacher. Different tests measure different components of a skill. Teachers or researchers use tests to obtain information. Hughes (1989) claims that it is possible to categorize tests according to the kinds of information sought. He lists four types of tests: a) proficiency tests, b) achievement tests, c) diagnostic tests, and d) placement tests.

2.4.1.1. Proficiency Tests

Proficiency tests are used to discover whether someone is successful or not in a language regardless of any previous training. Examination of Foreign Language (EFL, also known as YDS in Turkey) is a standardized language test in Turkey, can be given as an example of this type of test. As the name suggests, it tests whether someone has sufficient command of language for a particular purpose. Starting a course of study or getting a promotion in a workplace could be the reason why this test is required. These test scores should reflect test-takers' abilities in English language. These types of tests are not directly related to the content of the coursework they experienced before.

2.4.1.2. Achievement Tests

In contrast to proficiency tests, achievement tests are directly related to language courses (Hughes, 1989). The aim of this kind of test is to measure how well the students or courses are achieving their objectives.

2.4.1.3. Diagnostic Tests

Diagnostic tests are particularly valued in language teaching. For instance, the Ontario Curriculum, Growing Success (2010) defines diagnostic test as a kind of test used "to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations (*The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment*). A diagnostic test is usually applied at the start of a school year, term, semester, or teaching unit. It is key tool used by teachers in planning instruction and setting appropriate learning goals" (p. 146). Diagnostic tests provide information that is "used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations" (p. 31). Data from diagnostic test are used to determine students' readiness to learn the new knowledge and skills set

out in the curriculum expectations, and obtain information about students' interests and learning preferences. Previous research confirms the importance of using various kinds of information to develop and monitor plans to improve student learning. Dumit (2012) describes diagnostic test as a distinct form of measurement. Its purpose is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each learner's unique needs. According to Goode, et al. (2010), a diagnostic test is designed to discover what children know and what they are able to do. This enables the language teacher to build on the existing language knowledge of the learner. Diagnostic tests are important in identifying the further teaching points. This kind of test is used to discover the strengths and weaknesses of the students (Hughes, 2003). Thus, they are useful in that they show learners where gaps exist in their language learning process.

2.4.1.4. Discrete point testing

Discrete point testing is another kind of test. "Discrete point testing refers to the testing of one element at a time, item by item" (Hughes, 1989, p.16). For example, a series of items, each of which test a particular grammar structure, can be used as a discrete point testing tool.

2.4.1.5. Integrative Testing

In contrast to discrete point testing, integrative testing includes combining many language elements to complete a task (Hughes, 1989). While writing a composition, listening to a lecture, taking a dictation, learners are exposed to integrative testing.

2.4.1.6. Norm-referenced

As Danielle (2008) stated, "norm-referenced tests (or NRTs) compare an examinee's performance to that of other examinees. Standardized examinations such as the SAT are norm-referenced tests. The goal is to rank the set of examinees so that decisions about their opportunity for success (e.g. college entrance) can be made" (2008). According to Popham (1975), the purpose of norm referenced testing is "...to rank each student with respect to the achievement of others and discriminate between

high and low achievers” (p. 136). They are used to compare students with each other. However, according to the Fair Test Report prepared by CUP (Cambridge University Press), there are some potential pitfalls of using norm-referenced tests to make educational decisions. It is stated in the report that NRTS focus too heavily on memorization and routine procedures. This test often includes multiple-choice and short answer questions which do not measure students’ problem-solving, decision-making, judgment or social skills. Thus, they are not good enough to be used as the sole basis for making decisions about retention, graduation or replacement.

2.4.1.7. Criterion-referenced Tests

Criterion-referenced tests are used to conclude whether each student has accomplished specific skills or concepts (Popham, 1993). Hughes (1989) explained the aim of criterion-referenced tests as categorizing people whether they are able to perform some tasks or set of tasks reasonably. The tasks are set and the performances are evaluated. Those who perform the tasks adequately pass those who do not fail. This means that students’ performances are evaluated in relation to meaningful criteria not in comparison to the other students (Hughes, 1989).

In a nutshell, tests are used to measure one’s ability, knowledge or performance in a given ken. According to Hughes (1989), “tests are prepared administrative procedures that occur at identifiable times, in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated” (pg. 14). On the other hand, assessment is an ongoing process. Hughes (1989) claims that teachers subconsciously assess students’ performance in classes when students answer a question, make a comment or practice a new word or structure.

2.4.2. Kinds of assessment

Assessment has an important place in the process of teaching and learning. Assessment has been gaining more importance in language practices because of the importance of ongoing follow-up of student progress. Especially assessment of vocabulary knowledge is key to understanding the level of language learners in vocabulary retention. It provides immediate feedback for teachers to shape their teaching practices according to the learning of their students. To assess student

achievement and determine grades, teachers should use different tools called end exams. Tests, examinations and evaluation models are important tools utilized as tools for measuring the learning process. Yet, these same procedures can be challenging and limiting for some language learners. Berry (2010) states that tests, examinations, and evaluation systems might evoke negative memories for learners such as anxiety, fear of failure, and worry about what others may think of their performance. These negative feelings may interfere negatively with the student performance. With these in mind, it is necessary to implement alternative mediums of assessment to improve learning. Instead of a one-time shot assessment aimed in test based evaluations, a more ongoing and feedback-oriented assessment can be a more effective alternative. Additionally, these outcomes-based assessment systems make learners less motivated and more psychologically stressed. This can also make students less motivated to learn.

Within the last few decades, principles of self- and peer-assessment or formative criterion-referenced assessment procedures have become valid in contrast to the traditional procedures (Alderson, 2002; Bachman, 2002, cited in Farhady, 2006).

Providing ongoing feedback to learners throughout the assessment process can help maximize the gains in learning process. To address learners' anxiety, fear or worry towards assessment, it is necessary to rethink the traditional testing and marking practices. In traditional assessment practices, the goal is to measure the most recent performance of the learner through a traditional tool such as a multiple choice test, true/false tests, fill in the blanks, short answers. These performance-oriented testing and marking practices make learners prioritize short-term success instead of long-term learning goals. For these reasons, it is necessary to increase a variety of performance assessments to better follow student learning and take initiatives to maximize learning.

Assessment has a vital impact on the education process. To inform and improve students' on-going learning, assessment plays an important role (Cowie, and Bell, 1999). As Read states (2000), new approaches of vocabulary assessment are essential in evaluating and fostering vocabulary learning in EFL contexts. There are different assessment types such as interim/benchmark, formative and summative. These have been applied in education to provide a valid, reliable, and fair picture of a student's abilities over a period of time. They are unique in their aims, use and time of application, but they also have some common characteristics. Thus, it is necessary to look at different assessment styles.

2.4.3.1. Benchmark Assessment

In their *Benchmark Assessment for Improved Learning* book, Dietel, Herman and Osmundson (2000) give the definition of interim benchmark assessment:

“Benchmark assessments are assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students’ knowledge and skills relative to an explicit set of longer-term learning goals. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school and/or district levels” (p.1).

According to Coffey (2004), benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. It also provides the teacher with ongoing learning development of students. Regular use of benchmark assessments is considered by many researchers as a tool to measure student growth and design curriculum to meet the individual learning needs.

2.4.3.2. Summative Assessment versus Formative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. For this reason, summative assessment is called as assessment of learning (Earl, 2003; Stiggins, 2002). Summative assessment (like final exams) is product-oriented and assesses the final product, whereas formative assessment (like quizzes and midterm exams) focuses on the process toward completing the product. In summative assessment, once the project is completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment becomes formative, and students can take advantage of the opportunity to improve. They both assess the students’ level of learning but their purposes are quite different. As an analogy, the cooks or chefs working at big restaurants usually taste the meal they cook before the customers taste them so that they can have the chance to improve the quality of the meal if it tastes bad. However, when the customers taste the meal, they usually make comments whether the meal (product) meets their expectations or not. As can be seen in this analogy, the aim of formative assessment, similar to what the cooks try to make

the meal more delicious, is to improve the quality of teaching and learning during the instructional process. Put another way, they are open to immediate adjustments. As for the summative assessment, it, as the customers do, aims to evaluate the product of learning.

Assessments should have a positive effect on students' learning. It is crucial for teachers to understand that assessments are not only used to determine students' success or failure in the lessons at the end of the semester. They can also be used as formative instruments to collect information about students in order to better understand them in the process of teaching. As Butler and McMun (2006) state, assessment can be used as a diagnostic and monitoring tool for the instruction to provide feedback to the students about their ongoing learning. Assessments are crucial to have a sustainable interaction between the student and the teacher in the process of teaching and learning.

Summative assessment is used to grade students' products of learning. The aim is to get feedback about overall learning at the end of a course (Ciel, 2000). Summative assessments provide the overall achievement of a student in a systematic way, which makes it preferable for most of the teachers (Lambert & Lines, 2000).

In contrast to summative assessment, formative assessment is a systematic process that helps teachers obtain continuous evidence about learning. The evidence obtained through formative assessment is used to understand students' current level of learning and helps teachers to reorganize and shape the class. Also, students have a chance to observe their own learning process and reach the desired learning goal. As Heritage (2007) claims that students will be active participants of the learning process and they will know the next step they should take and the way they should take it. By being exposed to continuous feedback provided by their teachers and even peers, students will understand better, and will be aware of their weak and strong points which will help them to find their way to reach their learning goal.

In the literature several studies (e.g., Baumann, Kame'enui & Ash, 2003; Boston, 2002; Derrick & Ecclestone, 2006; Keeley, 2008; Stiggins & DuFour, 2009) have reported that formative assessment is one of the alternative ways of assessing and teaching in different language teaching contexts. Formative assessment aims to assess a student's performance during the instruction period, and usually occurs regularly throughout the learning process. Learning vocabulary is an ongoing process and thus,

would benefit from a formative assessment style. Throughout language learning process, students' abilities should be checked promptly and necessary changes should be made on time. Thus formative assessment may be used to assess existing vocabulary knowledge of the students and their ongoing learning processes.

Integrating various techniques, especially formative assessment can enrich teaching and learning of vocabulary. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning.” According to Stiggins (2002), Derrich and Ecclestone (2006), Black and William (2009), formative assessment is also known “as assessment for learning” and “assessment as learning”. Thus, it is a crucial component of teaching because it provides both the instructor and learners with an immediate-progress of their teaching and learning process. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning “by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning” (Growing Success, pg. 28).

Given the myriad of research on the potential influences of formative assessment on learning, , it can be claimed that students exposed to formative assessment techniques during the foreign language learning process may have a better vocabulary retention due to the fact that formative assessment put emphasis on students' ongoing learning, not on their test scores. As a consequence, the use of formative assessment as an ongoing feedback process in vocabulary enrichment of the students may be seen as a valuable source in the field of second language teaching and vocabulary learning.

2.4.3. Assessment approaches

Assessment is an integral part of teaching that should not be separated from daily classroom practices. Traditionally, teachers have used assessment— exams, pop quizzes, and the threat of low grades—to stimulate learners. Many educators assume

that maximizing anxiety will maximize learning, which is not always true. Successful assessment and evaluation requires a variety of approaches. Some approaches are standardized such as the Basic English Skills Test (BEST) (Center for Applied Linguistics, 1982) or the Comprehensive Adult Student Assessment System (CASAS, 1982), the results of which are used to provide data of the students' success on developing skills and knowledge. Standardized assessment is commonly used to measure language proficiency in many language contexts. A standardized assessment is administered, scored and interpreted in the same way for all students. The main reason of standardizing assessment procedures is to make sure that the testing conditions and scoring procedures have a similar effect on the performance of the students in different schools and states. (Airasian & Russell, 2008, p. 15).

Standardized approaches include instruments which allow making comparisons between the learners' current achievement and the average performance which is established as a norm by the test developers. These approaches have many advantages: the tests can be obtained readily, administered easily, and scored immediately and accurately in a cost-effective manner. Although they are not perfect assessment tools, standardized tests provide useful information to decision makers on condition that they are valid and reliable (Phelps, 2008). When researchers focus on teachers' evaluations of each student's work, unsurprisingly they found that there is a wide variance from teacher to teacher. Moreover, they found that teachers' own assessment of the same students can change over time (Phelps, 2008). In the 1910s, for example, two real English exam papers were copied and sent to teachers by the researchers Starch and Elliott (1912). Teachers were supposed to grade and return them. Astonishingly, the same paper was seen as too poor for a good grade by some teachers, whereas it was seen as an excellent paper by the other teachers. According to Lincoln and Workman (1936), by taking into consideration the ranging assessments of the same paper by different teachers, it becomes clear that teachers' marks are not reliable as a means of measurement. Once, as Phelps stated (2008), "...standardized tests were often called *objective tests*, which implied that teacher-made tests were *subjective*" (p. 4). However, these tests have some disadvantages such as providing only a limited part of the needed information about the learners' progress. They also ignore individual needs and characteristics of learners. For example, the results of the standardized measures may not be useful or meaningful to teachers if the content of the test is not related to

the goals of the curriculum. Because standardized measures usually focus on products (i.e., at the end of a learning process), they may fail to provide useful information about important processes of learning. Furthermore, many teachers may not fully understand and interpret test scores. Even if teachers are fully trained in the use of standardized tests, the scores may not provide enough information about student learning or information for decision making, designing activities, selecting instructional materials, or refining goals. That is why novel approaches should be tailored according to the special needs of the learners as alternative approaches.

Non-standardized assessments are mostly used in a specific classroom with particular attention given to that group of students. Most reflect the particular areas of instruction focused on that classroom context. These non-standardized assessment tools are generally prepared by teachers individually to be used in their classrooms to assess the ongoing learning process of their students. These non-standardized assessment tools are alternatives to the standardized ones. Alternative approaches to standardized assessment and evaluation may be characterized as flexible, representative of the curriculum, meaningful to learners, and indicative of learners' acquired ability and knowledge (Navarrete, Wide, Nelson, Martinez, & Harnett, 1990). In the light of alternative approaches, teachers may identify what is important in their teaching process and select assessment strategies suitable for the unique characteristics of the learners. Unlike standardized tests, alternative approaches can identify learners' strengths and needs without comparing results with a standard norm. Teachers can have immediate access to feedback for planning subsequent activities for their learners with the help of alternative approaches.

2.4.4. Appropriate Assessment

Assessment takes many forms and helps teachers take many types of decisions. Every day in every classroom, teachers make decisions about the learning of their students. They also check the effectiveness of their instructions. Some teachers continually observe, monitor, and review student behavior and performance for their decision making process. These decisions serve to establish, organize, and monitor classroom qualities such as student learning, interpersonal relations, social adjustment, instructional content, and classroom climate. Throughout the school day, teachers collect, synthesize and interpret information to assist their decision making for the students' effective learning. Teachers come to a decision about the ongoing process of

teaching and learning after each information gathering process. At the end of the information gathering process, teachers are expected to get the most precise results. The assessment tools need to provide valid and reliable information for student capabilities to reflect their learning.

The most important distinctive of a good assessment is its ability to help the teacher make suitable decisions. Validity of an assessment depends on the intention in using it and how well this intention was met (Gardner, 2012, p. 233). Valid decisions will be taken when an assessment information is correct for a decision and the information is deduced accurately. “Am I collecting the right information for the decision I want to make?” is the key question to ask of the assessment process (Linn, 1997, p.25). The extent of the relevance of the decisions made after the assessment process reflects the validity of that assessment. Validity is a concept that needs to be fully understood. Both educators and administrators are equally responsible for interpreting the validity of evidence.

Reliability is the second important characteristic of a good assessment. Assessment information needs to be similar for a person or a class when it is measured at some other time. In order for this assessment to be reliable, it needs to produce stable and consistent data at different times and in different circumstances. Stability and consistency of the assessment is important when making a decision about a student or class. Reliability is concerned with whether a student’s performance on an assessment is a true indication of the student’s learning and not influenced by error. “Validity and reliability are two important concepts which are central to construct appropriate and fair assessment.” (Gareis & Grant, 2015, p. 40).

At the end of the assessment processes, the decisions should be generalized for the groups with common characteristics. “How consistent or typical of the students’ behavior is the assessment information I have gathered?” (Airasian, & Russell, 2008, p. 20). This question aims at exploring the consistency of a teacher’s assessment information. Reliability is a matter of consistency and stability of the results. Teachers should consider the assessment to be both valid and reliable. A good assessment requires the use of multiple methods. With minimum error, assessments result in valid inferences and become fair. To have a complete picture of the extent of students’ understanding, it is necessary to use a variety methods of assessment. According to Rudner and Schafer (2002), “there is a need to understand the entire range of assessment

techniques and methods, with the realization that each has limitations” (p. 9). Of the two major assessment techniques from many, formative and summative assessments emphasize different aspects of evaluation in a language classroom.

2.5. Formative Assessment

Formative assessments take place during day-to-day interactions with students focus on making quick and specific decisions about what to do next in order to help students learn. Formative assessment can take many forms. These all depend on the information collected through either structured formal activities or informal observations made during the teaching hours. When teachers test and take note of students’ current understanding through preplanned questions and activities, they collect formal information. On the other hand, when teachers observe students’ attention, facial expressions, posture, eagerness to participate in classroom discussions, and questions they ask, this information is considered informal. According to Airasian and Russell (2002), formative assessment occurs during the teaching hour in the language classroom and requires taking instantaneous decisions. Formative assessment aims to gauge current understanding of the learning material. It provides feedback to the student about how to improve work or deepen their understanding. Formative assessment is based on both formal questions and activities and informal student cues and responses. By considering the role of the teacher, the students and the student’s peers separately, William and Thompson (2007) claim that formative assessment includes three key strategies, as presented in Table 3.

