

Portfolio Assessment Versus Traditional Assessment Techniques: A Case Study on
the Proficiency Development and Classroom Practices of EFL Students in a Turkish
Military High School

Thesis Submitted to the
Institute for Graduate Studies in Social Sciences
in partial fulfillment of the requirements for the degree of

Master of Arts
In
English Language Education

by
Mustafa Sağlam

Boğaziçi University

2005

ACKNOWLEDGEMENTS

I am pleased to acknowledge the substantial contributions of those who assisted me in completing this thesis. My heartfelt thanks go to the members of my thesis committee Assist. Prof. Yasemin Bayyurt, Assist. Prof. Derin Atay, and Assist. Prof. Sibel Tatar for their valuable comments and suggestions during the writing process of this thesis.

I am particularly indebted to my supervisor Assist. Prof. Yasemin Bayyurt for having been a more than kind advisor, a colleague and a friend. This thesis would not have been completed without her. I would like to thank her for her substantial advice, gentle redirections, precious criticisms as well as constant encouragement. She patiently reviewed my drafts, contributed to all and every single process of the study.

I am very grateful to Prof. Ayşe Akyel for her valuable contribution to the design of the study and to conceptualize the theoretical framework. I would like to thank Assist. Prof. Belma Haznedar, who accepted me as a half-semester student, on my advisor's absence and who contributed to the title of this thesis at the final stage. I would also like to appreciate Assist. Prof. Gülcan Erçetin who assisted me to create the design of the study and to find relevant research questions. I am also grateful to Dr. Ali Işık who guided me to find out this interesting topic of research and for his invaluable contributions to my becoming a real teacher at the institution I am working now via his in-service training specially designed to my needs. I am also grateful to Col. Abdurrahman Ülker for letting me collect data at school and Lt. Col. Murat

Özüdoğru, Lt. Col. Nejat Töngür, Cpt. Fatih Sağlam, and Cpt. Bahadır Bozkurt for their support during my MA studies.

I would like express my sincere gratitude to my friend Yavuz Akbulut who always helped to communicate with the department and provided psychological support whenever I needed. I would particularly like to thank my friends and colleagues Filiz Çele, Neslihan Aslan, Vasfiye Geçgin, Gürel Çelik, Gülşen Dindaroğlu, Bahadır Parlak, Hasan Zöğ, Hakan Özkütükçü and Tarkan Aden for their support during the completion of this thesis.

Moreover, many thanks go to the Turkish Armed Forces, and Kuleli Military High School for their facilities which assisted me to overcome the difficulties throughout the entire study.

Lastly, but the most importantly, I further gratitude to my beloved wife Gülşah Ürkmez Sağlam, who provided me with constant support, patience, and understanding throughout the writing process of this thesis.

ABSTRACT

Portfolio Assessment Versus Traditional Assessment Techniques: A Case Study on
the Proficiency Development and Classroom Practices of EFL Students in a Turkish
Military High School

by

Mustafa Sağlam

This thesis aims at investigating the possible effects of portfolio assessment on proficiency development and classroom practices of EFL students as opposed to traditional assessment techniques.

There were two types of assessment procedures used in the study: portfolio assessment and traditional assessment. 42 eleventh grader EFL students (two sections) in a Turkish military high school were elected by means of Oxford Placement Test 1 B1 & B2 and randomly assigned as experimental and control groups. In the middle and at the end of the treatment they were given an abbreviated version of Cambridge First Certificate Examination (CFCE). The teacher of these sections also kept a teacher log during the twelve-week period when the study was conducted. Data were analyzed using Pearson product moment correlation coefficient (Pearson r), and t -test procedures. Qualitative data were analyzed via content analysis suggested by Bordens and Bruce (2002).

The results of the analyses indicated that students receiving portfolio assessment performed significantly higher than those of the ones who received traditional assessments in two different administrations of CFCE. Portfolio assessment scores

were also consistent with the scores received in CFCE. On the other hand, first and second administration of CFCE indicated that students' scores did not differ within the experimental group. In other words, there was little or no proficiency development on repeated measures. Finally, the qualitative data revealed that portfolio assessment had a positive impact on students' classroom practices, improvement in the course, and feelings of monitoring their own progress.

The results are interpreted in the light of profits of portfolio assessment in the literature (Barootchi & Khezarz, 2002; Fourie & Niekerk, 2001; Lockledge & Weinmann, 2001 and Simon & Forgette-Giroux, 2000 and Underwood, 1998). The students in the study benefited from the use of portfolio assessment through several aspects. They had higher grades, better tracked their development, and had higher amount of interaction than those of the students who received traditional assessment.

KISA ÖZET

Portföy Değerlendirmesi İle Geleneksel Değerlendirme Tekniklerinin Karşılaştırılması: Bir Türk Askeri Lisesi'nde Yabancı Dil Olarak Öğrenen İngilizce Öğrencilerin Genel Dil Becerilerindeki Gelişme ve Sınıf Uygulamaları Hakkında Örnek Bir Durum Çalışması

Mustafa Sağlam

Bu tez İngilizce'yi yabancı dil olarak öğrenen öğrencilerin genel dil becerilerindeki gelişmeler ve bu öğrencilerin sınıf uygulamaları açısından portföy değerlendirmesi ile geleneksel ölçme ve değerlendirme metotlarının olası etkilerini ortaya koymayı hedeflemektedir.

Bu çalışmada iki farklı değerlendirme aracı kullanılmaktadır: Portföy değerlendirmesi ve geleneksel değerlendirme. İngilizce'yi yabancı dil olarak öğrenen 42 Türk askeri lise öğrencisi (iki kısım) kendilerine uygulanan Oxford Seviye Tespit Sınavı Test 1 B1 ve B2'nin ardından kısım olarak deney ve kontrol grupları olarak rasgele atanmışlardır. Çalışmanın ortasında ve sonunda gruplara Cambridge First Certificate Examination (CFCE) sınavının kısaltılmış bir türevi uygulanmıştır. Bu iki kısmın İngilizce öğretmeni, çalışmanın icra edildiği 12 haftalık süre boyunca bir günlük tutmuştur. Elde edilen veriler Pearson korelasyon formülü (Pearson r) ve t-testi uygulanarak, nitel veriler de içerik analizi yöntemi ile analiz edilmiştir.

Bu analizlerin sonuçları portföy değerlendirmesine tabi tutulan öğrencilerin geleneksel tekniklerle değerlendirilen öğrencilere oranla CFCE sınavının her iki uygulamasında da önemli derecede daha yüksek notlar aldıklarını ortaya koymuştur.

Aynı zamanda, portföy değerlendirmesi ile elde edilen notların CFCE sınavında alınan notlarla tutarlılık gösterdiği tespit edilmiştir. Bunun yanı sıra, CFCE sınavının her iki uygulamasında deney grubundaki öğrencilerin CFCE sınav sonuçlarında bir farklılık gözlenmemiştir. Başka bir deyişle, tekrar edilen ölçümde öğrencilerin genel dil seviyelerinde farklılık ortaya çıkmamıştır. Son olarak, nitel veriler portföy değerlendirmesinin öğrencilerin sınıf uygulamalarında, İngilizce gelişimlerinde ve kendi gelişimlerini algılamada olumlu etkilerinin olduğunu ortaya koymuştur.

Sonuçlar, literatürdeki portföy değerlendirmesinin yararları ışığında yorumlanmıştır (Barootchi & Kheavars, 2002; Fourie & Niekerk, 2001; Lockledge & Weinmann, 2001; Simon & Forgette-Giroux, 2000; Underwood, 1998). Bu çalışmaya katılan öğrencilerin, portföy değerlendirmesinden olumlu yönde yararlandıkları gözlenmiştir. Bu öğrencilerin geleneksel metotlarla değerlendirilen öğrencilerle karşılaştırıldıklarında daha iyi notlar aldıkları, kendi gelişimlerini daha iyi gözlemledikleri ve birbirleri ile daha iyi iletişim kurdukları sonuçlarına varılmıştır.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	iii
ABSTRACT	v
KISA ÖZET	vii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES.....	xi
LIST OF TABLES	xii
INTRODUCTION	13
1.1 Introduction	13
1.2 Background of the Study	13
1.3 The Definition of Important Terms	15
CHAPTER 2	18
REVIEW OF THE LITERATURE	18
2.1 Introduction.....	18
2.2 Assessment.....	18
2.2.1 General Purposes of Assessment	18
2.2.2 Assessment Purposes Specific to Individual Stakeholders.....	19
2.3 Qualities of assessment	22
2.4 Methods and Instruments of Assessment.....	23
2.5 Traditional Assessment	25
2.6 Alternative Assessment.....	26
2.6.1 Portfolios: an Alternative Method of Assessment.....	29
2.6.2 Purposes of Portfolio Assessment and Other Relevant Issues	30
2.6.3 Portfolio Definitions	31
2.6.4 Different Types of Portfolios and Portfolio Contents.....	32
2.6.5 The Benefits of Portfolios	35
2.6.6 Challenges of Portfolio Assessment.....	37
2.6.7 Commitment in Portfolio Assessment.....	39
2.7 Portfolio Assessment: Student Proficiency and Participation.....	40
2.8 Conclusion.....	43
CHAPTER 3	44
METHODS AND PROCEDURES.....	44
3.1 Introduction	44
3.2 Aim.....	44
3.3 Definitions and Measurement of Variables	45
3.4 Participants	45
3.5 Treatment.....	47
3.6 Data Collection.....	51
3.6.1 The Design of an Assessment Portfolio	51
3.6.2 Cutting Edge Review Tests.....	54
3.6.3 Cambridge First Certificate Examination (CFCE)	55
3.6.4 Teacher Log.....	57
3.7 Data Analysis	57
3.7.1 The Analysis of Teacher Log.....	60
3.8 Conclusion.....	61

CHAPTER 4	62
RESULTS	62
4.1 Introduction	62
4.2 Results.....	63
4.2.1 Portfolio Assessment vs. Traditional Assessment	63
4.2.1.2 Repeated Measures of Students' Proficiency Development.....	69
4.2.1.2 Consistency of Portfolio Assessment.....	72
4.2.3 Students' Participation, Improvement, and Monitoring Progress.....	74
4.2.3.1 Student Participation	74
4.2.3.2 Student Improvement in English	78
4.2.3.3 Students' Feelings of Monitoring Their Progress:	79
4.3 Conclusion.....	80
CHAPTER 5	82
DISCUSSION AND CONCLUSION.....	82
5.1 Introduction	82
5.2 Discussion.....	83
5.3 Pedagogical Implications.....	85
5.4 Limitations and Suggestions for Further Research	87
APPENDIX A- SAMPLE MODULE FROM CUTTING EDGE STUDENTS BOOK	89
APPENDIX B- OBJECTIVES AND TASKS.....	100
APPENDIX C- OXFORD PLACEMENT TEST 1 B1&B2.....	108
APPENDIX C1- SCORES IN OXFORD PLACEMENT TEST 2B1&B2.....	112
APPENDIX D- CUTTING EDGE REVIEW TESTS	113
APPENDIX D1- STUDENTS' SCORES IN CUTTING EDGE REVIEW TESTS	132
APPENDIX E- CAMBRIDGE FIRST CERTIFICATE EXAMINATION (CFCE)	133
APPENDIX E1- CFCE COMPUTER VERSION	146
APPENDIX E2- STUDENTS' SCORES IN CFCE (FIRST AND SECOND ADMINISTRATIONS	156
APPENDIX F-ANALYTICAL RATING SCALE	157
APPENDIX G- TEACHER LOG	1589
REFERENCES	180

LIST OF FIGURES

Figure 3.1	The Scatterplot Distribution of Oxford Placement Test Scores Correlations.....	46
Figure 4.1	Histograms and Q-Q Plots for CFCE First Administration for Control and Experimental Groups.....	65
Figure 4.2	Histograms and Q-Q Plots for CFCE Second Administration for Control and Experimental Groups:	66
Figure 4.3	Scatterplot Diagrams of Portfolio Scores and CFCE scores:.....	72

LIST OF TABLES

Table 3.1	Correlation Coefficient for the Two Groups	47
Table 3.2	Activities of control and experimental groups during the study:.....	53
Table 3.3	Inter-rater coefficients for portfolio tasks.....	55
Table 3.4	Reliability coefficients for <i>Cutting Edge Review Tests</i>	56
Table 3.5	Reliability coefficients for CFCE.....	59
Table 3.6	Data Analysis for Research Question	59
Table 4.1	Means and Standard Deviations of CFCE Scores after First and Second Administration.....	64
Table 4.2	The Result of t-test for the First Administration of CFCE:.....	67
Table 4.3	T-test results for the Second Administration of CFCE Test:	68
Table 4.4	Means and Standard Deviations of CFCE Scores of Experimental Group in the First and Second Administration:.....	70
Table 4.5	T-test Analysis of Students' Repeated Measures of Proficiency Development:.....	71
Table 4.6	Percentages in Reading, Grammar, Vocabulary and Writing:	71
Table 4.7	Correlation Coefficients of Portfolio Scores and CFCE Scores:	73

CHAPTER 1

INTRODUCTION

1.1 Introduction

As an alternative to traditional method of assessment, portfolios have become widespread in English as a Second Language (ESL) contexts, primary and secondary education, language arts classes in schools and composition programs in colleges in the USA (Hamp-Lyons & Condon, 2000; O'Malley & Pierce, 1996). Portfolios can be defined as the collection of student work with the intent of displaying students' progress and outcomes overtime in one or more skills or areas. The portfolio should engage students in reflecting on and assessing their own studies and work, done both individually and collaboratively. (Gillespie, Ford, Gillespie, & Leavell, 1996; Paulson, Paulson & Meyer, 1991; Wolf & Siu-Runyan, 1996).

The present study is an attempt to identify possible effects of portfolio assessment on the students' proficiency development and their classroom practices. It is claimed that portfolio assessment as opposed to traditional assessment methods would reveal better results in students' proficiency development, and it would enhance their classroom practices.

1.2 Background of the Study

There have been changes in theories of learning and teaching, which is reconceptualized through research since the 1970s. Psychological theories, especially constructivism, which is grounded on the work of Piaget, Vygotsky and Bruner have made a great contribution to this change (Anderson, 1998). In constructivism, it is claimed that "we as human beings have no access to an objective

reality since we are constructing our version of it, while at the same time transforming it and ourselves” (Fosnot, 1996, p. 23). Even though this philosophy is not directly related to grading, it has some implications for assessment (Anderson, 1998). From the definition of constructivism, it can be understood that knowledge is not obtained through rote-learning alone but is a process of construction and transformation in the brain. These reconceptualizations of knowledge, instruction and assessment have led to some criticisms of traditionally used assessment methods, such as tests consisting of multiple-choice, matching, true-false, fill-in-the-blanks and short answer items, which require students to use none or limited productive language. Resnick and Klopfer indicate that “ ‘fill in the bubble’ or multiple choice tests do not represent recent improvements in our understanding of what and how students learn” (as cited in O’Malley & Pierce, 1996. p. 2). These types of tests are not useful for collecting the different kinds of information, and are not seen to be sufficient to assess complex and varied student learning (Aschaber, 1991; Brown & Hudson, 1998; Genesee, 2001; Huerta-Macias, 1995; O’Malley & Pierce, 1996). Instruction and assessment must complement the complex nature of knowledge and take place in a form that makes the process of knowledge construction and transformation observable to some extent.

Recently, these criticisms have caused a rapid expansion of interest in alternatives to traditional methods of assessment in language education. Portfolios as alternative methods of assessment have come to the fore as a possible solution to the problems mentioned above. Portfolios make the assessment of the multiple dimensions of language learning on a day-to-day basis and bring variety into classrooms, through which the student and teacher motivation is increased (Brown & Hudson,

1998; Smolen, Newman, Wathen & Lee, 1995). Moreover, Paulson et al. (1991) claim that they are like windows into individual minds, thereby revealing a lot about their creators. Also, they have the potential to permit students to demonstrate the multidimensional aspects of what they have learned (Anderson, 1998; Cole, Ryan, Kick, & Mathies, 2000; Paulson et al., 1991; Smolen et al., 1995). This power of portfolios enables teachers to assess students' performance on different levels, such as application and interpretation, and in various skills or areas. Murphy and Camp claim that "portfolios become an integral part of instructional process rather than a discrete, separate activity" (as cited in Weigle, 2002, p. 205), so they make the ongoing analysis of goals and objectives of the instructional process possible. In this way, any mismatches among goals, objectives, instruction and finally the assessment can be pinpointed and necessary modifications can be made. In classrooms where portfolios are used, the student is no longer a passive absorber of knowledge but a critical thinker who analyzes and applies facts rather than just repeating them. This new concept of student role will naturally be related to changes in instruction as well. Portfolio assessment highlights this change, and portfolios as innovations in assessment might contribute to the solution of the aforementioned problems related to the traditional ways of assessment.

1.3 The Definition of Important Terms

There are six significant terms used frequently in this thesis might need further clarification: traditional assessment, alternative assessment, portfolio, self-assessment, self-reflection and accountability. These terms are briefly explained

below:

Traditional assessment: Assessing student performance with tests consisting of selected response test items (e.g., multiple choice, true-false, matching), or constructed response test items (e.g., fill-in, short answer) which require students to select from a set of options, or produce limited performance.

Alternative assessment: Performance or personal response assessments such as role plays, group discussions, portfolios which attempt to assess student performance directly and require students to show what they really know.

Portfolio: Portfolios may be defined as the collection of student work with the intent of displaying students' progress and outcomes overtime in one or more skill or areas. The portfolio should engage students in reflecting on and assessing their own work, done both individually and collaboratively (Gillespie et al., 1996; Paulson et al., 1991; Wolf & Siu-Runyan, 1996).

Self-assessment: A process in which students examine both production and process of their learning by setting criteria for achievement, applying it into their performance, setting some learning goals for themselves and working towards these goals (O'Malley & Pierce, 1996).

Self-reflection: An introspective act in which students examine both production and processes of their learning, and express their emotions and thoughts about what they are learning (Johnson & Rose, 1997).

Accountability: A requirement of language tests that they be answerable to the interests and needs of taking them (McNamara, 2000, p.131).

Classroom Practices: It is consisted of students' participation in the course

with regard to the study time allotted to English, regular study time, their motivation, the amount of revision, the frequency of reflection sessions and student/student/s or teacher-student/s interaction

Proficiency Development: It is defined as any change in students' level of English in standardized testing.

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter reviews the literature on assessment, traditional and alternative assessment, portfolios as an alternative method of assessment, and studies on portfolios.

2.2 Assessment

Assessment plays a significant role in education; according to Lambert and Lines (2000), "it is an organic part of teaching and learning" (p. 2). Assessments can vary according to purpose of the assessor and method of data collection (Airasian, 2000). Purposes can be defined broadly as formative or summative or more specifically in relation to different stakeholders in the process of education such as administrators, teachers and students. Brown and Hudson (1998) further provide a framework dividing methods of assessment into selected-response, constructed response, and personal response assessments.

2.2.1 General Purposes of Assessment

Assessment serves to make decisions on measuring learner proficiency, placing students in appropriate classes according to their language proficiency, measuring the degree of student progress, and diagnosing student knowledge of a subject before the subject itself is taught (Brown, 1995; Gronlund, 1998; Short, 1993). These classical purposes of assessment — proficiency, placement,

achievement, and diagnostic — can be considered in two broad categories: formative and summative assessment (Airasian, 2000; Black, 1999; Gronlund, 1998).

Formative assessment occurs during the educational process, and is concerned with the short term collection of learning evidence, monitoring and guiding a process mainly in day-to-day classroom practice. Achievement and diagnostic assessments are forms of formative assessment. Formative assessment generally occurs in the form of quizzes, unit tests, informal observations, homework, pupil questions, worksheets, or periodic assessment of a product, such as a writing sample completed during the class time (Airasian, 2000; Black, 1999; Gronlund, 1998).

Summative assessment, on the other hand, judges the achievement of a process at its final stage for reporting or reviewing purposes. The results of summative assessment are usually used for judging the success of individual teachers or schools as a whole, or grading students. Summative assessment consists of formal tests, projects, and term papers. Assessments which measure student proficiency and place them into appropriate levels are forms of summative assessment (Airasian, 2000; Black, 1999; Gronlund, 1998).

2.2.2 Assessment Purposes Specific to Individual Stakeholders

Assessment is important for all participants of educational process: administrators, teachers, and students as well. According to Maki, “assessment is a means of discovering – both inside and outside of the classroom – what, how, when, and which students learn and develop an institution’s expected learning outcomes”

(2003b, p.1). In this way, administrators and institutions can benefit from the assessment results. They can identify the strengths and weaknesses of programs, designate program priorities, plan and improve them (Dietel, Herman & Knuth, 1991).

Taking the issue from the teachers' perspective, Airasian (2000) defines assessment as "the collection, synthesis, and interpretation of information to aid the teacher in decision making" (p.10). Thus, assessment results can also aid teachers to evaluate the degree to which their instruction is effective. Moreover, they can determine to what extent course goals and objectives were realistic, methods and materials of instruction were appropriate to the needs of the students, and whether learning experiences were sequenced and organized properly. Adjustments made through these outcomes can create better learning opportunities for students (Gronlund, 1998).

Hancock (1994) emphasizes student factor in the process of assessment. According to Hancock, assessment is "an ongoing strategy through which student learning is not only monitored but by which students are involved in making decisions about the degree to which their performance matches their ability" (p.1). According to Gronlund (1998) assessment can improve student learning by improving student motivation, leading to retention and transfer of learning, and promoting self-assessment.

Assessments can help student motivation by providing feedback about their learning and improvement, thereby helping them to decide on short-term goals (Gronlund, 1998). Bachman and Palmer (1996) claim that the form of feedback

given to students affects the students directly. So, feedback merely in the form of a score should be supplemented by additional types of feedback, such as verbal descriptions, that can help students to interpret their scores better. Moreover, the sequence of feedback is also important. Descriptions of student performance should be given before the students learn their scores. Having received meaningful and relevant feedback, the students can set learning goals for themselves more easily and more effectively.

Assessments can lead to retention and transfer of learning as well. Gronlund (1998) states that this can happen if the measurements of student performance aims at higher level learning outcomes including understanding, application and interpretation. In this way, students' attention will be drawn to the practice and the interpretation of the skills they need to develop. If the assessment's learning outcome is restricted to the lower, knowledge level only, the retention and transfer of learning might not occur because the skills, applications and interpretations will not be reinforced in practice.

When done periodically and supported by sufficient feedback, assessments can help students to become aware of their strengths and weaknesses. Students can gain insight into what they can and cannot do in general or in a specific skill in various areas. Moreover, this feedback can help them to set criteria for achievement and set learning goals. Later, applying the criteria to their performances, and working towards their learning goals, they can assess both the production and process of their learning (O'Malley & Pierce, 1996).

2.3 Qualities of assessment

Regardless of its purpose, any assessment instrument should have certain characteristics such as validity, reliability, fairness and accountability (Airasian, 2000; Gronlund, 1998; McNamara, 2000).

Validity is concerned with whether the evidence of learning gathered through assessment reflects exactly what the assessment method intends to assess. Gronlund states that “validity refers to the appropriateness and meaningfulness of the inferences we make from assessment results for some intended use” (p. 23). Thus, it is not a characteristic of the assessment results but of the inferences made out of them. Valid interpretations from the assessment results require clear definition of the domain to be assessed, clear specification of learning outcomes and assessment tasks prepared in accordance with these outcomes.

Reliability refers to the consistency of assessment information. That is, to be reliable, the assessment results should produce accurate representation of the student performance, thereby leading to same results every time it is used to assess the same person. Otherwise the results would not render useful interpretations. For this reason, reliability is considered to be necessary to obtain valid inferences from the assessment results (Bachman & Palmer, 1996; Brown, 1995; Gronlund, 1998).

Fairness requires careful preparation and application of assessment procedures. As long as the learning outcomes are clearly explained to the students, assessment procedures are designed according to the instruction and at the appropriate level of student performance, and free from racial or gender biases, the assessment is accepted to be fair (Gronlund, 1998).

Additionally, McNamara (2000) argues that an assessment instrument should be answerable to the interests and needs of the ones who are immediately affected by the assessment, namely students. According to McNamara, students are rarely informed about what is expected from them in the exams they are taking. In fact, they should be given detailed information about the content of these exams, and the item types. This is a requirement of assessment accountability.

In order to realize these qualities, it is not a matter of choosing one type of assessment instrument, but of using a variety of them. In this way, the goal of achieving effective decisions concerning student performance and making a more comprehensive interpretation of student achievement can be attained because using multiple methods it is more likely for the assessment to address unique learning outcomes existing in individual instructional contexts (Gronlund, 1998; Maki, 2003a).

2.4 Methods and Instruments of Assessment

There is a variety in methods and instruments of assessment as well. Brown and Hudson (1998) divide the assessment methods into three groups: selected response assessments, constructed response assessments and personal-response assessments. These three methods differ largely in the extent to which they demand active production of language by students.

Selected response assessments consist of tests composed of test items such as true-false, matching, and multiple-choice. These types of assessments do not require students to create any language but to choose from among a limited set of options. These assessments are most appropriate for receptive skills like reading and listening.

One advantage of these assessments is that their scoring is relatively fast, easy and objective. However, these types of assessments are relatively difficult to construct as well since the test production requires the selection of effective distractors (Brown, 1995).

Constructed-response (or supply response) test items involve fill-in, short answer test items, and fairly traditional performance assessments such as essay writing or interviews. Unlike selected response assessment, constructed response assessments allow students to produce language, but in a limited amount and context. These assessments are considered to be appropriate for measuring productive skills like speaking and writing, yet, they might also be beneficial for observing the interactions of receptive and productive skills as well. For example, in a performance assessment, a student might read two articles and write a compare and contrast essay (Brown & Hudson, 1998).

The last group, personal response assessments, covers conferences, self and peer assessments, and portfolios (Airasian, 2000; Brown & Hudson, 1998; Gronlund, 1998). Personal response assessments allow students to actually produce language and create opportunity for each student to express himself/herself differently, thereby letting them communicate as they like. Therefore, they can be categorized as individualized assessments. These assessments are considered to be beneficial because they can be directly integrated into the curriculum and enable teachers to assess student learning in a continuous manner throughout the term of instruction.

Brown and Hudson's (1998) three different methods of assessment are commonly classified under two broad categories: traditional assessments, still most fre-

quently used by the teachers all around the world, and alternative assessments (or alternatives in assessment), suggested as possible replacements or supplements to traditional assessments.

2.5 Traditional Assessment

According to Brown and Hudson's (1998) model, traditional methods of assessment are selected response assessments consisting tests with true-false, matching, multiple choice test items, and constructed response assessments such as tests consisting of fill-in and short answer test items, and timed essays.

Anderson (1998) describes a number of qualities of traditional assessments: In traditional assessment, knowledge is generally accepted as an objective reality that can be reached by everyone in the same way; learning is a passive process which requires students to memorize the knowledge transferred by the text or instructor; information is mastered as pieces, not a whole; student learning is only monitored and students are classified and ranked according to the ones 'who know' and 'who do not know'; while cognitive abilities are emphasized, students' attitudes towards the type of assessment is neglected; students do not participate in the assessment process, and lastly, the assistance students might need in accomplishing a task is not taken into consideration in the process of assessment.

As mentioned by Brown and Hudson, in true-false, matching, multiple choice tests, students are not required to create any language. For this reason, Herman (1992) claims that meaningful learning is not the focus of traditional assessments. Herman also states that according to today's cognitive researchers and theorists, meaningful learning is "reflective, constructive, and self-regulated"

(p.5). However, traditional tests, selected response items in particular, reduce learning to the “presence or absence of discrete bits of information” (Herman, 1992, p.8). What students learn from such tests is that for every question, there is a single correct answer and, for every problem, a single correct solution, so the student’s task is to concentrate on finding this correct answer or solution (Eisner, 1991).

Traditional methods of assessment have been the focus of some criticisms for contradicting the new concept of teaching and assessment framed by cognitive research. Educators from different backgrounds have claimed that because traditional tests do not require students to use any productive language, they are not useful for collecting different kinds of information about individual students, and are not sufficient to assess complex and varied student learning. Teachers have expressed the need for assessment methods which are more like instructional activities in classrooms to aid learning more effectively (Aschaber, 1991; Brown & Hudson, 1998; Genesee, 2001; Huerta-Macias, 1995; O’Malley & Pierce, 1996). This perceived need has led to a rising interest in alternatives to traditional methods of assessment in language education.

2.6 Alternative Assessment

Alternative assessment can be seen as a reforming movement, away from traditional selected response and constructed response assessments to types of assessment which may be more sensitive to the goals of curriculum (McNamara, 2000). Alternative assessment procedures include some performance assessments, such as role plays and group discussions, and personal response assessments, such as check-

lists of student behaviors or products, journals, reading logs, videos of role plays, audiotapes of discussions, self-evaluation questionnaires, exhibitions, conferences, self and peer assessment questionnaires, and portfolio assessment (Brown & Hudson, 1998; Huerta-Macias, 1995; McNamara, 2000).

According to Hancock (1994), alternative assessment is “the ongoing process involving the student and teacher in making judgments about the student’s progress in language using non-conventional strategies” (p. 2). There have been several labels used to describe the alternatives to traditional methods of assessment. The most common labels are ‘direct assessment’, ‘authentic assessment’, ‘performance assessment’, while the most generic one is ‘alternative assessment’ (Worthen, 1992). Whatever these assessment methods are called, they all share one central feature: They are all seen as alternatives to traditional assessment and the problems associated with such assessment (Huerta-Macias, 1995; Worthen, 1992).

Different from traditional assessment, alternative assessment methods tap into higher level thinking and problem solving skills, so students are evaluated on what they integrate and produce rather than on what they memorize and recall. These methods reflect the curriculum being implemented in the classroom, thereby allowing students to be assessed on what they normally do in class every day. This characteristic enables them to be seen as non-intrusive on regular class activities, and to focus on processes as well as products. Therefore, they provide detailed information about both strengths and weaknesses of each student (Brown & Hudson, 1998; Huerta-Macias, 1995).

Even though alternative assessments are said to represent what they attempt to assess and provide favorable classroom assessment opportunities, they inherit a set of problems related to practicality, time management, objectivity and standardization, reliability and validity.

To administer alternative assessments require more time than giving pencil and paper tests because the scoring is not done by machines but via human judgment. The results of a portfolio project conducted by Salinger and Chittenden indicated that although teachers thought portfolios were a beneficial experience for students and a more friendly mode of testing children, one-third of the teachers reported that time management was an issue (as mentioned in Bushman & Schnitker, 1995).

Apart from time, assuring objectivity and standardization in scoring is another problem. Brown and Hudson (1998) state these assessments involve subjective scoring and are relatively difficult to produce and organize because establishing grading criteria are complicated when it is considered that these assessments allow unique student performances. These issues make training and the monitoring of scoring processes more necessary than in other forms of assessment (McLean & Lockwood, 1996).

As for reliability and validity, Huerta-Macias – one of the advocates of alternative assessments – argues that,

Alternative assessments are in and of themselves valid, due to the direct nature of the assessment. Consistency is ensured by the auditability of the procedure (leaving evidence of decision making processes), by using multiple tasks, by training judges to use clear criteria, and by triangulating any decision making process with varied sources of data (for example, students, families and teachers), Alternative assessment consists of valid and reliable procedures that avoid many of the problems inherent in traditional testing including norming, linguistic, and cultural biases (p. 10).

Brown and Hudson (1998), on the other hand, articulate their concerns about Huerta-Macias' just cited argument by claiming that such a stance could easily bring about "irresponsible decision making" (p. 656). Further, they insist on the necessity of sound procedures to ensure the reliability and validity of alternative assessments. According to Brown and Hudson, the strategies listed by Huerta-Macias above are important but not enough to prove validity and reliability. They argue that alternative assessment procedures must be designed, piloted, analyzed, and revised in the same way as all other assessment procedures are. Thus, it can be said that "the reliability and validity of the procedures can be studied, demonstrated, and improved" (Ibid., p. 656).

Worthen (1992) also signals some potential problems concerning the alternative assessments waiting to be solved, such as training of teachers and reaching standardization in scoring. However, he does not hesitate to report that:

I believe that alternative assessment holds great promise. It has the potential to enrich and expand the very nature of the information that assessments provide. It should be the backbone of assessment procedures within individual classrooms. ... Indeed, education's ultimate goals should be directly represented in the complex performances selected as the alternative assessment tasks (pp. 446-447).

Worthen (1992) believes that alternative assessment can be an effective method of measuring learning as long as it is directly linked to educational goals and supported by other assessment methods. One of the methods of alternative assessment, namely portfolios, seems to have the potential to serve in such a role.

2.6.1 Portfolios: an Alternative Method of Assessment

Portfolios have been used by professionals such as photographers, artists and architects, to keep their pieces and sketches in progress in order to display

them to others. The inspiration of educators by these files can be traced back to late 1980's. The use of portfolios in education as an assessment instrument started with language art classes in primary schools and then expanded to higher levels of education (Genesee & Upshur, 1996; O'Malley & Pierce, 1996). The shift away from traditionally used assessments in language classes became the driving force behind the popularity of portfolios as an alternative instrument to assess language performance. Portfolios may differ in their purposes, and so exist in various types determined by these purposes. Being a form of personal-response assessment, portfolios attempt to reflect direct and unique student performance. For this reason, they inherit the benefits of individualized assessments, such as fairly easy integration of assessment into curriculum, assessing varied student learning, or improving learning. On the other hand, portfolios are challenged by the issues alternative assessment face in general. These are time demands, need for professional training and problems of assessment qualities such as reliability and validity (Brown & Hudson, 1998). Because of these challenges, portfolio implementation requires committed portfolio implementers.

2.6.2 Purposes of Portfolio Assessment and Other Relevant Issues

Similar to assessment methods in general, portfolios vary in purpose. The reasons for using portfolios as an assessment instrument can “range from global celebration of students’ accomplishments to summative evaluations of student or school progress, to content for student and/ or teacher self-reflection, to opportunities for formative evaluation” (Herman, Gearhart & Baker, 1993, p. 202). The purpose for which portfolios are prepared can determine the structure, content, and process of portfolios.

In fact, each decision related to one of these elements “represents a point along a dimension” (Hamp-Lyons & Condon, 2000. p. 150). The dimensions to consider in any portfolio assessment can be examined under three categories: 1) who controls the assessment, 2) who controls the portfolio contents, and 3) who controls the context in which the portfolio is prepared.

It is important to decide who will perform the assessment of portfolios. Either an authority, a teacher or an outside reader, would make the assessment or the students themselves would assess their own performances. Again, portfolio contents would either be pre-specified by the teacher or an outside assessor, or be optionally determined by the students themselves. The place where portfolios are prepared can either be controlled by the assessor, usually being the instructional atmosphere, the classroom, or the context can be open and students can prepare their portfolios at home, for instance.

Such a diversity in options for portfolio assessment leads to different, overlapping definitions of portfolios themselves.

2.6.3 Portfolio Definitions

Different definitions of portfolios and portfolio assessment ranging from simple to complex exist in the literature. Tierney, Carter and Desai (1991) claim that the portfolio is an evidence of achievements and skills that must be updated as a person changes and grows. According to Paulson et al. (1991):

A portfolio is a purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for

judging merit, and evidence of student self-reflection. A portfolio provides a complex and comprehensive view of student performance in context. It is a portfolio when the student is a participant in rather than the object of assessment. It provides a forum that encourages students to develop the abilities needed to become independent self-directed learners. (pp. 60-63)

As can be seen above, *portfolios* have the potential of showing student learning over time and is not a one-shot evaluation of student accomplishment. One more elaborate definition of portfolio is provided by Wolf & Siu-Runyan (1996): “A portfolio is a selective collection of student work and records of progress gathered across diverse contexts over time, framed by reflection and enriched through collaboration, that has as its aim the advancement of student learning” (p.31). In addition to the notion of collection in portfolios, Wolf & Siu-Runyan mention variety in contexts. Portfolio contexts can range from kindergartens to colleges or universities, from individual classrooms to school-wide level, from ESL to EFL contexts (Hirvela & Pierson, 2000; Mullin, 1998; O’Malley & Pierce, 1996; Tierney et al., 1991; Weigle, 2002). Results of a study done by Kiernan (2002) revealed that portfolio assessment is implementable at university level, English as a foreign language context (EFL) and contributes to the improvement of learners.

Herman, Gearhart, and Baker (1993) argue that even though portfolio is simply a collection of student work, the meaning of collection itself can abound in diversity, which is apparent in different types of portfolios.

2.6.4 Different Types of Portfolios and Portfolio Contents

There is not one single type of portfolio. In fact, Tierney et al. (1991) assert that portfolios can take various shapes and forms. The form of a portfolio varies according to its purposes (Hirvela & Pierson, 2000; Wolf & Siu-Runyan, 1996). Wolf

and Siu-Runyan mention three distinct portfolio models: ownership portfolios, feedback portfolios, and accountability portfolios.

An *ownership portfolio* is a personalized collection of student work which displays student's progress in the target skills and which focuses on student choice and self-assessment. The ownership portfolio is loosely structured. It contains student-generated records of progress, and periodic reflections of the student on his/her own learning. The only owner and author of the ownership portfolios is the student. Ownership portfolios encourage students to explore, extend, display and reflect on their own learning. The purpose of an ownership portfolio is to promote student ownership over his/her own learning. In achieving this purpose, it is essential that students be encouraged to make decisions about what they want to learn and evaluate their own learning.

A *feedback portfolio* is an end-product of cooperative work shared by students, teachers, and even other stakeholders in the educational process. The main purpose of these portfolios is to guide teachers and students in identifying effective instructional and learning strategies by providing a comprehensive view of student learning. Different from ownership portfolios, feedback portfolios include teacher records of student learning, such as observations or peer comments, as well as comprehensive collections of student work and reflections.

An *accountability portfolio* is a "selective collection of student works, teacher records, and standardized assessments that are submitted by students and teachers according to structured guidelines" (p. 33). Accountability portfolios are highly structured with externally mandated contents which are collected under care-

fully specified conditions. The main characteristic differentiating accountability portfolios from the other portfolio types is the degree of formality and strictness in its structure. The primary purposes of these portfolios are to evaluate students' capability and evaluate the program. According to Herman et al. (1993), in a large scale assessment, assessment results should be comparable across classrooms or schools. This requires some standardization of portfolio contents. For this reason, accountability portfolios might be beneficial for large scale assessment purposes.

Whether it is an ownership portfolio or an accountability portfolio, portfolios may include various evidence of student performance in different skills, which reflect the key tasks and objectives of curriculum and instruction. However, most of the researchers in the field agree that writing samples are an essential component of portfolio assessment (Gillespie et al., 1996). Such an agreement might raise the question of whether there is one appropriate skill for portfolio assessment or not, and if this skill is writing.

The writing samples contained in the portfolio should include at least one piece demonstrating the student's whole writing process from the first draft through the final revised one, with the date printed on each draft. In addition to writing samples, portfolios may include classroom tests, quizzes, cloze passages, listening assessments, tape recordings of students' oral reading, recordings of students' pronunciations, attitude surveys, questionnaires, checklists, audiotapes, videotapes, photographs, and special projects (Airasian, 2000; Valerie-Gold, Olson & Deming, 1991/1992). In addition to these, a portfolio should include a cover letter introducing the portfolio, the table of contents, the pre-specified or optional entries, students' self-

assessment of their work, self-reflection on their work, and teachers' feedback on students' performance (Genesee & Upshur, 1996; Gillespie et al., 1996; Hamp-Lyons, & Condon, 2000; Hirvela & Pierson, 2000; Murphy & Grant, 1996; Valerie-Gold et al., 1991/1992). Hirvela and Pierson (2000) note that it is through self-assessment in which learners evaluate their own learning development, that portfolios nurture learning. Moreover, the students have the opportunity to reflect on their learning process, and by means of peer critiques the students have more chances of interaction inside the class time. Other traditional forms of assessment, on the other hand, attempt only to measure students' learning providing students and teachers with a score.

2.6.5 The Benefits of Portfolios

Both teachers and students can benefit from portfolios in a variety of ways: both teachers and students can take part in the assessment process actively via the opportunity for dialog between students and the teacher, a direct match between instruction and assessment can be achieved, instructional effectiveness can be evaluated, student profile of abilities can be unveiled, students' awareness of their own learning can be promoted, social skills of students can be improved, student learning, motivation, self-assessment and collaboration can be promoted (Genesee & Upshur, 1996; Gillespie et al., 1996; Hamp-Lyons & Condon, 2000; Hirvela & Pierson, 2000; Murphy & Grant, 1996; Valerie-Gold et al., 1991/1992).

Portfolios provide opportunities for teachers' active participation of assessment process. By using classroom performances, portfolios bring teachers into the foreground and put the testing into the teachers' hands, taking it from those of the

testing experts (Condon & Hamp-Lyons, 2000). Additionally portfolios are claimed to allow for the integration of assessment and instruction (Paulson et al., 1991; Valeri-Gold et al., 1991/1992). Both Brown & Hudson (1998) and Huerta-Macias (1995) claim that this can be explained by the non-intrusive characteristics of alternative assessment methods on regular classroom activities. Further, according to O'Malley and Pierce (1996), at the classroom level, portfolios can address both the process and product of learning "with a focus not only on the answer to the learning problem but also on the ways students approach the problem to solve it" (p. 37). Thus, portfolios allow teachers to see a meaningful picture of student growth by providing them with information from a variety of tests, tasks, and settings over time, thereby generating data to evaluate the effectiveness of instruction as well.

Portfolios are said to provide fair grading and insight into students' performance by unmasking the processes of learning which are concealed in traditional assessment methods for students and teachers (Mullin, 1998). Further, through students' self-reflection, teachers can gain insight into individual differences in development and can have a deeper understanding of what students really know, and which strategies they use (Hirvela & Pierson, 2000). Later, teachers can use this information in portfolio conferences, and improved teacher-student dialogues about learning progress can occur.

As for students, portfolios enable them to see their weaknesses, strengths and development over time in different skill areas. Moreover, students can learn how to work collaboratively through peer critiques, assume responsibility for their own learning, and become independent learners in the process of portfolio assessment (Paulson et al., 1991). Further, portfolios involve students in the assessment process

by requiring them to reflect on their performance and assess their own work. According to Hirvela and Pierson (2000), self-reflection and self-assessment give students a greater sense of ownership of their learning, which can increase their motivation for learning as well and make students more engaged. That students take part in the assessment process is extremely important because when students are not involved in the assessment process, but allowed merely to respond to the tasks assigned by others, they are deprived of the opportunity to learn from the process (Murphy & Grant, 1996).

2.6.6 Challenges of Portfolio Assessment

Portfolio assessment is claimed to be challenging as well as promising for all educational contexts. The challenges of portfolios can be examined under four headings: time demands, need for professional training, design decision issues, and assessment qualities, such as reliability and validity.

The biggest challenge of portfolio assessment is related to the use of time. Portfolio assessment tends to increase the workload for teachers. This is considered to be unsurprising when eliciting, collecting, handling, judging and scoring portfolios are considered (Gottlieb, 2000; Larson, 1996; Mullin, 1998). As Brown and Hudson mention, while reading and rating the portfolios on a regular basis throughout the year, the teachers also help students to develop their portfolios. This also increases the amount of time needed for portfolio implementation.

Gottlieb (2000) emphasizes the necessity of sustained professional development for teachers and administrators to support portfolio implementation. A study conducted by Johns and Van Leirsburg (1992) on teacher attitudes towards portfolio

assessment indicates that teachers who have had portfolio training and experience in implementation of portfolios tend to be more favorable toward portfolios as an assessment tool than teachers who have no training and experience.

Training the instructors is not only important to affect the instructors' attitudes towards portfolios positively, but also to provide the instructors with necessary information for guiding the students in portfolio assessment. As mentioned before, portfolios encourage student independence and responsibility over their own learning. However, as Moje (1994). claims, independence and responsibility do not occur automatically; they are skills to be learned just as reading, writing or any other skill (as cited in Gillespie, Ford, Gillespie & Leavell, 1996). For this reason, instructors need professional assistance on how to guide students to become more independent and active learners.

In addition to the problems caused by inadequate training, portfolios may lend themselves to controversies concerning design decision issues as well. Design decisions involve reaching agreement on portfolio contents and grading criteria (Brown & Hudson, 1998). All the design decision dimensions in portfolio assessment will have an impact on these two areas: What contents will be included (e.g., drafts or final copies only) and who will determine them (teachers, students, or some other source). The forms of judgment, whether there will be grades, analytic or holistic scoring, or only teacher commentary, are problematic. Further, who will determine the grading criteria, and how they will be established are also matters of issue.

When assessment qualities are concerned, portfolios might be challenged by one of their major strengths. As Hamp-Lyons (1996) puts it, the variability of tasks, assignments and procedures within a single portfolio assessment makes it difficult to

establish firm criteria or scoring standards. Being environmentally sensitive and reflecting each student's unique performance, portfolio assessment can be vulnerable to validity and reliability concerns. Moya and O'Malley (1994) also base the difficulty of establishing validity and reliability of portfolios on their qualitative nature.

Reliability in portfolio assessment involves ensuring standardization and encouraging objectivity in the rating and grading process. Validity, on the other hand, is about determining how adequately portfolios exemplify students' work, development and abilities, and whether portfolio purposes and the decisions made according to these purposes match (Brown & Hudson, 1998). Moya and O'Malley (1994) articulate the need for multiple judges, careful planning, proper training of raters and triangulation of objective and subjective sources of information for reaching validity and reliability in portfolio assessment.

Facing these challenges is not an easy task and requires extraordinary commitment from portfolio practitioners.

2.6.7 Commitment in Portfolio Assessment

Portfolio implementation supports growth on the part of all participants and helps them to understand the meaning of changes occurring within the context of the school and learning (Johnson & Rose, 1997). However, the challenges of portfolio assessment reveal the importance of building a base of support with teachers and administrators before implementing such a change (Gussie & Wright, 1999). For changes to be successful, stakeholders' beliefs should be listened to, the strengths and weaknesses of the current assessment program should be evaluated, and purposes of the assessment program should be clarified so that a common vision can be agreed

upon (Doyle & Pimentel, 1993).

Among the stakeholders, teachers hold the significant place because assessment cannot simply be added to teachers' curriculum and instruction, it is closely related to what teachers value, what they teach, the amount of freedom they give to students, and what teachers assume they are responsible for measuring (Martin-Kniep, Cunningham & Feige, 1998). Larson (1996) notes that teachers must be willing to put changes into practice. For this reason, teacher commitment is highly significant in portfolio assessment. If teachers believe in the value of portfolios, they will agree to accept the challenges that portfolio evaluation will create. In fact, Worthen (1992) claims that in any alternative method of assessment, competent and fully committed teachers are required. Otherwise, the endeavor will fail.

2.7 Portfolio Assessment: Student Proficiency and Participation

There is a large body of research on portfolio assessment with two respects: the ones explaining and discussing the design and effectiveness of portfolios (Carpenter, Dale-Ray & Marissa, 1995; Davies & Wavering, 1999; Meadows, Dyal & Wright, 1998; Mullin, 1998; Pitts, Coles & Thomas, 2001; Nunes, 2004; Smith, Brewer, Heffner & Algozzine, 2003) and the ones discussing its impact on students (Barootchi & Kehsavarz, 2002; Fourie & Niekerk, 2001; Lockledge & Weinmann, 2001; Simon & Forgette-Giroux, 2000; Underwood, 1998). All of the procedures used in this study were designed in accord with the theoretical studies in order to enhance the validity and reliability of portfolio assessment. The second body of research, on the other hand, is directly related to the aims and contents of this study. Each of the studies in the second group will briefly be reviewed below.

Underwood (1998) conducted a year-long quasi-experimental case study in a Northern California middle school with 1.633 seventh-and-eighth-grade Asian, African, Hispanic and Caucasian Americans. In this study, he compared reading achievement, writing achievement, and motivational goal orientation of students in portfolio assessment and customary assessment groups. According to him, a significant effect on reading achievement favored the alternative assessment group whereas no significant effects of writing achievement were observed. Students in alternative assessment classrooms had higher levels of learning-goal orientations than did the students in the traditional assessment groups. So, the study revealed important insights to the use of portfolio assessment in classrooms.

Secondly, the study conducted by Fourie and Niekerk (2001) aimed at finding the guidelines for an improved assessment through the use of portfolios in a university context in South Africa. Informal observations based on assignments submitted by students, their questions and comments, and feedback obtained during the two focus groups (one being the portfolio and the other being the traditional assessment group) interviews were used to analyze the value of portfolio assessment. Through these interviews they put forward guidelines such as clarifying the portfolio content, active engagement of learners, satisfying student expectations, etc. for handling the portfolio assessment. They also examined the effects of portfolio assessment on students' progress, the quality of instruction and materials, and found that portfolio assessment had a positive impact on the students and the lecturers, and the development of course material and the mastery of skills in a second/foreign language context.

According to Simon and Forgette-Giroux (2000), portfolio assessment has been

shown to have considerable potential in terms of its use in the evaluation of higher-order, cross-curricular skills. Their study presents study reports on the conceptual issues that arose when a generic content framework was used to guide the selection of entries for assessment purposes. Data were drawn from 11-case studies of portfolio applications by the teachers from Eastern Ontario, Canada. It was found that effective integration of portfolio into teaching and assessment practices depend largely on the flexibility of the framework, and to some extent, on the type of training or support provided to the teachers. In other words, the effectiveness of portfolios is the responsibility of both teachers and the students.

Lockledge and Weinmann (2001) conducted a study concerning the development an e-portfolio assessment. In their study, they tried to investigate whether portfolio assessment reflects the students' development in a course. A year-long digital portfolio collection was undertaken. Students submitted their work and supporting documents to web server and used it to create their portfolio. The data were analyzed by a statistical program called StatPack for windows. The findings of the study were two-fold. Students' reaction to the system was favorable and the study led the authors to believe that suggested architecture held promise and merited continued development.

Finally, Barootchi & Keshavarz (2002) attempted to establish whether portfolio assessment contributes to English as a foreign language (EFL) learners' achievement and their feeling of responsibility towards monitoring their progress. The instruments utilized were a Nelson English Language Proficiency Test, portfolio assessment, a teacher-made achievement test and a satisfaction questionnaire. The assessment of

achievement was through both teacher-made tests and portfolios for the experimental group, while it was through teacher-made tests only for the control group. The portfolio contents included core and optional items, as well as written and recorded tasks, selected by the students to display their best work. Reactive comments on aspects of learning demonstrated by each piece of work were attached. At the end of the experiment, a teacher-made test was administered to both groups. The participants were also asked to respond to the satisfaction questionnaire to show their attitudes towards their learning experiences. The findings indicated that portfolio assessment, which was received positively by the subjects, contributed to Iranian EFL learners' achievement and their feelings of responsibility towards monitoring their progress. The portfolio assessment scores correlated significantly with those of the teacher-made achievement test, and high inter-rater reliability was also achieved. Therefore it is concluded that portfolio assessment, as a promising testing and teaching tool for teachers in EFL classes, can be used in conjunction with teacher-made tests to provide the continuous, ongoing measurement of students' growth

2.7 Conclusion

In this chapter, the literature on assessment, traditional and alternative assessment, portfolios as an alternative assessment method and studies on portfolios were presented.

In the following chapter, the information related to participants taking part in this research, materials and instruments used to collect data, procedures followed while preparing the research instrument and how the data are analyzed will be presented.

CHAPTER 3

METHODS AND PROCEDURES

3.1. Introduction

This chapter discusses the methods and procedures followed in this study. Initially, the aim of the study in relation to research questions are stated, and the definitions of variables are provided. Secondly, participants are described and instruments used to collect data are explained. Finally, data collection and data analysis procedures are provided.

3.2 Aim

The present study investigates the possible effects of portfolio assessment over the use of traditional assessment techniques of selected response assessments (including true-false statements, matching and multiple-choice assessments) and constructed response assessments (including fill-in, short-answer, and writing assessments) in EFL teaching. This study is conducted within 12 weeks with two groups of students (experimental and control groups). The experimental group received portfolio assessment consisting of 8 performance tasks of writing, reading, grammar, and vocabulary. Together with this treatment experimental group also received 3 traditional tests in line with the requirements of their school. The control group, on the other hand, received traditional assessment including review tests.

The current study attempts to answer following research questions:

1. Will the tenth grade cadet EFL students receiving portfolio assessment perform higher than those who receive traditional assessment?
2. Will portfolio assessment have an effect on repeated measures of students' proficiency development?
3. Will there be any correlation between portfolio assessment scores and those of the CFCE test?
4. Will portfolio assessment enhance students' classroom practices and improvement in the course and feeling of responsibility for monitoring their own progress?

3.3 Definitions and Measurement of Variables

Independent Variable

Types of Assessment: This is a variable with two different types: a) portfolio assessment, and b) traditional assessment.

Dependent Variables

Student Proficiency: This is a continuous variable measured through Cambridge First Certificate Examination (CFCE).

Student Involvement and Improvement: This is a continuous variable measured through qualitative means: teacher's diary kept during the study.

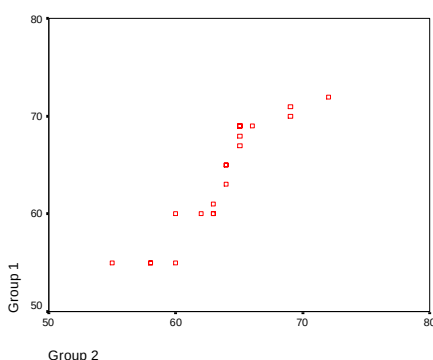
3.4 Participants

Forty-two cadet EFL students in Istanbul were selected to carry out the study. The sample consisted of 15-16-year-old male cadets studying in two sections of 21,

one of which was considered as experimental group and the other as the control group. The students had two years of experience in learning English, and during the time when the research was conducted they were having their third year. They had two different courses in English: Main Course and Four Skills. In Main Course lessons, the students are instructed on listening, reading, vocabulary, and grammar. Four Skills lessons, on the other hand, provide the students with the opportunity to practice what they learned in Main Course via listening, reading, vocabulary, grammar and video activities (which include one movie for each month). The total amount of English lessons is seven class hours in a week. Both of the groups had the same teachers of English. The study lasted for 12 weeks.

Even though the administrators in military schools in Turkey try to have sections composed of students who share the same level of English in preparatory classes, Oxford Placement Test 1 B1 & B2 (see Appendix C) were administered in order to ensure that two groups had the same level of English proficiency before the treatment. The students' scores were compared by means of Pearson product moment correlation coefficient (Pearson r). The assumption of normal distribution was checked by means of scatter plots. Figure 3.1 gives the relationship between the scores of the two groups:

Figure 3.1 The Scatter plot Distribution of Oxford Placement Test Scores Correlations



As can be seen Figure 3.1, there is no curvilinear relationship between the two groups. Since the assumption of correlation is met, it is now plausible to calculate the correlation coefficient. Table 3.1 shows the correlation coefficient of the two groups: The students in portfolio assessment group (experimental group) reported no earlier use of portfolio assessment.

Table 3.1 Correlation Coefficient for the Two Groups

		Group 1	Group 2
Group 1	Pearson Correlation	1.000	.915**
	Sig. (2-tailed)	.	.000
Group 2	Pearson Correlation	.915**	1.000
	Sig. (2-tailed)	.000	.
	N	21	21

** Correlation is significant at the 0.01 level (2-tailed).

The results of the test indicated that the two groups are highly correlated ($r=.915$ $p<.001$). The two groups were similar to each other regarding their proficiency level in English Language. So, they are randomly assigned as experimental and control groups.

The students in experimental groups were asked to report whether they used any type of portfolio assessment in their earlier studies. None of them reported earlier use of portfolios in their lessons.

3.5 Treatment

Before mentioning the treatment, it is necessary to provide information about the research setting. The research setting was a military high school in Turkey. These schools are boarding schools and they have got heavy a schedule regarding the EFL teaching. In preparatory classes, the cadets have a twenty-seven-hour extensive EFL

education on the weekly basis, and this is followed by a seven-hour EFL course between ninth and twelfth grades. At the time when the cadets graduate from these schools, they have an advanced level of English. During the study, the students had the advantage of consulting their teacher outside the class time as the teacher was at school between 8 a.m. and 5 p.m. Moreover, the teacher was applicable to the students till the late hours at night four times a month since he also stayed at school during the time when he was on duty.

Prior to the data collection procedures, the researcher designed a portfolio assessment tool depending on the content of the course book, *Cutting Edge* by Sarah Cunningham and Peter Moor, and the curriculum. A sample module from the book is given in Appendix A. The tool contained a list of course objectives and 32 reading, grammar, vocabulary, and writing tasks (Appendix B). According to the curriculum, each module in the course book was supposed to be completed within 3 weeks. So, the students receiving portfolio assessment had 3 weeks to complete the tasks related to the current module they are studying and evaluate one of their friends' tasks. Secondly, an analytical rating scale, which was an adaptation from Weigle (2002), was designed for the evaluation of the tasks by the teacher and the students (Appendix F). Next, 6 review tests from *Cutting Edge Review test collection* were selected with the help of curriculum (Appendix D). All these steps were completed in 3 weeks.

After this preparation phase, the teacher explained students in portfolio assessment group that they were going to prepare portfolios in the course. In one class hour time (40 minutes), the students received information on how to deal with this new assessment system. According to this explanation, they had to choose 5 of the 8 tasks

provided for each module in their course book. The students were also told that one class hour every week was devoted to the studies on the preparation of portfolios. Since the students were to work in pairs, student pairs were also formed according to the students' wishes on with whom they wanted to work with. Their questions regarding the portfolio assessment were also answered by the teacher. On the other hand, the control group was informed on the fact that they were going to receive review tests in every two weeks.

When the explanation stage was over, experimental group was given the first objective and task lists in the second week of November, 2004. In class time, students read the tasks and asked questions on the vague parts of the task list. Then they selected the tasks to complete and planned what to do in the following 3 weeks. During this time the teacher talked with each of the pairs to guide them in the process. The teacher also assigned office hours for reflection sessions to be conducted in his office. Outside the class time, the students searched on the Internet and in the library, completed their readings and prepared the outline for their assignments for the next portfolio session. This study cycle continued for 12 weeks for Modules 5, 6, 7 and 8.

In the same week, the first review test was administered to the control group. The test was evaluated by the teacher, and the students received feedback on the first test the following week. The students were first informed about their strengths and weaknesses in the test before they received their scores. For 12 weeks, the students had one test and one feedback session in every two weeks. Table 3.2 indicates the activities of both experimental and control groups throughout the entire study:

Table 3.2 Activities of control and experimental groups during the study

STUDY WEEK	EXPERIMENTAL GROUP	CONTROL GROUP
WEEKS 1, 4, 7, and 10	Received the objective and task list for Module 5	Received the review tests
	Started to prepare 5 of the selected tasks	
WEEKS 2, 5, 8, and 11	Worked on the tasks inside and outside class time	Received feedback
	Met the teacher for reflection session	
WEEKS 3, 6, 9, and 12	Finished the tasks	Received the review tests
	Received training (in the third week) on analytical rating scale and evaluated the tasks in pairs	
	Reflection sessions	

During the study, both the control and experimental groups were given Cambridge First Certificate Examination (CFCE) (Appendix E) on the sixth and twelfth week of the study. The tests were administered under normal classroom conditions in 90 minutes. Both of the groups received the tests at the same time. Students showed no tendency of asking for extra time. For the second administration of CFCE, the test was retyped on the computer with a different format (Appendix E1). The same test was used for a second time as there were six weeks between the two administrations, and it was very unlikely that the students would remember the questions. To use the same test was important in that the repeated proficiency measurement was accomplished by setting the testing variable constant. There was only one difference between the groups: the type of assessment they were exposed to.