Table 3. Aspects of assessment for learning

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying and sharing learning intentions and criteria for success	Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of learning	Providing feedback that moves learners forward

Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	Activating students as instructional resources for one another
Learner	Understanding learning intentions and criterion for success	Activating students as the owners of their own learning	Activating students as the owners of their own learning

Teachers use assessment to get to know students' progress in the school year. In selecting appropriate educational objectives for students, developing lesson plans and selecting materials and activities, teachers take advantage of assessment techniques. In formative assessment process, the teacher is expected to observe the instructional process and student learning during instruction. This type of assessment occurs before and during instruction. That is why formative assessment has some advantages for teachers and students in strengthening the weak points of the teaching process before the semester ends.

Types of formative assessment involve pop quizzes, journals, diagnostic tests, informal observation, worksheets, and analysis of student work (including tests, quizzes, homework, portfolios and collections of students' work) (Airasin, 2008). In this study, these types of assessments will not be used in grading. Rather they will be used to inform the researcher about the students' progress. Formative and summative assessment types differ in their purpose. While formative assessment is used to contribute to learning, summative assessment is used for certification and accountability. In the learning process of formative assessment, the agencies are both students and teachers. Summative assessment contributes to its certification purpose with the agencies such as teacher, external tests and individual. For the accountability purpose of summative assessment, external tests, individual, and external tests sample surveys are the agencies (Black, 1998). Both types of assessment have a strong impact on the learning process (Stern, 2010). Summative assessment should be used to have objective, valid and reliable consequences. However, instead of helping students comprehend better, it entails strategies of teaching and learning to the test. Black and William (1998) claim that if formative assessment is incorporated into the teaching and

learning process and constantly provides information for feedback, it can be used as a more influential means to improve learning results.

2.6. Summative Assessment

Mostly in the forms of tests, projects, term papers, and final exams, summative assessments are used to evaluate the outcomes of the instruction. Summative assessment aims at judging the success of a process at its completion. At the end of the process, formal tests, projects and term papers are used as summative assessment tools to judge the overall success of a process. Despite bringing order and organization to our teaching situations, summative assessment may easily fall short in responding to individual needs and differences of our learners. In these cases, it might be necessary to support summative assessment with additional formative assessment procedures.

The main aim in assessing student achievement is to provide students a fair opportunity to demonstrate what they have learned from the instruction provided. To let students see what they have learned from what they are taught. Summative assessments allow teachers to make decisions about the extent students have achieved the instructional objectives. Unlike early or instructional assessments, summative assessments are based on formal, systematically gathered, and end-of instruction evidence. The main types of summative assessments are teacher-made tests, textbook tests and standardized high-stakes tests. The aim of summative assessments is to provide students a fair opportunity to show what they have learned throughout the instruction. The methods used to gather information about student learning depend on the objectives and instructional plan of the class/ educational unit. Use multiple-choice, matching, or true-false questions when students are taught to "choose" or "select" answers; short-answer or essay questions when students are taught to "explain/" "construct/" or "defend" answers; and actual performances when students are taught to "demonstrate" or "show." Thus, it is integral that students are asked to perform the types of outcomes they are taught and asked in their language classes. This is a key step in making any kind of assessment valid.

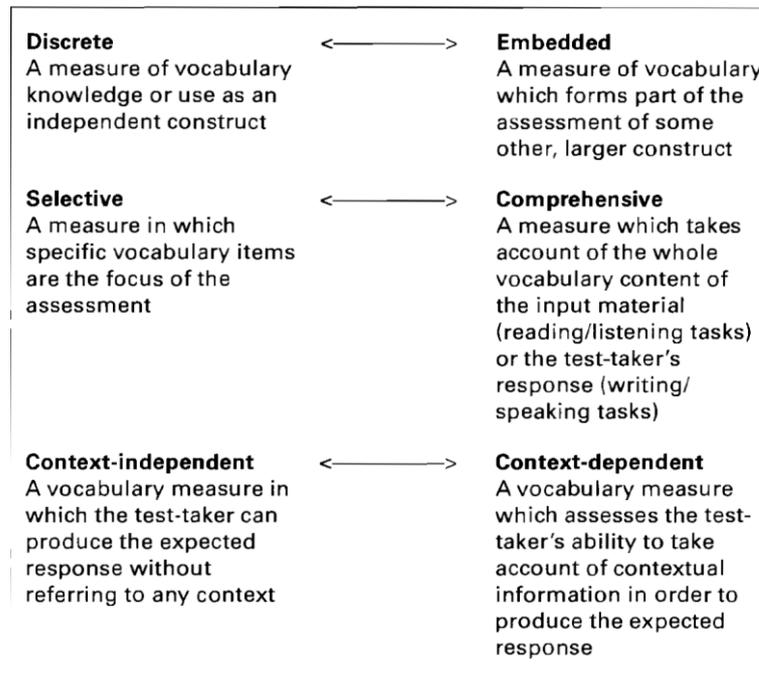
2.7. Assessing Vocabulary

Vocabulary has a crucial role in language learning. Vocabulary knowledge is the basis for communication. While grammatical errors do not result in misunderstandings, vocabulary errors may disturb communication. There are some

good rationales on why vocabulary knowledge is important to be assessed. First, teachers can use a vocabulary test as a good input to check the vocabulary size of their students and detect whether there is a problem in the vocabulary acquisition or not. Second, vocabulary tests are useful tools to monitor the progress of vocabulary development (Cameron, 2002). Third, vocabulary tests are functional because they can meet different purposes. They can be used like an *achievement test* to assess whether students have acquired the words, they can help to identify gaps in the vocabulary knowledge of learners like a *diagnostic test*, they can be used to place the students in the appropriate language class level like a *placement test*, or they can be a part of a language *proficiency test* which is used to estimate the learner's performance in the target language (Silvia, 2012). Within this context, vocabulary knowledge can be assessed quantitatively (breadth) and qualitatively (depth). The breadth of vocabulary is assessed to determine the vocabulary size. The depth of vocabulary is assessed to determine how well the target words known. For this reason, various kinds of vocabulary test have been constructed through times. Milton (2009) explains this subject more that "vocabulary breadth, for example, might involve the passive recognition of word forms quite separate from meaning; the kind of recognition where you know a word is a word in a foreign language, you can remember seeing or hearing it, even if you cannot think what it means or provide a translation. Equally, vocabulary breadth might be measured by a translation test where the learner must provide a translation equivalent or some kind of explanation" (p. 13).

The other aspect of vocabulary assessment focuses on two different perspectives on the role of vocabulary in language assessment. One perspective supports writing tests which measure vocabulary knowledge as independent semantic units. The other perspective supports that vocabulary knowledge should be assessed in a context with other components of language knowledge (i.e., listening, reading, and writing). These two views are complementary because they relate to different purposes of assessment. Read (2000) expanded the conventional ideas about vocabulary assessment by introducing three dimensions of vocabulary assessment. All of these three dimensions suggest that vocabulary knowledge can be assessed separately or inclusive into the other skills (Figure 2).

Figure 2. Assessing vocabulary



Read, J, *Assessing Vocabulary* (Cambridge: Cambridge University Press), 2000, p. 8-10

2.7.1. Types of Vocabulary Test: From past to present

Forms of vocabulary tests have been changing and developing as the other types of tests (Silvia, 2012). Multiple choice items and yes/no questions are very popular test types in assessment. These test types are common in vocabulary tests as well. However, there have been several different test types in the history of vocabulary test development, as can be seen in Table 4.

Table 4. The History of Sample Items within Era

Time Period	Type of Vocabulary Assessment	Sample Items
1915-1920	Decontextualized vocabulary assessment	Pick the word that fit in the blank: A is used to eat with. a) saw b) spoon c) pin d) car Pick the best meaning for the italicized word: <i>Glad</i> a) clever b) mild c) happy d) frank
1970s	Early efforts to contextualize vocabulary	Pick the best meaning from the italicized word: The framer <i>discovered</i> a tunnel under the barn. a) built b) found c) searched d) handled

1980s	Steps toward contextualization	<p>In a (1) democratic society, we presume that individuals are innocent until and unless proven guilty. (2) Establishing guilt is (3) daunting. The major question is whether the prosecution can overcome the presumption of (4) reasonable doubt about whether the suspect committed the alleged crime.</p> <p>For each item, select the choice closest in meaning to the italicized word corresponding to the number:</p> <p>2. <i>establishing</i> (a) attributing (b) monitoring (c) creating (d) absolving</p> <p>3. <i>daunting</i> (a) exciting (b) challenging (c) intentional (d) delightful</p>
1995	Embedded vocabulary assessment	<p>Among a set of comprehension items, you might find the following:</p> <p>In line 2, it says, "Because he was responsible for early morning chores on the farm, John was often tardy for school."</p> <p>The word tardy is closest in meaning to (a) early (b) loud (c) ready (d) late</p>
Late 1990s	Computerized format	<p>Baseball has been a favorite American pastime for over 120 years. Each year, fans flock to diamonds all over the country to pursue this passionate hobby.</p> <p><i>Look at the word hobby in the passage. Click on the word in the text that has the same meaning.</i></p>

Source: Pearson, P.D., Hielbert, E.H. & Kamil, M.L., Vocabulary Assessment: What We Know and What Need to Learn. *Reading Research Quarterly* Vol. 42, No. 2, 2007, p. 285

In his book, *Writing English Language Test* Heaton (1988) proposed five types of vocabulary tests, including word formation, synonyms, rearrangement, definition, and completion questions. In conventional vocabulary tests, testakers are supposed to choose the best answer from the given option which make them receptive tests (Silvia, 2012). In contrast to the conventional vocabulary tests, these tests are more productive as in the examples below:

Type 1: Word formation test items

- (a) Write a word in each blank. The word you write must be the correct form of the word on the left.

- (i) CARE Be when you cross the road.
- (ii) CRUEL To mistreat animals is a form of
- (iii) INTEREST Do you think this book is ?
- (iv) ENTER Can you show me theto the cave?

(b) Rewrite the following paragraph putting in each blank the correct form of the word in capital letters.

MOMENT

‘Can you spare a?’ Peter asked his brother. He thought he could detect alook of impatience on his elder brother's face, but it was gone in an instant. 'I'm very busy at the

’ his elder brother said. What is it you want to speak to me about?’ he asked Peter. Peter's mind went blank. ‘I’ve forgotten’ he said. 'Well, then it must have been nothing of importance,' his elder brother said rather sarcastically.

Type 2: Items involving synonyms

(a) Write in each space the best word to replace the words underlined in each sentence.

- (i) Tom went at once to the doctor's. immediately
- (ii) All of a sudden there was a loud cry.
- (iii) I came across an interesting book.
- (iv) The boat is over fourteen feet in length.

(b) In each space write one word that means almost the same as the word on the left. The word you write must rhyme with the word on the right.

Example: early soon moon

- (i) purchase die
- (ii) miserable bad

Type 3: Rearrangement items

Rearrange the following letters to make words. Then use each word in a sentence of your own so as to show the meaning of the word.

PLEAP SUHOE

ROLRY IRACH

CELPA EGURA

Type 4: Definitions

(a) Use each of the following words in a sentence so as to show the meaning of the word.

economy politics industrious (etc.)

(b) Explain the meaning of each of the underlined words in the following phrases.

an archaic word a fortuitous event

Type 5: Completion items

Exercise Type 1

Read through the following passage containing a number of incomplete words. Write each completed word on your answer sheet at the side of the appropriate number. (Each dash represents one letter.)

Snakes are one of the (1) d-m-n--t groups of (2) r-pt----: there are at least 2,000 different (3) sp-c--s of snakes (4) sc-t----d over a wide area of the earth. Not all snakes are (5) p--s- n--s: in fact, the (6) m-j---- y are quite harmless. Contrary to (7) p-p-I-- belief, a

snake's (8) f--k-d tongue is not (9) d-ng ----- to human beings: it is merely for touching and smelling (10) s-bs--n--s. Snakes (11) in--ct poison into their, (12) vi----'s body by (13) b-t--g him with their (14) f--gs.

Exercise Type 2

(a) Complete each blank with the most appropriate word to replace each number in the text.

RosNAH: What's the (1) today? ...

MOHAMED: It's the seventh.

RosNAH: At what (2) does the concert start? ...

MOHAMED: Seven o'clock, I think. Just a moment. I made a note of it in my (3). ...

ROSNAH: How long do you think it'll (4)? ...

MOHAMED: It finishes about ten.

ROSNAH: That's quite a long (5), isn't it? ...

MOHAMED: I suppose so. It's three hours.

In addition to these vocabulary test types, Hughes (1989) proposed similar vocabulary tests, including synonyms, definition, gap-filling, picture and definition tests. Before the introduction of communicative approach to language pedagogy, vocabulary was tested in isolation. Schmitt (2000) states that many scholars rejected to test vocabulary in isolation and believe it is better measured in context since 1970s. Congruent with this thinking, vocabulary will be taught and tested in context. To have objective teaching tools and tests, the researcher conducted research on authentic vocabulary learning activities and tests which will be used throughout this study. The sample in this study will be B1 (intermediate level) learners. That is why it is necessary to find contextualized and skill-integrated vocabulary activities for learners of B1 level. Based on the related research, the researcher did to find the most suitable book for teaching vocabulary, *Cambridge Vocabulary for Pet self-study vocabulary practice* is the one that presents skill-integrated and topic based vocabulary teaching activities for students. As pre-test and post-test in the study, students will be exposed to two parallel *Preliminary English Tests (PET)*, which provide more integrated testing to language, at the beginning and end of the study. In this study, the test types PET provides are: a) multiple choice questions, b) matching questions, c) true/false questions, d) sentence transformations, and e) gap filling. All these test types are integrated with different skills such as listening, reading, writing and speaking. However, writing and speaking parts will be excluded from the study for practical reasons.

2.8. Formative Assessment Techniques in Classrooms

Formative assessment informs teachers and learners to improve course content, methods of teaching and student learning. There can be many different forms of assessment of learning in classrooms.

Formative assessment classroom techniques (FACTS) help teachers in two ways. They help teachers know the needs of students, and they help teachers detect the weak and strong points of their ongoing instruction.

Formative assessment techniques can be implemented at regular periods throughout the course (e.g., after each class or each unit, weekly, daily, etc). According to Keeley (2008), FACTS include all assessment procedures which promote learning rather than grading and they encourage students to inquire about language. There are a lot of FACTs to apply formative assessment effectively. A rich repertoire of FACTS should involve students into different kinds of assessment through listening, speaking, reading, writing drawing speaking, designing and carrying out investigations (Keenley, 2008) There exist a great number of FACTs for effective application of formative assessment. These various FACTs differ in their aim, complexity, preparation, administration and analyzing time. A few of most frequently used FACTs (applied during the research) include:

2.8.1. Hand in, pass out

Teacher writes 3-5 words on board, and ask students to respond and build up a sentence for each of them on their notebook paper anonymously. Students then hand their papers in. The teacher, immediately, randomly gives them back to students for grading. Students get practice grading others work, but should not know who is who. The teacher then takes informal poll about how many questions students answered correctly.

2.8.2. Visualize (Be the Illustrator)

The teacher reads a page of a story not allowing students to see the illustration. He/she has each student create a visualization (illustration) for that page and write an adjective describing their feeling about the story. Finally the teacher gives students quizzes, which either teacher marks, or student mark

2.8.3. Quizlet

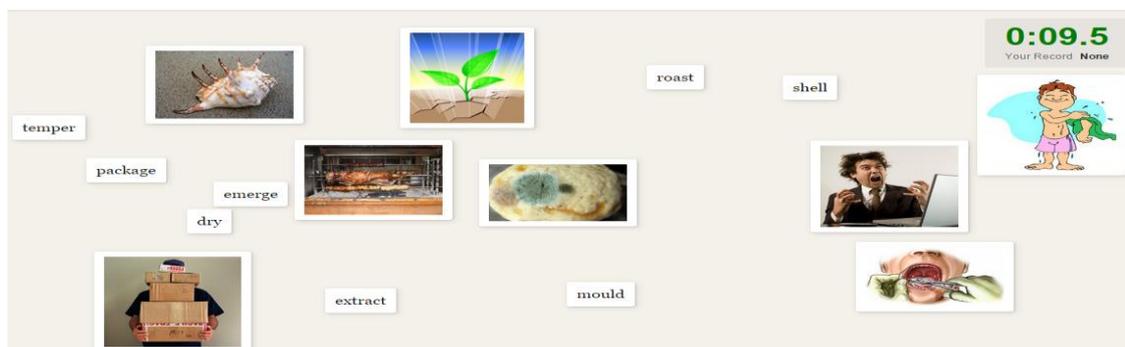
Quizlets today are an educational utility, with tools enabling anyone to study whatever they want. Students and teachers themselves can use quizlets to create quizzes and flashcards. Some tools in a quizlet include: flashcards, matching games, multiple choice tests, worksheets and so on. These tools replace paper and help students with things like memorization and recall of key concepts and basic practice in everything

like vocabulary learning. There are sophisticated audio technologies, for example, enabling its users to record their own voice on a Quizlet or hear native-speaker-quality text-to-speech audio in 18 languages. While great for auditory learners, language learners and teachers, these capabilities also turn out to be useful in surprising ways - for studying everything from jazz to frog calls to math formulas. It both makes learning foster and convenient and make it more challenging, stimulates critical thinking and helps students learn from one another. An example of a quizlet exercise which was one of the quizzes used throughout the study is in Appendix F.