The researcher/the teacher had the role of participant observer throughout the study. He recorded his experiences and dialogs with the students in his diary which

was written on the weekly basis using the notes jotted down during class hour, reflection and feedback sessions conducted at his office, and the personal contact with the students. The diary also included the tables of scores given by the teacher and students to the portfolio tasks, and the teacher comments on the results and the tasks.

3.6 Data Collection

The data for this study was gathered from several sources of quantitative and qualitative means; an assessment portfolio, Cutting Edge Review Tests, Cambridge First Certificate Examination and a teacher log which was kept weekly including the teacher's observations, experiences, and ideas about portfolio assessment, were made use of in data collection procedures.

3.6.1 The Design of an Assessment Portfolio

In this study, an assessment portfolio was designed to be given to the students in experimental group. As stated in Danielson and Abrutyn (1997) and Barton and Collins (1997), eight basic steps were followed since the entries in the portfolio represent a type of performance, and these steps are similar to the principles for developing effective performance assessment:

STEP 1: Determining the curricular objectives to be addressed through portfolios
(At the beginning of each unit the students were given curricular objectives together with the performance tests. These objectives are related to improve skills/abilities in reading, writing, vocabulary, and grammar. (See Appendix A)

STEP 2: Determining the decisions that will be made based on the portfolio assessment (*At the end of the semester, students will be given two performance grades, which will be included in general assessment system to determine their academic success in English. Students' performance grades will be based on their performance in completing the portfolio tasks*).

STEP 3: Designing assessment tasks for curricular objectives (*Tasks were designed in accord with the curricular objectives*) (See Appendix A). This step is also crucial in determining what to include in the portfolio.

STEP 4: Defining the criteria for assessment tasks and establish performance standards (*An analytical rating scale was designed for valid and reliable assessment of the tasks*) (See Appendix F).

STEP 5: Determining who will evaluate the portfolio entries (*The entries were evaluated by the students and the teacher.*).

STEP 6: Training teachers or other evaluators to score the students' works (*Students were given an analytic rating scale, which was simplified for easier and more appropriate use and adapted from Weigle (2002). They have also been trained to use it.*).

STEP 7: Teach curriculum, administer assessments, collect them in portfolios and score the assessments.

STEP 8: Perform the assessment according to decisions mentioned in Step 2

Following these guidelines, an assessment portfolio was administered to the students. The student performances were both assessed by the students and teacher using an analytical rating scale specially developed by the researcher (Appendix F).

Inter-rater reliability coefficients were used to check the reliability of portfolio information and to validate instructional decisions. In an effort to check the raters' judgments, Spearman-Brown correlation coefficient test was employed (Bachman & Palmer, 1996). Next, correlation indices were estimated depending on the averages for each of the tasks. Table 3.3 displays the inter-rater reliability coefficients for each task.

Table 3.3 Inter-rater coefficients for portfolio tasks.

MODULE	TASKS	INTER-RATER RELIABILITY COEFFICIENTS
MODULE 5	TASK 1	.85
	TASK2	.80
	TASK 3	.69
	TASK 4	.66
	TASK 5	.78
	TASK 6	.71
	TASK 7	.95
	TASK 8	.93
MODULE 6	TASK 1	.86
	TASK2	.70
	TASK 3	.87
	TASK 4	.78
	TASK 5	.78
	TASK 6	.73
	TASK 7	.85
	TASK 8	.77
MODULE 7	TASK 1	.94
	TASK2	.92
	TASK 3	.89
	TASK 4	.82
	TASK 5	.94
	TASK 6	.82
	TASK 7	.83
	TASK 8	.83

MODULE 8	TASK 1	.94
	TASK2	.90
	TASK 3	.84
	TASK 4	.89
	TASK 5	.80
	TASK 6	.93
	TASK 7	.85
	TASK 8	.83

Inter-rater reliability coefficients ranged between .66 and .94. At this point, it is worth mentioning that in the beginning of the portfolio assessment relatively low correlations indices were obtained. As the grading process went on, students and the teacher have improved themselves in using the analytical rating scale (Appendix F) and more reliable results were obtained later as the study continued.

Since the objectives for each module in the course book were stated and the tasks were designed in parallel with content of the curriculum, portfolio assessment ensured high content validity. However, the face validity of this assessment was relatively low as some the students did not have the belief that the portfolio tasks will not lead them to better learning of English and better grades in the common tests which aimed at measuring the skills of listening, reading, vocabulary, grammar, and writing.

3.6.2 Cutting Edge Review Tests

The students who were in the control group were given six review tests throughout the study. The tests included short-answer, multiple choice, fill-in items for reading, grammar, and vocabulary and a composition test at the end. After the administration of each test selected from the *Cutting Edge Review Tests*, the tests were evaluated by the teacher, and the following week the feedback was given to the

students. In one study hour, the students had the chance to learn the correct answers, to exchange their test papers, and to have access to the teacher to discuss some of the items that seemed problematic to them. The control group had no access to the portfolio study and the related performance tasks.

The *Cutting Edge Review tests* were given to the control group as the traditional assessment. The reliability coefficients were calculated by means of KR-21 formula as seen in Table 3.4:

Table 3.4 Reliability coefficients for *Cutting Edge Review Tests*

	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6
STANDARD DEVIATION	6.39	9.55	9.28	7.07	9.64	9.82
MEAN	58	57	55	60	64	64
NUMBER OF ITEMS (K)	70	70	70	70	70	70
NUMBER OF STUDENTS	21	21	21	21	21	21
KR-21	0.77	0.90	0.88	0.84	0.95	0.96

3.6.3 Cambridge First Certificate Examination (CFCE)

Cambridge First Certificate Examination (see Appendix D) consisted of four parts in which vocabulary, grammar (use of English), reading, and writing were tested. The first part was a reading test and it included two parts. In the first part of the reading test, students were given 8 texts and expected to match the given headlines to the texts. The second part of the test served for the purpose of checking student comprehension through short-answer responses. Vocabulary part, which was the second part of the CFCE, consisted of multiple choice and fill-in items. Grammar in CFCE was tested through a cloze-test in which the students were asked to fill in the

gaps choosing from four alternative answers. Writing part required students to do guided writing in which they had to write a letter according to the instructions they were given.

CFCE was administered to both experimental and control groups twice, one on the sixth week and the second on the last week of the study. At the end of the first administration, students were not provided with any type of feedback since it was to be administered six weeks later. In the second administration, the same test was re-typed on a computer with a different format. The time allotted to the test was 90 minutes, and the students did not display any problems related to the use of time. The reliability coefficients were calculated by means of KR-21 formula, and it was .93 for first administration and .98 for the second administration (See Table 3.5).

Table 3.5 Reliability coefficients for CFCE

	FIRST ADMINISTRATION	SECOND ADMINISTRATION
STANDARD DEVIATION	10.90	11.83
MEAN	54	62
NUMBER OF ITEMS (K)	67	67
NUMBER OF STUDENTS	42	42
KR-21	0.93	0.98

Since the test was used twice, test retest reliability was also computed obtained test-retest reliability coefficient was .68 and it was relatively low when compared to KR-21 coefficients. This indicated that the students did not memorize the answers after the first administration.

3.6.4 Teacher Log

During all phases of the study the researcher (and the teacher at the same time) wrote his experiences, observations, ideas, feelings and the events that occurred during the application of portfolio assessment and traditional assessment (see Appendix G). The entries were added to the log on a weekly basis by using the notes jotted down by the researcher. Student-teacher and teacher-student talks formed the basis for the log. The log also contained the grades given to the portfolio tasks, the grades that the control group received and the grades for CFCE together with test-retest reliability coefficient (for CFCE), inter-rater reliability coefficients for the portfolio tasks, reliability coefficients for the tests administered to the control group.

3.7 Data Analysis

Two different analyses were accomplished for comparing the success rates of the students and validating the students' improvement in English in both experimental and control groups. In order to compare the success rates of the students, correlated sample t-test analysis was run for the means of CFCE of both groups for the first and the second administration. The success rates of both groups were compared in an effort to answer the first research question, which intended to find out whether portfolio assessment or traditional assessment would reveal higher grades. Furthermore, the researcher also compared means of the students' scores in experimental group in CFCE tests in two different administrations in order to answer the second research question. Correlated sample t-test analysis was used to compare the students' scores in two administrations of CFCE. As the same test was used successively in the

study, Bonferoni adjustments were carried out in order to decrease the chance of committing Type I error. In order to validate the consistency of scores received through portfolio assessment the correlation between students' portfolio scores and scores that they obtained from CFCE were checked. Pearson's Product-moment correlation (Pearson r) was made use of since each of the variables was quantitative in nature and measured so as to produce raw scores (Huck, 2000).

The assumptions of these two tests were checked before they were run by means of eliminating the outliers, line graphs (histograms), and scatterplots:

- a) The outliers were automatically eliminated by SPSS program.
- b) Assumption of normality was checked by means of normal quartile-quartile (Q-Q) plots, 5% trimmed means, coefficients of skewness and kurtosis, frequency analysis on a line graph (histogram), and scatterplots.

- Normal Quartile-Quartile (Q-Q) Plots: The plots provide observed values as opposed to expected normal values. When the data were from a normal distribution, the spots which represent each observation would fall on a line that is congruent with the fit line of the plot. In other words, the degree to which fit line and distribution of the observed values are congruent indicates the degree to which data had a normal distribution.

- 5% Trimmed Means: This method gives the researcher an indication of how much of a problem outliers are likely to be. In order to obtain this value, SPSS removes the top and bottom 5 percent of the observed values and recalculates a new mean value. The comparison of trimmed means and the original means reveals us the extent to which extreme scores had a considerable influence on the mean.

- **Skewness and Kurtosis Coefficients:** These two coefficients are indicators of the degree to which the distribution of a sample deviates from normality. In a perfectly normal distribution, these coefficients are observed as zero. Kurtosis is not thought to be too extreme if this coefficients turns out to be between -1.0 and +2.0. Similarly, skewness is not considered to be too extreme when the coefficient of skewness turns out to be between -1.0 and +1.0 (Huck, 2000).
- **Line Graph of Normal Frequency Distribution:** The data from the tests were summarized by generating frequency distribution of scores. Secondly, the frequency distribution was plotted on a histogram in order to examine its shape and the measures of center. The researcher checked for positively or negatively skewed distributions.
- **Scatterplots:** The Pearson r reflects the degree to which the relationship between two variables is linear. Due to this assumption, the scores from the Oxford Placement Tests and CFCE tests were inspected whether the scores were distributed symmetrically around a straight line.

Table 3.6 presents a summary of quantitative analyses which were used to answer first, second, and third research questions in this study:

Table 3.6 Data Analysis for Research Question

Research Question	Analysis
1. Will tenth grade cadet EFL students receiving portfolio assessment perform higher than those who receive traditional assessment?	Independent sample t-test analysis
2. Will portfolio assessment have an effect on repeated measures of students' proficiency development?	Correlated samples t-test analysis

3. Will there be any correlation between portfolio assessment scores and those of the CFCE test?	Pearson product moment correlation coefficient
--	--

3.7.1 The Analysis of Teacher Log

The analysis of the teacher log provided qualitative data for the study, and it was necessary for answering the fourth research question, which aimed at exploring the classroom practices of the students. Since the entries in the teacher log were in written form, content analysis was used with the principles explained by Borden & Bruce (2002). Initially, three categories were described to perform the analysis of the log:

a) students' classroom practices: any effort to participate in the portfolio tasks was defined as student involvement

b) student improvement: any statement by individual students or the teacher that indicates a positive change on the current level of students was defined as student improvement

c) students' responsibility of learning: any effort that is student driven to in learning L2.

In the light of above mentioned categories, the log was analyzed at sentence level together with the context of each statement. To enhance the objectivity and reliability, the analysis was performed by two independent raters, who have no information about the content of the study, with an inter-rater reliability coefficient of .98. The findings through the teacher log were used to answer the fourth research ques-

tion. Furthermore, they also provided better insight to the students proficiency development.

However, there was a limitation of this analysis. As mentioned in Bordens and Bruce (2002), “Content analysis can be a useful technique to help you understand behavior. However, keep in mind that content analysis is purely descriptive. It cannot establish casual relationships among variables.” (p:208). The researcher paid special attention to train the raters in that they should only find the evidence for the four categories without any cause and effect relationships.

3.8 Conclusion

This chapter discussed the methods and procedures followed in this study. The next chapter discusses the findings gathered through the analyses of the data.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter presents the results of the analyses conducted based on the methods and procedures specified in the previous chapter. Both quantitative and qualitative analyses have been made use of in an attempt to answer the research questions. The first research question sought to examine whether the students who receive portfolio assessment perform higher than those of the ones who receive traditional assessment. The second research question was an attempt to explore whether portfolio assessment have an impact on the repeated measures of students' proficiency development. The third research question examined if there is any correlation between the grades that the students received from standardized tests and grades assigned to the portfolio tasks. The fourth, and the last, research question investigated whether portfolio assessment enhanced students' classroom practices and improvement in the course and feeling of responsibility to monitor their own progress. Statistical tests were conducted to find out the effects of portfolio assessment on the participants grades and their proficiency development. Furthermore, the researcher kept a teacher log to obtain information about students' feelings of their own responsibility to monitor their progress and their involvement in the course via the observations of the researcher during the administration of portfolio assessment and traditional assessments.

4.2 Results

The first research question investigates the effects of portfolio assessment on students' grades. This was examined via CFCE tests given to both control and experimental groups six weeks and twelve weeks after the treatment started. In other words, the same test was given to the groups in the middle and at the end of the study. The second research question examines if portfolio assessment had an effect on repeated measures of students' proficiency development. This was analyzed via the comparison of scores that the students received in two different administration of the same CFCE test at an interval of six-week-time. The third research question examines if there exists any correlation between the grades received by the students in CFCE tests and the grades given to the portfolio tasks within the experimental group. The fourth research question was related to whether portfolio assessment enhances students' classroom practices and improvement in the course and feeling of responsibility for monitoring their own progress. This was analyzed through content analysis of teacher log kept by the teacher who instructed both of the groups. Results of the study were organized in the order of research question mentioned.

4.2.1 Portfolio Assessment vs. Traditional Assessment

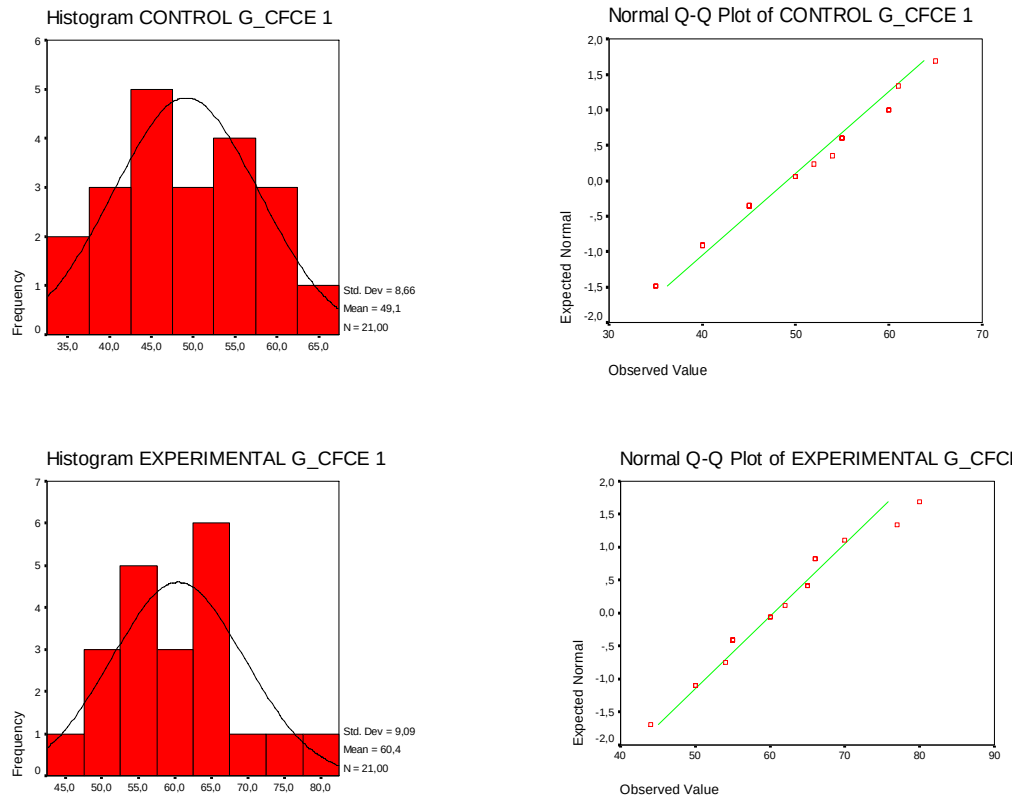
The first research question investigates whether EFL students receiving portfolio assessment, perform higher than those who receive traditional assessment. Control group and experimental group were compared in terms of their overall scores from CFCE tests. Means and standard deviations of the groups are provided in Table 4.1:

Table 4.1 Means and Standard Deviations of CFCE Scores after First and Second Administration

	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
CONTROL GROUP CFCE 1	21	35.00	65.00	49.1429	8.6619
EXPERIMENTAL GROUP CFCE 1	21	44.00	80.00	60.4286	9.0916
CONTROL GROUP CFCE 2	21	7.00	67.00	47.0476	13.3809
EXPERIMENTAL GROUP CFCE 2	21	45.00	81.00	60.6667	11.5210
Valid N (listwise)	21				

As the above table indicates, the subjects in experimental group had higher grades than those who were in control group in both of the two administrations of the two tests. In other words students receiving portfolio assessment performed better than those receiving traditional assessment. Moreover, the highest scores were achieved by students in portfolio group whereas lowest ones were taken by students in traditional assessment group. However, in order to determine these differences are statistically significant, the test scores of both groups were analyzed by means of independent sample t-test analysis. The normality assumption of t-test was checked by means of histograms, Q-Q plots, skewness and kurtosis coefficients, and 5% trimmed means. Figure 4.1 shows the histograms and Q-Q plots for the distribution of CFCE first administration:

Figure 4.1 Histograms and Q-Q Plots for CFCE First Administration for Control and Experimental Groups

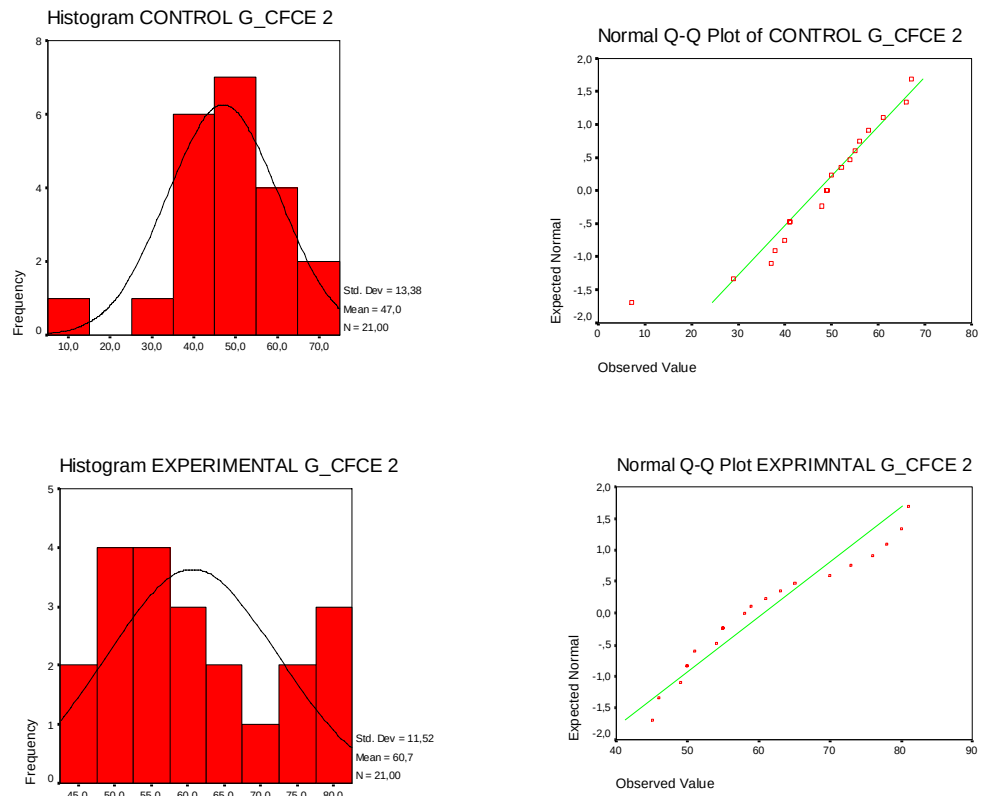


The histogram for control group's data revealed a distribution close to the normal curve. Moreover, the Q-Q Plot seemed to be in congruent with normal line. Similarly, the experimental group's distribution was also close to the normal curve, but the Q-Q plot seemed slightly problematic. A further investigation of the differences between the means and trimmed means indicated that the differences were not problematic. This showed that the outliers did not affect the distribution to a great extent ($M_{\text{CONTROL_G_CFCE 1}} = 49.14$, $T M_{\text{CONTROL_G_CFCE 1}} = 49.05$, $M_{\text{EXPERIMENTAL_G_CFCE 1}} = 60.42$, $T M_{\text{EXPERIMENTAL_G_CFCE 1}} = 60.24$). Also, skewness and kurtosis coefficients

were within the limits of normality for both control and experimental groups (Skewness: .550_{CONTROL_G_CFCE 1} , .361_{EXPERIMENTAL_CFCE 1}; kurtosis: -.900_{CONTROL_G_CFCE 1} - .071_{EXPERIMENTAL_CFCE 1}). The histograms, Q-Q plots, skewness and kurtosis coefficients all indicated the data for CFCE 1 were normally distributed.

The above mentioned procedures were also applied to the second administration of CFCE test. Figure 4.2 is an illustration of CFCE 2 scores:

Figure 4.2 Histograms and Q-Q Plots for CFCE Second Administration for Control and Experimental Groups



The histograms showed that the distributions were close to the normal distribution. However, Q-Q plots indicated that the observed values were not in congruent

with the fit line. The comparison of the means against trimmed means indicated that the distributions were normal since they were close to each other ($M_{\text{CONTROL_G_CFCE 2}} = 47.047$, $T M_{\text{CONTROL_G_CFCE 2}} = 48.10$, $M_{\text{EXPERIMENTAL_G_CFCE 2}} = 60.66$, $T M_{\text{EXPERIMENTAL_G_CFCE 2}} = 60.40$). On the other hand, the skewness and kurtosis coefficients were slightly beyond the limits of normality (Skewness: $-.1028_{\text{CONTROL_G_CFCE 2}}$, $.522_{\text{EXPERIMENTAL_CFCE 2}}$; kurtosis: $2.928_{\text{CONTROL_G_CFCE 2}}$, $-1.009_{\text{EXPERIMENTAL_CFCE 2}}$). The data were transformed returning base-e and base 10 logarithms of the original values, but these transformations created worse results. Therefore, the data were left with slight deviance from normality as they were.

After the assumptions of independent sample t-test analysis were met, the t-test was run. Table 4.2 gives the results of t-test analysis.

Table 4.2 T-test results for the first administration of CFCE Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CFCE 1	Equal variances assumed	.001	.985	4.119	40	.000	11.2857	2.7402	-16.8239	5.7475
	Equal variances not assumed			4.119	39.907	.000	11.2857	2.7402	-16.8243	5.7471

As can be seen in Table 4.2, the assumption of homogeneity of variance is met. When F value is large and p-value is less than .05, this shows that the variance between the two groups is heterogeneous (Huck, 2000). In this data set, however, this is not the case ($F=.001$, $p>.05$). So, Levene's Test for equality of variances is met. According to the t-test result, portfolio assessment group ($M=60.23$, $SD=9.09$) performed better than the traditional assessment group ($M=49.15$, $SD=8.66$) in the first CFCE test with a statistically significant difference, $t(40)=-4.119$, $p<.001$. In other words, in the middle of the study, students who received portfolio assessment received significantly higher grades than did the ones who received traditional assessment.

Table 4.3 presents the t-test results for the second administration of CFCE test.

Table 4.3 T-test results for the second administration of CFCE Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CFCE 2	Equal variances assumed	.003	.955	-3.535	40	.001	-13.6190	3.8531	-21.4065	-5.8316
	Equal variances not assumed			-3.535	39.136	.001	-13.6190	3.8531	-21.4119	-5.8262

Levene's Test for equal variances indicates that the two groups homogeneous ($F=.003$, $p>.05$). The t-test value indicates that the students in portfolio group ($M=60.66$, $SD=11.53$) received higher grades than those of the one in traditional assessment group ($M=47.05$, $SD=13.39$) with a statistically significant difference, $t(40)=-3.535$, $p<.001$) in the second administration of CFCE test . That is to say, the students who received portfolio assessment performed better than did the ones in traditional assessment group.

Both the first and second administration of the same test revealed statistically significant differences between the experimental and control groups. As the same test (t-test) was used repeatedly in this study, Bonferoni adjustments were performed by lowering the alpha levels first to .25 and .001 and still significant *-t-values* were observed. By means of decreasing the alpha level the chances of committing Type I error is also decreased.

4.2.1.1 Repeated Measures of Students' Proficiency Development

The second research question examines if the portfolio assessment had an effect on repeated measures of students' proficiency development. This was analyzed within the experimental group, and the students' CFCE scores in the first and the second administration of this test were compared by means of correlated sample t-test analysis. Means and standard deviations of experimental group's CFCE scores are provided in Table 4.4:

Table 4.4 Means and Standard Deviations of CFCE Scores of Experimental Group in the First and Second Administration

	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
EXPERIMENTAL GROUP CFCE 1	21	44.00	80.00	60.4286	9.0916
EXPERIMENTAL GROUP CFCE 2	21	45.00	81.00	60.6667	11.5210
Valid N (listwise)	21				

As Table 4.4 indicates, the subjects in the experimental group received almost the same scores in the administration of CFCE at two different occasions within an interval time of 6 weeks. Furthermore, lowest and highest scores achieved by the students differ only one point out of one hundred. According to these, mean values there seems to be no development in the students' proficiency development. However, further analysis is required to determine whether there is statistical difference between the first and second administration of CFCE test. This was analyzed via correlated samples t-test analysis since the comparison is made within the same group. The normality assumption of t-test had already been checked via histograms, Q-Q plots, skewness and kurtosis coefficients, and 5% trimmed means in section 4.2.1. The distribution of the data was relatively close to the normality in first administration of CFCE test. On the other hand, second administration revealed scores with a slight deviance from normality. Since the transformation of the data by means of several data transformation produced worse results the data were left as they were. Table 4.5 shows the results of t-test analysis.

Table 4.5 T-test Analysis of Students' Repeated Measures of Proficiency Development

Correlated Samples t-Test								
		Paired Differences				t	df	Sig. 2-tailed
		M	SD	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai								
r 1	EXPERIMENTAL CFCE 1 EXPERIMENTAL CFCE 2	-.2381	9.5232	-4.5730	4.0968	-,115	20	,910

As can be seen in Table 4.5, there is no statistically significant difference between the first and second administration of CFCE test, $t(20) = -.115$, $p < .05$. The *t-test value* within the experimental group is below the critical value, which is 1.725, $p < .05$.

A further investigation of student average percentages in reading, grammar, vocabulary, and writing parts of the CFCE was also performed. Table 4.6 indicates the student percentages in reading, grammar, vocabulary, and writing parts in the first and second administration of CFCE test.

Table 4.6 Percentages in Reading, Grammar, Vocabulary and Writing

	CFCE 1%	CFCE 2%
Reading	45	55
Grammar	55	35
Vocabulary	40	60
Writing	35	50
Average	42.5	52.5

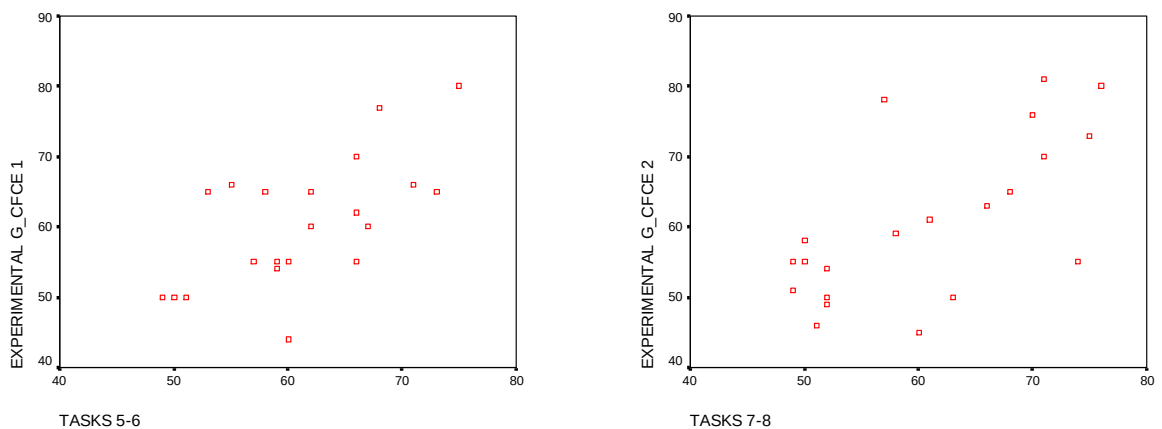
As can be seen in the above table, there is an increase in the percentages of vocabulary, writing, and reading parts. Also, the overall percentages of the scores indicated a positive change of 10%. However, there was a decrease in students' score

percentages in grammar part. Students' proficiency regarding the reading, vocabulary, and writing parts indicated development whereas the scores of grammar were lower than those of the ones in first administration.

4.2.1.2 Consistency of Portfolio Assessment

The third research question investigates whether there is any correlation between portfolio assessment and traditional assessment, and it was examined through the Pearson Product Moment Correlation Coefficient, known as Pearson-r. As the first step before the calculation of correlation coefficient, the scatterplot diagrams of portfolio scores and CFCE scores. Portfolio scores here indicates the arithmetic mean of portfolio tasks completed for Modules 5-6 in the first 6 weeks and Modules 7-8 in the second 6 weeks. Through scatterplots it is possible to estimate whether there is positive, negative, and no correlation as long as they do not show curves when all the checked points are combined with a line. Figure 4.3 shows the scatterplots of portfolio scores and CFCE scores.

Figure 4.3 Scatterplot Diagrams of Portfolio Scores and CFCE scores



As the figure indicates, the scatterplot diagrams did not reveal any non-linear relations between the variables. In other words, there is a linear relationship between the variables. Each point in the diagram is around the fit line, but the points are not very close to each other. In short, it is possible to estimate that the two variables are going to be positively correlated with each other; however, such correlation will be relatively low.

Since the assumption of the correlation is met, it is now safe to calculate the correlation coefficients. Table 4.7 shows the correlation between portfolio scores and CFCE scores in the first and second administrations:

Table 4.7 Correlation Coefficients of Portfolio Scores and CFCE Scores

	EXPERIMENTAL CFCE 1	PORTFOLIO ASSESSMENT TASKS 5-6	EXPERIMENTAL CFCE 2	PORTFOLIO ASSESSMENT TASKS 7-8
EXPERIMENTAL CFCE 1	1.000	.636**	--	--
TASKS 5-6	.636**	1.000	--	--
EXPERIMENTAL CFCE 2	--	--	1.000	.668**
TASKS 7-8	--	--	.668**	1.00

**Correlation coefficient is significant $p < .001$

The goal of the correlational analysis was to determine how much consistency existed between experimental group's CFCE scores and their scores in the portfolio assessment. Significant positive correlations were found on the student success between CFCE scores and portfolio assessment scores. At the time when first CFCE test was administered, students' grades in this test was significantly correlated with those of the portfolio assessment tasks scores ($r = .636$, $p < .001$). Similarly, students' scores at the second administration of CFCE were positively and significantly correlated

with those of the scores in portfolio assessment tasks 7 and 8 ($r=.668$, $p<.001$). To sum up, there was positive statistically significant correlation between the students' CFCE and portfolio scores.

4.2.3 Students' Participation, Improvement, and Monitoring Progress

The fourth research question investigated whether portfolio assessment contributed to the students' participation and improvement and feeling of responsibility for monitoring their own progress. This was examined via content analysis of the teacher log kept during the administration of portfolio assessment for twelve weeks. The analysis was conducted at the sentence level together with context of each statement depending on three categories: student participation inside and outside the classroom, student improvement, and students' feeling of monitoring their own progress.

4.2.3.1 Student Participation

Together with the two raters, the subcategories for student involvement defined as follows: a) time devoted to study, b) regular study, c) students' motivation, d) amount of revision, f) the frequency of reflection sessions, and g) interaction. The result of the analysis for the first category related to student involvement indicated there were 23 instances of overlapping entries between the two raters.

One of the findings about the amount of the student study indicated that after the implementation of portfolio assessment there was an increase in students' study time. This was indicated in the teacher's log as follows: a) "They think that they need

more time to study and they asked for more time to be devoted to portfolio studies...”
(Lines 127-129)

b) “...The good point is that they are studying more than they used to, but they should do their tasks more regularly in order to feel the effect of this new system.”

(Lines 184-186) c) “...Most of the students have put considerable effort to their tasks

which ended up in original and creative ideas...” (Lines 204-205) d) “The tasks were more meticulously prepared this time. There were little or no problem with the mechanics of writing.” (Lines 309-310) e) “...the amount of reading for each of the task

was also quite satisfying...” f) “...(to indicate the students’ study time during the semester holiday)...This may also be due to the fact that they had more time to spend on their tasks during their holiday.” (Lines 315-316). All of these instances together with frequently used phrases like “spend more time” (10 times) and “busier with their work” (5 times) indicated that there was an observable increase in students’ study time and exposure to English.

The second subcategory about the students’ participation was whether the students’ studied regularly or not. The analyses of this subcategory revealed that there was little amount of regular study at the beginning of the portfolio assessment; however, findings at the later stages of the study indicated that students had a better understanding of how important it is to study regularly. Therefore, on later stages of the study the amount of regular study increased. This subcategory was indicated in the teacher’s log with the following phrases: a) “...One important thing that I noticed is that many of the students cannot study regularly...” (Lines 133-134) b) “...They started to get used to the system and began to do their tasks more regularly...” (Line

260) c) "...this week was beneficial for students who learned the importance of processes, regular study..." (Lines 370-371) d) "...Another fact that I would like to mention is that students started to study regularly..." (Lines 414-415) e) " (as a reply from students on benefits of portfolio) Portfolio helps me to study regularly." (Line 508).

Though the analysis of student study time indicated that the students were highly motivated to complete their tasks, there was one open statement of student motivation in the teacher log: "...Even though we are at the end of the semester, the students are highly motivated to study..." (Line 271). Another aspect of motivation in relation to reflection sessions will also be discussed below.

The fourth subcategory was the 'amount revision' on grammar and vocabulary carried out by the students. The findings about this category is as follows: a) "It was clear from the works of the students that almost all of them reviewed grammar topics, vocabulary items, structural patterns, idioms, and exercises in their workbooks." (Lines 310-311). b) "(student reply during the satisfaction session) I learned a lot of vocabulary items and tasks encouraged me to review topics in my course book." (Lines 518-519).

Another important aspect of portfolio assessment on students participation was the reflection session sessions. The fifth subcategory was the amount and the quality of reflection sessions held during the assessment. The teacher entries for these sessions are as follows: a) "...One very important problem that I experienced today was about the reflection part, which is the most important part of portfolio assessment, seemed useless for my students..." (Lines 115-118). b) "The reflection sessions

are now more fruitful as the students get more experience in evaluating their thoughts, improvement and weaknesses.” (Lines 275-276). c) “This week 11 students came to me for more creative preparations of the tasks.” (Line346) d) “The answers to the reflection questions, on the other hand, were clearer and more direct to the point.” (Lines 312-313) e) “I observed that students began to be more critical about the reflections. (Lines 382-383)” f) “(a student’s reply)...I still cannot understand why answered some questions in the reflection part.” (Line 517)

The last subcategory on student participation was about the interaction among the students and between the teacher and the students. The findings on this category were as follows: a) “One important factor to be noted at this stage is that there is a high amount of interaction among the students while they are working on the tasks.” (Lines 149-150) b) “The interaction among the students is improving day by day. While checking the works of the students, I feel that they are exchanging their thoughts as they do it during the class time devoted to portfolio study.” (Lines197-200) c) “Interaction among the students is also getting better. It is now more frequent 3 or more students discussing on one of the topics.” (Lines 265-266) d) “The amount of interaction among the students is also increasing. My personal talks with the students and my observations during the class hours lead me to think that students at last learned how to interact with one another in English and Turkish” (Lines 408-410) e) “Almost all of my students now know how to do the tasks and how to give feedback to one another. Only the weak students go on knocking at my door.”(Lines 475-477).

4.2.3.2 Student Improvement in English

For the content analysis, student improvement was defined as any development in the grammar, mechanics of writing, extensive reading and how it was linked to assignments, student productivity, grades taken from tests and portfolio tasks and feedback provided by the students. For this category, there were 8 overlapping entries among the two raters. The findings about student improvement are listed below:

- a) “ (stating a development in weak students)... In spite of their poor grammar in speaking and writing, advanced vocabulary items started to appear more frequently than the previous months. In my opinion, this is due to extensive reading that the students implement in order to do their assignments outside the class time.” (Lines 187-192)
- b) “...The Internet searches are even better than the ones two weeks ago...” (Line 262)
- c) “...There was little or no problem with the mechanics of writing. Moreover, the amount of reading for each of the task was also quite satisfying.” (Lines 309-310)
- d) “During the class sessions students began to be more productive and spending more time on interaction among their friends.” (Lines 360-361)
- e) “Students now seem to be more organized and devoted to their tasks.” (Lines 376-377)
- f) “...Also, the students are happy with their results in the common tests. They believe that they perform better when compared to the tests administered during the first semester...” (Lines 394-396)

g) “.... I can see that the students feel more confident on the selection of topics, planning what to include into the tasks, answering reflection questions, asking for advice to the friends and to the teacher, and most importantly making their own decisions...” (Lines 402-405)

h) “During the common exams, students had no difficulty in reading, writing and vocabulary questions.” (Lines 477-478)

In the light of these statements in the data students reflected development on not only various language skills but also on organizing themselves while studying, showing confidence to learn, and being more creative.

4.2.3.3 Students’ Feelings of Monitoring Their Progress

The analysis conducted for this category did not yield any other subcategories, and any effort of students that led them to think about their development in the course was considered as an opportunity to monitor their progress in the course. The findings on this category are listed below:

a) “...The reflection sessions are now more fruitful as the students get more experience in evaluating their thoughts, improvement and weaknesses...” (Lines 275-276)

b) “...The answers to the reflection questions, on the other hand, were clearer and more direct to the point. The students had a better understanding of their progress and improvement in the course....” (Lines 312-315)

c) “...Through the personal talks inside and outside the classroom, I observed that students began to be more critical about the reflections.” (Lines 382-383)

d) “(students’ reaction) Whenever I go back to my older assignments, I can see how I improved or could not improve...” (Lines 508-509)

So, during the process of portfolio assessment students showed procedural development in reflecting on the content of their own learning, and this led them to be critical and autonomous learners.

4.3 Conclusion

In this chapter, the results of the analyses conducted in this study have been presented both quantitatively and qualitatively in accordance with the research questions posed in the previous chapter.

The findings of this study can be grouped in three categories. Initially, in terms of student proficiency, it was found that portfolio assessment group performed significantly better than those who received traditional assessment consisting of review tests. However, students in experimental group did not seem to improve between the period between first and second administration of CFCE test. Further analysis of CFCE results via the percentages of correct answers in reading, vocabulary, grammar, and writing parts indicated that there was improvement in reading, vocabulary, and writing. Secondly, the portfolio assessment provided consistent results with CFCE test. In other words, there was statistically significant correlation between the grades that the students received in portfolio assessment tasks and grades received through CFCE test. Finally, students showed considerable development in inside and outside class participation, improvement in various skills for both language learning and learning in general terms.

Following chapter will discuss the findings in relation to studies conducted in the field together with pedagogical implications and limitations of the study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The main objective of this study was to investigate and explore possible effects portfolio assessment on students' proficiency development and classroom practices as opposed to traditional assessment techniques. Specifically, students' proficiency development was measured during and after two different types of treatments and their success levels were compared. Moreover, the consistency of portfolio assessment was also examined. As a last source of data, portfolio assessment group was qualitatively investigated as regard to the classroom practices. So, the focus of the study was both comparative and descriptive in nature.

As the first step in the study, the teacher observed 5 sections at school, and decided on two sections, which seemed to be at the same proficiency level depending on his beliefs. Furthermore, these two sections received Oxford Placement Test B1 & B2., and the administration of this test approved the teacher's belief about student proficiency. Since the groups shared the same levels of proficiency, they were randomly assigned as portfolio assessment group (experimental group) and traditional test group (control). In the sixth and twelfth weeks of the study, students' proficiency levels were measured in order to compare the proficiency levels of both experimental and control groups. Also, the experimental group's proficiency development was compared in itself. The consistency of portfolio assessment was also examined via comparisons of the grades that the students received in CFCE test and portfolio as-

assessment tasks. Finally, the classroom practices of both groups were explored by means of a teacher log kept throughout the study on a weekly basis. The log was examined by means of content analysis, in which three different categories were applied: student participation, student improvement, and students' feelings of monitoring their own progress. All in all, the study was both comparative and descriptive with a mixed design consisting of experimental and quasi-experimental designs.

Based on the above analyses that were presented in detail in previous chapter, this current chapter will first discuss the findings regarding the students' proficiency development. Next, classroom practices consisting of student participation, student improvement, and students' feelings of monitoring their own progress will be discussed. Finally, the limitations of the study will be presented, and recommendations for future research will be provided.

5.2 Discussion

Findings of this study suggest that students receiving portfolio assessment achieved higher scores in a standardized test than those of the ones who received traditional assessment via regular review tests. This finding indicates that the use of portfolio assessment has a positive effect on student performance as opposed to traditional assessment techniques. This is also supported by qualitative means. Because teachers' impressions on portfolio assessment group indicated that the student participation inside and outside the classroom was higher than that of his earlier observations, there were instances of student improvement both in language learning and learning in general sense. What is more, portfolio assessment scores were consistent

with the scores received in traditional testing. However, the findings on students' proficiency development through portfolio assessment revealed that there was little or no observed improvement in the proficiency levels of subjects in the experimental group. However, when reading, vocabulary, grammar, and writing parts are separately examined, it was found that students showed progress in reading, vocabulary, and writing. However, any improvement regarding grammar was not observed.

These findings are to some extent in line with the literature on the profits of portfolio assessment in language classrooms (Paulson et al., 1991; Hirvela & Pierson, 2000; Murphy & Grant, 1996). According to Paulson portfolios are useful tools in enabling students to see their weaknesses, strengths, development over time, to interact with one another through peer critiques, to assume responsibility for their own learning, and to become independent learners. Moreover, as Hirvela and Pierson state, self-reflection and self assessment can increase students' motivation to learn. Also, according to Murphy and Grant (2000) students have an opportunity to learn from the process since they are actively engaged in the assessment. Almost all of these profits were observed in this study, apart from the development over time. However, the findings on students' proficiency development should be taken into consideration with caution as development in language can be observed over time. So, subjects who received portfolio assessment in this study had considerable profits in language learning as suggested in the literature.

Findings of the study also supported the findings of other studies experimental studies (Fourie & Niekerk, 2001; Barootchi & Kehsavarz, 2002). Fourie and Niekerk (2001) found out that portfolio assessment had a positive impact on mastery of skills

in a second or foreign language. Furthermore, Baroothchi and Keshavarz indicated in their study that portfolio assessment contributed to students' achievement and monitoring their own progress. Also, portfolio assessment scores significantly correlated with those of the teacher-made tests. The findings of this study, similarly, indicated that portfolio assessment lead students to have higher scores and better classroom practices than those of the scores received through traditional assessment together with some exceptions. The correlation between the types of assessment was relatively low when compared to the study of Barootchi and Keshavarz. However, this does not necessarily indicate that portfolio assessment is not consistent with traditional assessment.

To sum up, this study provided evidence for facilitative effects of portfolio assessment in EFL contexts regarding proficiency development and classroom practices. Even though the findings on students' proficiency did not indicate significant results, they do not have negative effects on students' proficiency development, either. Considering positive impacts of portfolio assessment on students' scores in language tests, classroom interaction and participation, it seems plausible to integrate this alternative assessment technique into the curriculum together with the traditional tests.

5.3 Pedagogical Implications

Findings of the study suggest important implications for the use of portfolio assessment in foreign language learning. Pedagogical implications will be discussed

particularly regarding profits of portfolio assessment on students' learning performance.

Portfolio assessment provides the learner with more frequent opportunities to interact with their friends and with the teacher. This indicates that assessment is not an enterprise that takes place outside the classroom. The assessment should give chances to students to actively engage in the process on a recurring basis as they define and apply the criteria of assessment to themselves and others in the same classroom. The portfolio is far more than a procedure for gathering samples of student work; its use has changed the climate of the classroom and the nature of teacher–student interactions.

Based on understanding the nature of the learning process, steps can be taken to develop students' awareness of their own progress and responsibility for their own learning. Each individual needs to establish goals that are appropriate to their knowledge and skills, and to demonstrate progress in pursuing their goals. This cannot be accomplished without portfolio assessment, which gives us a better and clearer picture of our students' progress and makes them better able to take responsibility for their learning. Accordingly, a combination of both portfolio assessment and traditional tests can provide educational programmes not only with practical, viable and accurate evaluations, but also with the continuous, ongoing measurement of student growth which is needed for formative instructional strategies.

Finally, portfolio assessment is a promising testing and teaching tool for teachers in EFL classes, offering an assessment practice which is totally congruent with instruction. With such an approach to assessment and teaching, teachers can become

detectives to seek out information on students' performance, learning, and development as portfolio assessment can provide them data through several channels at the same time.

5.4 Limitations and Suggestions for Further Research

This study poses several limitations, and therefore the findings should be considered with caution.

First of all, the target population of the study was EFL students learning English for specific purposes. The sample consisted of 42 upper-intermediate EFL students in a Turkish military high school. The students are accepted to these schools by means of a competitive examination in which their academic and social skills are tested. The study should be replicated in other learning contexts with students from different levels to generalize the findings to a larger target population.

Secondly, the research setting was a limited one. The students attended a military boarding school which assisted the teacher to interact with the students any time he liked. Similarly, the students, also, had many opportunities of interaction as they spent a huge amount of time together. This is a confounding factor in the study because it is not clear to what extent this affected the findings of the study.

Thirdly, in this study, the researcher adopted two different views. In other words he had two separate identities: the instructor and the researcher. Though the distinction is made clear in the entire study, it might be considered as a confounding factor. For further research, it is necessary to design studies in which the researchers and instructors have separate roles.

Finally, the twelve-week time period was one of the most significant limitations of this study. In order to better picture the student development over the time, more longitudinal studies are required. The more time the researcher spends on collecting data, the more profound the outcomes of the study will be. A year-long study, for example, would reveal better and more significant results than did this study.

APPENDIX A- SAMPLE MODULE FROM CUTTING EDGE STUDENTS BOOK

Part A Task

d Harrison Ford has been voted the greatest film star of all time. Readers of the film magazine *Empire* cited his 'laconic attitude' and 'sloppy charm' as the reason for his popularity, placing him above such Hollywood legends as Steve McQueen, John Wayne and Cary Grant. Ford's definition of a good actor for example, is 'someone who shows up on time and doesn't knock over the furniture'. He is an actor, says the critic Christopher Hemblade, 'who seems to have a certain integrity and honesty and usefulness.'

From *The Week*

e A student who went blind while waiting to go to university has gained a first class degree in Latin and Greek from Oxford. Ben Merrick's sight began to fail after he left school, due to a rare hereditary disease, but he ignored doctors who advised him to abandon his plans to study Greek and Latin. Mr Merrick thanked the Oxford Recording Centre for the Blind, who put hundreds of passages on tape. 'When someone has gone to the trouble of putting whole books on tape, you feel morally obliged to listen to them all,' he said.

From *The Week*

3 a) If necessary, check the meaning and pronunciation of the words in **bold** in your mini-dictionary or with your teacher. Then decide which things you think each person in Exercise 2 has done. Compare and explain your answers in pairs.

has **raised** a large sum of **money** for charity
has **overcome** a lot of **difficulties**
has **made** a lot of **sacrifices** in order to achieve what he / she wanted
has **taken** huge **risks**
has had to **cope with** unexpected problems
has done something rather **pointless**
seems very **modest about** his / her achievements
seems to have no **sense of** danger
has succeeded **against the odds**
has shown a lot of **dedication and stamina**
has **achieved something** really **worthwhile**
has got their **priorities wrong**

b) Whose achievement do you think is the most / least worthwhile? Explain why.

Vocabulary

Verb-noun word combinations

1 a) In the boxes below are some verbs and nouns which are often found together. Without looking back at Exercise 3, match them up.

A achieve break make overcome raise show
take take over cope with win

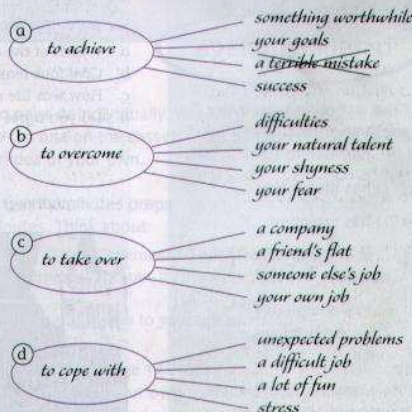
B an award problems a company difficulties
a world record something worthwhile a sacrifice
stamina money for charity a risk

b) In pairs, think of examples of how the word combinations can be used.

For example:

Kim Basinger has just won an award for her new film.

2 Look at other combinations with some of the verbs. **Cross out** any combinations which are not possible. Can you explain why?



3 It is very important to notice and remember words that go together in English. Discuss with other students which of the following are most useful for remembering word combinations:

- underlining them in things that you read.
- writing them in your vocabulary book.
- repeating them to yourself.
- making sentences of your own with them.
- making notices for the wall or posters to remind you of them.
- other ideas.

module 5 Unusual achievements

Personal vocabulary

Task: what is the greatest achievement of the last 150 years?

Preparation for task

- 1 Close your books and work in groups. Without reading the ideas below, make your own list of some of the most important human achievements of the last 150 years. (Think about politics, society, technology and medicine.)
- 2 Look at the list below. How many of these things did you put on your list? Did you have anything that is not mentioned below?
 - the invention of the telephone
 - the discovery of penicillin
 - the invention of the car
 - the liberation of women
 - the invention of television and film
 - the exploration of space
 - the invention of the aeroplane
 - the development of rock-and-roll music
 - the invention of the microchip
 - the spread of democracy throughout the world

Useful language

"The invention / discovery / exploration, etc. of ... has lead to ..."

... has meant that ..."

... has provided ..."

... is of great importance because ..."

... has completely changed our lives because ..."

"As a result of this, people have been able to ..."

"Without (the car, etc.) we wouldn't be able to ... / we wouldn't have ... / we wouldn't know about ..."

"Previously, we couldn't ... / didn't have ..., etc. whereas now ..."

"Because of this, one day we may be able to ..."

- 3 [5.1] Listen to someone talking about one of these achievements and its importance.

- a Which of the achievements on the list is he talking about? *car*
- b Give four reasons why he believes it has been so important.
- c How was life different before this?
- d Do you agree with the arguments he gives, or not?





Task

- 1** Work either in pairs or individually. You are going to prepare a short talk similar to the one on the cassette. Choose one of the topics on the list or another idea of your own.
- 2** Spend about twenty minutes preparing your talk. It should last about two minutes. Think about:
 - a the consequences of this achievement.
 - b how life would be different without it / what life was like before it happened.
 - c what difference (if any) it makes to your life personally.
 - d what future possibilities it offers.

Look at the special fact file on page 143 for information and statistics to support your case, but think of your own ideas first. Ask your teacher for any words or phrases you need, and write them in your *Personal vocabulary* box. Look at the phrases in the *Useful language* box to help you. Spend a few minutes practising what you will say.
- 3** Work in groups with students who prepared talks on different topics. Take it in turns to give your talks. Listen to the other students. At the end, ask any questions or make any points of your own about what they said. After everyone has spoken, vote which you think is the most important achievement (you cannot vote for yourself!).
- 4** Compare results with the other groups. Do you agree with your group's decision? Why? / Why not? What do you think will be the most important achievements of the next hundred years?

Part B Language

Perfect aspect in the past, present and future
More about the Present Perfect Simple and Continuous
Writing skills: describing a film or book you have enjoyed
Wordspot: up

Language focus 1

Perfect aspect in the past, present and future

Read the texts and tick (✓) the best ending to the sentences below.



Mederda de Jesus Leon de Uzcatefui – alias 'La Maestra Chucha' – must be the most experienced teacher in the world. She still teaches at her own school in Caracas, Venezuela, where she began teaching in 1911, when at the age of twelve, she and her two sisters set up a school named *Modelo de Aplicacion*.

- La Maestra Chucha
- ☒ a has been a teacher for more than eighty-five years.
 - b was a teacher for more than eighty-five years.
 - c had been a teacher for more than eighty-five years.



Git Kaur Rhandawa, from Hayes in West London, had more reason than most people to be nervous when she took her driving test on 19 June 1987. It was her forty-eighth attempt at the test. Imagine her joy when the examiner said, 'Congratulations Mrs Rhandawa ...'

Git Kaur Rhandawa felt really happy because

- ☒ a she's finally passed her driving test.
- b she was finally passing her driving test.
- c she'd finally passed her driving test.



John Hughes, thirty years old, is believed to be the world's biggest film addict. After seeing his first film at the age of six in 1975 (his parents took him to see *Pinocchio* as a Christmas treat), he has seen over 6,000 feature films. He currently goes to the cinema at least six times a week, and watches an average of ten videos a week – an average of about 800 films a year. He records every title he has seen in his diary (with a star rating), and given his current rate of viewing he hopes to achieve his ambition of seeing 10,000 films before his thirty-fifth birthday. When asked for his favourite among the films he has already seen, Mr Hughes – who is unmarried – has no hesitation, '*Pinocchio*,' he says.

By the time he is thirty-five, John Hughes hopes he

- ☒ a has seen 10,000 films.
- b will have seen 10,000 films.
- c will see 10,000 films.

Analysis

- 1 Look at the sentences you chose, and answer the questions.
 - a She's been a teacher for over eighty years.
Which tense is this? When did she become a teacher? Is she still a teacher now?
 - b She felt really happy because she'd finally passed her driving test.
Which happened first:
• *feeling happy?* • *passing her driving test?*
Which action does the Past Perfect describe? Why?
 - c By the time he's thirty-five, John Hughes will have seen 10,000 films.
How old is John Hughes now:
• *under thirty-five?* • *over thirty-five?*
When will he see his 10,000th film?
• *before he's thirty-five?*
• *when he's thirty-five?*
• *after he's thirty-five?*
What tense is *will have seen*?
- 2 All perfect tenses link two times. Which of the sentences above:
 - links the past and present?
 - links two points in the past?
 - links two points in the future?

Now read Language summary A on pages 151-152.

Practice

- 1 Read the sentences. Tick (✓) the ones that are true for you, and write a cross (X) next to the ones that are false. If the sentences do not apply to you, mark them like this (-). Compare answers with a partner.
 - a I've been at this school for more than a year. ☐
 - b The lesson had already started when I arrived at school today. ☐
 - c I'll have finished my studies by the time I'm twenty-six. ☐
 - d I'd never heard of John Hughes until this lesson. ☐
 - e I'd already heard of the Future Perfect before today's lesson. ☐
 - f I haven't done much studying recently. ☐
 - g By the time I'm twenty, hopefully, I'll have passed my driving test. ☐
 - h I'd learned to ride a bicycle by the age of eight. ☐
 - i By this time next year, I'll probably have moved house. ☐

- j I'll probably have gone to bed by midnight tonight. ☐
- k I've made more than three phone calls so far today. ☐
- l I've been abroad this year. ☐

2 Write:

- a Three more things that you hope you'll have done by midnight tonight.
- b Three more things you hope you'll have done by the end of the year.

Compare your answers with a partner.

Follow-up task

- 1 Work in groups. Together, write twelve sentences similar to those above about the past, present and future achievements and experiences of people in the group. Six sentences should be true, and six false:

By the age of five / twelve *Mariko had already ...*

By the end of the year / month, *Juan Carlos will have become an uncle*

In the next (six months / five years, etc.)

Lucy hopes she will have ...

- 2a Work with a student from a different group and read out your sentences. Your partner should decide if they are true or false.

That sounds quite likely / true!

No, false. I can't believe that!

Mmm, I can't make up my mind.

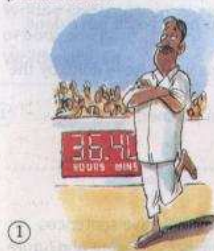
- b Give your partner a point for every correct guess. Did anyone get twelve correct? Did you discover anything surprising about other students?

- 3 What are your proudest achievements? Why? Tell the other students in your group.

Language focus 2

More about the Present Perfect Simple and Continuous

Which sentence describes each picture best?



- ①
- a He's stood on one leg for thirty-six hours.
 - b He's been standing on one leg for thirty-six hours.



- ②
- a They've been learning about nuclear physics.
 - b They've learned about nuclear physics.



- ③
- a She's won an Olympic medal.
 - b She's been winning an Olympic medal.



- ④
- a They've painted their ceiling.
 - b They've been painting their ceiling.



- ⑥
- a He's owned the restaurant for fifty years.
 - b He's been owning the restaurant for fifty years.



- ⑤
- a She's made over twenty phone calls.
 - b She's been making over twenty phone calls.

Analysis

1 Similarities between the Present Perfect Simple and Continuous

Both forms link the past and present. How are all the actions in the pictures above related to / important in the present?

2 General differences between simple and continuous forms

In Module 3 you looked at general differences between all simple and continuous tenses. Find one example above of the following:

- the continuous form used to show duration.
- the simple form used to show an action that is instant or complete.
- the continuous form not being used with state verbs.

3 More specific differences between the Present Perfect Simple and Continuous

- a Because they have duration, Present Perfect Continuous verbs sometimes continue into the present. For example above.
- b Because they show duration / repetition, Present Perfect Continuous verbs often describe 'general activities' (they answer the question *How has this person spent his time?*). For example above.
- c Because they tend to show complete actions, Present Perfect Simple verbs often describe results (they answer the question *What has this person achieved?*). For example above.
- d Because they tend to show complete actions, Present Perfect Simple verbs are used to give the number of things you've done. For example above.

Now read Language summary B on page 152.

Practice

1 Choose the best verb form in each sentence. Can you explain why it is the best?

- Look outside: *it's snowed* / *it's been snowing*!
- Oh no! *I've left* / *I've been leaving* my credit card at home!
- I'm exhausted! *I've rushed around* / *I've been rushing* around all day!
- Ow! *I've cut* / *I've been cutting* myself!
- Sorry, but *I've changed* / *I've been changing* my mind. Could I have the chicken instead, please?
- Has Sam spoken* / *Has Sam been speaking* to you about babysitting on Saturday night?
- Hi! *I haven't seen* / *I haven't been seeing* you for ages. How are you? What *have you done* / *have you been doing*?
- My sister's made* / *My sister's been making* a lovely chocolate cake. Would you like a piece?