2.8.4. Scatter

Scatter is a different assessment technique used for students who need to do extra quiz practices in a funny way. Quizlet makes this quiz technique easy to prepare as in the example:

Figure 3. Scatter

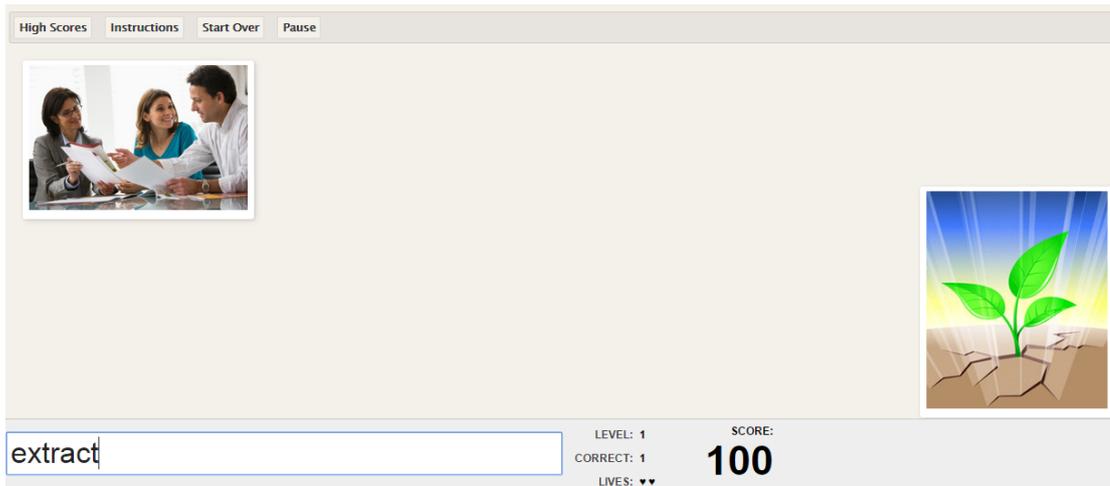


While the teacher are checking the understanding of learners at the end of a class or unit, students will not feel stressed or under pressure because they feel like they are playing a game. They are supposed to make everything disappear. They will drag corresponding items onto each other to make them disappear.

2.8.5. Race

This assessment technique makes teacher understand whether the students comprehend the words fully or not. Students are expected to write the true words as the pictures or definitions of the words are passing by on the screen. An example of it can be seen in Figure 7.

Figure 4. Race



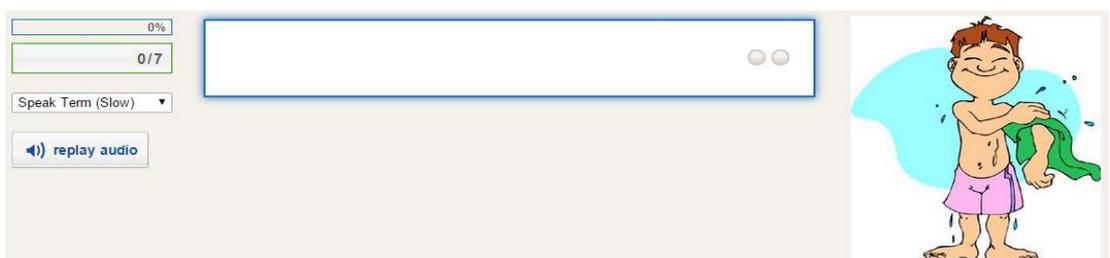
Students are supposed to destroy the scrolling words by typing in their corresponding term, or they destroy the pictures by typing the word which explains it and then they press enter. Students may destroy them in any order, but they should catch them before they scroll past the screen.

2.8.6. Speller

All skills are important in language teaching. It is the same in vocabulary teaching. While reading and writing can be assessed through the activities above, listening and speaking should be assessed as well. By using *Quizlet- Speller*, the researcher assessed students' listening and pronunciation skills from time to time. First they listen to the pronunciation of the word by a native speaker, then they imitate the same pronunciation and record their voices on these programs. It was easy for me to check their pronunciation skills at home via internet.

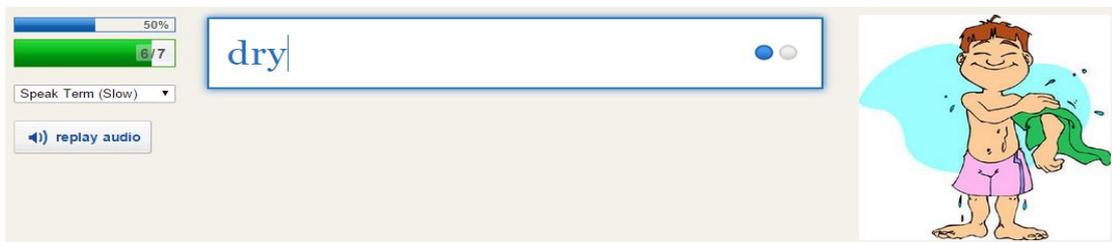
In Quizlet students are supposed to type what they hear, they can be given a picture of the word as a clue:

Figure 5. Speller



First they play the audio and listen to the word pronounced by a native speaker. Then they type the word they hear (see Figure 8). If they make a mistake, the program spell the word again and students type the word, pass enter and do the rest.

Figure 6. Speller



2.8.7. My Favorite No

In this formative assessment technique, teacher assigns students a warm task. He/she hands out index cards to the students. Teacher sorts the index cards into yes/no piles. At the end, teacher chooses his/her *favorite no answer* and analyze it as a class. I find this technique very engaging and helpful for my students. It creates a non-threatening atmosphere because there is no name in index cards and students do not feel under pressure while they are analyzing the favorite mistake. This is a great way to present an incorrect answer in a non-threatening way. Most frequently the researcher used this technique to make students use a word in different parts of speech. The students tried to figure out noun, adjective, adverb, verb or other forms of a word while they are trying to build up a sentence based on a task or trying to find the missing part in a sentence.

Here the name of the activity is *my favorite no*, because the aim is to analyze students' wrong by appreciating what they have done right. That is why, students will have a chance to see until where they are doing well. We as learners glean more from our miscues than our successes and that mistakes can either calcify or fossilize. As teachers our response to students' mistakes can either harden or insulate them from further learning or it can shore up their knowledge and encourage them to be curious and take more risks. This is an excellent strategy for normalizing the natural process of low-stakes failure as students grapple with new knowledge on their way to mastery.

As a class, we can build a culture of *learn from our mistakes*. Students feel safe to show what they know, what they do not know, what they are not sure of. Students are facilitated to correct their misconceptions. Additionally, teacher check the process

of students' learning step by step. As Boston (2002) stated, this type of assessment is informal and students do not feel under pressure because they do not have to come up with the correct answer which will not demotivate them from participating.

2.8.8. Chalkboard Splash

Teachers make students work in groups. Teacher writes a word on the board and each group is expected to find the synonym or antonym of the given word. Students respond to the question on chalkboard or by holding up their mini-whiteboards.

2.8.9. Text Rendering

Students read an informative text independently, highlighting or writing down a few sentences they find important, interesting or of note. Then, the teacher groups students and makes them share a sentence from the text. Next, the teacher wants each student to pick and share a phrase from the sentence they shared. Finally, each student will pick one word from that sentence and share. The teacher then make students discuss if the words, phrases, and sentences they chose sum up the main idea of the text.

2.8.10. Metacognition

Metacognition allows for the students to process what they did in class and why it was done. At the end of a class, the teacher have students complete a table (see Appendix G).

With the help of these metacognition papers (see Appendix G), the teacher will be more knowledgeable about students' weak and strong points. According to Angelo and Cross (1993), since the teacher knows what students perceive their own learning problems to be, the probability that the students will get answers to those questions during the next class period is enhanced.

2.8.11. Crowd-source a presentation

The teacher has students create a presentation about a topic they like. Then, the teacher offers it to their personal learning network to edit. From the edits that are made by people in their network, students will get feedback on their work.

This technique requires students to have a collaborative personal learning network. That is why the researcher created an Edmodo account as a teacher and invited each student to this network by adding their names and e-mails. Also, I invited other

teachers from all around the world to our class page so that the students can get valuable feedback for their work. Edmodo page is as below:

Figure 7. Edmodo



2.8.12. Create a video

The teacher wants students to create short videos or screen-casts where they are expected to use at least 5 new learned words in a meaningful way within a context. Then, the teacher or whole class can watch what they create and see what they are able to explain, what they omit, and what they may not understand.

2.8.13. Discussion

The teacher projects some discussion topics on the board. The students choose one of them for each week. Each week, two groups, which consist of 4 members, discuss their ideas in debate. The teacher acts as a moderator during the debate. During discussion, the students can present their ideas by using power point presentation, pictures, videos and etc. This technique aims to check students' use of language and vocabulary while they are speaking in front of an audience.

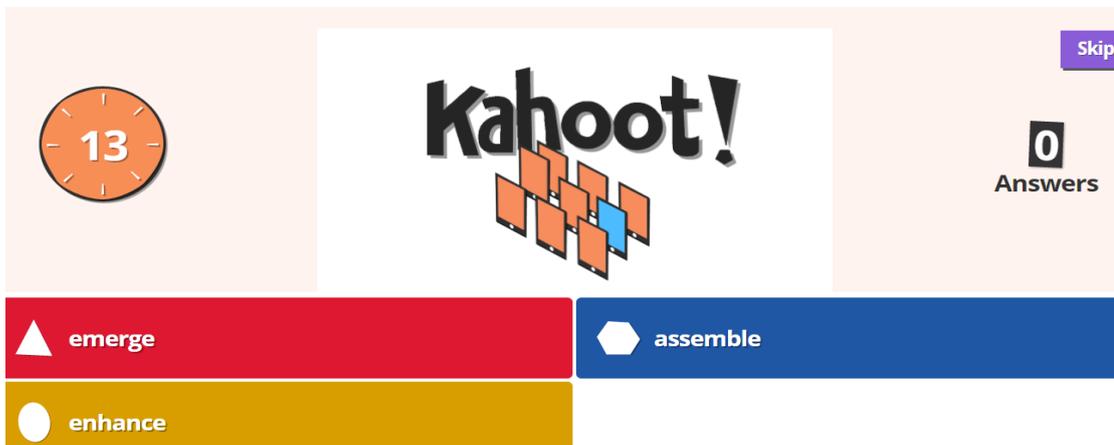
2.8.14. Kahoot

A Kahoot is a collection of questions on specific topics. It can be created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of "players", creating a social, fun and game-like learning

environment. There are 3 types of Kahoot: The first one is quiz. This is the most common type of Kahoot. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes. Aside from being a great way to engage and focus a whole room of people, quizzes can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly. They can be used to track progress of individuals over time, and inspire learners to enquire further by creating their own quizzes. Players answer questions displayed at the front of the room on their personal device, motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The top 5 highest points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end. Results, including who answered what for each question, can be downloaded afterwards.

Figure 8. Kahoot

Robots are used to _____ the component parts and glue them together



The second one is discussion. Discussions are designed to do exactly what they say - facilitate a conversation. They are simply one quick question with no right or wrong answer, which can have an associated picture or video and 2 - 4 alternative answers. They should be used to gather opinions on current affairs, divisive topics, or even ask “what shall we do today?”

Once again, players answer the question on their personal device. There is still a time-limit to answer within, however no points are involved. The collective results of the question are displayed at the front, acting as the basis for the discussion.

The third one is survey. There are no limits to the number of questions in a survey. Each question can have an associated picture or video, and 2 - 4 multiple choice answers - however there are no right or wrong answers. They are just like traditional surveys except questions are asked in real-time to those present who answer on their personal devices. The results of each question can be debated there-and-then, and all survey results can be downloaded at the end. At the end of each Kahoot process, the students are asked to rate the activity (see Appendix H).

With the help of the feedback students give after Kahoot, the teacher can learn about students' feelings about their learning process. Also, the teacher can see all the answers and points of the students in excel format at the end of the activity. These results can be used in grading as well.

2.8.15. Self- Assessment

Self-assessment entails students more willingly and appropriately to assess themselves and may increase self-awareness and better comprehension of learning outcomes (Miller, 2002). Self-assessment is not just students' grading process of their own work, but it involves them in considering the characteristics of their learning. According to Boud (2013), self-assessment is based on some assumptions such as:

- It is a necessary skill for lifelong learning
- It needs to be developed in university courses
- It is necessary for effective learning.

Effective learning involves learners to have an impact on their own learning rather than waiting an influence from the others, which means students should be proactive. Then, they can be independent and self-contained in their own learning process.

2.8.16. Peer- Assessment

The process in which students think about the quality of their peers' work, check the extent to which their work reflects the target goal and suggest some ways to make them revise their work is called as *peer assessment* (Topping, 2013). Additionally,

Topping (2013) claims that peer assessment is more appropriate and useful for formative assessment, the richness of the information which comes from formative assessment as a non-evaluative peer feedback is important. Peer assessment helps learners seek answers to three questions described by Hattie and Timperley (2007) and William (2010):

1. Where am I going?
2. How am I going? Progress monitoring
3. Where to next? Moving forward

(as cited in Springer, 2014)

Peer assessment encourages students to take the responsibility of their own learning. It motivates and encourages students' active participation. Assessment becomes a shared and interactive activity by the teachers and the students.

2.8.17. Feedback

In any teaching and assessment process feedback should be seen as an integral part of it. Learners get information about the quality of their work in order to appreciate the appropriateness of their work to the given standards (Boud & Molloy, 2013). Feedback is used to fill the existing gap in students' knowledge. As stated by Hattie and Timperley (2007), feedback is information provided by an agent (teacher, student, peer, book, experience and etc.) based on the performance and understanding of a student. There are two types of feedback: qualitative and quantitative. Quantitative feedback is given while grading students' performances after a certain period of teaching time. Qualitative feedback is a collection of observations and responses to one's work or performance that is based on comparisons and descriptions of characteristics in a non-numerical manner (Bawab, 2014). Qualitative feedback is useful since it provides more specific feedback to the students about their improvement. Qualitative feedback is useful for students because it provides detailed explanations for areas that need improvement.

2.8.18. Portfolio

Portfolio is a "purposeful collection of students' work that shows to students and others their efforts, progress, and achievements in given areas" (Nunes, 2004, p. 327). Portfolios in classrooms today are derived from the visual and performing arts tradition for the purpose of demonstrating and keeping the records of their work. In the

classrooms, the aim of making students keep portfolios is to collect their performances to show their work and accomplishments over time (Russell & Airasian, 2012). In this study, a portfolio can be operationalized as containing a student's pieces and the evaluations' of the student's pieces. The samples of the range of materials that can go into portfolio are shown below:

Table 5. What can go into a portfolio?

WHAT CAN GO INTO A PORTFOLIO	
<u>Media :</u>	Videos, audiotapes, pictures, artwork, computer programs
<u>Reflections :</u>	Plans, statements of goals, self-reflections, journal entries
<u>Individual Work :</u>	Tests, journals, logs, lab reports, homework, essays, poems, maps, inventions, posters, math work
<u>Group Work :</u>	Cooperative learning sessions, group performances, peer reviews
<u>Work in progress:</u>	Rough and final drafts, Show-your-work problem, science fair projects

Source: Airasian, P.W. & Russell, M.K. (2012), *Classroom Assessment, Concepts and Applications*, p.233.

As Airasian and Russell (2012) stated, portfolios contribute to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding by:

- Showing student's typical work,
- Monitoring student progress and improvement over time,
- Helping students self-evaluate their work,
- Providing ongoing assessment of student learning,
- Providing diagnostic information about student performance,
- Helping teachers judge the appropriateness of the curriculum,
- Facilitating teacher meetings and conferences with students, parents, and both students and parents,
- Grading students,
- Reinforcing the importance of processes and products in learning,
- Showing students the connections among their processes and products,
- Provide concrete examples of student work,

- Encouraging students to think about what is good performance in varied subject areas,
- Focusing on both the process and the final product of learning,
- Informing subsequent teachers about students' prior work (p. 234).

Recent changes in educational policy emphasizes teacher involvement in designing curriculum and assessing students. These changes have also been an incentive to increased portfolio use. Portfolios can be seen as valuable assessment tools because they represent classroom-based performance. Unlike separate tests, portfolios can be integrated to curriculum to support the instruction.

CHAPTER 3

METHOD

3.1. Introduction

This chapter presents the design of the study, the participants, the data collection instruments employed, the data collection procedures followed, and the data analyses applied.

The study aims to explore the effect of formative assessment on the vocabulary enrichment of foreign language learners. Therefore, the study requires foreign language learners' vocabulary knowledge level by means of Cambridge PET test. This chapter describes all the process of the study in a detailed way.

3.2. The Design of the Study

This study employs a mixed-method research using qualitative and quantitative strategies. The aim of using a mixed method research is to collect and analyze both forms of data in a single study (Creswell, 2003). Therefore, this research gathered both quantitative and qualitative data. All methods have their own limitations. That is why, the danger of using only one source with its biases would lessen by triangulating data sources - through using quantitative and qualitative methods.

The participants of the study re the students of B1 level (according to the Common European Framework) of the English Prep School of İstanbul Sabahattin Zaim University (IZU), School of Foreign Languages. There were 11 B1 level classes in İZU before the experiment started. From these 11 classes, three of them were selected as the experimental groups while two of them were selected as the control groups of the study. The researcher chose five classes out of eleven, to which she was teaching the Main Course, Reading and Writing, Listening and Speaking or Consolidation personally. Choosing the classes that the researcher was teaching was important because as the only researcher and implementer of the study, I provided the equal conditions for all three experimental classes and two control classes.