Pronunciation

When you use the Present Perfect tenses in speech, you use contractions and weak forms for *has* / *have* and *been*. However, you should not omit these auxiliary verbs altogether.

[5.2] Practise saying the sentences above pronouncing the weak forms and contractions correctly.

/ its bɪn snəʊɪŋ /
It's been snowing.

2 a) Look at the pictures on the right. In pairs, discuss what you think is happening in each story.

b) Decide what the characters are saying in each picture. Pay attention to the verb forms.

c) [5.3] Listen and compare your answers with the conversations on the cassette. What are the differences in:

- the story?
- the language you used in the conversations?

d) Choose one of the stories to act out in pairs. Write a few more lines to complete the story in the most interesting way you can.

1 Paul was flat hunting. When he went to view Mr and Mrs Jones's apartment one evening, everything seemed fine at first ...

interesting ...
... how long / live here?

sixty years ...
wife and I / very happy here

why decide / move?

wife / unwell ... not sleep / behave strangely

decide / move somewhere quieter

you said / three bedrooms / only see two / other one?

2 Jayne knew her flatmate was having boyfriend problems, so it was no surprise when she came home one evening to find Cindy looking red-eyed and unhappy ...

Hi! What happen / Cindy! cry...?

Fine / just watch / really sad film / that's all.

hear from Nick today...?

not care about Nick any more / not think about him all day / forget what / look like

good

actually / not the truth / phone him all day / leave about six messages on answerphone / not phone me back

module 5 Unusual achievements

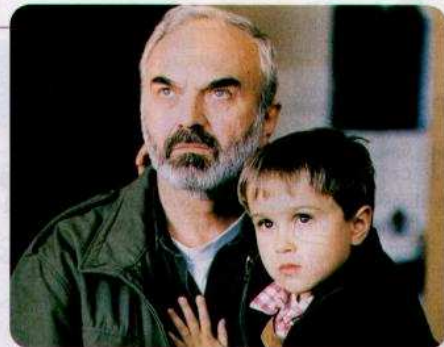
Writing skills

Describing a film or book you have enjoyed

1 Read the review of the film *Kolya* and complete the gaps with the appropriate phrase from the box below.

(a) is *Kolya*. What's unusual about it is that it's a film from the Czech Republic, and it's nice to have a change from American movies! (b) because it won an Oscar for Best Foreign Film so I thought it must be (c) (d) by a man called Jan Svěrák, and (e) a Czech actor Zdeněk Svěrák, as well as a young Russian child actor, Andrej Chalimon. The film (f) Prague, the capital city, and the action begins in the late 1980s, just before The Velvet Revolution, when communism was replaced by democracy. (g) of Louka, a musician with the state symphony orchestra, who suddenly loses his job, and is forced to play music at funerals in order to make a living. Eventually, he meets and marries a Russian woman, but unfortunately, she is only interested in getting citizenship, and immediately after the wedding she flees to Germany, leaving Louka to cope with her five-year-old son (h) by Andrej Chalimon. The film follows the relationship between the man and the boy, and the way they eventually learn to adapt to each other's way of life. Although (i), and a little slow-moving at times, there were a number of things I really liked about it. (j) the acting, which I thought was excellent (particularly Svěrák and the boy), and I also liked the touches of humour, which were very subtle and gentle. (k) how people live their lives in such a different culture from mine. (l) this film to anyone who is interested in seeing something different from the usual action-packed Hollywood blockbuster, and also anyone who enjoys a good cry!

worth seeing it stars It tells the story of
I particularly wanted to see it
On the whole, I'd certainly recommend
I was especially impressed by It's directed
One of the best films I've seen this year
the film is a little sentimental brilliantly played
I also found it very interesting to see is set in



2 Complete the table using information from the review.

Title	a
b Reason for going to see it	• a change from American movies • because it won an Oscar for Best Foreign Film
Director	c
d	Zdeněk Svěrák Andrej Chalimon
Where / when the film is set	e
f	A musician with the state symphony orchestra loses his job. While working as a musician at funerals, he meets ...
Positive points about the film	g
h	• a bit sentimental, • slow-moving at times
Who I'd recommend it to	i



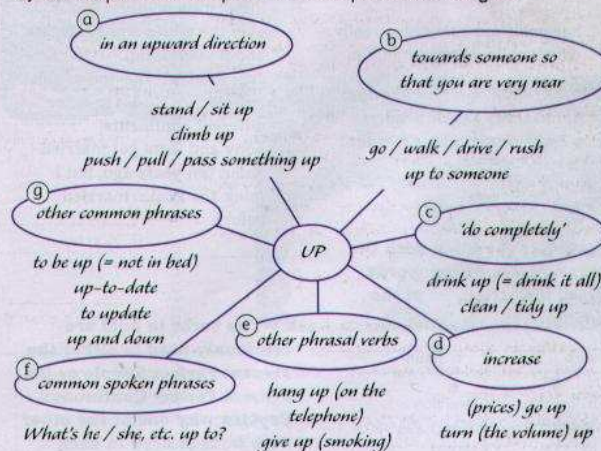
Wordspot

up

1 a) [5.4] Can you think of a phrase with **up** to complete the conversations?

- 1 A: Lee, could you ~~move~~ these files ~~into~~ to the accounts office on the sixth floor?
B: Sure.
- 2 A: Have we got any more washing powder? I've ~~opened~~ the old packet.
B: I think there's some more in the cupboard under the sink.
- 3 A: I don't understand this photo.
B: I'm not surprised – you're looking at it ~~wrong~~!
- 4 A: It's freezing in this house!
B: I know, I've ~~checked~~ the central heating. It'll soon ~~start~~! I'm sure.
- 5 A: Why's everyone looking so serious today? ~~What's up~~?
B: Apparently they're going to announce more redundancies this afternoon.
- 6 A: Where do you want to go tomorrow night?
B: ~~Anywhere~~ – it's your birthday!
- 7 A: Are you still ~~there~~? It's one o'clock in the morning!
B: I know, but I've got to get this essay finished.
- 8 A: Can I have some ice cream for pudding, Mum?
B: Not unless you ~~eat~~ all your vegetables.
- 9 A: Did you know that Rachel and Bob have ~~married~~?
B: Oh no, that's really sad after all these years. What happened?

b) Put the phrases with **up** in the correct place on the diagram.



3 Make a similar table about a film or play you have seen recently, or a book you have read. Which sections do you need to change if you write about a book? Complete your table with as much information as possible.

4 Use the table to write your own account of a film, play or book you have enjoyed. The other students are going to read your review, so make sure that it is clear and accurate.

5 Display the reviews on a wall or desk. Which of the films / plays / books have you already seen / read? Do you agree with the writer's comments? After reading the reviews will you read / see any of the films or books? Which ones?

2 Work in pairs. Student A looks at the card on page 143, and Student B looks at the card on page 146. Read out the sentences on your card and stress the phrases in **bold**. Your partner changes the stressed words to a phrase with **up**.

For example:

- A: We need to **modernise** our communications systems. They're very old.
B: We need to **update** our communications systems.

Do you remember?

1

Think of a famous person, or someone you know personally who:

- has won an important award or prize.
- has raised a lot of money for charity.
- has had to cope with a lot of personal problems recently.
- has shown a lot of stamina.
- has had to overcome a lot of difficulties to achieve what they have.
- has broken a world record.
- has made a lot of sacrifices for the sake of their family or job.
- has achieved something really worthwhile, in your opinion.

Compare answers in groups. If necessary, explain why you have chosen this person.

2

Complete the table with the correct form of the words. Mark the stress, as in the example.

verb	noun
to invent	invention
to develop	_____
to _____	spread
to discover	_____
to _____	liberation
to achieve	_____
to _____	award

3

Complete the sentences with **has been**, **had been** or **will have been**.

- In December, Doris **will have been** with the company for forty years, so we've decided to have a party to celebrate.
- David knows the way to our house, surely – he **has been** here before.
- I'm getting really fed up with Sonia – she **has been** late every morning this week.
- I lived with my grandfather until he died when I was fifteen. He was a very interesting man. He **had been** all over the world and knew lots about everything.
- Just think! At the end of this holiday, we **will have been** to three different continents!
- Tony and Rosa got married about ten years ago, but I think she **has been** married before.

4

a) The verbs in bold are commonly used in either the Present Perfect Simple or the Present Perfect Continuous. Explain why one or the other verb form is used in each sentence.

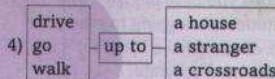
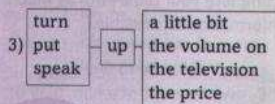
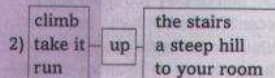
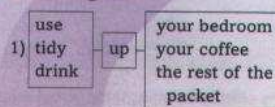
- I haven't been sleeping very well.
- I've been trying to phone you all day.
- I've finished my essay.
- I've left my wallet at home.

- You've been driving for ages.
- It's been raining.
- I've torn the page of my book.
- He's been working really hard.

b) In pairs, create five short conversations using one of the phrases above in each.

5

a) What does **up** mean in each diagram?



b) Use each diagram to make three common phrases with **up**.

For example: *drink up your coffee*

module 6

Getting it right

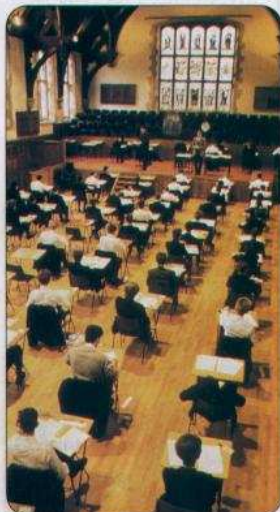
Part A Task

Reading and vocabulary: how to pass exams

Preparation for task: match the advice to the topic

Task: make a list of tips on

How to...



2 a) Read the list in the box and check the meaning of the phrases in **bold** in your mini-dictionary or with your teacher. Tick (✓) the things you should do when preparing for an exam, and write a cross (X) next to the things you should avoid.

b) In groups, discuss which things you personally do / don't do when you are revising for exams. Do you have any other useful advice?

Reading and vocabulary

How to pass exams

1 Discuss the following questions in groups.

- Are you the sort of person who loves or hates exams? How do they make you feel?
- What's the most difficult exam you have ever taken? Why?
- Have you got any 'exam horror stories' (times when you or one of your friends missed exams, were ill during exams, etc.). What happened?



draw up a revision timetable and **stick to it**
 set yourself tough **goals** for your revision each day
 meet a friend and study together
 spend a lot of time with your friends **moaning** about your exams
get easily distracted
 only study for about thirty minutes at a time
take regular breaks
give up your social life during the weeks before the exams
 stay up late studying the night before the exam
 arrive at least an hour before the exam starts
 compare what you've revised with other students just before the exam

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

APPENDIX B – OBJECTIVES AND TASKS

CUTTING EDGE UNIT 5 UNUSUAL ACHIEVEMENTS	
OBJECTIVES	
1. Reading different kinds of achievements 2. Learning verb-noun combinations 3. Learning the importance of different inventions 4. Understanding the Perfect aspect in the past, present, and future tenses 5. Improving the students' understanding of Present Perfect tense and Perfect continuous tenses 6. Describing a film or book the students have enjoyed 7. Learning different uses of prepositions up and with	
TASKS	
1. Write a short story about one of your personal achievements that you lived in past. Pay attention to add the following details into your story: - the background of the story (what was happening at the time things happened) - the main event (include dialogs if possible) - the conclusion (what happened at the end) and what you have learned through this experience. - After finishing your story, share it with a friend and ask him about his comments and note them down. 2. Note the uses of present perfect tense, past continuous tense and past tense. Write 5 different situations where you can use present perfect, past, and past continuous tenses. Compare your situations with one another. 3. Write down the time expressions that we use in present perfect, past, and past continuous tenses. Are there any common time expressions used with more than one tense? And which one of the expressions is only peculiar to one specific tense? (You can use a grammar book for detailed information) 4. Read the introduction part of a short story. Stop at the most exciting point and do not read the rest of it. Close your book and think of how the story may continue. Write down as many possibilities as possible you can think of. After completing your list, read the rest of the story. Did you manage to guess the events correctly, or your list did not comply with the real story? What are the elements in the story that lead you to guess correctly or incorrectly? 5. Prepare a list of vocabulary items that you have learned in this unit choosing the items that would be problematic for you. In your list include the following information for each of words: - written form of the word - Part of speech (noun, verb, adjective, adverb, or preposition) - Its Turkish translation or definition in English - A sample sentence - Words that are derived from this word - A remark to remember the word quickly (fragrance → detecting a nice smell in the air)	

6. What are the important things to keep in mind while choosing a title for a story/book/film? Answer this question with reference to the following items:
 - Choice of words
 - A positive, negative or a question sentence vs. a short phrase
 - How to cover the main idea
 - Using idioms
 - A short quotation
7. Draw graphs to compare the following tenses. Write down sentences for each of them to exemplify differences between them.
 - Simple Past Tense and Past Perfect Tense
 - Present Perfect Tense and Simple Past Tense
 - Simple Future and Future Perfect Tense
 - Present Perfect Tense and Perfect Continuous Tense
8. Make a list of verbs with which you can use *up* or *with*.

CUTTING EDGE UNIT 6 GETTING IT RIGHT

OBJECTIVES

At the end of the current unit the students will be able to:

1. read the tips on how to pass exams
2. make a list of tips on How to.....
3. learn the different ways on emphasizing what they say
4. take notes on what they listen to

TASKS

1. Read the items on *How to.....*. Write down advices to help people who would like to achieve these things. The list is as follows:
 - How to prepare a daily schedule to study more efficiently
 - How to get fit
 - How to learn a foreign language
 - How to be well-dressed
 - How to give up smoking
 - How to meet people and improve your social life
 - How to drive a car
 - How to read more books
 - How to get better grades in the tests
 - How to use computers more efficiently
2. Think of ways to become more successful in the exams. Write down all your ideas. Then, arrange your ideas to write down an essay on how to pass the exams. The following is a brief outline that will give you an idea about the general structure of your essay:

- **Introduction paragraph:** mention two or three different tips that will bring you better success in the exams. Do not give any examples at this level. Four or five sentences will be enough. Be sure to make readers understand the topic very well.
 - **1st body paragraph:** Explain one of the ways that you mentioned in the introduction part in details. Give examples from real life, from yourself, give reasons why such a study would bring better grades. Conclude your paragraph.
 - **2nd body paragraph:** Use a suitable linking word between at the very beginning of your paragraph. Since you will mention another way to become successful in the exams one of the following linking words will be useful in your paragraph: Furthermore, moreover, similarly, next, secondly, another way to become successful in the exams is, etc. Give details as mentioned in the 1st body paragraph outline.
 - **3rd body paragraph:** Be sure to make use of one of the linking words stated above in order to connect your ideas. Give details about the third way to pass the exams.
 - **Conclusion Paragraph:** state the importance of passing a exams and summarize the topic with a final remark (e.g. 'Passing the exams with excellent grades can be fulfilled as long as you found the right means for yourself and I believe they will be very similar to the ones mentioned here.')
3. The articles in English are **a**, **an**, and **the**. And, sometimes we do not use any of these articles (Ø article). Find different uses these articles and write down the rules in your portfolio. Later on, find a novel in English and copy 20 sentences that include one of the articles above. Write down the rule according to which the author decided to use that article.
4. Can you manage your time efficiently? If not, try to find out ways to use your time most efficiently. If yes, how can you better organize your time?. Make a list of suggestions. Read your suggestions to your friend and note down his comments and his suggestions that are different from yours. Prepare a report that includes your suggestions, your friend's comments and his suggestions. You can prepare your report in the following form:
- | | | |
|-------------------------|--------------------------|-----------------------------|
| <u>YOUR SUGGESTIONS</u> | <u>FRIEND'S COMMENTS</u> | <u>FRIEND'S SUGGESTIONS</u> |
|-------------------------|--------------------------|-----------------------------|
- OR you can write three short paragraphs in each of which you give the information below.
5. Scan the vocabulary items in your course books (CUTTING EDGE and Plus), and find words whose meanings or use you don't know. Add these items to your vocabulary list including:
- written form of the words
 - Part of speech (noun, verb, adjective, adverb)
 - Their Turkish translations or definitions in English
 - A sample sentence

- Words that are derived from these words
 - A remark to remember the words quickly (fragrance → detecting a nice smell in the air)
6. Using your Longman dictionaries write down the words that go with the following basic verbs: give, have, make, and set. Choose ten items from your list to form a short story of your own. It can be a real event that happened to you or one of your friends. Or use your imagination power to make up one. In your story include following details:
- the background of the story (what was happening at the time the things happened)
 - the main event (include dialogs if possible)
 - the conclusion (what happened at the end) and what you have learned through this experience.
 - After finishing your story, share it with a friend and ask him about his comments and note them down.
7. Visit the following website: www.google.com.tr In the search bar write down “practical suggestions to pass the exams” visit a few of the links that you will find useful , and read as much as possible to make a five-minute-speech in front of the class. The topic can be presented in one of the following forms:
- A story that you created through the information you have collected
 - A speech in which the main idea is given with an interesting proverb
 - An anecdote
8. Make a list of grammar points in this unit. Pay particular attention to the problematic ones. To learn those structures you can do the following:
- Underline them while reading the course book or your story book
 - Write some sample sentences to guide you whenever you have difficulty
 - Talk to your friends
 - Make short summaries of the topic in Turkish or in English. The best way is the one that you like most.

CUTTING EDGE UNIT 7 BIG EVENTS

OBJECTIVES

At the end of the current unit the students will be able to:

1. learn vocabulary items about festivals and celebrations
2. describe an important celebration or a festival in their country
3. learn and improve uses of relative clauses
4. learn differences between defining and non-defining relative clauses
5. improve uses of quantifiers and some and any
6. read a text about making history
7. learn vocabulary items related to science of history
8. learn awkward social situations
9. write and learn dialogs about social situations

TASKS			
1. Search for the celebrations to fill in the following table about different celebrations in different countries or continents:			
CELEBRATION	HOW IT STARTED	*TYPE OF CELEBRATION	WHERE IT IS CELEBRATED
Diwali			
Christmas			
Bull running			
1 st May			
Thanksgiving			
Notting Hill Carnival			
Easter			
Ramadan			
*Type means whether it is personal, religious festivals, celebrations of historical or political events, days of remembrance, other important celebrations and festivals. 2. Choose a celebration or a festival in Turkey and answer the following questions: - When does this celebration happen? - What's being celebrated? Give information about its history. - Who are the people involved? - Are there any interesting statistics or other facts? - What kind of music, dancing, or costumes are being used? - What are the other entertainments that are peculiar to this celebration? - Do people give presents or send cards during this celebration? - What are your personal feelings of this celebration? 3. Search the invention of the following items: microwave oven, buttons, matches, post-it notes, jet planes, aluminum foil, and paper clips. Write the answers to the following questions: - Who invented the item? - When was it invented? - What's the story behind the invention? What caused the inventor to invent this item? - In what ways has this invention changed the world? - In what ways can this invention be developed?			

4. Look up the following items in your Longman dictionaries and write down the collocations related to these words. Prepare a table for these collocations as shown in the example. - analyze, explore, find, make, organize, and solve. <table> <thead> <tr> <th><u>WORD</u></th> <th><u>COLLOCATION(S)</u></th> </tr> </thead> <tbody> <tr> <td>analyze</td> <td>analyze a situation</td> </tr> </tbody> </table> 5. Read the text “Silly Questions, Brilliant Answers” (CUTTING EDGE, p:81). Prepare ten questions, and change your questions another student’s question and try to answer them. Next, change the answers and check each others’ work. 6. Read the knowledge given in CUTTING EDGE (p:79) grammar box about non-defining relative clauses. Do the given exercises on the book. Then, write down ten more sentences which are similar to those given in the course book. 7. Read the instructions for writing a film/book review from Plus (pages 80-82). Then choose a film or a book or both, which you watched before. Write a book/film review for this film/book in about 150 words. Be sure to apply the instructions given in your books. 8. Make a list of grammar points in this unit. Pay particular attention to the problematic ones. To learn those structures you can do the following: - Underline them while reading the course book or your story book - Write some sample sentences to guide you whenever you have difficulty - Talk to your friends - Make short summaries of the topic in Turkish or in English. The best way is the one that you like most.		<u>WORD</u>	<u>COLLOCATION(S)</u>	analyze	analyze a situation
<u>WORD</u>	<u>COLLOCATION(S)</u>				
analyze	analyze a situation				
CUTTING EDGE UNIT 8 IN THE PUBLIC EYE					
OBJECTIVES					
At the end of the current unit the students will be able to: - read a text about famous people who go into public life - learn to describe beliefs and policies; to ask for more information; to learn the patterns of agreement and disagreement. - prepare an interview with an eco-warrior - present their views on a issue - learn uses of infinitive forms - differentiate between infinitive and gerunds - learn the word combinations with about - write argumentative essays - learn to use linking words (nevertheless, furthermore, etc.)					
TASKS					
1. Below is given some famous people. Choose one of them, and search about his/her life on the Internet. Read very carefully what you find out and prepare a					

report that includes the answers for the given questions:	
PEOPLE	QUESTIONS
- Ronald Reagan	1. Why is/was this person famous?
- Clint Eastwood	2. What were his/her policies? What was he/she for and against?
- Boris Becker	3. What did s/he achieve?
- Rosemary Scallon	4. What other outstanding facts did you manage to find out about this person?
- Catherine Zeta Jones	5. What did you like most in the person's life?
- Sakıp Sabancı	6. What are your critics about this person?
- Kenan Evren	
2. Look at the topics below and choose one of them. Think of five things to worry about and five things not to worry about the situation you choose: - you're a genius - you're very tall - you're exceptionally good-looking - you're single - you are under twenty-one - you're very rich and famous	
3. Read the text about the eco-warriors in your course book and prepare some questions that you would ask an eco-warrior if you had the chance to interview him. Include the following question words in your interview: - Why? - ask him about the current environmental issues - ask his policies - ask him to describe his beliefs - ask the disadvantages of being an eco-warrior	
4. "Some people believe that the Earth is being damaged (harmed) with the human activities. Others, on the other hand, feel that it is the human activities that make the Earth a better place. What's your opinion? Use specific reasons and examples to support your answer." Write your argumentative essay following the hints below: PARAGRAPH 1: Make a short introduction in which you tell which side of the issue you support and list your reasons shortly. PARAGRAPH 2: Explain your reasons in details (Here you can use <i>furthermore</i>, <i>what's more</i>, <i>moreover</i>, <i>another reason why</i>, etc.) PARAGRAPH 3: Explain why you don't support the other side (Here you can use <i>nevertheless</i>, <i>while</i>, <i>on the other hand</i>, <i>in spite of</i>, <i>despite</i>, <i>even though</i>, etc.) PARAGRAPH 4: This is the conclusion paragraph. So, you should summarize what you have written up to this point.	
5. Below are words that are combined with <i>about</i>. Write the meaning of <i>about</i> in each the word groups. - Give a speech about	

- Travel about - Argue about - How about....? - I'm about to.... - Walk about - About 20 meters long - Think about
6. Read the <i>Language Focus 1</i> and <i>Language Focus 2</i>. (Cutting Edge pp. 90-91) Note down the uses of infinitive forms and give one example for each. Here are the infinitive forms: - To infinitive - Bare infinitive - Negative infinitive - Perfect infinitive - Continuous infinitive - Passive infinitive
7. Read the topics below and prepare a five-minute-talk choosing one of them. Before you present your ideas prepare short notes to include into your portfolio. Below are the topics: - The pros and cons of being rich and famous - Is being a politician a worthwhile job? - Which is better, being married or single? - The pros and cons of banning cars in cities - Should we bring back the death penalty? - Does modern technology do more harm than good?
8. Choose a famous actor/actress/businessman/politician/doctor etc. Search his life on the Internet in order to find an article about his biography. Summarize what you read in a paragraph of (120-150 words). Remember to add the following items into your summary: - Childhood - School life - How s/he started his career - Important achievements

Oxford Placement Test 1 B1

Look at these examples. The correct answer is underlined.

- In warm climates people like likes are liking sitting outside in the sun.
- If it is very hot they sit at in under the shade.

Now the test will begin. Underline the correct answers.

- Water is to boil is boiling boils at a temperature of 100°C.
- In some countries there is is it is it very hot all the time.
- In cold countries people wear thick clothes for keeping to keep for to keep warm.
- In England people are always talking about a weather the weather weather.
- In some places it rains there rains it raining almost every day.
- In deserts there isn't the some any grass.
- Places near the Equator have a warm the warm warm weather even in the cold season.
- In England colder the colder colder time of year is usually from December to February.
- The most Most of Most people don't know what it's like in other countries.
- Very less little few people can travel abroad.

APPENDIX C- OXFORD PLACEMENT TEST 1 B1&B2

Name		Total A / 100	Total B1 / 50	Grand total / 150
		Total B2 / 50		

11 Mohammed Ali <u>has won</u> <u>won</u> <u>is winning</u> his first world title fight in 1960.	11 ...
12 After he <u>had won</u> <u>have won</u> <u>was winning</u> an Olympic gold medal he became a professional boxer.	12 ...
13 His religious beliefs <u>have made him</u> <u>made him</u> <u>to make him</u> change his name when he became champion.	13 ...
14 If he <u>has</u> <u>would have</u> <u>had</u> lost his first fight with Sonny Liston, no one would have been surprised.	14 ...
15 He has travelled a lot <u>both</u> <u>and</u> <u>or</u> as a boxer and as a world-famous personality.	15 ...
16 He is very well known <u>all</u> <u>in</u> <u>all over</u> <u>in all</u> the world.	16 ...
17 Many people <u>is believing</u> <u>are believing</u> <u>believe</u> he is the greatest boxer of all time.	17 ...
18 To be the best <u>from</u> <u>in</u> <u>of</u> the world is not easy.	18 ...
19 Like any top sportsman he <u>had to</u> <u>must</u> <u>should</u> train very hard, when he was fighting.	19 ...
20 Even though he has now lost his title, people <u>would</u> <u>will</u> <u>did</u> always remember him as a champion.	20 ...
Subtotal / 20	

The history of [aeroplane] the [aeroplane] an [aeroplane] is quite a [quite] [quite] short one. For many centuries men are trying [try] [had tried] to fly, but with [little] [a little] success. In the 19th century a few people succeeded [to fly] in flying [into flying] in balloons. But it wasn't until the beginning of [this] [next] [that] century that anybody [were] [is] [was] able to fly in a machine [who] [which] [what] was heavier than air. In other words, in [who] [which] [what] we now call a 'plane. The first people to achieve 'powered flight' were the Wright brothers. [His] [Their] [Theirs] was the machine which was the forerunner of the Jumbo jets and supersonic airliners that are [such] [such] a [so] common sight today. They [could] [should] [couldn't] hardly have imagined that in 1968, [not much] [not many] [no much] more than half a century later, a man [will be] [had been] [would be] landed on the moon. Already [a man] [man] [the man] is taking the first steps towards the stars. Although space satellites have existed [since] [during] [for] less than thirty years we are now dependent [from] [of] [on] them for all

21 ...
22 ...
23 ...
24 ...
25 ...
26 ...
27 ...
28 ...
29 ...
30 ...
31 ...
32 ...
33 ...
34 ...
35 ...
36 ...
37 ...

kinds of [informations] [information] an [information] Not only are they [they are] there are being used for scientific research in space, but also to see what kind of weather [is coming] [comes] [coming]. By 1988 there [would] [must] [will] have been satellites in space for thirty years and both the 'space superpowers' are planning to [have] [make] [let] massive space stations built. When these [will be] [are] [will have been] completed it will be the first time [when] [where] [that] astronauts will be able to work in space in large numbers. [Apart] [For] [Except] all that, in many ways the most remarkable flight [of] [above] [at] all was [it] [that] [that one] of the flying bicycle, which the world saw on television. [flying] [to fly] [fly] across the Channel from England to France, with nothing [apart] [but] [than] a man to power it. As the bicycle-flyer said, 'It's the first time [I realize] [I've realized] [I am realizing] what hard work it is to be a bird!'

38 ...
39 ...
40 ...
41 ...
42 ...
43 ...
44 ...
45 ...
46 ...
47 ...
48 ...
49 ...
50 ...

Subtotal ... / 30

Oxford Placement Test 1 B2

- 51 Many teachers say to say tell their students should learn a foreign language.
- 52 Learning a second language is not the same as like than learning a first language.
- 53 It takes long time long a long time to learn any language.
- 54 It is said that Chinese is perhaps the world's harder hardest more hard language to master.
- 55 English is quite difficult because of all the exceptions who which what have to be learnt.
- 56 You can learn the basic structures of a language quite quickly, but only if you are wanting will are willing to make an effort.
- 57 A lot of people aren't used to the study to study to studying grammar in their own language.
- 58 Many adult students of English wish they would start would have started had started their language studies earlier.
- 59 In some countries students have to spend a lot of time working on by in their own.
- 60 There aren't no any some easy ways of learning a foreign language in your own country.
- 61 Some people try to improve their English by hearing listening listening to the BBC World Service.
- 62 Live Life Living with a foreign family can be a good way to learn a language.

Name
Total A / 100 Total B1 / 50 Grand total /
Total B2 / 50

- 63 It's no use to try trying in trying to learn a language just by studying a dictionary.
- 64 Many students of English would rather not would rather prefer not would rather not to take tests.
- 65 Some people think it's time we all learn should learn learnt a single international language.
- Charles Walker is a teacher at a comprehensive school in Norwich. He has joined joined joins the staff of the school in 1978 and has been working worked works there ever since. Before move to move moving to Norwich he taught in Italy and in Wales, and before that he has been was was being a student at Cambridge University. So far he isn't wasn't hasn't been in Norwich for as long as he was in Wales but he likes the city a lot and should would could like to stay there for at least another two years, or how which as he puts it, until his two children have will have will be grown up a bit. He met his wife, Kate, in 1972 while he was to live was living had been living abroad for a while, and they got married in 1976. Their two children, Mark and Susan, are were have been both born in Norwich.

Subtotal / 25

The Walkers' boy, who which he is four, has just started at nursery school, but his their her sister shall stay stays will be staying at home for another couple of years, because she is nearly two years younger more young the younger than him. Charles and Kate Walker are used use used to live in the country but now they have children they have moved move moved into the city. Charles wanted a house next near close the school in order for to get to work easily. Unfortunately the a that one the two of them really wanted was too expensive, so they must should had to buy one a bit further away. By the time the children go will go will have gone to secondary school, that which what Charles and Kate hope will be in Norwich, the Walkers will have been have been will be living there for at least fifteen years. They can't be sure if they stay do stay will stay, but if they don't didn't won't, their friends won't be too surprised.

Look at the following examples of question tags in English. The correct form of the tag is underlined.

- He's getting the 9.15 train. isn't he hasn't he wasn't he?
- She works in a library. isn't she doesn't she doesn't he?
- Tom didn't tell you. hasn't he didn't he did he?
- Someone's forgotten to switch off the gas. didn't one didn't they haven't they?

Now underline the correct question tag in the following 10 items:

- John's coming to see you. hasn't he wasn't he isn't he?
- It's been a long time since you've seen him. hasn't it isn't it haven't you?
- He's due to arrive tomorrow. won't he isn't he will he?
- He won't be getting in till about 10.30. isn't he is he will he?
- You met him while you were on holiday. didn't you weren't you haven't you?
- I think I'm expected to pick him up. aren't I don't I are you?
- No doubt you'd rather he stayed in England now. didn't you wouldn't you shouldn't you?
- Nobody else has been told he's coming. is he has he have they?
- We'd better not stay up too late tonight. didn't we have we had we?
- I suppose it's time we called it a day. didn't we isn't it don't it?

91 ...	91 ...
92 ...	92 ...
93 ...	93 ...
94 ...	94 ...
95 ...	95 ...
96 ...	96 ...
97 ...	97 ...
98 ...	98 ...
99 ...	99 ...
100 ...	100 ...
Subtotal / 25	

76 ...	76 ...
77 ...	77 ...
78 ...	78 ...
79 ...	79 ...
80 ...	80 ...
81 ...	81 ...
82 ...	82 ...
83 ...	83 ...
84 ...	84 ...
85 ...	85 ...
86 ...	86 ...
87 ...	87 ...
88 ...	88 ...
89 ...	89 ...
90 ...	90 ...

APPENDIX C1- SCORES IN OXFORD PLACEMENT TEST 2B1&B2

NO	SECTION	STUDENT	SCORE
1	9	1138	59
2	9	1202	63
3	9	1213	61
4	9	1214	63
5	9	1215	58
6	9	1216	53
7	9	1218	55
8	9	1219	58
9	9	1222	69
10	9	1223	72
11	9	1224	61
12	9	1226	69
13	9	1227	63
14	9	1229	64
15	9	1231	62
16	9	1232	64
17	9	1233	64
18	9	1234	62
19	9	1235	55
20	9	1344	48
21	9	3251	60
22	14	1041	69
23	14	1091	69
24	14	1189	71
25	14	1192	57
26	14	1199	61
27	14	1212	69
28	14	1324	55
29	14	1326	48
30	14	1328	57
31	14	1329	62
32	14	1330	69
33	14	1331	55
34	14	1334	50
35	14	1336	63
36	14	1337	70
37	14	1338	55
38	14	1340	60
39	14	1341	67
40	14	1342	65
41	14	1343	72
42	14	1345	50

APPENDIX D- CUTTING EDGE REVIEW TESTS

Modules 1-2

Test A

Name: _____

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.

- A study B student
C a student D studied

Dear Mrs Mitchell,
How are you all? I (1) to say a big thank you for letting me stay while I was in England. I really (2) living with your family. Life's pretty good at the moment. You remember I wanted to move out from my parents' place? Well, last week I (3) through town when I (4) an old friend of mine who (5) for a flat mate. I (6) in this flat for a week now. It's eleven o'clock on a brilliant, sunny day, I'm on a balcony overlooking the sea, and I'm being very lazy! Teresa, my flat mate (7) until about midday, so I have the flat to myself most mornings. I (8) a real job yet, but just for this month I (9) some translation work for a friend. It's okay for now, but it's getting harder and harder to find full-time work, so I need to start looking seriously. I'm sending you copies of some photos I (10) during my stay. I hope you like them. Do give my love to all the family. Best wishes,
Ursula

- 1 A write B do write
C have written D 'm writing
2 A have enjoyed B enjoyed
C had enjoyed D enjoy
3 A was walking B 'd walked
C walked D 've walked

- 4 A was meeting B 'd met
C met D 've met
5 A is looking B looked
C was looking D has been looking
6 A 'm B 'm living
C 've been D live
7 A gets up B isn't get up
C doesn't get up D doesn't sleep
8 A don't find B didn't find
C found D haven't found
9 A do B make
C 'm doing D 'm making
10 A take B have taken
C took D was taking

20

- 2 Read the text and think of a word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Rita: Hello, Jane, (0) this is Rita.

Jane: Oh, hi Rita.

Rita: You're not doing anything tonight, (1) you?

Jane: No, why?

Rita: It's just that my new next-door neighbours are having a party, and they (2) invited me to go. I thought maybe you'd like to come.

Jane: Oh, I'm (3) really tired. I've had a bad week and I was going to have an early night. You know I don't like parties very much. I hate people (4) me personal questions and I don't like the way that people drink so (5)

Rita: What's your idea of a good evening then?

Jane: (6) at home in front of the television!

Rita: That's really boring! Look, the party's not going to go on late. It'll be (7) by eleven o'clock. Oh (8) come! It'll be good fun.

Jane: Okay. But it's raining.

Rita: That's all right. I'll come over in the car and pick you up. How long will it take you to (9) ready?

Jane: About an hour.

Rita: Okay. See you in an hour's (10) then. Bye.

Jane: Bye.

20

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

e.g. Maria hadn't expected England to be so beautiful.

was

England was more beautiful than Maria had expected.

- 1 It is several months since my mother last left home.
not
My mother
several months.
- 2 I don't have a car now and I really like that.
not
I really like a car.
- 3 What is the price of this book?
much
How cost?
- 4 My headaches have been getting worse since a few weeks ago.
over
My headaches have been getting worse
..... few weeks.
- 5 It is unusual for me to go to the theatre.
hardly
I the theatre.
- 6 You need talent to be a dancer.
be
You need to
to be a dancer.
- 7 You eat too much so you don't lose weight.
less
If you weight.
- 8 I love it when people send me flowers.
sent
I love flowers.
- 9 I'm going to see you tomorrow and then I'll pay you.
when
I'll pay
you tomorrow.
- 10 The news really depressed Ned.
news
Ned found

- 4 Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there.

Tick (✓) the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

Working in the States



- 0 'There are no business lunches and no beers after the work.'
- 00 says Tim, a young British banker working in Manhattan for a British ✓
- 1 finance house. 'Being ill or taking long vacations is not a good
- 2 idea. This is a twenty-four-hour culture.' Tim got him a shock when he
- 3 arrived in New York over three years ago because of everything
- 4 was so different from his life in England. He had to get up before
- 5 it got light and he didn't get to home until very late at night. 'I was
- 6 very lonely at first, but soon I got to know a lot of Americans and
- 7 now I can't imagine not working anywhere else. Yes, you have
- 8 to work hard, but you're paid very well. I do like Americans and
- 9 the American way of life.' Tim isn't planning to move. 'After I will finish
- 10 my present job, I'm thinking of buying an apartment here,' he says.

- 6 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Films On This Week

Prisoner ★★★★★

A new film from Patrick Mackenzie, the (0) *director* of *A Week To Remember*, this is a moving story of (1) and (2) in Georgia. It concerns a young man who is wrongly sent to prison for murder. It is only the (3) of an older man in prison which helps him survive.

Night of the Dead ★★

This (4) thriller is about the relationship between two twins and stars an (5) pair of actors, Michelle Tybalt and Barry Lomax. I am sure we will see more of them in the future!

Going Home ★

The story of a young woman who leaves her (6) husband and rediscovers her (7) by returning to her home town.

If Only... ★

This film tells the story of a (8) young Indian politician whose (9) affair with a married white woman finishes his career. A powerful story about (10) in 1920s India.

DIRECT
JEALOUS
SUFFER
COMPANION

PSYCHOLOGY
KNOW

VIOLENCE
INDEPENDENT

SUCCESS
TRAGEDY
RACE



20



TOTAL 100

Modules 3-4

Test B

Name: _____

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.

- A study B student
C a student D studied

Football Report: Tonchester 5, Midtown 1

The beginning of the game (1) by half an hour because of the traffic. After (2) Tonchester then had a disappointing first half. Although Midtown's best player, Alan Somers, wasn't playing because (3) his leg the Saturday before, Midtown (4) the first goal after only twenty minutes. After that, unfortunately for them, it was downhill all the way, with Tonchester scoring three goals very quickly soon afterwards. In fact, the Midtown supporters began to leave after Midtown's new boy, Owen Beckham (5) for shouting (6) the referee. The (7) happened two minutes before half time. Most Midtown supporters went home at this point, (8) hundreds of empty seats. The main problem in the second half was that Midtown were afraid to (9) and Tonchester scored two more goals. It now looks likely that Midtown (10) their place in the First Division at the end of this season.

- | | |
|-----------------------|------------------------|
| 1 A delayed | B was delayed |
| C was being delayed | D was delaying |
| 2 A good start | B starting good |
| C quite a good start | D the quite good start |
| 3 A he'd broken | B he was breaking |
| C he'd been breaking | D he was broken |
| 4 A was scoring | B has scored |
| C scored | D had been scoring |
| 5 A has been sent off | B sent off |
| C was sent off | D was being sent off |
| 6 A to | B towards |
| C out | D at |

- | | |
|---------------------|--------------|
| 7 A accident | B situation |
| C incident | D shout |
| 8 A leaving | B they left |
| C leave | D were left |
| 9 A take adventures | B make risks |
| C play dangerous | D take risks |
| 10 A will be lost | B to lose |
| C lose | D will lose |

20

- 2 Read the text and think of a word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Embarrassing moments



When I (0) at a friend's party recently, I (1) to go outside for some fresh air because the house was so hot and I (2) been dancing for a long time. I was standing in her back garden, (3) at the fish in her big fish pond when all of a (4) , a boy (5) I really liked came up behind me and (6) me on my neck! I got a real (7) , and I jumped right into the pond! I got wet through! The worst thing was that instead of (8) me, the boy just ran (9) ! He said later that he (10) realise what had happened, but I don't believe him.

20

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

e.g. Maria hadn't expected England to be so beautiful.

was

England ... was more beautiful than ... Maria had expected.

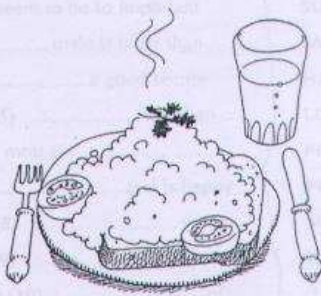
- 1 I'm sorry, but I've already sold the car.
already
I'm sorry, but the car
- 2 It's possible to see the cathedral from my bedroom window.
be
The cathedral from my bedroom window.
- 3 I don't think I'm going to see Rome in my lifetime.
never
I think I Rome in my lifetime.
- 4 We will deliver the package to you tomorrow afternoon.
to
The package you tomorrow afternoon.
- 5 Please could you turn down your radio?
mind
Would your radio, please?
- 6 You must keep this gun in a locked cupboard.
be
This gun in a locked cupboard.
- 7 They think the bomb went off at six o'clock yesterday evening.
bomb
It went off at six o'clock yesterday evening.
- 8 Thank you, but someone is serving me.
I
Thank you, but
- 9 She can't afford to buy the dress she wants.
enough
She to buy the dress she wants.
- 10 I left my tickets at home. I realised this at the theatre.
realised
When I got to the theatre my tickets at home.

20

- 4 Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there.

Tick (✓) the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

Scrambled Eggs (serves 4)



- 0 For this recipe you need eight free-range eggs, a little of salt and
- 00 pepper, one to two spoonfuls of water and sixty grammes of cold unsalted butter. ✓
- 1 The first of all you need to mix the eggs in a bowl with the salt and
- 2 some of pepper, a spoonful of cold water and the butter. Next,
- 3 pour the eggs into a frying pan and warm them over a nice gentle
- 4 nice heat, stirring the eggs continuously and adding the rest of
- 5 the cold butter gradually. This helps reduce the temperature
- 6 of the eggs, preventing them from getting too much hard. Keep
- 7 the extra spoonful of water ready in case this happens. The
- 8 finished eggs should be creamy, not too firm. The dish must to be
- 9 made quickly for best results and should be served almost
- 10 immediately on toast together with a small green salad.

20

- 6 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

What qualities do women look for in husbands?

Well, it seems that a good sense of humour and (0) *intelligence* are very important. Women also like men to be (1) and (2) Looks don't seem to be so important although many women's (3) male is taller than them and has dark hair – but (4) a good secure job is. Men are generally seen as more (5) than women and, according to the survey, the most (6) type of potential husband is very (7) and is happy to do jobs around the house. He is also (8) when there are problems. He is not afraid of (9) , and, most important of all, is able to resist the (10) of other women.

Next week: What a man looks for in a woman

INTELLIGENT
CONFIDENCE
SUCCESS
FANTASTIC
HAVE
LOGIC
PEOPLE
PRACTICE
SUPPORT
RESPONSIBLE
TEMPT



20

TOTAL 100

Modules 5-6

Test A

Name: _____

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.

- A study B student
C a student D studied

Singer/songwriter Anita

Muller is only twenty-two but she (1) a great deal. Her second album, *Roses*, which (2) last year (3) over three million copies so far and she will soon publish her first book of poetry. She writes non-stop. 'I (4) a day off for the last seven years,' she says. 'I (5) bored if I don't write.' Anita grew up in a small town in East Germany. She left (6) when she was only fourteen, and by the time she was sixteen (7) her singing career (8) with her brother in a group called *Nemesis*. She went solo four years ago and (9) concerts ever since. 'I like singing live. I like the interaction between me and an audience.' She is starting a European tour next week, and by this time next year (10) fifty concerts in all the major cities of Europe.



- | | |
|--|---|
| 1 A already achieved
C has already been achieving | B is already achieved
D has already achieved |
| 2 A has been released
C had been released | B was released
D released |
| 3 A has sold
C is selling | B sells
D sold |
| 4 A didn't have
C haven't had | B hadn't
D don't have |
| 5 A get
C 'm getting | B 've got
D got |

- | | |
|--|---------------------------------------|
| 6 A the school
C school | B a school
D from school |
| 7 A she started
C she was starting | B she'd started
D she's started |
| 8 A played
C was playing | B having played
D playing |
| 9 A she's given
C she'd given | B she's giving
D she's been giving |
| 10 A she'll have done
C she's doing | B she'll do
D she's going to do |

20

- 2 Read the text and think of a word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Readers' Letters

Dear Paul,

I'm (0) writing to tell you about
(1) swimming classes I go to. I've been going (2) April, two years ago. Swimming's very good for you because it increases (3) flexibility and makes you feel very strong. I (4) made some good friends in the classes, so I recommend it to all your readers.

Chris, Southampton

Dear Paul,

I want to say a big thank you to all the nurses at Queen's Hospital, Leeds. I was absolutely (5) before I went in because I (6) burnt my hand very badly and I'd never been (7) hospital before, but all the staff were great, really cheerful and always ready to have a chat.

Stacy, Birmingham

Dear Paul,

I'm feeling very nervous because I've got an important exam next month. (8) exam will decide whether I can go to a specialist mathematics school or not. Has anyone got any ideas to help me get (9) my nervousness?

Jon, Belfast

Just take it easy and pace yourself. Take plenty of breaks. Remember that in five weeks' time you

(10) have done it!

Paul

20

- 6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

e.g. Maria hadn't expected England to be so beautiful.

was

England was more beautiful than Maria had expected.

- 1 Julio passed his driving test so he felt great.
because
Julio felt his driving test.
- 2 I'm going to write ten novels before I retire.
I
By the time I retire
ten novels.
- 3 Make sure you don't get too tired before a trip.
tired
It's important
before a trip.
- 4 It's difficult to manage unexpected problems.
cope
It's difficult
unexpected problems.
- 5 Maria really isn't old enough to see that film.
far
Maria's to see that film.
- 6 People don't agree about the date when America was discovered.
of
People don't agree about the date of
..... America.
- 7 Mr. Wilkins isn't here now. He's in Rio.
to
Mr. Wilkins Rio.
- 8 Remington started making pianos 200 years ago and they're still making them.
pianos
Remington
..... 200 years.
- 9 I've never heard a better recording of Beethoven's Fifth Symphony.
recording
That is the
heard of Beethoven's Fifth Symphony
- 10 He shouldn't drink so much coffee before he goes to bed.
avoid
He should so much coffee
before he goes to bed.

20

- 7 Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there.

Tick (✓) the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

Abu Dhabi: City Guide



Food

- 0 The lunch and dinner are eaten at similar times to the UK, except
- 00 during Ramadan, the Muslim holy period.
During this time you ✓
- 1 should never drink, eat or smoke in public.
Generally drinking the alcohol
- 2 is not a good idea in public, but it is acceptable if for foreigners
- 3 to have a drink in a hotel restaurant where most of business
- 4 visitors eat. Do not sit with the bottom of your feet pointing
- 5 towards someone else because this is considered very rude.

Customs

- 6 The women should always cover their arms and wear a long skirt.
- 7 Thursday and Friday are the weekend, so do not arrange any meetings then.

Free Time

- 8 The Dubai Museum is close to the most important business
- 9 district and is very fascinating with its beautifully recreated scenes
- 10 from Dubai's history. It opens daily from 8.30 in the morning to 7.30 at night

20

- 6 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

You are (0) *unlikely* to know his face or his name, but he has changed our lives forever. Tim Berners-Lee was (1) for the (2) of the World Wide Web, the information super highway which has (3) revolutionised the way we communicate. One of the most (4) people of this century, he works at the Massachusetts College of (5) where he leads research into the further (6) of the Web. After (7) Queen's College, Oxford in 1976 with a degree in physics, he was (8) as a programmer for a small Dorset firm. 'He was one of the (9) people I have ever met,' says his ex-boss. 'He could always (10) any problem.' Tim makes no money from the Web, believing it should be free for anyone to use.

LIKE
RESPONSE
INVENT
COMPLETE
CREATE
TECHNICAL
DEVELOP
LEAVE
EMPLOY
CLEVER
SOLUTION



20

TOTAL 100

Modules 5-6

Test B

Name: _____

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.
A study B student
C a student D studied

- 5 A I've met B I've been meeting
C I'd met D I was meeting
6 A I'd started B I've started
C I was starting D I started
7 A very exciting B very excited
C absolutely exciting D absolutely excited
8 A It annoys me B I am annoyed
C It is annoying D What annoys me
9 A information B the information
C informations D the informations
10 A I was suffering B I suffered
C I'd been suffering D I have suffered

20

- 2 Read the text and think of a word which best fits each space. Use only **one** word in each space. There is an example (0) at the beginning.

The Internet: What do you think?

We sent one of our reporters to find out what you, our readers, think about the Internet. Kate Conway, twenty-four, (1) from Brighton says, (2) it since I left (3) and I couldn't live without it now.' Graham Berry, seventy-one, retired, says 'A lot of people my age (4) a computer but (5) quite a few people in their seventies and older on the Net. (6) three years ago, and although I found it difficult at first, I also found it (7) (8) most, however, is that there's such a lot of rubbish on it and you have to search very hard for (9)'. Jesus Trabino, thirty-two, from Mexico says, 'I think the Internet saved my life because when I first started using it (10) from a rare bone disease for over ten years and I managed to contact other sufferers and a doctor who could help me.'



- 1 A an hotel manager B a hotel manager
C hotel manager D the hotel manager
2 A I've been using B I used
C use D I was using
3 A a university B the university
C university D from university
4 A never have used B never used
C have never used D had never used

Interview with Jon Paget, winner of this year's Travel Writing award.

'What is the (0) *best* piece of advice you've (1) been given?'

'Remember to respect (2) culture of (3) country you are visiting. It's important (4) to be rude and I always try to learn a little bit of the language and practise (5) it when I'm there.'

'Where was your first trip abroad?'

'To Paris on a school trip when I was about eight. I thought Paris was (6) wonderful. The trip completely (7) my life and after I'd (8) home I decided I wanted to become a travel writer straightaway. Of course I was (9) too young, but I started keeping a travel diary from that time.'

'What's the best part of travelling?'

'I really (10) enjoy arriving in a new place for the first time because to me travelling is a huge adventure. Anything could happen and I could meet absolutely anyone!'

20

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

e.g. Maria hadn't expected England to be so beautiful.
was
England was more beautiful than Maria had expected.

- 1 There were a lot more people here last year than this year.
far
This year there are here than last year.
- 2 I started playing chess when I was six and I still play it now.
chess
I I was six.
- 3 I've never had a worse meal than this.
meal
This is the had.
- 4 Meg isn't here any more. She's in Sicily now.
to
Meg Sicily.
- 5 Make sure you don't drive too fast.
drive
Be careful too fast.
- 6 The most important human achievement ever was when the wheel was invented.
of
The was the most important human achievement ever.
- 7 How do you manage having six children?
cope
How do you six children?
- 8 You shouldn't eat so many dairy products.
avoid
You should dairy products.
- 9 I'm planning to visit every country in Africa before I'm sixty.
sixty
By the time I'm
..... every country in Africa.
- 10 Jack lost his job so he felt terrible.
because
Jack felt his job.

- 4 Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there.

Tick (✓) the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

Do Diets Work?

- 0 According to nutritionist Jean Lefevre, most diets are a complete ✓
- 00 waste of time, because even if we lose the weight at first we
- 1 almost always put it back when we come off the diet. 'You should
- 2 always set yourself the realistic goals and stick to them,' says
- 3 Jean. The best way to lose weight is to have three meals a day
- 4 so that you maintain energy. 'It is very important that to have
- 5 a breakfast because this will give you a good start and stop you
- 6 buying junk food such as chocolates or chips.' However, unless
- 7 you do give yourself some things you like, such as a glass of
- 8 the wine from time to time, you probably won't be able to keep
- 9 to your diet. 'Starting a diet is easy. It's far trickier to keep to it.'
- 10 Lastly don't forget the importance of do exercise even if it's only getting off a bus one stop early and walking.



20

20

TOTAL 100

APPENDIX B- CUTTING EDGE REVIEW TESTS

Cutting Edge Intermediate • Modules 11–12 Test B

- 6 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Two Opinions are Better than One

'I've started (0) *waking* up in the middle of the night and can't get back to sleep again.'

The Doctor says:

'Has anything (1) in your life? Are you drinking or smoking more, especially after 6 pm? One (2) might be to do some physical activity before going to bed to make you feel (3) and then you may be able to sleep better.'

The Psychiatrist says:

'If you are waking up feeling (4), you need to find a way to sort out your (5) problems during the daytime. Talk over your difficulties with a close friend and make a (6) to do something definite about them. Even if it is not (7) obvious, your dreams can help. If you feel (8) in a dream, for example, this (9) means that you feel unprepared for something. Take small steps and (10) you will find that you relax more and can sleep better.'

WAKE

CHANGE

SOLVE

TIRE

WORRY

PERSON

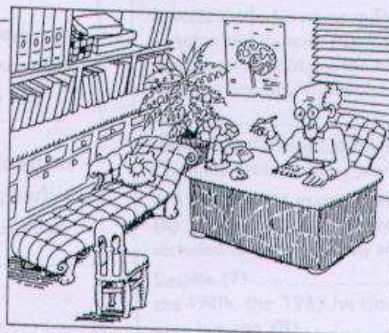
DECIDE

IMMEDIATE

EMBARRASS

PROBABLE

EVENT



20

TOTAL 100

Modules 7-8

Test A

Name:

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.

- A study B student
C a student D studied

Avoiding the Adverts!

The days of

(1) watch advertisements



when replaying television programmes may soon be over. A video recorder, (2) for the first time last week, simply goes straight past them. The video recorder uses technology (3) by Hitachi (4) commercial breaks automatically, and when tapes are replayed the recorder goes into fast forward (5) a blue screen until the programme continues.

The Advertising Council says that most people don't mind (6) advertisements, and in fact, (7) people actually like watching them.

Hitachi, (8) headquarters are in Japan, hoped (9) the machine slightly earlier, but now expect it (10) later this year.

- | | |
|--------------------|-------------------|
| 1 A have to | B you must |
| C having to | D people have to |
| 2 A shown | B was shown |
| C showing | D which shown |
| 3 A developed | B was developed |
| C developing | D which developed |
| 4 A senses | B that senses |
| C which is sensing | D who senses |
| 5 A displayed | B and displaying |
| C displaying | D which displayed |

- | | |
|-------------------------|-------------------|
| 6 A watching | B to watch |
| C that they watch | D watch |
| 7 A quite a few | B plenty |
| C far too many | D several of |
| 8 A who has | B their |
| C which has | D whose |
| 9 A completing | B completed |
| C to have completed | D to be completed |
| 10 A to have introduced | B to introduce |
| C to be introduced | D be introduced |

20

- 2 Read the text and think of a word which best fits each space. Use only **one** word in each space. There is an example (0) at the beginning.

John Travolta – all you wanted to know



Travolta, star of films such as *Grease* and *Saturday Night Fever* in his early career, (0) *made* a big comeback in the 90s after a difficult time in the 80s.

He was (1) in Englewood, New Jersey on 18th February 1954, and took his first dancing lessons at the age of six.

He was (2) up as a Catholic, and then (3) a member of the Church of Scientology during the making of his first film, *Devil's Rain*.

Travolta made his name in *Saturday Night Fever* as an actor and dancer, (4) the feet shown dancing at the beginning of the film were not actually Travolta's.

After (5) Princess Diana at a dance in the United States, he sent her a Christmas present every year until her death.

In 1991 Travolta married Kelley Preston (6) previous boyfriends included George Clooney and Charlie Sheen.

Despite (7) a difficult time in the 1980s, the 1989 hit film *Look Who's Talking* gave him the (8) to rebuild his career.

In the 90s Travolta (9) in *Pulp Fiction*, directed by Quentin Tarrantino.

When filming *Urban Cowboy* he was shot at with a gun. (10) , no one was arrested.

20

- 5 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

My Best Friend's a Gorilla!

When Bob Holt, a (0) *scientist*, decided to go into the Ugandan jungle to investigate gorillas living there, the (1) of a small family group meant he could try an (2) experiment. He started copying their (3) and noises. At first the gorillas were afraid of their (4) guest and it took them time to overcome their (5) Eventually, however, a (6) developed between Bob and a male gorilla. 'It was really (7) they began to accept me into their (8) and treat me as part of the family. I did experience some (9) at times, but overall it was an absolutely (10) experience.

SCIENCE
DISCOVER
USUAL
BEHAVE
EXPECT
SHY
FRIEND
CREDIBLE
SOCIAL
ANXIOUS
AMAZE



20

TOTAL 100

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words including the word given.

e.g. Maria hadn't expected England to be so beautiful.
was
 England ...was more beautiful than... Maria had expected.

- 1 I think you should wear a tie for the interview.
better
 I think tie for the interview.
- 2 My sister-in-law hasn't got a car in spite of living in the middle of the country.
even
 My sister-in-law hasn't got a car
 in the middle of the country.
- 3 Maurice did not speak to her before he left the party.
without
 Maurice left to her.
- 4 People believe Anna Kaplan is living in Brazil.
believed
 Anna Kaplan
 in Brazil.
- 5 This room's far too small for 120 people.
nearly
 This room's not
 120 people.
- 6 Investo Corporation replied to Miss Jones' letter after two months.
months
 It took Investo Corporation
 Miss Jones' letter.
- 7 It is possible to find gold in some of the mountain rivers.
can
 Gold in some
 of the mountain rivers.
- 8 Tony was unable to lift the suitcase because it was too heavy.
Tony
 The suitcase to lift.
- 9 I really think you should visit the castle - you'll like it.
worth
 The castle - you'll like it.

- 10 We got to sleep although it was noisy next door.

spite

We got to sleep
 next door.

20

- 4 Read the text and look carefully at each line. Five of the lines are **correct** and five have a word which should **not** be there.

Tick (✓) the **correct** lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

Dear Stuart,

- 0 I'm just writing you a quick letter before I'll leave tomorrow. Tom
- 00 and I are going skiing for a week in Italy. We're leaving Pat and ✓
- 1 Ian at home. We decided we wouldn't make them to come with
- 2 us because they're old enough to look after themselves and we
- 3 are really looking forward to spending some time on our own.
- 4 We're staying in a chalet is owned by a Swiss colleague of Tom's.
- 5 It's near a resort which it has got some good runs for beginners
- 6 as well as more experienced skiers. Tom suggested going
- 7 for two weeks but because it's my first time, I think one week's
- 8 enough. I've been having lessons on a dry ski slope near us for
- 9 to learn some basic techniques before going. It's been snowing
- 10 a lot in Italy so I hope there'll be plenty of severa snow.

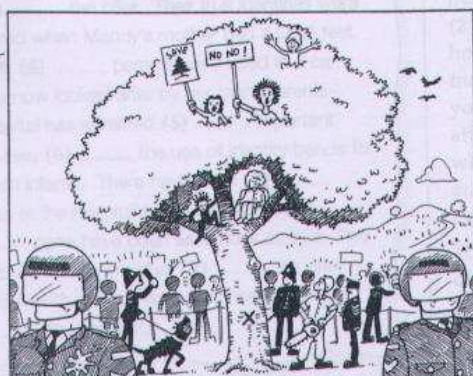
Anyway, I'll send you a postcard,

Love, Rosey

20

- 5 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Last night more than 300 police officers (0) *evicted* a group of eco-warriors from Sarom Hill. Twenty people were (1) Local people staged a huge (2) in support of the eco-warriors. A local (3), Eve Mackie, said 'The proposed new sports centre will be an (4) disaster, resulting in the (5) of much of the local wildlife and a large area of open countryside.' The Council denies (6) the local ecology. 'This is not about nature, it's about (7)', said a spokesperson. 'Our aim is the (8) of a hundred new jobs. We are looking for the (9) of the local community.' Instead they face increasing (10) from local groups.