The study was conducted with 100 B1 level ESL learners from five classrooms. There were 60 students in three experimental groups, and 40 students in two control groups. At the beginning of the implementation process, both experimental and control groups were pretested. Three classes in the experimental group were exposed to the

treatment. Within the course of eight weeks, various formative assessment techniques were applied in the selected three classrooms. The control group consisted of two classes. This group received no treatment. The researcher used merely the course books recommended by the School of Foreign Languages English Prep Class Coordinatorship with the control group. The two control groups were post tested at the end of eight weeks. During this study, the researcher used concurrent procedures. Concurrent procedures, in which the researcher integrated quantitative and qualitative data in order to provide a clear analysis of the research problems, helped the researcher collect both forms of data at the same time and then to integrate the information for the explanation of the overall results. To support the quantitative data, the researcher conducted 15 semi-structured interviews addressing students' attitudes toward formative assessment techniques.

3.2.1. Quantitative research

The aim of quantitative research is to determine the connection between one thing (independent variable) and another (a dependent variable or outcome variable) in a population (Hopkins, 2008). To conduct quantitative research, experimental inquiry strategies or surveys can be used.

In the present study, the randomized pretest - post-test control group design was used in that true experimental designs have the highest level of control among experimental designs. There was a control group to compare the results of the subjects in the experiment with other subjects of similar status that had not been exposed to the treatment. Subjects were selected and placed into two groups. The data was interpreted with Statistical Package for Social Sciences (SPSS v.20).

3.2.2. Qualitative research

The aim of qualitative research is to help researcher better understand the meanings and perspectives of the people he/she studied during the study. It makes the researcher understand and see the world from their point of view. It is useful in sustaining the researcher a chance to understand the reasons of the participants in shaping their ideas on a given phenomenon (Maxwell, 2012). In this study, a phenomenological approach was adopted. The students elaborated on their experiences, feelings and choices concerning formative assessment.

Qualitative research relies on textual or visual data rather than numerical data, which makes it an inductive and open-ended approach. Its goal is particularly understanding rather than making a generalization. Due to the fact that this study aimed to find whether there is a relationship between formative assessment techniques and students' vocabulary success, a semi-structured interview was used at the end of the treatment with 15 experimental group students to evaluate their perspectives particularly.

The questions in the interviews were created by the researcher. The questions were carefully created and reviewed by the research supervisor. As a result, some questions were modified because they might lead to some misunderstandings among the interviewees. After the modifications were made, the interview questions were ready. The interviews are categorized by Gall et al. (2003) as survey interviews that are organized to “supplement data that have been collected by other methods” (p. 237). In this research context, interviews were conducted to collect data after the post test results had been analyzed.

The interview questions were organized in a semi-structured format to provide interviewees with the freedom to express their further comments on the questions so the researcher did not restrict them with their further explanations on the specific questions.

After both the researcher and the research supervisor had reached a consensus on the choice of the questions, the piloting of the questionnaire was done with three experimental group student. The interview was conducted in the researcher's office to create a relaxed environment for the interviewees. No misunderstandings or problems occurred in the pilot interview. It was crucial to note that the interviews had been done in Turkish, which was the native tongue of the participants. The interviews were conducted in their mother tongue so as to decrease the anxiety level to a minimum.

After the pilot study, the semi-structured interview questions were asked to 15 experimental group students to evaluate their perspectives particularly. A cross-case analysis was adopted to analyze the students' answers. This analysis is used to find out

common features and differences of the interviews in regard of the contents (McKay, 2015).

This qualitative research provided the researcher an insight to understand how students perceived formative assessment practices and whether they found them useful or not with their reasons.

3.3. Population and Sampling

This study requires getting first-hand information about the effectiveness of formative assessment on the vocabulary enrichment of foreign language learners in Turkey. Therefore this study presents a snapshot of using formative assessment in language classes, and its appropriateness and usefulness for foreign language learners' vocabulary enhancement in language. Further, the study attempts to explore the attitudes of foreign language learners towards formative assessment and find out how formative assessment techniques affect and contribute to second language learners' vocabulary enrichment. Therefore, B1 level EFL students in Turkey formed the population for the study. The sample size of the study stood at 100. The sampling unit of the study was randomly assigned. The sample selected for this study was limited to students enrolled in English Prep School at İZU in İstanbul in Turkey for the 2014-2015 academic year.

3.4. Data Collection Tools

The study was conducted with B1 level ESL learners from five classrooms. There were 60 students in three experimental group classrooms, and 40 students in two control groups. The experimental groups differed in their exposure to different formative assessment techniques. There will be three experimental groups in this study. While there will be oral use formative assessment tools in one of them, the other group will be exposed to written use formative assessment tools. On the other hand third group will be given both types of instrument interchangeably. This study aims to find whether there will be a significant difference in students' success in terms of applied formative assessment techniques between the groups or not.

Table 6. Assessment Types- Groups**Formative Assessment Instrument Type* Group Cross Tabulation**

		Groups					
		D1	D2	D3	C1	C2	Total
Formative Assessment Type	Summative Assessment Instrument	20	0	0	0	0	20
	Skill Based Instrument	0	20	0	0	0	20
	Both Skill Based and Summative Assessment Instruments	0	0	20	0	0	20
	No instrument	0	0	0	20	20	40
	Total	20	20	20	20	20	100

D: Experimental Group C: Control Group

Table 6 presents the group attributes in terms of types of assessment instruments. The experimental group consists of 60 participants. In the process of vocabulary teaching with formative assessment techniques, experimental group 1 (D1), which consists of 20 students, was exposed to summative assessment instruments, like tests. Skill Based Instruments were used with experimental group 2 (D2), which consists of 20 students. The last experimental group (D3) was exposed to both skill based and summative assessment instruments throughout the study. 40% of the participants consist of our control groups in this study, and they were not exposed to any kind of instrument except their course book.

Table 7. Feedback Types- Groups**Feedback* Group Cross tabulation**

		Groups					
		D1	D2	D3	C1	C2	Total
Feedback	Quantitative	20	0	0	0	0	20
	Qualitative	0	20	0	0	0	20
	Both Quantitative and Qualitative	0	0	20	0	0	20
	No feedback	0	0	0	20	20	40
	Total	20	20	20	20	20	100

Table 7 introduces group attributes in terms of distinction among feedback types. The experimental groups D1, D2 and D3 consist of 60 participants. 20 students from D1 exposed to quantitative feedback, 20 students from D2 exposed to qualitative feedback and 20 students from D3 exposed to both qualitative and quantitative feedback in the process of learning vocabulary with formative assessment techniques. On the

other hand, there were 40 students in the control groups who were not exposed to any type of feedback and any assessment techniques.

Table 8. Portfolio-Group

Portfolio* Group Cross tabulation

		Groups					
		D1	D2	D3	C1	C2	Total
Portfolio	Portfolio	0	0	20	0	0	20
	Without Portfolio	20	20	0	20	20	80
	Total	20	20	20	20	20	100

Table 8 introduces group attributes in terms of distinction among portfolio use. The experimental group D3 kept portfolios during the experiment. The other 80 students in the other groups did not keep portfolios during the experiment.

3.4.1. Data Collection Instruments

The aim of this study is to explore the effects of formative assessment on the enrichment of the vocabulary knowledge of foreign language learners. Data were collected with the help of pre and post-test adapted from PET (see Appendix A). After the post-test, the researcher had ten interviews with ten students in experimental group 3.

3.4.1.1. Pre and Post-test

This study is exploratory in nature because, to my knowledge, no studies to date have investigated the potential impacts of formative assessment techniques on the vocabulary enrichment of students. The vocabulary test, which is PET-B1 level (see appendix A), consisted of 54 questions. According to the statistics given by Cambridge Language Testing Center, reliability for PET exams is claimed to be .77. As Cohen et al. stated (2007), before resources are expended on large scale studies, the pilot study can reveal the deficiencies in the design of the experiment. Before the application of the test to both groups, a pilot study (see Appendix A) was applied to improve the main study's quality and efficiency (Teijlingen & Hundley, 2001).

3.4.1.2. The Interviews

A semi-structured interview (see Appendix E) was used in order to elicit the ideas of B1 level EFL students about the effectiveness of formative assessment techniques and to find out about their attitudes towards formative assessment. The interview included five interrelated questions.

The semi-structured interview questions were created by the researcher. The questions were carefully created and they were also reviewed by the research supervisor. As a result, some questions were modified because they might lead to some misunderstandings among the interviewees. In this study, interviews were conducted to collect data after the post-test results had been analyzed. The interview questions were organized in a semi-structured format not to restrict students to express their further explanations on the questions.

3.4.2. Pilot Study

The participants of the pilot study for the present research were 40 B1 level English Preparatory School students of İZU. They were the same level students from the remaining six classes which did not participate in the study as the experimental or control group students. The results of the study were evaluated by using SPSS 20. After the pilot study, the Cronbach's alpha coefficient for 54 items was .71. To have a relatively high internal consistency, four items which reduce the consistency of the test were deleted (item 29 and 31 in reading part; item 15 and 19 in listening part). After excluding these four items, the new Cronbach's alpha coefficient for fifty items was .83, suggesting that the items had relatively high internal consistency.

In the first part of the pretest and posttest, there were 35 questions in five parts. The students had to choose the right answer out of three or four options, match questions to text or show that they think a sentence about a text is correct or incorrect. In the second part of the test, the students take the listening part of the test. There are four sections, and the students hear each of them twice.

3.4.3. Procedures

Before the experiment was conducted, a pre-test was administered to both control and experimental groups. 60 minutes were allowed for students to complete the 50-item test. Then the treatment was applied to the experimental group. All conditions in both experimental and control groups were the same except for the fact that the control group received no treatment. The control group was plainly taught by the course books which were recommended by the School of Foreign Languages, English Language Department of İZU.

The students in the experimental group took extra short tests, mini quizzes three days in a week which took approximately twenty minutes. At the end of the week, Vocabulary Tests by Cambridge ESOL examinations were given to students. (Each session was around twenty to thirty minutes.) Each Vocabulary Test had 30 questions based on the previous units. In the course of one month, various formative assessment tests were used in the experimental group. At the end of the eight-week program (3 hours each week- 24 hours in total), a delayed post-test was administered to both experimental and control groups to measure their vocabulary development. After the posttests, the semi-structured interviews were also administered to the experimental group to reveal their attitudes towards language games. The interview lasted ten minutes with each student.

3.4.4. Vocabulary for PET practice book as a formative assessment tool

The book contains twenty units. Eight units were chosen, which include the similar vocabulary information with students' main course book, Interchange. The similarity between the students' main course vocabulary practice concepts and the experimental vocabulary concepts is believed to be useful in sustaining students with a supportive experimental atmosphere in which they can benefit from formative assessment techniques used during the experiment period. In the course of eight weeks, one unit is planned to be finished in one week. There were 3 experimental classes. In experimental group 1 skill based formative assessment tools were used:

The students are expected to practice their vocabulary knowledge by answering questions which include Listening, Speaking and Writing activities. In experimental group 2 summative instruments as a formative assessment tool were used (see Appendix I).

At the end of the unit, the students in experimental group 2 were exposed to multiple-choice questions (see Appendix J) in which their success was evaluated according to the scores they got after the quiz.

In experimental group 3, both skill based and summative instruments were used interchangeably. These groups were analyzed to find whether there is a significant difference between groups based on the instrument used throughout the experiment.

From all above mentioned sources, it becomes clear that there are different and multifaceted benefits of using formative assessments for vocabulary teaching and

learning. It seems to be a powerful source for teachers and learners in becoming a real part of their instruction and learning. In recent years, there has been much research in the field of vocabulary techniques, and formative assessment separately. However, the number of the studies which combine formative assessment and vocabulary teaching and learning are rare, especially in Turkey.

Many linguists and experts claim that the use of formative assessment, the type of formative assessment instrument, the type of feedback and the use of portfolio can affect vocabulary enrichment of the students, which lead me to go with directional hypotheses:

- There will be a significant change in the vocabulary enrichment of second language learners of English as they participate in a design study which will integrate them into formative type of assessment throughout their vocabulary learning process.
- The type of formative assessment instrument will affect the vocabulary enrichment of second language learners.
- The type of feedback as a result of the formative assessment will affect students' academic success.
- The use of portfolio as a formative assessment tool will have a positive effect on vocabulary learning.
- Formative assessment will lead to some changes in students' assessment preferences.

3.5. Data Analysis

This study is a mixed-methods study in which quantitative and qualitative methods and techniques are combined. The quantitative data are used for one phase of the study and the qualitative data are used for another phase of the study. First, the experiment (quantitative) was conducted with the participants. This stage of the experimental study yielded the quantitative data. Then, the quantitative data were collected and entered into computer. The data were analyzed with the Statistical Package for Social Sciences (SPSS v.20). In order to see the internal consistency of the items in the test, Cronbach's alpha (α) coefficients were computed. The alpha coefficient for the fifty items was found to be .83, suggesting that the items had relatively high internal consistency (İslamoğlu & Alnıaçık, 2013).

The results of Levene's tests and Kolmogorov Smirnov Test, as well as visual inspection of boxplots showed that the data were normally distributed. Therefore, parametric tests were used in this study. Basic descriptive statistics such as mean, standard deviation and standard error mean were calculated for each group.

To compare the pre and post-test scores of both experimental and control groups, *paired samples test* was applied (see Table 11). To find out the more effective type of formative assessment instrument, *independent samples t-test* was applied among three different experimental groups' post-test scores. To evaluate the effect of portfolio and feedback as a formative assessment instrument, independent samples tests were applied among experimental and control groups (see Table 17, 19, and 21).

There were 50 items in the pretest and post-test. The scores were calculated out of a hundred point. Two marks were given for each item. The highest score was 60 in the pretest and 92 in the post-test. Independent samples t-tests were also used in this study to show mean scores of groups in terms of types of feedback, distinction among formative assessment instruments and keeping portfolio.

In the second phase of the study, follow-up interviews were conducted with participants in the experimental group to see how they viewed the formative assessment techniques. To elicit their ideas and attitudes towards formative assessment, five interrelated interview questions were asked and their responses were audio-recorded. The interview data were then transcribed and coded for recurring themes. A cross-case analysis was carried out analyze interview data (McKay, 2015). The responses to the interview questions were organized according to the key topics raised in the interviews.

CHAPTER 4

4.1. Results and Discussions

This chapter presents the findings, analysis and interpretation of the gathered data. Two types of data collection instruments were used in this study. They were PET vocabulary tests and semi-structured interviews. Then, the data from PET tests was entered into SPSS v. 20. All the data was analyzed and calculated by several statistical methods frequently used in quantitative research. Apart from this, in order to strength the quality of the methodology, qualitative data was also collected. The semi-structured interview was administered to B1 level second language learners to further investigate their beliefs about the use of formative assessment in language classrooms. In the following sections, the results are presented, interpreted and discussed in light of previous studies.

4.2. Presentation, Analysis and Interpretation of the Quantitative Data

Table 9. Test of Normality

		<i>One-Sample Kolmogorov-Smirnov Test</i>			
		Experimental Pre Test Scores	Control Pre Test Scores	Experimental Post Test Scores	Control Post Test Scores
N		60	40	60	40
Normal Parameters ^{a,b}	Mean	39,93	43,7	76,4	49,75
	Std. Deviation	8,53	9,31	8,52	8,56
	Absolute	0,14	0,13	0,08	0,14
Most Extreme Differences	Positive	0,10	0,13	0,06	0,14
	Negative	-0,14	-0,06	-0,09	-0,09
Kolmogorov-Smirnov Z		1,11	1,16	0,67	0,85
Asymp. Sig. (2-tailed)		0,17	0,14	0,76	0,46

a. Test distribution is Normal.

b. Calculated from data.

Table 9 presents the sampling distribution and the test of normality. As can be seen in Table 5, the experimental group consists of 60 participants and the control group consists of 40 participants in a private university prep school. In total, 100 participants take part in the study. It is important to know that there are different types of data. Understanding what type of data was used in this study will be a good start to make

meaningful conclusions about it. My data is quantitative which is numerical in that way can be counted or measured. Within this quantitative data, the measurement scale of my data is interval data for which intervals between values are known and equal (Anon.2, 2015). As can be seen in Table 9, the distribution is normal to use parametric approaches. The variances are homogeneous and the groups have a fixed number of parameters. The results of the Kolmogorov Smirnov Test show that $p = .17$ for experimental pretest, $p = .14$ for control pretest, $p = .76$ for experimental post-test and $p = .46$ for control post-test are all greater than $p = .05$. Therefore, the data are normally distributed. In addition, a visual inspection of boxplots indicated the data met the assumption of normality and therefore parametric tests were used.

Research Question 1: Does formative assessment support the vocabulary enrichment of EFL learners by increasing the vocabulary retention of B1 level EFL learners?

Table 10. Control-Experiment Groups-Pretest and Post-test results 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Confidence Int.	
					Lower	Upper
Pair 1	Control Pre Test Scores	43,13	40	10,23	-41,72	6,82
	Experimental Pre Test Scores	39,93	60	8,53		
Pair 2	Control Post Test Scores	49,75	40	8,56	28,82	-20,83
	Experimental Post Test Scores	75,58	60	8,51		

Table 10 presents the descriptive statistics for all the groups. According to the table 10, the data contains samples under two conditions. As expected, the mean scores of the pretest for the control group similar ($M=43, 13, SD=10, 23$) and the experimental group ($M=49, 75, SD= 8, 56$) are similar. This proves that both groups were at a similar level at the beginning of the study (see also the results of Pair 1 in Table 11, $p=.082$, which is not significant, higher than $.05$. This also indicates that the groups are not statistically different at the time of testing.) When the post-test is applied, the mean scores of the post-test for the control group ($M=49, 75, SD= 8, 56$) were lower than the

mean scores of the experimental post test scores (M=74, 58, SD=8, 6). The mean difference between in each of the two post-test scores is 24, 825. There is a significant difference between the scores in the two samples (see also the results of Pair 2 in Table 11, $p=.000$, which is significant, lower than $.05$. This also indicates that the groups became statically different after the experiment.) Based on these results, it can be concluded that participants in the experimental group got better test scores than participants in the control group.

Table 11. Control-Experiment Groups-Pretest and Post-test results 2

Paired Samples Test

Paired Differences	Mean	Std. Deviation	Std. Error Mean	Confidence Int.		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair1 Control Pre Test Scores – Experimental Pre Test Scores	3,20	14,00	1,81	-41,72	6,82	1,77	59	,082
Pair2 Control Post Test Scores – Experimental Post Test Scores	-24,83	12,48	1,97	-28,82	-20,83	-12,58	39	,000

Table 11 presents the results of paired-samples t-test. The results show that there is a statistically significant difference between the post-test scores of control and experimental groups, $t(39) = -12, 58$, $p < .001$, $d = 2.12$. Based on these results, we can conclude that the participants in the experimental group were able to get significantly better scores than participants in the control group.

Research Question 2: Does the type of formative assessment instrument affect the vocabulary enrichment of B1 level second language learners? Comparisons between;

- a. Is summative assessment instruments (tests) more useful than skill based assessment instruments (includes Listening and Speaking- productive-activities) in the process foreign language vocabulary teaching through formative assessment techniques?

- b. Is using both summative and skill based instruments more useful than not using any instrument in foreign language vocabulary teaching?

Table 12. Formative Assessment Instrument Based Scores Comparison 1

<i>Group Statistics</i>						
	Formative Assessment Type	N	Mean	Std. Deviation	Confidence Int.	
					Lower	Upper
Post-Test	Summative Assessment Instrument	20	74,85	7,04	-4,97	6,07
	Skill Based Instrument	20	74,30	9,95	-4,99	6,09

Table 12 introduces two types of formative assessment in terms of mean scores. According to the group statistics box, the mean score of the participants who were given skill based instruments (M=74, 30, SD= 9, 95) is similar to the mean score of the participants who were given summative assessment instruments, like multiple choice tests (M= 74, 85, SD= 7, 04). The mean score difference between the summative assessment instrument takers and skill based instrument takers is 0, 55. The results indicate that both summative assessment instrument takers and skill based instrument takers were able to get good mean scores.

Table 13. Formative Assessment Instrument Based Scores Comparison 2

<i>Independent Samples T-Test</i>										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Int.	
									Lower	Upper
D1-D2 Post-test	Equal variances assumed	2,771	,104	,202	38	,841	,55	2,73	-4,97	6,07
	Equal variances not assumed			,202	34,22	,841	,55	2,73	-4,99	6,09

Table 13 shows the result of the Independent Samples t-test in terms of formative assessment types. The results indicate that there is not a statistically significant difference between the mean scores of summative assessment instrument takers and skill based assessment instrument takers ($p = .84$). Since the p-value is not less than .05, the results imply that there was no difference between the mean scores of participants.

Table 14. Formative Assessment Instrument Based Scores Comparison 3

<i>Group Statistics</i>						
	Formative Assessment Instrument Type	N	Mean	Std. Deviation	Confidence Int.	
					Lower	Upper
Post-test	Both Skill Based and Summative Assessment Instrument	20	80,05	7,47	25,80	34,80
	No instrument	40	49,75	8,56	25,97	34,63

Table 14 shows the results of the Independent Samples t-test types of formative assessment in terms of mean scores. The results indicate that the mean score of the participants who were given both skill based and summative instruments (M= 80, 05, SD= 7, 47) is higher than the mean score of the participants who were given no instruments (M= 49, 75, SD=8, 56). The mean score difference between the skill based and summative assessment instrument takers and the control group is 30.3. The results imply that skill based and summative assessment instrument takers were able to get better mean scores than the control group participants who were not given any instrument.

Table 15. Formative Assessment Instrument Based Scores Comparison 4

<i>Independent Samples Test</i>									
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Int.	
								Lower	Upper
Post-test	Equal variances assumed								
	,432	,514	13,46	58	,000	30,30	2,25	25,80	34,80
test	Equal variances not assumed								
			14,1	43,11	,000	30,30	2,15	25,97	34,63

In fact, as can be seen in Table 15, the results of the Independent Samples t-test show that there was a statistically significant difference between the mean scores of both skill based and summative instrument takers and no instrument takers, $t(58)=13,46$, $p<.001$, $d= 3.78$.

Research Question 3: What kind of feedback is better in the process of vocabulary teaching with formative assessment techniques: Quantitative or Qualitative?

Table 16. Feedback Types Based Results Comparison 1

Group Statistics

	Feedback	N	Mean	Std. Deviation	Confidence Int.	
					Lower	Upper
POSTTEST	Quantitative	20	74,85	7,04	-4,97	6,07
	Qualitative	20	74,30	9,95	-4,99	6,09

Table 16 shows the distinction among feedback types in terms of mean scores. According to the group statistics box, the mean score of the participants who exposed to quantitative feedback (M=74, 85, SD=7, 04) is similar to the mean score of the participants who exposed to qualitative feedback (M=74, 30, SD=9, 95). The mean score difference between the quantitative feedback takers and qualitative feedback takers is 0, 55. The results indicate that quantitative feedback takers were not able to get better scores than qualitative feedback takers.

Table 17. Feedback Types Based Results Comparison 2

Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Int.	
									Lower	Upper
Post-test	Equal variances assumed	2,771	,104	,202	38	,841	,55	2,73	-4,97	6,07
	Equal variances not assumed			,202	34,22	,841	,55	2,73	-4,99	6,09

As can be seen in Table 17, the results of the Independent Samples t-test show that there was not a statistically significant difference between the mean scores of quantitative and qualitative feedback takers, $t(38) = .202$, $p = .841$, $d = .07$.

Table 18. Feedback Types Based Results Comparison 3

<i>Group Statistics</i>		Feedback	N	Mean	Std. Deviation	Confidence Int.	
						Lower	Upper
Post-test	Both Quantitative and Qualitative		20	80,05	7,47	25,80	34,81
	no feedback		40	49,75	8,56	25,97	34,63

Table 18 displays the distinction among feedback types in terms of mean scores. According to the group statistics box, the mean scores of participants who exposed to both qualitative and quantitative feedback (M=80, 05, SD= 7, 47) is higher than the mean score of the participants who did not expose to feedback (M= 49, 75, SD= 8, 56). The mean score difference between both quantitative and qualitative feedback takers and no feedback takers is 30, 3. The results imply that both qualitative and quantitative feedback takers got better scores than no feedback takers.

Table 19. Feedback Types Based Results Comparison 4

<i>Independent Samples Test</i>										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Int.	
									Lower	Upper
Post-test	Equal variances assumed	0,43	0,51	13,46	58	,000	30,3	2,25	25,8	34,81
	Equal variances not assumed			14,1	43,11	,000	30,3	2,15	25,97	34,63

As can be seen in Table 19, the results of the Independent Samples t-test show that there was a significant difference between the mean scores of both quantitative and qualitative feedback takers and no feedback takers $t(58)=13.46, p<.001, d=3.78$.

Research Question 5: Is portfolio useful in the process of vocabulary teaching to B1 level of English learners?

Table 20. Portfolio Based Results Comparison 1

<i>Group Statistics</i>						
	Portfolio	N	Mean	Std. Deviation	Confidence Int.	
					Lower	Upper
POSTTEST	Portfolio	20	80,05	7,47	10,97	24,81
	Without Portfolio	80	62,17	15,10	13,14	22,63

Table 20 shows the distinction among portfolio in terms of mean scores. According to the group statistics box, the mean scores of participants who kept portfolio during the experiment (M=80, 05, SD=7, 47) is higher than the mean score of the participants who did not keep portfolio (M= 62, 17, SD=15, 10). The mean score difference between students who are portfolio keepers and students without portfolio is 17, 88. The results indicate that students who kept portfolio during the experiment time got better scores than the ones who did not keep portfolio.

Table 21. Portfolio Based Comparison 2

<i>Independent Samples Test</i>										
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Int.		
								Lower	Upper	
Post-test	Equal variances assumed	14,044	,000	5,13	98	,000	17,89	3,49	10,97	24,81
	Equal variances not assumed			7,54	62,11	,000	17,89	2,37	13,14	22,63

In fact, as can be seen in Table 21, the results of the Independent Samples t-test show that there was a significant difference between the mean scores of students who kept portfolio and students who did not keep portfolio $t(98)=5.13$, $p<.001$, $d=1.5$.

4.2. Presentation, Analysis and Interpretation of the Qualitative Data

In this study, the data collection involved gathering both numeric information as well as text information (semi-structured interviews) so that the final database represents both quantitative and qualitative information. Since the vocabulary tests did not give the students an opportunity to elaborate on or explain their experiences, feelings or choices, a semi-structured face-to-face interview was conducted. In qualitative research, there are different strategies. In this study, phenomenological research strategy was used in which students' experiences concerning formative assessment were identified (Creswell, 2003). The interview was conducted with fifteen students from experimental group 3. Students were chosen from this group, since they were exposed to all types of formative assessment techniques throughout the experiment. In this process, I, as the researcher, bracket my own experiences to understand those of participants in the study (Nieswiadomy, 1993, cited in Creswell, 2013). The interview was carried out in Turkish, was recorded and the transcriptions were translated into English. For the analysis of the qualitative data, a content analysis was applied that integrated determining the key topics and categories in the data.

4.2.1. *Semi-Structured Interview Questions*

In this part, the interview, made with B1 level second language learners on formative assessment, is presented and interpreted. The interview questions seek to gather detailed information on the effectiveness of formative assessment. The semi-structured interview questions reveal the attitudes of B1 level second language learners towards formative assessment. The interview questions are as follows;

1. How well do you think formative assessment meet the needs of Second Language Learners?
2. Are formative assessment techniques useful in the process of vocabulary learning?
3. Do you feel safe while taking tests as a part of formative assessment? If not, please tell us why.
4. Can you tell us the things that you like most about formative assessment tests?
5. What important achievements have you accomplished since you took formative assessment tests?

The aim of this interview was to provide a more detailed picture of the students' attitudes towards the use of formative assessment techniques in practicing vocabulary structures in the experimental groups. To analyze the interview data, a cross-case analysis was applied. This techniques includes organizing the responses of the interviewees according to the key topics raised during the interview. As McKay (2015) stated, this approach is useful in highlighting particular aspects of the research topic. The responses for each question were analyzed in order to collect the most common answers related to the topics.

The opening question of the interview aimed at revealing whether formative assessment was a useful and beneficial learning experience for the students. Almost all the students gave a positive answer to this question.

1. How well do you think formative assessment meet the needs of second language learners?

Example 1:

“We get to know our knowledge of vocabulary better while taking tests regularly”. (B1 language learner, Ozan).

They took tests during the week regularly. Moreover, they took a last test which is the longest of all tests that they had taken during the week. This helped them to understand and see their position in their vocabulary learning process. They learned how to evaluate and assess their knowledge on vocabulary. This has a significant effect on how the learner deals with learning vocabulary. Moreover, tests used as formative assessment tools provided learners with an atmosphere of being a part of their own evaluation of learning process. Moreover, taking the tests regularly made students motivated and they felt encouraged to learn by their mistakes.

Example 2:

“While we are taking English classes, our teachers give us the meaning of the words separately but we do not know how to use them in English or in tests. We do not have a chance of seeing its different usages and applying our vocabulary knowledge in different circumstances”. (B1 language learner, Sevde).

When teachers create a vocabulary class for the learners, the students will have the chance of building their knowledge of vocabulary in a series of classes that they are

taking regularly. The students want to learn vocabulary as a separate skill. Thus, they want to be evaluated and evaluate themselves by just taking into consideration their vocabulary knowledge. The tests which were used during the formative assessment experiment gave learners a chance to see vocabulary as a different skill and they got a chance to be evaluated by just looking at what they have learned in terms of vocabulary. Focusing on just vocabulary both in class and in tests get learners' attention and they built knowledge of vocabulary in a contextualized and meaningful way. When new vocabulary is introduced and practiced with different skills or tests like formative assessment tools applied during the experiment, B1 language learners appreciated it and this reinforced learning new vocabulary in a meaningful way. Bringing useful materials into classes as a part of formative assessment treatment, also encouraged learners, who have a prejudice about learning vocabulary, get involved in classes and overcome the challenges of learning a new language. As teachers, we need to be aware that teaching and evaluating vocabulary as a separate English skill provide various learning opportunities for second language learners. They give children a chance to learn words and language that they may not be able to learn in a traditional classroom.

2. Are formative assessment techniques useful in the process of vocabulary learning?

B1 language learners think that they had a chance of seeing the usage of the vocabulary they have learned and the concrete results of their vocabulary learning process during the experiment with the help of formative assessment tools used in the treatment process. They believe that in the process of vocabulary learning, formative assessment tools for vocabulary change the routine of the language class. Therefore, they find the application of formative assessment motivating and encouraging for vocabulary learning. They find them challenging as well since vocabulary tests which includes different skills require a great deal of critical thinking abilities.

Example 3:

‘‘We learn and practice in various skills such as reading, writing, listening and speaking’’. (B1 language learner, Yunus).

Games help students learn in a holistic way. In that way B1 level learners use the target language actively and apply their knowledge of vocabulary by differentiated formative vocabulary tests. These vocabulary tests deal with different and interesting

language activities that are appropriate for their language levels. They are useful and effective in language learning process and set a meaningful context for vocabulary input.

B1 level language learners draw attention to the usefulness of formative assessment tests for vocabulary learning.

Example 4:

“The use of formative assessment tools has generated much interest in the classroom, we feel more enthusiastic to learn more vocabulary.” (B1 language learner, Belkis).

As an educational aid, it can be said that taking regular tests on vocabulary skill attract B1 level learners’ attention. On top of all these, thanks to the feedback from the environment, classmates and the instructor, B1 level learners become more aware of their own learning which is very useful as well. These findings aim to help instructors make a more informed decision for B1 language learners’ learning process.

Taking different vocabulary tests from lesson to lesson change learners’ perspective towards the routine vocabulary learning process.

Example 5:

“We always wonder which score we will get at the next test. Taking tests to evaluate our process became an indispensable part of our learning process.” (B1 language learner, Murat).

They become eager to take tests to see to what extent they learned the target language and to evaluate their process. The other point students report is achievement. Tests which were used as formative assessment tools provided students with the sense of achievement. Because the tests were evaluating what was taught in previous classes, students understand that achievement is all about studying. They started to believe in themselves and this feeling made them motivated all the time for the next target vocabulary teaching and learning process throughout the treatment. The students were not threatened by their grades. That’s why, they studied to learn not to pass an exam. This made their learning long lasting rather than temporary.

3. Do you feel safe while taking regular tests? If not, please tell us why.

Example 6:

“Our teacher informed us that the scores of the tests will not be used as grades. For that reason, we felt safe and took the advantage of taking tests to measure our vocabulary learning process”. (B1 language learner, Eda).

These tests develop an atmosphere where all students feel like a part of the whole. With the help of the tests provided regularly and in different styles and forms, students had the chance of using their vocabulary in different circumstances and applying their knowledge by not being afraid of making mistakes. There was not any threat in front of their creative learning process. This reduced the effects of grade and exam centered studying habit of students. In that way, B1 language learners feel safe and more comfortable in the learning process. Feeling of confidence is a great factor in the learning process. This lowers the anxiety levels of language learners and provides ambition for learning.

B1 language learners also think that regular feedbacks in the form of numbers and reinforcement play an important role in the sense of achievement in the learning process. Pointing out the students' achievement in the right place at the right time is very important. They gain self-confidence and self-esteem. This gives a chance to feel a sense of accomplishment. The praise by teachers encourages them to have positive attitudes towards the subject matters. In general, the functions of formative assessment tools in language classes have a huge impact on students' motivation. They reduce the exam or test stress in the classroom. Formative assessment also helps language learners personalize and internalize their learning outcomes extensively.

Example 7:

“We feel safe in group work or pair work activities since we don't get criticized directly.” (B1 language learner, Alper).

They benefit from the use of group works. Group and pair work activities allow students also to work together and share their ideas. Working in groups is a common part of the classroom environment and may be a good approach for students

to take certain tasks, responsibilities or special projects. While it can be challenging for different personality types to work together on a language game, it has its advantages, both for the teachers and the students involved. The advantages of group work are more than just working together. They set a peaceful classroom atmosphere where students work in the actual classroom setting.

4. Can you tell us the things that you like most about formative assessment?

Formative assessment make vocabulary learning more concrete. For adult language learners, seeing the concrete result of their learning, both in the process of teaching and at the end of teaching time, is important. All the students confirm that:

Example 8:

“We find formative assessment idea while learning vocabulary quite useful because we can apply all the new learned vocabulary to real life or at least tests which make them more concrete and useful in our minds and our lives 😊”. (B1 language learners, Alper, Eda, Fatih and Selin).

Formative assessment allows language learners to practice language and see their current level of language. This has a huge impact on the learning process. Therefore, formative assessment take learners’ needs into account and provide better opportunities for effective vocabulary learning.

5. What important achievements have you accomplished since you took formative assessment tests in your vocabulary learning process?

B1 level language learners in language classes surely make progress in vocabulary and the formative assessment tests help them learn and internalize new words that taught in the language class and evaluated in the formative assessment tests.

Example 9:

“Regular tests help us remember our new learned and existing vocabulary at the same time.” (B1 language learner, Efe).

Furthermore, our students state that being exposed to formative assessment is useful for them to develop their vocabulary knowledge. Regarding the effectiveness of

formative assessment, interviewed students report that they learn new vocabulary more quickly and recall it better.