**EVICT****ARREST****DEMONSTRATE****POLITICS****ENVIRONMENT****DESTROY****THREATEN****ECONOMY****CREATE****INVOLVE****HOSTILE**

20

TOTAL 100

Modules 7-8

Test B

Name:

20

- 1 Underline which answer A, B, C or D best fits each space.

e.g. I'm at Dublin University.

- A study B student
C a student D studied

Birth Exchange Babies

Two young girls, (1) at birth, have been offered more than a million pounds each in compensation. Mandy Astley and Veronica Pullman, (2) in a US hospital three years ago and sent home with the wrong mothers, will receive the money over the next twenty-five years if they (3) the offer. Their true identities were discovered when Mandy's mother had a DNA test. Veronica, (4) parents were killed in a car crash, is now looked after by her grandparents. The hospital has admitted (5) important procedures, (6) the use of identity bands for new-born infants. There have been (7) mistakes at the hospital in the last few years, (8) none have been as serious as this. The relatives will decide whether (9) the offer later this month. The children themselves are not (10) their situation.

- | | |
|---------------------|-----------------------|
| 1 A who exchanged | B exchanged |
| C were exchanged | D exchanging |
| 2 A who were born | B that were born |
| C were born | D being born |
| 3 A agree to accept | B are agree to accept |
| C will accept | D are agree |
| 4 A her | B who her |
| C whose | D who |
| 5 A following | B not to follow |
| C to follow | D not following |
| 6 A included | B includes |
| C including | D which including |
| 7 A plenty of | B a few |
| C too much | D any |
| 8 A however | B in spite |
| C although | D despite |

- 9 A accept
C they have accepted

- B accepting
D to accept

- 10 A enough old
to understand
C enough old for
understanding

- B old enough to
understand
D old enough for
understanding

- 2 Read the text and think of a word which best fits each space. Use only **one** word in each space. There is an example (0) at the beginning.

Finding love in Japan



Single people (0) *hoping* to make new friends, are walking around the streets of Japan carrying an electronic machine

(1) a *Lovegety*. The makers and the 500,000 people

(2) have bought one are hoping it will bring them romance. The machine, which (3) into

your hand or can (4) attached to your belt, will beep or light up

when someone of the opposite sex with another *Lovegety* walks past. Then you can

either make contact or simply walk away.

You can set the machine to search for three different kinds of people: those who like

karaoke, those who just

(5) to talk and those who are (6) for something

more romantic. The makers say they are hoping to encourage people to get

(7) their shyness and make contact with others. Their plans seem

to (8) working, as this new 'toy' is becoming more and more

popular. 'It gives people the (9) to meet other people

they could never meet otherwise.' A new version is expected to be introduced soon

with other possibilities, (10) as 'film', 'drink', and 'dinner'.

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use **between two and five words** including the word given.

e.g. Maria hadn't expected England to be so beautiful.

was

England ... was more beautiful than ... Maria had expected.

- 1 Although the weather was bad yesterday, we flew to Moscow.
spite
We flew to Moscow in yesterday.
- 2 You should ask the woman in the ticket office if there's a reduction for students.
worth
It's the woman in the ticket office if there's a reduction for students.
- 3 Two months is not nearly long enough to write a novel.
far
Two months is to write a novel.
- 4 I was unable to reach the branch because I wasn't tall enough.
me
The branch was reach.
- 5 Greg wasn't wearing a coat in spite of it being cold.
even
Greg wasn't wearing a coat cold.
- 6 I don't want to have anything to drink.
rather
I anything to drink.
- 7 It would be a good idea to forbid smoking in restaurants.
should
Smoking in restaurants.
- 8 Sally and Ben walked home in three hours.
three
It took Sally and Ben home.
- 9 Angela didn't tell me that she had invited four friends to lunch.
without
Angela invited four friends to lunch me.

- 10 They think Maggie left the day before.

thought

Maggie is the day before.

20

- 4 Read the text and look carefully at each line. Five of the lines are **correct** and five have a word which should **not** be there.

Tick (✓) the **correct** lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

- 0 A man who has been arrested in New Jersey and charged with
with
- 00 originating the Melissa computer virus, which caused huge ✓
- 1 problems around the world. Last night Smith, from New Jersey,
 - 2 was facing charges of computer crime which carrying a maximum
 - 3 sentence of ten years. According to the police, Smith created
 - 4 the virus, was named after a dancer, on his home computer.
 - 5 The virus appeared a week ago and spread all over the world
 - 6 in just two days, and causing problems for thousands of companies
 - 7 whose employees found they couldn't communicate by
 - 8 the e-mail. The virus comes as an e-mail, and appears to be
 - 9 from a friend or colleague. Attached to the message is a file
 - 10 which, when it opened, sends infected documents to the first fifty names in the user's address book.

20

Cutting Edge Upper Intermediate • Modules 7–8 Test B

- 5 Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

When Naomi was young she went to a (0) *religious* school run by nuns. Her fondest memory was of Spring and the (1) on 1st May. There was always a (2) of children (3) all in white and carrying flowers. Their parents would be there, (4) their little 'angels', and, after a church service, all the (5) would go to the school hall, which was covered in (6), and have a big lunch.

The only other occasion which (7) everyone was at the school concert where each class gave a short (8) of some kind. Very few children were particularly (9) and many children were very (10) so this was not so much fun as the May festival.

RELIGION
CELEBRATE
PROCESS
DRESS
WATCH
PARTICIPATE
DECORATE

INVOLVE
PERFORM
TALENT
NERVE



APPENDIX D1 – STUDENTS’ SCORES IN CUTTING EDGE REVIEW TESTS

NO	SECTION	STUDENT	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6
1	9	1138	60	51	48	65	60	55
2	9	1202	50	45	55	60	65	60
3	9	1213	55	50	62	57	62	65
4	9	1214	58	60	73	70	75	70
5	9	1215	58	50	45	55	60	60
6	9	1216	55	45	49	50	55	55
7	9	1218	50	58	41	53	55	45
8	9	1219	60	63	46	61	65	70
9	9	1222	58	65	43	61	66	75
10	9	1223	63	47	59	56	68	70
11	9	1224	60	66	54	59	70	82
12	9	1226	70	75	71	72	85	80
13	9	1227	65	58	65	67	66	55
14	9	1229	45	62	55	54	59	60
15	9	1231	66	67	45	59	65	55
16	9	1232	62	65	66	67	60	75
17	9	1233	50	35	50	45	35	50
18	9	1234	61	65	65	65	72	63
19	9	1235	65	60	54	70	71	65
20	9	1344	60	55	55	65	66	72
21	9	3251	50	63	60	57	58	65
SD			6.38	9.54	9.28	7.02	9.63	9.81
M			58	57	55	60	64	64
K			70	70	70	70	70	70
ST.NUMBER			21	21	21	21	21	21
KR-21			0.77	0.90	0.88	0.84	0.95	0.96

APPENDIX E-CAMBRIDGE FIRST CERTIFICATE EXAMINATION (CFCE)

APPENDIX E-CAMBRIDGE FIRST CERTIFICATE EXAMINATION
(CFCE)

PAPER 1

You are going to hear a recording of a lecture. The lecturer is talking about the importance of car parks. The recording is divided into four sections. Mark your answers on the answer sheet.

CAMBRIDGE

FIRST CERTIFICATE in ENGLISH

READING	
USE OF ENGLISH	
WRITING	
TOTAL	

NAME, SURNAME	
NUMBER	
SECTION	

An expensive business

PART 1

You are going to read a magazine article about car theft. Choose the most suitable heading from the list A-I for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

- A Watch where you park.
- B Car crime increase.
- C Large car parks are safer.
- D Will you get it back?
- E Three minutes is all it takes.
- F One in ten invites thieves.
- G Take it with you.
- H A million cars are at risk.
- I Take the keys with you.

An expensive business

As car crime soars, DAVID ROWLANDS and CHRISTOPHER JONES plot the rise of car theft in Britain.

0 I

A million motorists leave their cars full up with petrol and with the keys in the ignition every day.

1

The vehicles are sitting in petrol stations while drivers pay for their fuel. The Automobile Association (AA) has discovered that cars are left unattended for an average three minutes - and sometimes considerably longer - as drivers buy drinks, sweets, cigarettes and other consumer items - and then pay at the cash till. With payment by credit card more and more common, it is not unusual for a driver to be out of his car for as long as six minutes, providing the car thief with a golden opportunity.

2

In an exclusive AA survey, carried out at a busy garage on a main road out of London, 300 motorists were questioned over three days of the holiday period. Twenty four percent admitted that they "always" or "sometimes" leave the keys in their cars. This means that nationwide, a million cars daily become easy targets for the opportunist thief.

3

For more than ten years there has been a bigger rise in car crime than in most other types of crime. An average of more than two cars a minute are broken into, vandalised

or stolen in the UK. Car crime accounts for almost a third of all reported offences with no signs that the trend is slowing down.

4

Although there are highly professional criminals involved in car theft, almost 90 percent of car crime is committed by the opportunist. Amateur thieves are aided by our own carelessness. When AA engineers surveyed one town centre car park last year, ten percent of the cars checked were unlocked, a figure backed by a Home Office national survey that found 12 percent of drivers sometimes left their cars unlocked. The AA recommends locking up whenever you leave the car - and for however short a period. A partially open sunroof or window is a further come-on to thieves.

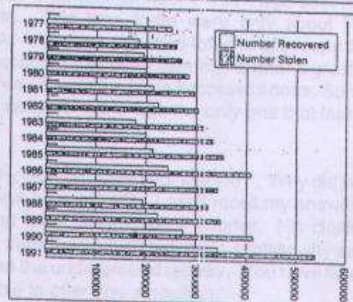
5

There are many other traps to avoid. The Home Office has found little awareness among drivers about safe parking. Most motorists questioned made no efforts to avoid parking in quiet spots away from street lights - just the places thieves love. The AA advises drivers to park in places with people around - thieves don't like audiences.

6

Leaving valuables in view is an invitation to the criminal. A Manchester Probationary Service research project, which interviewed almost 100 car thieves last year, found many would investigate a coat thrown on a seat. Never leave any documents showing your home address in the car. If you have a garage, use it and lock it - a garaged car is at substantially less risk.

7



An expensive business

As car crime soars, DAVID ROWLANDS and CHRISTOPHER JONES plot the rise of car theft in Britain.

0 I

A million motorists leave their cars full up with petrol and with the keys in the ignition every day.

1

The vehicles are sitting in petrol stations while drivers pay for their fuel. The Automobile Association (AA) has discovered that cars are left unattended for an average three minutes - and sometimes considerably longer - as drivers buy drinks, sweets, cigarettes and other consumer items - and then pay at the cash till. With payment by credit card more and more common, it is not unusual for a driver to be out of his car for as long as six minutes, providing the car thief with a golden opportunity.

2

In an exclusive AA survey, carried out at a busy garage on a main road out of London, 300 motorists were questioned over three days of the holiday period. Twenty four percent admitted that they "always" or "sometimes" leave the keys in their cars. This means that nationwide, a million cars daily become easy targets for the opportunist thief.

3

For more than ten years there has been a bigger rise in car crime than in most other types of crime. An average of more than two cars a minute are broken into, vandalised

or stolen in the UK. Car crime accounts for almost a third of all reported offences with no signs that the trend is slowing down.

4

Although there are highly professional criminals involved in car theft, almost 90 percent of car crime is committed by the opportunist. Amateur thieves are aided by our own carelessness. When AA engineers surveyed one town centre car park last year, ten percent of the cars checked were unlocked, a figure backed by a Home Office national survey that found 12 percent of drivers sometimes left their cars unlocked. The AA recommends locking up whenever you leave the car - and for however short a period. A partially open sunroof or window is a further come-on to thieves.

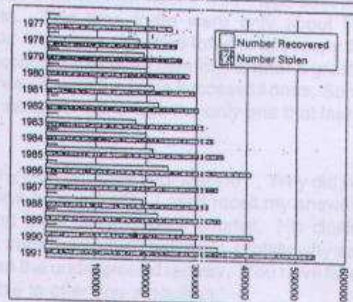
5

There are many other traps to avoid. The Home Office has found little awareness among drivers about safe parking. Most motorists questioned made no efforts to avoid parking in quiet spots away from street lights - just the places thieves love. The AA advises drivers to park in places with people around - thieves don't like audiences.

6

Leaving valuables in view is an invitation to the criminal. A Manchester Probationary Service research project, which interviewed almost 100 car thieves last year, found many would investigate a coat thrown on a seat. Never leave any documents showing your home address in the car. If you have a garage, use it and lock it - a garaged car is at substantially less risk.

7



PART 2

You are going to read an extract from an autobiography. For questions 8-15, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

My new home was a long way from the centre of London but it was becoming essential to find a job, so finally I spent a whole morning getting to town and putting my name down to be considered by London Transport for a job on the tube. They were looking for guards, not drivers. This suited me. I couldn't drive a car but thought that I could probably guard a train, and perhaps continue to write my poems between stations. The writers Keats and Chekhov had been doctors. T.S. Eliot had worked in a bank and Wallace Stevens for an insurance company. I would be a tube guard. I could see myself being cheerful, useful, a good man in a crisis. Obviously I would be overqualified but I was willing to forget about that in return for a steady income and travel privileges - those latter being particularly welcome to someone living a long way from the city centre.

The next day I sat down, with almost a hundred other candidates, for the intelligence test. I must have done all right because after half an hour's wait I was sent into another room for a psychological test. This time there were only about fifty candidates. The examiner sat at a desk. You were signalled forward to occupy the seat opposite him when the previous occupant had been dismissed, after a greater or shorter time. Obviously the long interviews were the more successful ones. Some of the interviews were as short as five minutes. Mine was the only one that lasted a minute and a half.

I can remember the questions now: 'Why did you leave your last job?', 'Why did you leave your job before that?', 'And the one before that?'. I can't recall my answers, except that they were short at first and grew progressively shorter. His closing statement, I thought, revealed a lack of sensitivity which helped to explain why as a psychologist, he had risen no higher than the underground railway. 'You have failed the psychological test and we are unable to offer you a position.'

Failing to get that job was my low point. Or so I thought, believing that the work was easy. Actually, such jobs - being a postman is another one I still desire - demand exactly the sort of elementary yet responsible awareness that the habitual dreamer is least qualified to give. But I was still far short of full self-understanding. I was also short of cash.

- A how difficult it can be to get a job
- B how unimportant ordinary jobs can be
- C how badly he did in the interview
- D how grateful he was for the job

8 Why did the writer apply for the job?

- A He could no longer afford to live without one.
- B He wanted to work in the centre of London.
- C He had suitable training.
- D He was not interested in any other available jobs.

9 It suited him to become a guard on the tube because

- A the job would be near his home.
- B he did not want too much responsibility.
- C it would give him the opportunity to write.
- D he did not have any other qualifications.

10 What quality did the writer think he would bring to the job of guard?

- A His intelligence would be useful to the organisation.
- B He was an experienced underground traveller.
- C He understood what the job required.
- D He would be able to deal with difficult situations.

11 What did he find especially attractive about the job?

- A He wanted to get to work more quickly.
- B He wanted to do a useful job.
- C He would be able to earn high wages.
- D He would be able to receive special benefits.

12 The length of his interview meant that

- A he had not done well in the intelligence test.
- B the job was not going to be offered to him.
- C he had little work experience to talk about.
- D the examiner had decided he didn't like him.

13 Why didn't he get the job?

- A He was too nervous to give proper answers.
- B He could not remember the answers to the questions.
- C His answers appeared to be unsatisfactory.
- D There were no more positions to be filled.

14 What was the writer's opinion of the psychologist?

- A He was inefficient at his job.
- B He was unsympathetic.
- C He was unhappy in his job.
- D He was very aggressive.

15 What does the writer realise now that he did not realise then?

- A how difficult it can be to get a job.
- B how unpleasant ordinary jobs can be.
- C how badly he did in the interview.
- D how unsuitable he was for the job.

PART 3

You are going to read a newspaper article about a singer. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (16-21). There is one extra sentence which you do not need to use. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

ROOM OF MY OWN

Interview by Ena Kendall

Najma Akhtar sings Indian love poems to a mixture of Eastern and Western rhythms and might seem an unlikely pop star. Yet since winning the Asian Song Contest in Birmingham in 1984, she has been praised round the world as well as in this country, where she was the first Asian singer to appear at London's premier jazz clubs, achieving a sell-out. Her music has its roots in the *ghazals* - love poems - and *qawwali* - hymns and wedding songs of the Urdu-speaking Muslims of India.

0	H
---	---

She became a singer almost by accident. Her parents reacted with horror to the possibility of their daughter entering into the suspicious world of popular musicians and did their best to discourage her. Najma is British born, brought up within the Asian community.

In her mid-twenties, Najma still lives with her parents in a large flat on the fringes of London's West End. Her room is her bedroom, simple, functional.

16	
----	--

 She also keeps here a *tampura*, an Indian droning instrument she practises on, and a Western *harmonium*.

Though music and the arts were much opposed by her parents, they bought her - with much unwillingness - a second-hand *harmonium* for £20 when she continued with music. Najma had fulfilled part of their ambitions by getting an MSc at the University of Aston and qualifying as a chemical engineer.

She comes from a family of engineers. 'My father is electrical, my sister civil, my brother is doing industrial engineering and my mother is a cooking engineer - she engineers all our food.'

18	
----	--

 In her room can also be seen the Asian Song Contest award she won in 1984, with a song she composed and recorded. Her father wasn't keen on her entering but, 'my mother was an ally,' she says.

19	
----	--

After this, she concentrated on making *ghazals* more acceptable to a wider audience. 'People who understand Urdu will listen to the words, then to the voice, then to the melody.'

20	
----	--

She released her first British album, *Qareeb*, in 1987; later, music from this album was featured on a movie soundtrack.

21	
----	--

The Japanese gave her a pottery cat for good luck; it stands near her award for best vocalist of the year at the Asian Pop Awards in Birmingham. She has won this three times in succession. Her room is, in fact, full of presents from fans all over the world.

Najma respects the values her parents taught her but is very determined to make a success of her music and do what she wants with her life.

- A The win was a shock for the whole family.
- B Her mother is also her road manager and travels with her on all her international tours.
- C Most Asian families aim for their children to enter the professions: doctor, pharmacist, architect, lawyer, engineer; all these things are drummed into children.
- D After her second album, she had a big success with a series of concerts in Paris, and was subsequently asked by CBS Sony to record her third album in Japan.
- E She has simple tastes but enjoys winning.
- F She has a pile of woolly toys on the bed suggesting echoes of childhood, though in fact they were largely bought at airports, during long waits for planes.
- G We decided to make the music and the voice more interesting to make up for not understanding the words.
- H She combines these influences with Western ideas, writing her own lyrics and music.

A FAMOUS SPORTSMAN

You have probably never heard of Charles Sumner Fry in the (1) ... years of this century. He was the most famous man in England. He became famous while (2) ... at university, mainly on (3) ... of his achievements in sport. He was, at the same time, captain of the university football, cricket and athletics teams and (4) ... the world record for the long jump. He was also a (5) ... sports journalist. He was so famous that letters addressed to 'Mr Fry, Oxford' were (6) ... to him without any difficulty. His college, (7) ... it had quite a different name, was (8) ... as Fry's College.

Some people have (9) ... Fry's sporting achievements. They (10) ... out that he lived at a time when standards were much (11) ... and it was much easier to (12) ... was a natural sportsman. It is certainly true that athletes of that time did not have the highly developed (13) ... of modern athletes. However, it is only (14) ... to judge by (15) ... the standards of his own time. There is no doubt that he had extraordinary (16) ... with an ability to work hard, speed with mind and intelligence.

PART 1

For questions 1-15, read the text below and decide which word A, B, C or D best fits each space. There is an example at the beginning (0).
Mark your answers on the separate answer sheet.

Example:

0 A primary B early C beginning D initial

0	A	B	C	D
	☐	☒	☐	☐

A FAMOUS SPORTSMAN

You have probably never heard of Charles Burgess Fry but in the (0) years of this century, he was the most famous man in England. He became famous while (1) at university, mainly on (2) of his achievements in sport. He was, at the same time, captain of the university football, cricket and athletics teams and (3) the world record for the long jump. He was also a (4) sports journalist. He was so famous that letters addressed to 'Mr Fry, Oxford' were (5) to him without any difficulty. His college, (6) it had quite a different name, was (7) as 'Fry's College'.

Some people have (8) Fry's sporting achievements. They (9) out that he lived at a time when standards were quite (10) and it was much easier to (11) well in several sports. It is certainly true that athletes of that time did not have the totally dedicated (12) of modern athletes. However, it is only (13) to judge him (14) the standards of his own time. There is no doubt that he had extraordinary skill (15) with an ability to write about sport with style and intelligence.

PART 2

For questions 16-22, choose the best word or phrase from the list below. Write your answer on the separate answer sheet.

Example:

1 A still B yet C then D already

2 A case B account C view D regard

3 A held B did C made D reached

4 A common B usual C normal D popular

5 A posted B diverted C delivered D carried

6 A despite B although C however D otherwise

7 A referred B named C called D known

8 A complained B contradicted C criticised D contrasted

9 A point B give C put D speak

10 A bad B small C low D weak

11 A make B be C go D do

12 A approach B style C method D skill

13 A balanced B rational C fair D precise

14 A for B by C as D with

15 A attached B combined C connected D related

PART 2

For questions 16-30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your word on the separate answer sheet.

Example:

0	of	0
---	----	---

KEEPING FIT

Bodies are made to move! They are not designed for sitting around in front (0) the television or reading magazines. Keeping fit doesn't (16) you have to be a super-athlete, and even a (17) exercise can give you a lot of fun. When you're fit and healthy, you'll find you look better and feel better. You'll (18) more energy and self-confidence.

Every time you move you (19) exercising. The human body is designed to bend, stretch, run, jump and climb. The (20) it does, the stronger and fitter it will become. Best of (21), exercise is fun. It's (22) your body likes doing most - keeping on the move.

Physical exercise is not only good (23) your body. People who take regular exercise are usually happier, more relaxed and more alert (24) people who sit around all day. Try an experiment - next time you're (25) a bad mood, go for a walk or play a ball game in the park. See how (26) better you feel after an hour.

A sense of achievement is yet (27) benefit of exercise. People feel good (28) themselves when they know they have improved (29) fitness. People who exercise regularly will (30) you that they find they have more energy to enjoy life. So have a go - you'll soon see and feel the benefits!

For questions 41-55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick (✓) by the number on the separate answer sheet. If a line has a word which should not be there, write the word on the separate answer sheet. There are two examples at the beginning (0 and 00).

Examples:

0	✓	0
00	will	0

WHY I AM LEARNING ENGLISH

- 0 I'm learning English because I am studying law and when
 00 I will finish my course I would like to work for a big company, or
 31 possibly, I will be continue my studies in Britain or the U.S.A.
 32 To do either of these things, it is important to reach at a certain
 33 level of English. Another reason is that I want to communicate
 34 with foreign people because of nowadays countries are
 35 becoming so closer and closer. You need to be able to speak a
 36 foreign language if you want to travel without any problems.
 37 My sister, who lives in England, she says that life is very
 38 different in there and the weather is not so good. Later this
 39 year I am going to visit England and stay with my sister
 40 for two months. I hope that to improve my level of English
 41 during that time. I am certainly looking forward much to
 42 spending the summer in England. After studying at a college
 43 for six weeks I'll be going on the holiday with my sister.
 44 We plan to hire a car and visit the south-west of the country,
 45 which I have heard is very interesting, with a lovely countryside.

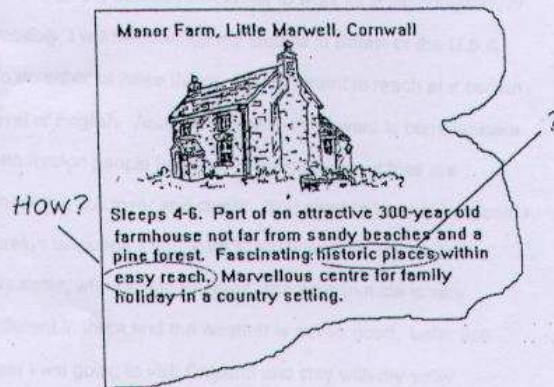
PART 1

You must answer this question.

- 1 Your family is interested in a holiday at Manor Farm but only has the advertisement shown below and so needs more information. You have the task of writing to the Select Holiday Agency which published the advertisement.

Read carefully the advertisement and the notes which you have made below. Then write your letter to the Holiday Agency, covering the points in your notes and adding any relevant information about your family.

Write a **letter** of between **120-180** words in an appropriate style on the opposite page. Do not include addresses.



- must be late June or early September
- price?
- TV?
- sheets and towels?
- if already booked, anything similar?

APPENDIX E1- CFCE COMPUTER VERSION

PART 1

You are going to read a magazine article about car theft. Choose the most suitable heading from the list **A-I** for each part (**1-7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

Mark your answers **on the test booklet**.

- A** Watch where you park.
- B** Car crime increase.
- C** Large car parks are safer.
- D** Will you get it back?
- E** Three minutes all it takes.
- F** One in ten invites thieves.
- G** Take it with you.
- H** A million cars are at risk.
- I** Take the keys with you.

AN EXPENSIVE BUSINESS

As car crime soars, DAVID ROWLANDS and CHRISTOPHER JONES plot the rise of car theft in Britain.

0 I

A million motorists leave their cars full up with petrol and with the keys in ignition every day

1

The vehicles are sitting in petrol stations while drivers pay for their fuel. The Automobile Association (AA) has discovered that cars are left unattended for an average three minutes –and sometimes considerably longer- as drivers buy drinks, sweets, cigarettes and other consumer items- and then pay at the cash till. With payment by credit card more and more common, it is not unusual for a driver to be out of his car for as long as six minutes, providing the car thief with a golden opportunity.

2

In an exclusive AA survey, carried out at a busy garage on a main road out of London, 300 motorists were questioned over three days of the holiday period. Twenty four percent admitted that they ‘always’ or ‘sometimes’ leave the keys in their cars. This means that nationwide, a million cars daily become easy targets for the opportunist thief.

3

For more than ten years there has been a bigger rise in car crime than in most other types of crime. An average of more than two cars a minute are broken into, vandalized or stolen in the

UK. Car crime accounts for almost a third of all reported offences with no signs that the is slowing down.

4 _____

Although there are highly professional criminals involved in car theft, almost 90 percent of car crime is committed by the opportunist. Amateur thieves are aided by our own carelessness. When AA engineers surveyed one town centre car park last year, ten percent of the cars checked were unlocked, a figure backed by a Home Office national survey that found 12 percent of drivers sometimes left their cars unlocked. The AA recommends locking up whenever you leave the car – and for however short a period. A partially open sunroof or window is a further come-on to thieves.

5 _____

There are many other traps to avoid. The Home Office has found little awareness among drivers about safe parking. Most motorists questioned made no efforts to avoid parking in quiet spots away from street lights - just the places thieves love. The AA advises drivers to park in places with people around – thieves don't like audiences.

6 _____

Leaving valuables in view is an invitation to the criminal. A Manchester Probationary Service research project, which interviewed almost 100 car thieves last year, found many would investigate a coat thrown on a seat. Never leave any documents showing your home address in the car. If you have a garage, use it and lock it – a garaged car is at substantially less risk.

PART 2

You are going to read an extract from an autobiography. For questions **8-15**, choose the answer (**A,B,C or D**) which you think fits according to the text. Mark your answers **on the test booklet**

My new home was a long way from the centre of London but it was becoming essential to find a job, so finally I spent a whole morning getting to town and putting my name down to be considered by London Transport for a job on the tube. They were looking for guards, not drivers. This suited me. I couldn't drive a car but thought that I could probably guard a train, and perhaps continue to write my poems between stations. The writers Keats and Chekhov had been doctors. T. S. Eliot had worked in a bank and Wallace Stevens for an insurance company. I would be a tube guard. I could see myself being cheerful, useful, a good man in a crisis. Obviously I would be overqualified but I was willing to forget about that in return for a steady income and travel privileges – those latter being particularly welcome to someone living along way from the city centre.

The next day I sat down, with almost a hundred other candidates, for the intelligence test. I must have done all right because after half an hour's wait I was sent into another room for a psychological test. This time there were only about fifty candidates. The examiner sat at a desk. You were signaled forward to occupy the seat opposite him when the previous occupant had been dismissed, after a greater or shorter time. Obviously the long interviews were the more successful ones. Some of the interviews were as short as five minutes. Mine was the only one that lasted a minute and a half.

I can remember the questions now: ‘Why did you leave your last job?’, ‘Why did you leave your job before that?’, ‘And the one before that?’ I can’t recall my answers, except that they were short at first and grew progressively shorter. His closing statement, I thought, revealed a lack of sensitivity which helped to explain why as a psychologist, he had risen no higher than the underground railway. ‘You have failed the psychological test and we are unable to offer you a position.’

Failing to get that job was my low points. Or so I thought, believing that the work was easy. Actually, such jobs – being a postman is another one I still desire – demand exactly the sort of elementary yet responsible awareness that the habitual dreamer is least qualified to give. But I was still far short of full self- understanding. I was also short of cash.