Keeping the students interested in learning process is one step forward of conducting a good language class. Young learners express their deepest interest and feelings while taking part in formative assessment tests. It is essential to know that learning process meets the needs of language learners. Otherwise, they will rebel against the teaching process, be discouraged and have negative attitudes towards subject matters. Therefore, formative assessment tools and tests generate much interest for language learners. Creating positive attitudes towards language, teachers, classmates and other stakeholders in learning process is the biggest achievement of language learners.

The results obtained through the interview on the use of formative assessment in EFL vocabulary learning showed that the majority of the students seemed to have positive attitudes towards the implementation of formative assessment.

CHAPTER 5

5.1. Conclusion

This chapter presents the summary of the findings, recommendations for future research and some comments on the educational implications of this research. It is really important to draw conclusions from both the interviews and the test results. They are crucial especially for the institution where this research was conducted because the vocabulary levels of the students were measured through a professional exam (PET) both at the beginning and at the end of the experiment.

5.2. Summary and Discussion

The purpose of the study was to investigate whether and to what extent the use of formative assessment techniques effected the EFL learners' vocabulary achievement. It also intended at interpreting students' attitudes and opinions towards the use of formative assessment techniques in their vocabulary learning process. The study was carried out in a private university with 100 B1 level students. Five groups were involved in the study, three experimental groups and two control groups. For these five groups I used the same teaching program with one difference: the experimental groups exposed to different formative assessment techniques in their vocabulary practice process. However, control groups received only traditional exercises and activities. Both qualitative and quantitative data were employed in the research. The quantitative data were collected through the pretest and post-test results. The qualitative data were obtained with the help of the semi-structured interview.

The analysis of the quantitative data (pre and post-tests) showed that there was a significant difference between pretest and post-test results for both experimental and control groups. Both the experimental and control group students improved their vocabulary knowledge during the course. However, in the experimental groups, the formative assessment techniques caused a more significant improvement in students' vocabulary achievement and gave much more effective results. Hence, there was a positive relationship between formative assessment and students' vocabulary enrichment.

It is important to state that they made a huge progress in a restricted time thanks to formative assessment techniques. The data analysis and results of the study showed the effectiveness of the formative assessment in students' vocabulary success. The

perception and attitudes of experimental group students showed that they reacted to this kind of method in vocabulary learning in a positive way. They expressed their fulfillment and towards formative assessment techniques. They liked almost all of the formative assessment techniques and thought it helped them to monitor their learning progress by giving them a sense of responsibility of their own learning. In the light of this study, it is expected that formative assessment techniques will be used to provide a different perspective for the evaluation of the students both to the teachers and to the students.

The value of assessment in the process of teaching has been well known. Assessment is crucial for the students' learning process. It plays an important role as a contributor and an aid in the process of meaningful learning where students can make connections between their existent knowledge and the new information. Formative assessment, especially, shows students their progress during teaching and learning process. They can see the concrete results or progress of their own learning process and adjust themselves accordingly. As students stated in the interviews, they started to see formative assessments as a way to learn more about themselves, not a threatening and stressor instrument. Especially the interviewees shared that the more they exposed to assessment, the more they learned about their weaknesses and strengths but at the same time they complained about teachers' threatening use of assessment grades as a barrier to their willingness to learn from their mistakes.

Another equally important point to consider is that the students do not learn from one another as they stated that traditional assessment was not a factor that motivated them to study cooperatively. This might be because of the type of the assessment that the teacher provided the students with. However, the same students stated that when they were assessed with formative assessment techniques, they studied cooperatively and perceived the success or failure as a group not as an individual, which created a team soul among them. Traditional assessment techniques do not provide them with the comfort that they need to share and learn the new information they have learned from their mistakes. Thus, the students need a variety of formative assessment techniques so that they can feel more productive and safe while learning a second language. Supplying them with the useful formative assessment techniques will increase the success of the students because they will easily concentrate on learning by

not being afraid of the evaluation of their success, thereby focusing on learning from their mistakes and even from their peers' mistakes.

As it can be seen from this study, the institution where this study was conducted had the necessary conditions and facilities for the use of formative assessment techniques such as the qualified course book *Interchange* in which formative assessment techniques can be easily integrated. What is more, the instructors should know the students profile better and analyze their needs and interests by using formative assessment. Moreover, the assessment strategies used in language classrooms should be assessed by experts and formative assessment techniques should be integrated so as to enhance the quality of the education in vocabulary language learning.

5.3. Recommendations for Future Research

This study can also be implemented in other Schools of Foreign Languages both in state and private universities in Turkey so as to determine their students' degree of success in vocabulary learning with formative assessment techniques and their point of view about the effectiveness of formative assessment in their vocabulary learning process. This study can also be applied in high schools in Turkey. This will help the authorities determine the quality of education. What is more, the instructors' point of views can be taken into consideration and they can be asked about the quality of assessment in universities and high schools along with their preferences. The time allotted to this study was restricted (eight weeks). There should be longitudinal studies in future to test the effectiveness of formative assessment on the vocabulary enhancement of second language learners. Future studies might also look at the influence of formative assessment types on long-term vocabulary learning.

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APPENDICES

APPENDIX A

Pilot Test

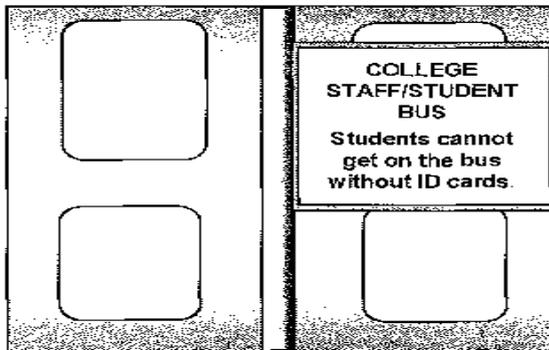
Test 1

PAPER 1 – READING TEST (1 hour)

READING Part 1/ Questions 1-5

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

1.

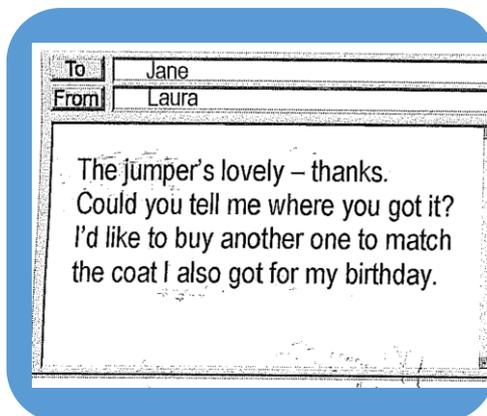


A. This bus service cannot be used by college staff unless they show ID cards.

B. Students can get their ID cards on the bus.

C. Students are not allowed on the bus unless they have ID cards.

2.



A. Laura liked the jumper Jane bought, but needs it in a different size

B. Laura wants to try to get the same jumper in a different color

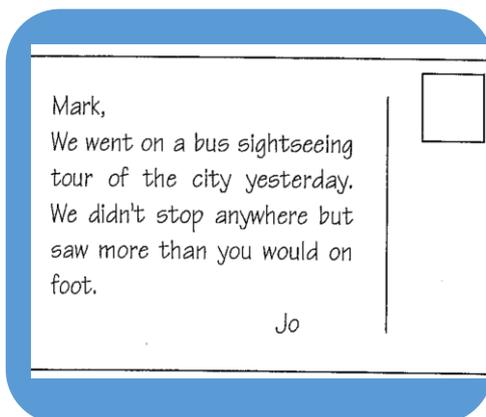
C. Laura received two jumpers which were the same, so wants to exchange one.

3. The library will

- A. Have shorter opening hours until next Friday
- B. change its opening hours next Friday
- C. open again to students next Friday.

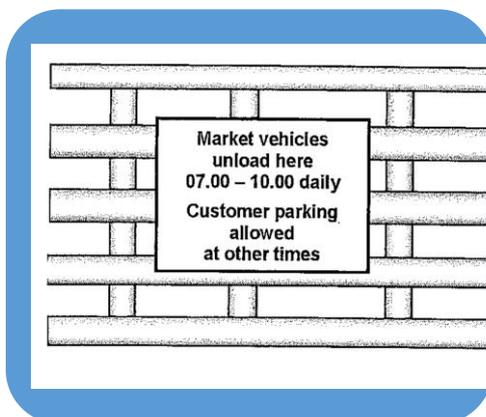


4.



- A. Jo is pleased with the number of the things she saw from the bus.
- B. Jo regrets not having walked around the city to look at the sights.
- C. Jo thinks there are better sightseeing tours than the one she took.

5.



- A. Customers may park outside the market for up to three hours.
- B. You may unload your vehicle here at any time.
- C. Customers may park here at times when vehicles are not unloading.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



6. Cristina wants to visit a museum with her daughter to see how people used to live. They want to have lunch there and buy some presents to take home. They will go by car.

- a. **Stackworth Museum** tells the history of the famous Stackworth family, and gives information about other well-known local people. These include poets, artists and writers. There is an excellent cafe and a car park.
- b. The rooms in **Scotwood Manor** are furnished as they were 100 years ago. The staff spend the day as people did then and are happy to explain what it was like. There are activity sheets for children and a shop with books, souvenirs and cards, as well as a good café and car park.



7. Joanne wants to visit a museum and see people making things. She has no car and would like to have lunch there.

- a. Freshwater was once an important fishing port. **Freshwater Museum**, inside the old harbour office, shows how the town developed and later became a tourist centre. There is an activity room for young children with DVDs, a large picnic area, car park, and good bus service.
- b. Fairley Museum is arranged like an old-fashioned village. You can see people working at their trades to produce tools, pots and even boats using traditional skills. There is a small picnic area in the car park but most people eat in the excellent café. The museum is on a bus route.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



8. Carl's hobby is painting pictures, so he would like to see the work of other painters who live in the area. He wants to have a snack at the museum. He travels by public transport.
- a. **Westerleigh Museum** is near the bus station, and contains exhibitions showing the town's development. In a separate room there are works by some well-known artists as well as changing exhibitions of work by local artists. Sandwiches, cakes and hot drinks are on sale in the café.
 - b. **Middleworth Museum** is full of objects from the past, which tell the story of different people who worked in the area, from factory workers to the men who built the canal and the railway. There is a Family Folder of things to do. The museum has a café and is near the bus and railway station.



9. Duncan wants to find out where local people worked in the past and what they did in their spare time. He wants to buy a book about the exhibition. He travels by bus.
- a. **Charberth Museum** is near the main bus station and has a rich collection of objects, 19th-century paintings and photographs showing life in the town over the centuries - the jobs people did and how they entertained themselves. An accompanying book showing the works on display is available from the Museum Shop as well as some attractive gifts. There is no café.
 - b. **Stackworth Museum** tells the history of the famous Stackworth family, and gives information about other well-known local people. These include poets, artists and writers. There is an excellent cafe and a car park.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



10. The Cannavaro family want to walk around a site which offers opportunities for the whole family to take part in activities. They want somewhere pleasant to eat their own sandwiches. They have a car.
- a. Set in beautiful countryside, the **Woodlands Museum** is arranged like a village of 100 years ago. To learn more about this period, visitors are encouraged to spend time doing practical things such as making pots and cooking. There is an adventure playground with a picnic area under the trees and parking.
 - b. Fairley Museum is arranged like an old-fashioned village. You can see people working at their trades to produce tools, pots and even boats using traditional skills. There is a small picnic area in the car park but most people eat in the excellent café. The museum is on a bus route.
-

Part 3

Questions 11-20

Read the text about The Short Story Society.

Look at the sentences below and decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet.

If it is not correct, mark B on your answer sheet.

www.shortstorysoc.com

Membership

email enquiries membership @shortstorysoc.com

The Short Story Society exists to help writers in Britain today. Started in 1899, the Short Story Society is now one of Britain's most active arts organisations.

- **Society Magazines**
- **National Short Story Compétition**
- **Education**
- **The Writers' Café**
- **Becoming a Member**

Society Magazines

We produce a range of excellent magazines, including the popular Short Story Review. This magazine includes short stories by some of Britain's top writers, as well as providing plenty of opportunities for new writers to have their work printed. Another magazine, Short Story News, has interviews with writers and is packed with information about events, competitions, festivals and the writing scene in general. To see a selection of articles from recent issues, follow the links on this website.

National Short Story Competition

We run the National Short Story Competition, the biggest competition of its kind. It is open to anyone aged 18 and over and short stories on any topic are accepted. Short stories should be between 1,000 and 1,500 words long. There is no entry fee for anyone belonging to the Society (non-members pay an entry fee of £5). The competition runs from April until the end of October each year. The ten best entries will appear in the Society's annual book of short stories. The actual winner will receive a publishing contract to produce his or her own collection of short stories.

Education

For nearly thirty years the Society has taken writers into classrooms, providing children and teachers with new ideas and building confidence in their own writing. Current projects include the Young Writer of the Year, which was started in 1998 and is open to writers aged 11-18. All winners receive book prizes and are invited to study on a five-day course taught by professional writers.

The Writers' Café

The Writers' Café is the social centre of the Society. Relaxed and stylish, with freshly cooked vegetarian food, excellent coffees and cold drinks, it is the ideal place to look through the Society's magazines. The Café also provides monthly exhibitions, short courses and readings. Its location is in the heart of London, and it is open from 11.00 am to 10.00 pm Monday to Friday and 11.00 am to 8.00 pm on Saturday. Society members receive discounts on selected products and events.

Becoming a Member

We have members worldwide, and anyone aged eighteen or over is welcome to join. If you are interested in joining The Short Story Society, [click here](#) and fill out a registration form.

- 11 The Short Story Society has existed for over a century.
 - 12 *Short Story Review* publishes work by inexperienced writers.
 - 13 Articles from one of the Society's magazines are available on the internet.
 - 14 Writers entering the National Short Story Competition must choose a subject suggested by the Society.
 - 15 It costs £5 for members of the Society to enter the National Short Story Competition.
 - 16 Each year, ten winning writers will be offered contracts to publish their own books.
 - 17 The Short Story Society visits schools to give pupils help with writing.
 - 18 Society members can attend regular events at the Writers' Café.
 - 19 The Writers' Café is situated just outside London.
 - 20 Children from anywhere in the world are able to become members of the Society.
-

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

New TV Star

Caroline Benson talks about her first TV role

'I never expected to spend some of my first year at university filming *The Finnegans*. I'd only ever acted at school, but I'd loved the book since I was eleven. My grandmother used to say I was just like Polly Finnegan and I always imagined myself playing her.

I'd taken a year off to go travelling before university. While I was in Chile, my mother emailed me to say there were plans to turn the book into a TV drama. I knew I had to go for the part. She was surprised at first, but sent my photograph to the director and persuaded him to meet me. I flew back and got the part.

The outdoor filming started a week into term, so I got permission from the university to be away for three weeks. Once I was back at university, I got up at 6.00 am to write the essays I'd missed. I didn't tell my university friends, but they found out and thought it was great.

It was an amazing experience – I'm so lucky. After university, I definitely want to make acting my career. I'm not from an acting family, though my grandfather was an opera singer. I've tried for other TV parts but haven't received any offers yet.

I don't know how I managed it all, because I had a full social life too. When filming finished, I hardly knew what to do. I've since appeared in two college plays. Unfortunately, I haven't been home much and now my first year at university is over, I'm off to Greece for the summer with friends.'

21 In this text, Caroline Benson is

- A advising students to finish studying before taking up acting.
- B describing how pleased she was about this opportunity to act.
- C warning other young people that acting is a difficult career.
- D explaining why she has always wanted to be an actor.

22 Why did Caroline decide to try for a part in *The Finnegans*?

- A She thought the book would make a great TV drama.
- B She agreed with her grandmother that she should apply.
- C She felt she was perfect for the part of Polly.
- D She was anxious about starting university.

23 What does Caroline say about her mother?

- A She encouraged Caroline to keep travelling.
- B She felt Caroline would be a good actor.
- C She was sorry she had emailed Caroline.
- D She helped Caroline to get the part.

24 How did Caroline manage to find time to do the filming?

- A She missed lectures and hoped nobody would notice.
- B She delayed going to university until filming was over.
- C She took time off and did her college work later.
- D She asked her friends to help with her essays.

25 Which of the following would Caroline write to a penfriend?

A

I'm going to continue with my studies, but hope to have the opportunity to do another TV programme soon.

B

Now I've finished both the filming and my first year at university, I plan to spend more time with my family.

C

I enjoyed filming the TV drama but I've missed having a social life – I don't know what to do at weekends.

D

Acting is more difficult than I'd expected, but I've learned a lot from other members of my family who work in the business.

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 A most B more C very D too

Answer:

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

Grass

Grass is probably the (0) successful living plant in the world. There are over 9,000 different types of grasses and they are (26) in every region on the earth. They are the (27) flowering plants that can exist in the freezing (28) of the Arctic and the Antarctic.

Grasslands support a wide range of animal life, from tiny insects and birds to huge animals like cows and lions. All of them (29) on grass in one way or another.

Grass (30) very quickly after it is cut or (31) Unlike other plants, the new leaves grow from (32) the soil, not from the top of the plant. That is (33) large families of animals are able to live together in one area. As (34) as they have eaten all the grass there, a fresh meal is always (35) because the plants start to grow again.

- | | | | | |
|----|---------------|------------|-------------|--------------|
| 26 | A noticed | B realised | C caught | D found |
| 27 | A single | B one | C only | D special |
| 28 | A environment | B scene | C situation | D background |
| 29 | A depend | B build | C turn | D hang |
| 30 | A repeats | B recovers | C reduces | D remains |
| 31 | A hurt | B broken | C injured | D damaged |
| 32 | A beside | B behind | C below | D beyond |
| 33 | A why | B where | C what | D when |
| 34 | A fast | B soon | C quickly | D often |
| 35 | A available | B present | C free | D complete |

PAPER 2 LISTENING TEST (approximately 35 minutes)

Part 1

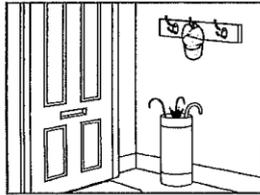
Questions 1–7

There are seven questions in this part.

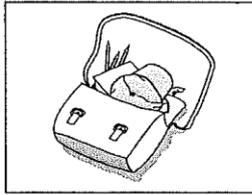
For each question there are three pictures and a short recording.

Choose the correct picture and put a tick (✓) in the box below it.

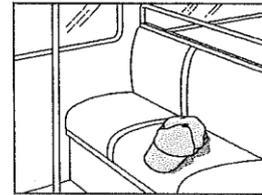
Example: Where is the girl's hat?



A

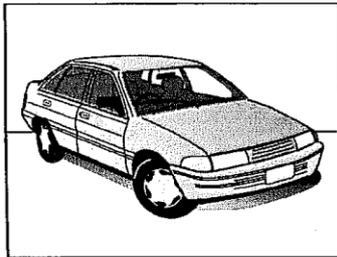


B

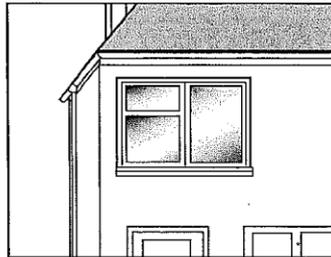


C

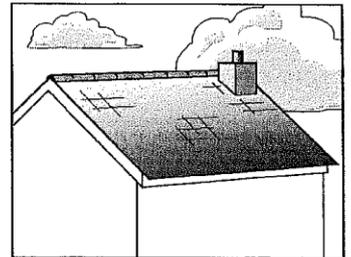
1 What was damaged in the storm?



A

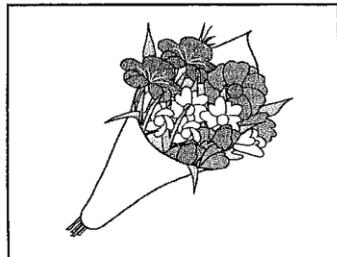


B

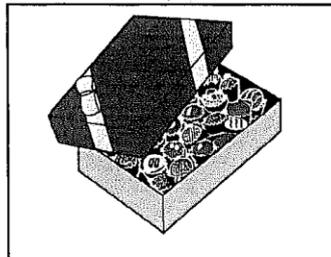


C

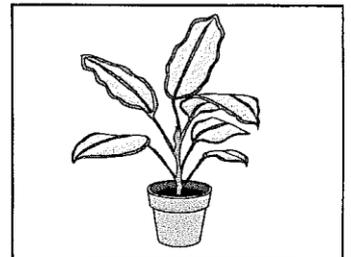
2 What present does the man decide to take?



A

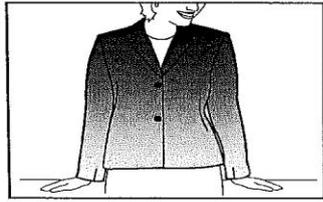


B

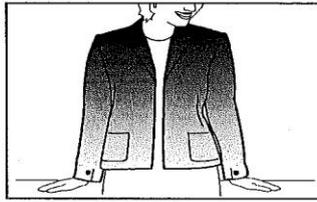


C

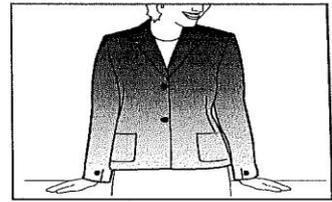
3 Which is the woman's jacket?



A

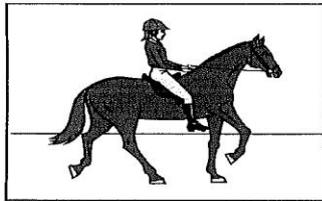


B

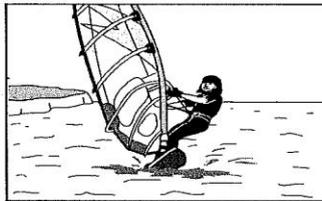


C

4 Which sport is not included in the price of the holiday?



A

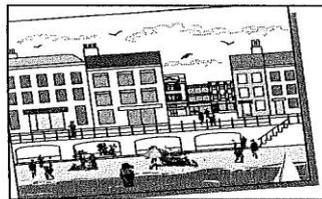


B



C

5 Which postcard will they send?



A

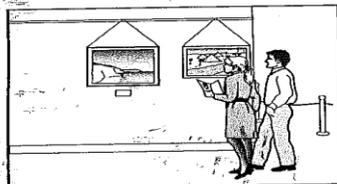


B



C

6 Where do they decide to go?



A



B

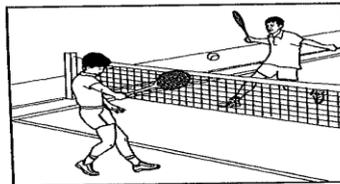


C

7 What will the boy do first?



A



B



C

Part 2

Questions 8–13

You will hear an English woman called Britta talking to an interviewer about her life in Berlin, the capital of Germany.

For each question, put a tick (✓) in the correct box.

-
- 8 How long has Britta lived in Berlin? A four years
B six years
C twenty years
- 9 What does Britta say about living in Berlin? A She can't sleep at night because of the traffic noise.
B She misses the museums and theatres in Bonn.
C She likes living in a big, busy city.
- 10 The area of Berlin where Britta lives is A a rather expensive place to live.
B a good place to eat out.
C a long way from the city centre.
- 11 How does Britta usually travel around in Berlin? A She walks.
B She uses her bicycle.
C She uses the tram or bus.
-
- 12 Britta says that her nephew, Philippe, likes going A to the park with her.
B to the shops with his parents.
C to a gallery with her.
- 13 Britta has lots of friends who A live near her.
B work with her.
C are still in England.
-

Part 3

Questions 14-19

Look at the six sentences for this part.

You will hear a conversation between a boy, Carl, and a girl, Susanna, about a school concert.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
14 Susanna feels shy about playing her violin in public.	<input type="checkbox"/>	<input type="checkbox"/>
15 Carl and Susanna share the same opinion about practising their instruments regularly.	<input type="checkbox"/>	<input type="checkbox"/>
16 Susanna's parents refuse to allow her to give up violin lessons.	<input type="checkbox"/>	<input type="checkbox"/>
17 Carl's aim is to have a career in music.	<input type="checkbox"/>	<input type="checkbox"/>
18 Susanna thinks she would enjoy working in another country.	<input type="checkbox"/>	<input type="checkbox"/>
19 Carl persuades Susanna to take part in the concert.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

Pre-Test and Post-test Questions

Dear Friends,

This test is PET (Preliminary English Test- for B1) developed by Cambridge ESOL (English for Speakers of Other Languages) which is an institution of worldwide famous Cambridge University. The results of this test will be used for a study which will explore the Effect of Formative Assessment on Vocabulary Enrichment of EFL students. Your answers are very important for this study. Thank you for your participation.

Dinemis Handan YURTDAKAL

Değerli Arkadaşlar,

Bu test, dünyaca ünlü Cambridge Üniversitesi'nin bir kuruluşu olan Cambridge ESOL tarafından geliştirilmiş, PET (Preliminary English Test- B1 seviyesi) sınavıdır. Bu testin sonuçları, Biçimlendirici Değerlendirmenin İngilizce kelime edinimine etkisini araştıran bir çalışmada kullanılacaktır. Test sorularını bilginizi yansıtacak şekilde cevaplamanızı rica ederim.

Katılımınız için teşekkür ederim.

Dinemis Handan YURTDAKAL

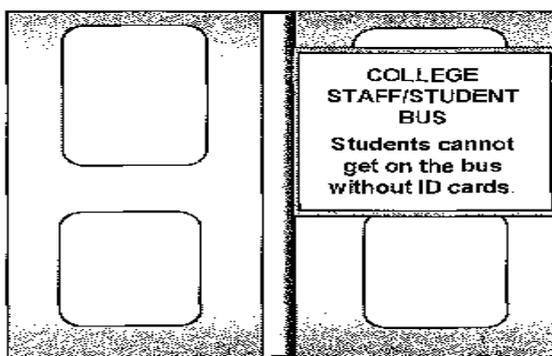
Test 1

PAPER 1 – READING TEST (1 hour)

READING Part 1/ Questions 1-5

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

1.

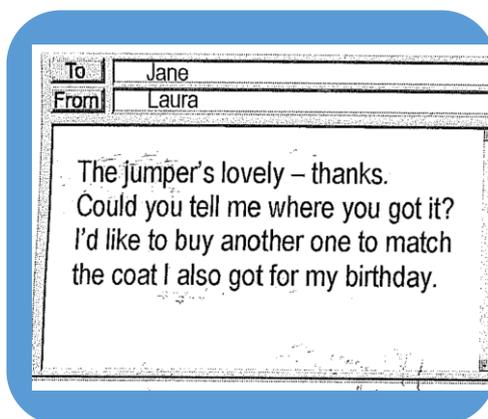


A. This bus service cannot be used by college staff unless they show ID cards.

B. Students can get their ID cards on the bus.

C. Students are not allowed on the bus unless they have ID cards.

2.

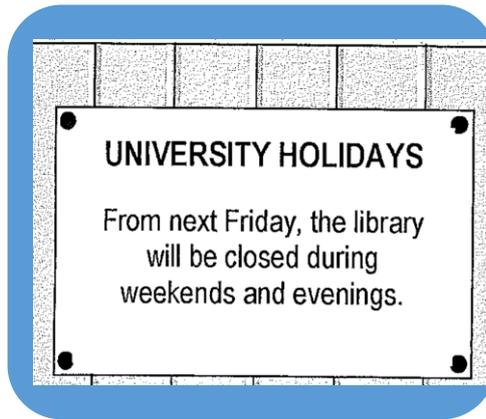


A. Laura liked the jumper Jane bought, but needs it in a different size

B. Laura wants to try to get the same jumper in a different color

C. Laura received two jumpers which were the same, so wants to exchange one.

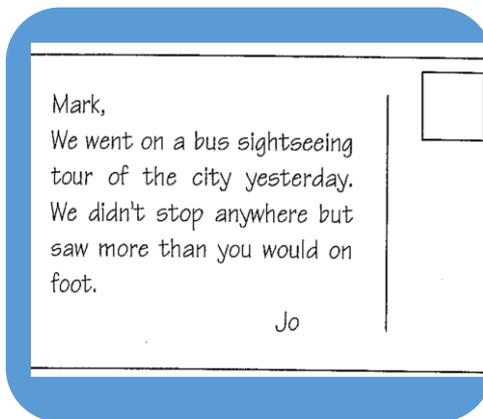
3.



The library will

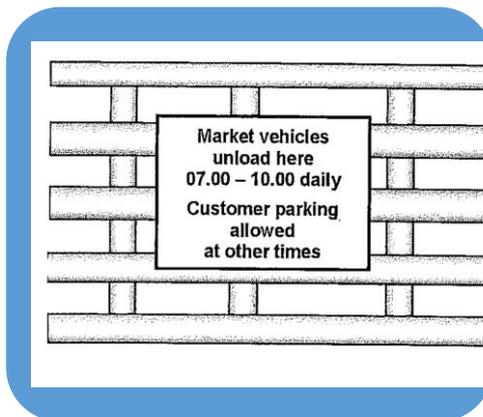
- A. Have shorter opening hours until next Friday
- B. change its opening hours next Friday
- C. open again to students next Friday.

4.



- A. Jo is pleased with the number of the things she saw from the bus.
- B. Jo regrets not having walked around the city to look at the sights.
- C. Jo thinks there are better sightseeing tours than the one she took.

5.



- A. Customers may park outside the market for up to three hours.
- B. You may unload your vehicle here at any time.
- C. Customers may park here at times when vehicles are not unloading.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



6. Cristina wants to visit a museum with her daughter to see how people used to live. They want to have lunch there and buy some presents to take home. They will go by car.

- a. **Stackworth Museum** tells the history of the famous Stackworth family, and gives information about other well-known local people. These include poets, artists and writers. There is an excellent cafe and a car park.
- b. The rooms in **Scotwood Manor** are furnished as they were 100 years ago. The staff spend the day as people did then and are happy to explain what it was like. There are activity sheets for children and a shop with books, souvenirs and cards, as well as a good café and car park.



7. Joanne wants to visit a museum and see people making things. She has no car and would like to have lunch there.

- a. Freshwater was once an important fishing port. **Freshwater Museum**, inside the old harbour office, shows how the town developed and later became a tourist centre. There is an activity room for young children with DVDs, a large picnic area, car park, and good bus service.
- b. Fairley Museum is arranged like an old-fashioned village. You can see people working at their trades to produce tools, pots and even boats using traditional skills. There is a small picnic area in the car park but most people eat in the excellent café. The museum is on a bus route.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



8. Carl's hobby is painting pictures, so he would like to see the work of other painters who live in the area. He wants to have a snack at the museum. He travels by public transport.

- a. **Westerleigh Museum** is near the bus station, and contains exhibitions showing the town's development. In a separate room there are works by some well-known artists as well as changing exhibitions of work by local artists. Sandwiches, cakes and hot drinks are on sale in the café.
- b. **Middleworth Museum** is full of objects from the past, which tell the story of different people who worked in the area, from factory workers to the men who built the canal and the railway. There is a Family Folder of things to do. The museum has a café and is near the bus and railway station.



9. Duncan wants to find out where local people worked in the past and what they did in their spare time. He wants to buy a book about the exhibition. He travels by bus.

- a. **Charberth Museum** is near the main bus station and has a rich collection of objects, 19th-century paintings and photographs showing life in the town over the centuries - the jobs people did and how they entertained themselves. An accompanying book showing the works on display is available from the Museum Shop as well as some attractive gifts. There is no café.
- b. **Stackworth Museum** tells the history of the famous Stackworth family, and gives information about other well-known local people. These include poets, artists and writers. There is an excellent cafe and a car park.

PART 2

Questions 6-10

The people below all want to visit a museum.

Decide which museum would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-B) on your answer sheet.



10. The Cannavaro family want to walk around a site which offers opportunities for the whole family to take part in activities. They want somewhere pleasant to eat their own sandwiches. They have a car.

- a. Set in beautiful countryside, the **Woodlands Museum** is arranged like a village of 100 years ago. To learn more about this period, visitors are encouraged to spend time doing practical things such as making pots and cooking. There is an adventure playground with a picnic area under the trees and parking.
- b. Fairley Museum is arranged like an old-fashioned village. You can see people working at their trades to produce tools, pots and even boats using traditional skills. There is a small picnic area in the car park but most people eat in the excellent café. The museum is on a bus route.

Part 3

Questions 11-20

Read the text about The Short Story Society.

Look at the sentences below and decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet.

If it is not correct, mark B on your answer sheet.

www.shortstorysoc.com

Membership

email enquiries membership @shortstorysoc.com

The Short Story Society exists to help writers in Britain today. Started in 1899, the Short Story Society is now one of Britain's most active arts organisations.

- **Society Magazines**
- **National Short Story Compétition**
- **Education**
- **The Writers' Café**
- **Becoming a Member**

Society Magazines

We produce a range of excellent magazines, including the popular Short Story Review. This magazine includes short stories by some of Britain's top writers, as well as providing plenty of opportunities for new writers to have their work printed. Another magazine, Short Story News, has interviews with writers and is packed with information about events, competitions, festivals and the writing scene in general. To see a selection of articles from recent issues, follow the links on this website.

National Short Story Competition

We run the National Short Story Competition, the biggest competition of its kind. It is open to anyone aged 18 and over and short stories on any topic are accepted. Short stories should be between 1,000 and 1,500 words long. There is no entry fee for anyone belonging to the Society (non-members pay an entry fee of £5). The competition runs from April until the end of October each year. The ten best entries will appear in the Society's annual book of short stories. The actual winner will receive a publishing contract to produce his or her own collection of short stories.

Education

For nearly thirty years the Society has taken writers into classrooms, providing children and teachers with new ideas and building confidence in their own writing. Current projects include the Young Writer of the Year, which was started in 1998 and is open to writers aged 11-18. All winners receive book prizes and are invited to study on a five-day course taught by professional writers.

The Writers' Café

The Writers' Café is the social centre of the Society. Relaxed and stylish, with freshly cooked vegetarian food, excellent coffees and cold drinks, it is the ideal place to look through the Society's magazines. The Café also provides monthly exhibitions, short courses and readings. Its location is in the heart of London, and it is open from 11.00 am to 10.00 pm Monday to Friday and 11.00 am to 8.00 pm on Saturday. Society members receive discounts on selected products and events.

Becoming a Member

We have members worldwide, and anyone aged eighteen or over is welcome to join. If you are interested in joining The Short Story Society, [click here](#) and fill out a registration form.

- 11 The Short Story Society has existed for over a century.
 - 12 *Short Story Review* publishes work by inexperienced writers.
 - 13 Articles from one of the Society's magazines are available on the internet.
 - 14 Writers entering the National Short Story Competition must choose a subject suggested by the Society.
 - 15 It costs £5 for members of the Society to enter the National Short Story Competition.
 - 16 Each year, ten winning writers will be offered contracts to publish their own books.
 - 17 The Short Story Society visits schools to give pupils help with writing.
 - 18 Society members can attend regular events at the Writers' Café.
 - 19 The Writers' Café is situated just outside London.
 - 20 Children from anywhere in the world are able to become members of the Society.
-

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

New TV Star

Caroline Benson talks about her first TV role

'I never expected to spend some of my first year at university filming *The Finnegans*. I'd only ever acted at school, but I'd loved the book since I was eleven. My grandmother used to say I was just like Polly Finnegan and I always imagined myself playing her.

I'd taken a year off to go travelling before university. While I was in Chile, my mother emailed me to say there were plans to turn the book into a TV drama. I knew I had to go for the part. She was surprised at first, but sent my photograph to the director and persuaded him to meet me. I flew back and got the part.

The outdoor filming started a week into term, so I got permission from the university to be away for three weeks. Once I was back at university, I got up at 6.00 am to write the essays I'd missed. I didn't tell my university friends, but they found out and thought it was great.

It was an amazing experience – I'm so lucky. After university, I definitely want to make acting my career. I'm not from an acting family, though my grandfather was an opera singer. I've tried for other TV parts but haven't received any offers yet.

I don't know how I managed it all, because I had a full social life too. When filming finished, I hardly knew what to do. I've since appeared in two college plays. Unfortunately, I haven't been home much and now my first year at university is over, I'm off to Greece for the summer with friends.'

21 In this text, Caroline Benson is

- A advising students to finish studying before taking up acting.
- B describing how pleased she was about this opportunity to act.
- C warning other young people that acting is a difficult career.
- D explaining why she has always wanted to be an actor.

22 Why did Caroline decide to try for a part in *The Finnegans*?

- A She thought the book would make a great TV drama.
- B She agreed with her grandmother that she should apply.
- C She felt she was perfect for the part of Polly.
- D She was anxious about starting university.

23 What does Caroline say about her mother?

- A She encouraged Caroline to keep travelling.
- B She felt Caroline would be a good actor.
- C She was sorry she had emailed Caroline.
- D She helped Caroline to get the part.

24 How did Caroline manage to find time to do the filming?

- A She missed lectures and hoped nobody would notice.
- B She delayed going to university until filming was over.
- C She took time off and did her college work later.
- D She asked her friends to help with her essays.

25 Which of the following would Caroline write to a penfriend?

A

I'm going to continue with my studies, but hope to have the opportunity to do another TV programme soon.

B

Now I've finished both the filming and my first year at university, I plan to spend more time with my family.

C

I enjoyed filming the TV drama but I've missed having a social life – I don't know what to do at weekends.

D

Acting is more difficult than I'd expected, but I've learned a lot from other members of my family who work in the business.

Part 5

Questions 26-33

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A most B more C very D too

Grass

Grass is probably the (0) successful living plant in the world. There are over 9,000 different types of grasses and they are (26) in every region on the earth. They are the (27) flowering plants that can exist in the freezing (28) of the Arctic and the Antarctic.

Grasslands support a wide range of animal life, from tiny insects and birds to huge animals like cows and lions. Grass (29)..... very quickly after it is cut or damaged. Unlike other plants, the new leaves grow from (30)..... The soil, not from the top of the plant. That is (31)..... large families of animals are able to live together in one area. As (32)..... as they have eaten all the grass there, a fresh meal is always (33)..... because the plants start to grow again.

- 26 A noticed B realised C caught D found
27 A single B one C only D special
28 A environment B scene C situation D background

29

- A repeats B recovers C reduces D remains

30

- A beside B behind C below D beyond

31

- A why B where C what D when

32

- A fast B soon C quickly D often

33

- A available B present C free D complete

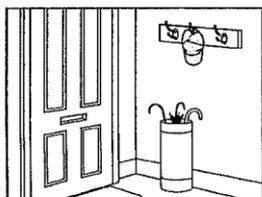
PAPER 2 LISTENING TEST (approximately 35 minutes)

Part 1

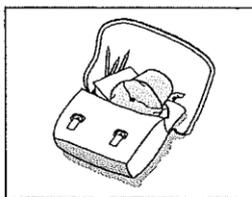
Questions 1–7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

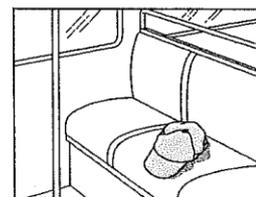
Example: Where is the girl's hat?



A

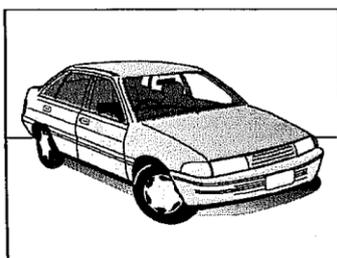


B

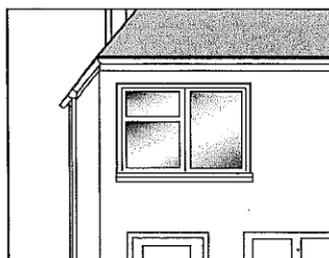


C

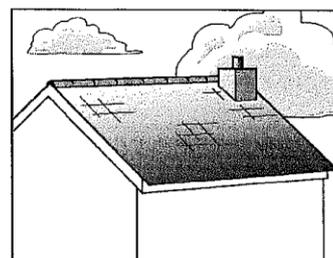
1 What was damaged in the storm?



A

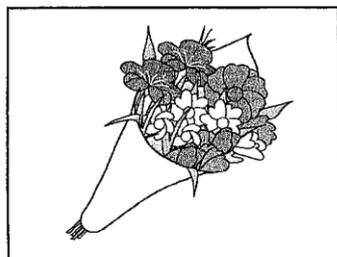


B

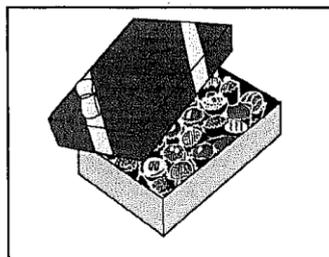


C

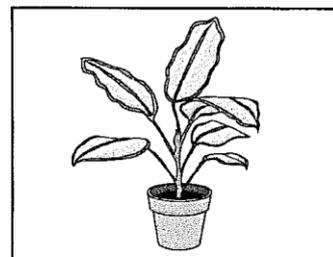
2 What present does the man decide to take?



A



B

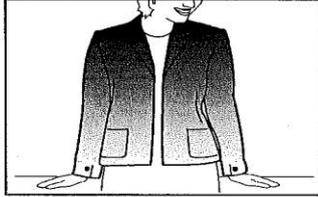


C

3 Which is the woman's jacket?



A

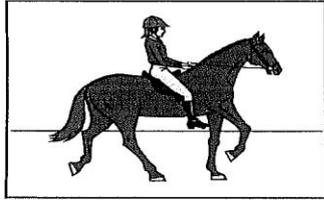


B

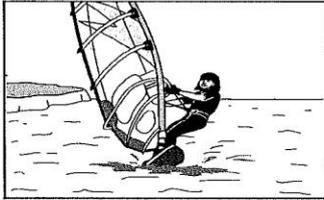


C

4 Which sport is not included in the price of the holiday?



A



B

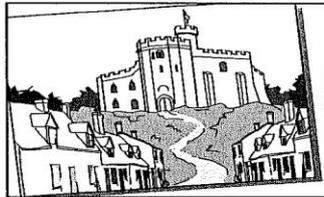


C

5 Which postcard will they send?



A



B



C

12 Britta says that her nephew, Philippe, likes going

A to the park with her.

B to the shops with his parents.

C to a gallery with her.

13 Britta has lots of friends who

A live near her.

B work with her.

C are still in England.

Part 3

Questions 14-17

Look at four sentences in this part.

You will hear a conversation between a boy, Carl, and a girl, Susanna, about a school concert. Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
14. Susanna feels shy about playing her violin in public.	<input type="checkbox"/>	<input type="checkbox"/>
15. Susanna's parents refuse to allow her to give up violin lessons.	<input type="checkbox"/>	<input type="checkbox"/>
16. Carl's aim is to have a career in music.	<input type="checkbox"/>	<input type="checkbox"/>
17. Susanna thinks she would enjoy working in another country.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

Pilot Test Answer Key

Test 1

Paper 1 Reading

Part 1

1 C 2 B 3 B 4 A 5 C

PART 2

6 B 7 B 8 A 9 A 10 A

PART 3

11 A 12 A 13 A 14 B 15 B 16 B 17 A 18 A 19 B 20 B

PART 4

21 B 22 C 23 D 24 C 25 A

PART 5

26 D 27 C 28 A 29 B 30 C 31 A 32 B 33 A

Paper 2 Listening

Part 1

1 C 2 B 3 C 4 B 5 A 6 B 7 B

Part 2

8 C 9 C 10 B 11 A 12 C 13 A

Part 3

14 B 15 B 16 A 17 A 18 B 19 A

APPENDIX D

Pretest-Post-test Answer Key

Test 1

Paper 1 Reading

Part 1

1 C 2 B 3 B 4 A 5 C

PART 2

6 B 7 B 8 A 9 A 10 A

PART 3

11 A 12 A 13 A 14 B 15 B 16 B 17 A 18 A 19 B 20 B

PART 4

21 B 22 C 23 D 24 C 25 A

PART 5

26 D 27 C 28 A 29 A 30 B 31 D 32 C 33 A 34 B 35 A

Paper 2 Listening

Part 1

1 C 2 B 3 C 4 B 5 A 6 B 7 B

Part 2

8 C 9 C 10 B 11 A 12 C 13 A

Part 3

14 B 15 A 16 A 17 B

APPENDIX E

Semi-Structured Interview Questions

1. How well do you think formative assessment meet the needs of second language learners?
2. Are formative assessment techniques useful in the process of vocabulary learning?
3. Do you feel safe while taking regular tests? If not, please tell us why.
4. Can you tell us the things that you like most about formative assessment?
5. What important achievements have you accomplished since you took formative assessment tests in your vocabulary learning process?

APPENDIX F

Formative Assessment Activities

Figure 9. Written Questions

Written questions



To cut by putting food through a food chopper or food grinder.

In this kind of questions, students are asked to write the word that he/she can see the picture and the definition of it.

Figure 10. Multiple Choice Questions

Multiple choice questions



- a. emerge
- b. temper
- c. melt
- d. ferment



- a. emerge
- b. dry
- c. undertake
- d. extract

Multiple choice questions make students agree on the suitable word for the picture. Teacher is supposed to find the pictures and write the words, quizlet gives them in a quiz format. It is a suitable and practical tool which can be used as a formative assessment feedback. Since it gives immediate feedback to the teacher and students and it is easy to prepare, the researcher frequently used this tool throughout the study.

Figure 11. True/False Questions

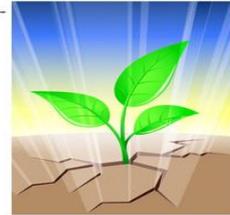
True/False questions

. undertake –



True False

undertake –



CORRECT: This is *false*.

It should be **undertake** –



True/ false questions make students decide on whether the word given near the picture carries the meaning of the picture or not. According to their answer, students receive immediate feedback as in the picture on right. If they make a mistake, quizlet provides the meaning of the word with its picture. This is useful for especially visual learners.

APPENDIX G

Metacognition

Example 1

What did we do?	
What did I learn today?	
How can I apply it?	
What questions do I still have about it?	

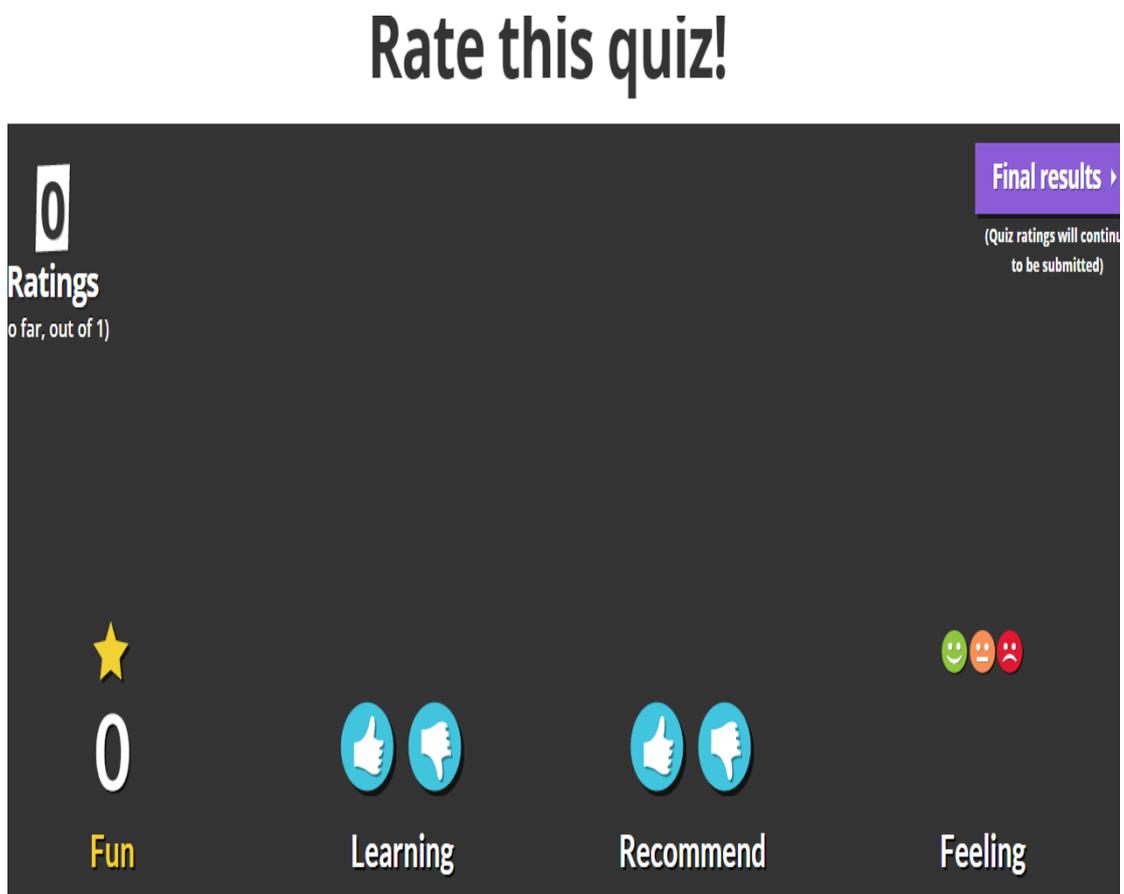
Example 2

3	Things I learned today....
2	Things I found interesting...
1	Question I still have....

APPENDIX H

Kahoot

Figure 12. Kahoot-Rating



APPENDIX I

Skill Based Formative Assessment Instrument

Figure 13. Skill Based Formative Assessment Instrument

Going places 9

Exam practice

LISTENING Part 2

 9b You will hear a man talking on the radio about a hotel.
For each question choose the best answer, A, B or C.

Exam Tip 

Remember, you will hear words or information from all the options in the text, but only one of the options has the same meaning as the text. Listen and read carefully to find the right answer.

- 1 The Icehotel at Jukkasjarvi
A has to be rebuilt every year.
B is perfect for all types of guest.
C is a long distance from the nearest airport.
- 2 According to the speaker, the village of Jukkasjarvi
A is a good place to go out in the evenings.
B has limited opportunities for sightseeing.
C has very good facilities for tourists.
- 3 People visiting the hotel need to know that
A there will be no ice sculptures this year.
B bookings cannot be made for December.
C the hotel will not be finished until mid January.
- 4 Guests who wish to do the ice-sculpture class
A can choose what time they want to do it.
B must be able to speak English or Swedish.
C do not need to bring anything with them.
- 5 The speaker warns listeners that the trips offered by the hotel are
A very popular.
B fairly dangerous.
C rather expensive.
- 6 The speaker says that heated accommodation
A is reserved for those who need it most.
B is preferable to the ice rooms.
C is available if you choose to use it.

WRITING Part 3

Your English teacher has asked you to write a story. Your story must have the following title:

An amazing journey

Write your story. Write about 100 words.

Exam Tip 

Make a list of all the vocabulary you will need before you start writing. Think about what will happen in the story. Who will the characters be? You only have 100 words so plan carefully or you may have to stop writing when you are still in the middle of your story.

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APPENDIX J

Multiple Choice Questions as Formative Assessment Instrument

Figure 14. Summative Instrument as a Formative Assessment Tool

Test Four (Units 16-20)

Choose the correct letter A, B or C.

- 1 I've seen every single programme in The Natural World series since it started in 1985 – it's my favourite
A sitcom B thriller C documentary
- 2 One World is a programme that examines what is happening on the political scene today.
A current affairs B historical documentary C natural history
- 3 Let's get Dad this for his birthday. He's not too keen on fiction.
A thriller B horror story C travel book
- 4 According to this report, a lot of people who buy best-selling books never actually them.
A finish B end C complete
- 5 It's much cheaper to books from the library than it is to buy them.
A lend B take C borrow
- 6 Before I buy tickets for a show I always read the in the newspapers to make sure it's worth seeing.
A reviews B articles C headlines
- 7 I usually walk to school as the trains and buses are so in the morning.
A quiet B crowded C exciting
- 8 The is much more beautiful in the countryside than in the town.
A scenery B atmosphere C transport
- 9 Please tell me what the next says. I want to check that we are on the right road.
A crossroads B signpost C roundabout
- 10 Which of the following is what is left of an ancient building?
A ruin B cathedral C gallery
- 11 Where would you go if you wanted to buy medicine?
A grocer's B department store C chemist's
- 12 Which of these has water coming out of it and is often found in town squares?
A pavement B fountain C tower
- 13 We were sitting at the back but we could the actors very clearly.
A watch B look C see
- 14 You must collect your tickets at least half an hour before the starts.
A drama B theatre C play

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