- 8 Why did the writer apply for the job?
- A He could no longer afford to live without one.
 - B He wanted to work in the centre of London.
 - C He had suitable training.
 - D He was not interested in any other available jobs.
- 9 It suited him to become a guard on the tube because
- A the job would be near his home.
 - B he did not want too much responsibility.
 - C it would give him the opportunity to write.
 - D he did not have any other qualifications.
- 10 What quality did the writer think he would bring to the job of guard?
- A His intelligence would be useful to the organization.
 - B He was an experienced underground traveler.
 - C He understood what the job required.
 - D He would be able to deal with difficult situations.
- 11 What did he find especially attractive about the job?
- A He wanted to get to work more quickly
 - B He wanted to do a useful job.
 - C He would be able to earn high wages.
 - D He would be able to receive special benefits.
- 12 The length of his interview meant that
- A he had not done well in the intelligence test.
 - B the job was not going to be offered to him.
 - C he had little work experience to talk about.
 - D the examiner had decided he didn’t like him.

- 13 Why didn't he get the job?
- A He was too nervous to give proper answers.
 - B He could not remember the answers to the questions.
 - C His answers appeared to be unsatisfactory.
 - D There were no more positions to be filled.
- 14 What was the writer's opinion of the psychologist?
- A He was inefficient at his job
 - B He was unsympathetic.
 - C He was unhappy in his job.
 - D He was very aggressive.
- 15 What does the writer realize now that he did not realize then?
- A how difficult it can be to get a job.
 - B how unpleasant ordinary jobs can be.
 - C how badly he did in the interview.
 - D how unsuitable he was for the job.

PART 3

You are going to read a newspaper article about a singer. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (**16-21**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

Mark your answers **on the test booklet**

ROOM OF MY OWN

Interview by Ena Kendall

Najma Akhtar sings Indian love poems to a mixture of Eastern and Western rhythms and might seem an unlikely pop star. Yet since winning the Asian Song Contest in Birmingham in 1984, she has been praised round the world as well as in this country, where she was the first Asian singer to appear at London's premier jazz clubs, achieving a sell-out. Her music has its roots in the *ghazals* –love poems- and *qawwali*- hymns and wedding songs of the Urdu- speaking Muslims of India. **0 H**

She became a singer almost by accident. Her parents reacted with horror to the possibility of their daughter entering into the suspicious world of popular musicians and did their best to discourage her. Najma is British born, brought up within the Asian community.

In her mid-twenties, Najma still lives with her parents in a large flat on the fringes of London's West End. Her room is her bedroom, simple, functional. **16** _____

She also keeps here a *tampura*, an Indian droning instrument she practices on, and a Western *harmonium*.

Though music and the arts were much opposed by her parents, they bought her – with much unwillingness – a second – hand harmonium for £20 when she continued with music. Najma had fulfilled part of their ambitions by getting an MSc at the University of Aston and qualifying as a chemical engineer. **17** _____

She comes from a family of engineers. 'My father is electrical, my sister civil, my brother is doing industrial engineering and my mother is a cooking engineer- she engineers all our food. **18** _____ In her room can also be seen the Asian Song Contest award she won in 1984. with a song she composed and recorded. Her father wasn't keen on her entering but, 'my mother was an ally,' she says. **19** _____

After this, she concentrated on making *ghazals* more acceptable to a wider audience. 'People who understand Urdu will listen to the words, then to the voice, then to the melody.' **20** _____

She released her first British album, *Qareeb*, in 1987; later, music from this album was featured on a movie soundtrack. **21** _____

The Japanese gave her a pottery cat for good luck; it stands near her award for best vocalist of the year at the Asian Pop Awards in Birmingham. She has won this three times in succession. Her room is, in fact, full of presents from fans all over the world.

Najma respects the values her parents taught her but is very determined to make a success of music and do what she wants with her life.

- A** The win was a shock for the whole family.
- B** Her mother is also her road manager and travels with her on all her international tours.
- C** Most Asian families aim for their children to enter the professions: doctor, pharmacist, architect, lawyer, engineer; all these things are drummed into children.
- D** After her second album, she had a big success with a series of concerts in Paris, and was subsequently asked by CBS Sony to record her third album in Japan.
- E** She has simple tastes but enjoys winning.
- F** She has a pile of woolly toys on the bed suggesting echoes of childhood, though in fact they were largely bought at airports, during long waits for planes.
- G** We decided to make the music and the voice more interesting to make up for not understanding the words.

PART 1

For questions **1-15**, read the text below and decide which word, **A,B,C** or **D** best fits each space. There is an example at the beginning (**0**).

Mark your answers **on the test booklet**.

Example:

0 A primary **(B)** early C beginning D initial

A FAMOUS SPORTSMAN

You have probably never heard of Charles Burgess Fry but in the **(0)** ...years of this century, he was the most famous man in England. He became famous while **(1)** ...at university, mainly on **(2)**... of his achievements in sport. He was, at the same time, captain of the university, football, cricket and athletics teams and **(3)** ... the world record for the long jump. He was also a **(4)** ... sports journalist. He was so famous that letters addressed to 'Mr. Fry, Oxford' were **(5)** ... to him without any difficulty. His college,**(6)** ... it had quite a different name, was **(7)** ... as 'Fry's College'.

Some people have **(8)** ... Fry's sporting achievements. They **(9)** ... out that he lived at a time when standards were quite **(10)** ... and it was much easier to **(11)** ... well in several sports. It is certainly true that athletes of that time did not have the totally dedicated **(12)** ... of modern athletes. However, it is only **(13)** ... to judge him **(14)** ... the standards of his own time. There is no

doubt that he had extraordinary skill(15) ... with an ability write about sport with a style and intelligence.

- | | | | | |
|-----------|---------------------|-----------------------|---------------------|---------------------|
| 1 | A still | B yet | C then | D already |
| 2 | A case | B account | C view | D regard |
| 3 | A held | B did | C made | D reached |
| 4 | A common | B usual | C normal | D popular |
| 5 | A posted | B diverted | C delivered | D carried |
| 6 | A despite | B although | C however | D otherwise |
| 7 | A referred | B named | C called | D known |
| 8 | A complained | B contradicted | C criticized | D contrasted |
| 9 | A point | B give | C put | D speak |
| 10 | A bad | B small | C low | D weak |
| 11 | A make | B be | C go | D do |
| 12 | A approach | B style | C method | D skill |
| 13 | A balanced | B rational | C fair | D precise |
| 14 | A for | B by | C as | D with |
| 15 | A attached | B combined | C connected | D related |

PART 2

A. For the questions 16-30. read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0)

Example: (0)___of_____

Bodies are made to move! They are not designed for sitting around in front (0)... the television or reading magazines. Keeping fit doesn't (16)... you have to be a super-athlete, and even a (17)... exercise can give you a lot of fun. When you're fit and healthy, you'll find you look better and feel better. You'll (18)... more energy and self-confidence.

Every time you move, (19)... exercising. The human body is designed to bend, stretch, run, jump and climb. The (20)... it does, the stronger and fitter it will become. Best of (21)... exercise is fun. It's (22)... your body likes doing most – keeping on the move.

Physical exercise is not only good (23)... your body. People who take regular exercises are usually happier, more relaxed and more alert (24)... people who sit around all day. Try an experiment – next time you're (25)... a bad mood, go for a walk or play a ball game in the park. See how (26)... better you feel after an hour.

A sense of achievement is yet (27)... benefit of exercise. People feel good (28)... themselves when they know they have improved (29)... fitness. People who exercise regularly will (30)... you that they find they have more energy to enjoy life. So have a go – you'll soon see and feel the benefits!

B. For questions 41-55 read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct put a thick (✓) by the number on the test booklet. If a line has a word which should not be there, write the word on the space provided. There are two examples at the beginning (0 and 00)

WHY I AM LEARNING ENGLISH

- | | | |
|----|------------|---|
| 0 | ___✓___ | I am learning English because I am studying law and when |
| 00 | ___will___ | I will finish my course I would like to work for a big company, or |
| 31 | _____ | possibly, I will be continue my studies in Britain or the USA. |
| 32 | _____ | To do either of these things, it is important to reach at a certain |
| 33 | _____ | level of English. Another reason is that I want to communicate |
| 34 | _____ | with foreign people because of nowadays countries are |
| 35 | _____ | becoming s closer and closer. You need to be able to speak a |
| 36 | _____ | foreign language if you want to travel without any problems. |

37 _____ My sister, who lives in England, she says that life is very
38 _____ different in there and the weather is not so good. Later this
39 _____ year I am going to visit England and stay with my sister
40 _____ for two months. I hope that to improve my level of English
41 _____ during that time. I am certainly looking forward much to
42 _____ spending the summer in England. After studying at a college
43 _____ for six weeks I'll be going on holiday with my sister.
44 _____ We plan to hire a car and visit the south-west of the country,
45 _____ which I have heard is very interesting, with a lovely countryside.

WRITING PART 1

1 Your family is interested in a holiday at Manor Farm but only has the advertisement shown below and so needs more information. You have the task of writing to Select Holiday Agency which published the advertisement.

Read carefully the advertisement and the notes which you have made below. Then write your letter to the Holiday Agency, covering the points in your notes and adding any relevant information about your family.

Write a letter of between 120-180 words in an appropriate style on the next page below. Do not include the addresses.

Manor Farm, Little Marvell, Cornwall



Sleeps 4-6. Part of an attractive 300-year-old Farmhouse not far from sandy beaches and a pine forest. Fascinating historic places within easy reach. Marvelous centre for family holiday in a country setting.

How?

?

- must be late June or early September
- Price?
- TV?
- Sheets and towels?
- If already booked, anything similar?

APPENDIX E2- STUDENTS' SCORES IN CFCE (FIRST AND SECONDADMINISTRATIONS

NO	SECTION	STUDENT	FIRST ADMINIST.	SECOND ADMINIST.
1	9	1138	60	41
2	9	1202	35	50
3	9	1213	45	41
4	9	1214	55	67
5	9	1215	50	29
6	9	1216	45	49
7	9	1218	45	37
8	9	1219	55	41
9	9	1222	40	38
10	9	1223	50	54
11	9	1224	45	49
12	9	1226	55	66
13	9	1227	60	58
14	9	1229	40	48
15	9	1231	61	40
16	9	1232	52	61
17	9	1233	35	7
18	9	1234	54	56
19	9	1235	65	49
20	9	1344	40	52
21	9	3251	45	55
22	14	1041	62	58
23	14	1091	60	56
24	14	1189	45	45
25	14	1192	65	49
26	14	1199	55	53
27	14	1212	50	42
28	14	1324	66	86
29	14	1326	55	45
30	14	1328	45	44
31	14	1329	70	61
32	14	1330	65	56
33	14	1331	65	68
34	14	1334	44	46
35	14	1336	60	43
36	14	1337	65	40
37	14	1338	43	73
38	14	1340	45	41
39	14	1341	66	59
40	14	1342	54	37
41	14	1343	80	88
42	14	1345	77	71

APPENDIX F –ANALYTICAL RATING SCALE

* Read before use	EXCELLENT (5)	VERY GOOD (4)	GOOD (3)	MODERATE (2)	POOR (1)	DOES NOT MEET THE STANDARDS (0)
CONTENT/TOPIC						
Student work reflects all of the components of the task						
Student work contains enough information of the task.						
The task deals with the topic with specific examples						
ORGANIZATION						
Student work contains linking words						
Ideas are clearly stated and supported well						
Ideas in the work follow a logical order. Ideas are well-organized.						
LANGUAGE/USE						
Student work has no occasional grammatical errors.						
Student work reflects appropriate use of English.						
Student work contains a variety of language structure (e.g. student can appropriately use what he learned)						
Student has strong control over English.						
VOCABULARY						
Student does not work contain occasional vocabulary errors. (Does it address formal and informal vocabulary use appropriately?)						
Student work contains a good choice of vocabulary items. (Does he use specific words about the task?)						
Student work contains a wide variety of vocabulary items. (Does the student repeat the same vocabulary items?)						
MECHANICS						
Student work contains very few punctuation and capitalization errors.						
Student work contains very few spelling errors.						
Student work is legible.						

*** AVERAGES AND SCORES**

The number of Excellent (5) points : _____ x5= _____
 The number of Very Good (4) points : _____ x4= _____
 The number of Good (3) points : _____ x3= _____
 The number of Moderate (2) points : _____ x2= _____
 The number of Poor (1) Point : _____ x1= _____
 Total number of points : _____
 Average : Total Points/16

Example:

The number of Excellent (5) points : 4 x5= 20
 The number of Very Good (4) points : 3 x4= 12
 The number of Good (3) points : 3 x3= 9
 The number of Moderate (2) points : 4 x2= 8
 The number of Poor (1) Point : 2 x1= 4
 Total number of points : 16 53
 Average : 53/16= 3.31

HOW TO TURN THE AVERAGE INTO A SCORE:

AVERAGES	GRADES OUT OF 100
5.00	100
4.75	95
4.5	90
4.25	85
4.00	80
3.75	75
3.50	70
3.25	65
3.00	60
2.75	55
2.50	50
2.25	45
2.00	FAIL
1.75	
1.50	
1.00	
0.75	
0.50	
0.25	
0.00	

The score for the above student is 66

APPENDIX G- TEACHER LOG

DECEMBER 2004 (FIRST WEEK)

Today, I introduced the portfolio assessment system to my students. The students did not reveal much reaction to the system since they did not know the details about it. Some of them seemed to have been worried because they considered every new system as a threat to their free time. Some these students reflected their disagreement about the system.

I did not try to persuade them how well the system might work or could help them. Because I believe that they will understand the usefulness of the system as they got to study with it. So, I went on describing the tasks with the following statements:

T: Please, listen to the system and then make your decision about it. From now on, you will be given tasks to complete for each unit of the 'Cutting Edge', your main course book. For every unit, I will provide you with 8 tasks and you are expected to choose five of them. Of course, needless to say, if you like, you can do all of the tasks. The tasks are prepared to improve your skills reading, writing, grammar, vocabulary, and doing your research in English on the Internet. I want you to make your choices according to areas which you feel weak about. Before you begin to any of the tasks you are expected to answer one simple question (I wrote it on the board) 'Why am I doing this task?' This question will help you to choose the task that you are going to complete. I tried to prepare the tasks with the same difficulty level. So, please do not always choose the ones that seem easier for you. Do not forget, these tasks are for improving your English, not for putting an extra burden on your shoulders. At the end of each task, you will evaluate your first draft with your friend with the help of the checklist I prepared for you. (I distributed the evaluation checklist to the students.) For this reason I want you to choose partners that you would feel most comfortable to work with. On these pieces of papers, I want you to write down the names of your friends whom you want to study with, and the language areas that you feel weak about. Now, you have 5 minutes to write down your partners names on the papers, and make sure the friend whom you are sitting with does not see what you have written.

After 5 minutes, I collected the papers and checked whether they are filled in appropriately or not. To my surprise all of them were completed properly. After the completion of the papers one of the students raised a question about the time when they will study for the tasks.

T: The best part of this system is that you will complete most of the tasks during the class time. Every week one class hour is attributed to your studies about the tasks. During this class time, you will work alone, with your partner, with any of your friends in the classroom, or with your teacher if you like. Outside the class time, I want you to do research about the tasks you chose using the facilities in library or the Internet rooms and computer laboratories. If you do a detailed research about your tasks, you will have the chance to complete the tasks during the class time, and save your free time outside. At the end of each task you are expected to answer the following questions honestly:

1. How did you feel working with your task?
2. What did you find most challenging?
3. What did you enjoy the most? Why?
4. Did you feel any improvement in the area that you feel weak?
5. How could the task be developed for better learning?

T: Finally, your portfolio assignments will be evaluated by me, and at the end of each unit I will inform you about your tasks. Any questions?

The very first question that one of the students asked was how these tasks will affect their grades. I clearly explained to the students that the tasks are for them to learn English better and more effectively. I also told them with the help of these tasks they would have an opportunity to monitor their goals and how well they approach to these goals. However, I also told them the fact that their efforts will be added to their oral grades since the assignments in the portfolios would reflect the time and effort that they put in each of the tasks. Since there were no other questions we went on studying in the regular basis.

Even though the students had some negative feelings to the use of the portfolio assessment thinking that they will be rushed into many projects to be put into their portfolios, they now seem to have accepted the whole idea because of the free study time they will have for their own learning at their own pace.

DECEMBER 2004 (FIRST WEEK)

Today, I evaluated the students' responses about whom they would like to work with and which language areas they want to work on. There weren't many problems about matching the students apart from two students who did not give any particular students and who simply said that any students will do. So, I decided to match these two students. I also paid attention to matching the weak and strong students according to their choices.

During the class hour I informed the students about the pairs and changed seating plan for portfolio hour according to whom they are matched with.

I also delivered them the tasks related to Unit 5. Students seemed to be excited after my explanations about the tasks because they would then tell the necessary effort to complete the tasks. After reading each of the tasks I asked the students whether they had any problems with tasks or not. They told me that the tasks were quite clear, but they could not understand why the objectives were written together with the task items. I told them that objectives were very similar to a road map which shows you how to arrive at a destination. The objectives tell you what to learn and what you will be able to do at the end of each learning activity. So, I told them to make sure to read and understand the objectives as they read the tasks. The good point about the tasks was the fact that they were not too much problematic for the students. Eight students out of 24 were not quite sure how to select the tasks. They were having a quarrel in their minds to select the easier tasks or more challenging ones to improve their English. During this class time I invited the pairs to my table one by one to help them on the task selection and to learn about their choices and the reasons. All of the students chose at least one item

95 related to reading, vocabulary, writing and grammar. Some of the students wanted to put extra importance on vocabulary and reading items. Fewer students wanted to do grammar tasks more than one. The following were the reasons which affected the students choices:

1. feeling weak in learning vocabulary items
- 100 2. to learn more frequently used words
3. feeling weak in grammar, reading or writing
4. low grades in vocabulary, reading, and writing parts of the common tests administered at school
5. to revise vocabulary and grammar points to make preparation for the common
- 105 tests
6. to improve different skills (so they chose activities from differing skills)
7. having more problems in learning vocabulary items
8. to have more reading and writing practice.

110 One very important problem that I experienced today was about the reflection part, which is the most important part of portfolio assessment, seemed useless for my students. I tried to persuade them that answering these five questions was as important as doing the tasks because they might help them to think more critically about the tasks and their learning performances. They did not seem to be persuaded but at least accepted to do them as much as they could do.

115

After this session students had more confidence in themselves on the task selection.

DECEMBER 2004 (SECOND WEEK)

120 Students are going on studying with the tasks of Unit 5 during 40 minute-lesson-time. Many of them think that this time is not enough to complete their tasks. They think that they need more time to study and they asked for more time to be devoted to portfolio studies. I explained them that we also needed to cover the content of the book and the curriculum so they needed to spare some of their time outside the class.

125

One important thing that I noticed is that many of the students cannot study regularly and they don't do enough research to work on their tasks during the class time. I generally see that once they close their portfolio at the end of the class time they do not further study later on and wait for the next session to start. I openly told them that their work would be useless unless they did it regularly and used their free time. Another problem that I found out is that students do not read the stories they are expected to in order to complete task 4 for Unit 5. Instead they choose ones that they had already read and just do the minimum requirement of the task. More mechanical tasks especially related to grammar (tasks 2,3 and 7) drew more student attention since they are much easier to complete or students believe that improvement in grammar will bring them better grades in the tests.

Whenever I talk to the students I encourage them to do the tasks related to reading, writing, and vocabulary and to do grammar tasks when they really needed that task.

One important factor to be noted at this stage is that there is a high amount of interaction among the students while they are working on the tasks. Although most of the interaction that occurs is in Turkish, I believe that this is useful for students' learning because they have a lot to share since I matched the weaker students with strong ones. I think that students will face many problems when they started to give feedback to each other. During our talks in class, I always try to give feedback on what they have accomplished up to that point and I hope this will set example to them they are asked to give feedback.

This is the second week of the portfolio assessment and I managed to train students on the following topics: selection of tasks, the core meaning of portfolio assessment (its benefits), and how to reflect on the tasks they have completed (by trying to overcome their biases) They need further training on using the checklists to evaluate tasks and to provide feedback to their partners.

DECEMBER 2004 (THIRD AND FOURTH WEEK)

At the end of this week, according to the curriculum, we are expected to finish Unit
160 5 and therefore at the end of this week students will need to exchange their portfolios in
order to evaluate each other's work and to give the necessary feedback. However, most
of the students are behind the schedule and needed some extra time. I provided them
with the extra time they needed telling them that this would not be repeated and we
need to go on with the curriculum and they need to study regularly. In order to encour-
165 age them to study regularly, I scheduled each of the pairs to report me their develop-
ment and problems that they face in their tasks.

JANUARY 2005 (FIRST WEEK)

Almost all my students were late to complete their portfolio tasks for Unit 5. There-
170 fore, I provided them with one more week to finish their assignments. The students'
main problem with being unable to prepare their files on time is that they are in the exam
week or month better to define.

The ones who have special interest in English have already completed their tasks
175 for Unit 5 and have started the tasks for the next unit without having proper feedback
from their partners and me. One of my major targets in this system was to attract those
who have little or no interest in English. The good point is that they are studying more
than they used to, but they should do their tasks more regularly in order to feel the effect
of this new system. Even though the students are a bit late in their tasks, one positive
180 thing that I noticed in the classroom atmosphere is especially about the weak students.
In spite of their poor grammar in speaking and writing, advanced vocabulary items
started to appear more frequently than the previous months. In my opinion, this is due to
extensive reading that the students implement in order to do their assignments outside
the class time.

185
Feedback and reflection sessions will also make the students' studies more fruitful.
As the students started to feel the necessity to show their work to me and to their part-

ners during these sessions, this is, in my opinion, helping them to regularize their pace and better schedule themselves.

190

The interaction among the students is improving day by day. While checking the works of the students, I feel that they are exchanging their thoughts as they do it during the class time devoted to portfolio study. Such a thing may be considered as cheating by some teachers, I do not believe that any of my students are cheating because at the beginning of the work I told them the fact that honesty is the most important part of this system. Up until now, I have not seen exactly the same two pieces of work for the same task. Most of the students have put considerable effort to their tasks which ended up in original and creative ideas. However, there is still a major problem about using the sources. In some parts of the assignments, I notice some highly advanced language which seems to be taken from the articles without being paraphrased. During the feedback sessions, I try to train students in paraphrasing.

200

One last problem is about students' motivation to answer the reflective questions. Most of the students believe that these questions are unnecessary part of the tasks and they still cannot understand how answering these questions will add to their knowledge in English. Therefore, there are not any metaphorical expressions in the answers to these questions. The answers are rather shallow. Here are some of the common answers to the questions:

205

- Yes.
- Task X was very challenging.
- I liked everything about the task.
- I do not know how to develop the task for better learning.
- This task was helpful for me to improve my grammar because...

210

JANUARY 2005 (SECOND WEEK)

This week finally I managed to complete the very first 5 tasks that are added to students' portfolios. The feedback given to the students' assignments is given on the table below:

215

TASK TYPE	FEEDBACK
-----------	----------

Reading	– Try to read from different sources – Paraphrase what you read while writing – Try to read more critically – Check the meanings of key vocabulary items after reading
Writing	– Use of your own words – Plan before writing – Proofread your work – Pay particular attention to punctuation – Try to use linking words more frequently – Check the various uses of words from your dictionary –
Grammar	– Be more specific in writing the uses of tenses – Give examples –
Vocabulary	– Pay attention to written forms of words – Try to write more creative sentences – Add the irregularities (past forms, plurals, etc.) – Add the pronunciation – Use your own words for definitions – Use a monolingual dictionary
The Internet Search	– Use more than one search engine (google, yahoo, astalavista, Copernic, etc.) – Add your Internet sources to your reference and give exact addresses for the websites

Table 1: Feedback given to the students

Even by flicking through the students' work completed for Unit, it is possible to understand that very first tasks selected by students are more satisfactory than the ones prepared later on. This may be due to two reasons: either students first choose the tasks which are more appealing to them or after selection they get tired of preparing assignments. Regardless of what the reason might be the third, fourth, and fifth tasks have less details and they are less creative than the first two.

Below are the grades given by the students and the teacher to the student work:

			T 1		T 2		T 3		T 4		T 5		T 6		T 7		T 8	
NO	SECTION	NUMBER	R1	R2	R1	TR	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR
1	14	1041	80	65	80	70	*	*	75	60	*	*	*	*	85	70	85	70
2	14	1091	*	*	70	55	*	*	80	55	90	75	85	65	75	60	*	*
3	14	1189	85	65	90	70	90	60	75	65	80	60	*	*	*	*	*	*
4	14	1192	65	45	70	40	60	60	*	*	*	*	*	*	65	45	75	50

5	14	1199	70	60	70	45	*	*	80	60	75	75	75	65	*	*	*	*
6	14	1212	65	50	75	45	*	*	*	*	*	*	70	55	60	30	70	50
7	14	1324	90	75	90	70	85	80	80	85	75	60	*	*	*	*	*	*
8	14	1326	60	60	70	55	80	65	*	*	*	*	*	*	75	70	65	50
9	14	1328	*	*	*	*	80	70	70	75	75	60	70	55	70	60	*	*
10	14	1329	80	85	75	55	75	65	85	70	75	55	*	*	*	*	*	*
11	14	1330	80	70	*	*	*	*	70	45	70	45	*	*	70	50	85	70
12	14	1331	85	75	90	75	95	70	95	85	80	80	*	*	*	*	*	*
13	14	1334	65	50	70	55	*	*	*	*	90	55	70	65	75	60	*	*
14	14	1336	*	*	*	*	85	70	95	80	100	85	*	*	95	90	80	75
15	14	1337	70	55	75	50	80	60	*	*	*	*	65	60	75	65	*	*
16	14	1338	65	50	70	45	*	*	*	*	*	*	75	60	65	45	70	50
17	14	1340	65	45	60	50	70	50	60	55	65	40	*	*	*	*	*	*
18	14	1341	*	*	70	55	65	50	70	60	75	55	*	*	*	*	65	40
19	14	1342	75	65	75	70	*	*	*	*	75	50	85	75	80	65	*	*
20	14	1343	90	85	90	80	95	95	*	*	95	90	*	*	100	90	*	*
21	14	1345	90	75	80	70	80	75	*	*	90	80	*	*	*	*	95	80
22	14	3224	*	*	70	40	70	60	75	65	80	65	*	*	*	*	65	40

Table 2: Grades assigned by the students and the teacher (T=Task; TR=Teacher; S=Student;*=Task that is not selected by that student)

230 Inter-rater reliability for the tasks are stated in the table below:

TASK	RELIABILITY COEFFICIENT
TASK 1	0,85
TASK 2	0,80
TASK 3	0,69
TASK 4	0,66
TASK 5	0,78
TASK 6	0,71
TASK 7	0,95
TASK 8	0,93

Table 3: Inter-rater Reliability coefficients for Tasks 1-8 (p<0,05)

235 As can be seen in the table, the grades given by the students and the teacher correlated with each other. There seems to be a problem with Task 3. Task 3 is a grammar related task which asks students to note down the different uses of time expressions in present perfect tense and past tense, and also to find out whether there are common expressions used in both tenses. The problem in scoring might be due to the difference between what students understand out of the task and what the teacher expects them to prepare. As the teacher, I expected my students to draw a table in which they display

240 the time expressions used in these tenses and provide various examples. However, this expectation is not clearly written in the rubric and this lead the students to do the task without necessary details. The task must be rewritten by adding the required details. Task 4 on the other hand is quite clearly designed by the teacher with the necessary items which should be added to the assignments. The problem here is the fact that
245 some of the students did not honestly read the stories and selected one given in the course book. Since the story was explained in the class, their work was not that creative. So, for this task it is not weird to have differences in the grading of students and the teacher.

250 **JANUARY 2005 (THIRD WEEK)**

After grading and evaluation of the Unit 5 Tasks, students began to study hard for Unit 6. They started to get used to the system and began to do their tasks more regularly. The Internet searches are even better than the ones two weeks ago. Ten students this week brought in at least 3 articles to do one of the task assignments. There are
255 more clarification questions on how to paraphrase the structures taken from the articles.

Interaction among the students is also getting better. It is now more frequent 3 or more students discussing on one of the topics. However, the interaction is still in Turkish, but I feel that students started to learn more about grammar and vocabulary items. The amount of extensive reading is also satisfactory.

260 Next week students are going to be on midterm holiday which will last 15 days. Even though we are at the end of the semester, the students are highly motivated to study English. I think this is because the common tests for the other lessons are over, and the students are feeling the positive effect of the assessment system.

265 The reflection sessions are now more fruitful as the students get more experience in evaluating their thoughts, improvement and weaknesses. However, weaker students still seem to be doing less than the better ones while reflecting on the objectives and their progress. I frequently recommend those students to go back what they have done
270 until this time and feel more comfortable to perform better. Three of the students are still

anxious about the way they study for the tests as they cannot link what they are doing to what they are expected to do in the tests. The majority of the students, on the other hand, feel more confident because they are aware of the fact that their portfolio tasks lead them to study more than the others.

275

I also remind them to continue their tasks when they are at home. I persuaded most of them to study for 30-45 minutes a day on their tasks. To motivate the ones with special interest in English, I handed them the tasks for Unit 7. When they come back from their hometowns they will hand in the tasks for Unit 6.

280

JANUARY 2005 (FOURTH WEEK)

This is the last week of the semester. The students are busy with preparations to go home. Therefore, it is very difficult to continue studies. On this Friday, it will be impossible to study on the portfolios. During this week, 5-6 students came to my room to ask my opinions about their progress and to show their works. I hope they will have high motivation to study after they come back from their homes.

285

FEBRUARY 2005 (FIRST WEEK)

The semester holiday ended and all of the students returned back from their homes. After they turn back, I talked all of them individually about what they did during the period they had at home. There were three groups of students: ones who did not study any English at all, ones who spared their time to study on the last two-three days of the holiday, and the ones who devotedly spent 1 to 2 hours studying.

295

After these individual talks, I collected their work on Unit 6. The assignments were more satisfying than the usual. The tasks were more meticulously prepared this time. There were little or no problem with the mechanics of writing. Moreover, the amount of reading for each of the task was also quite satisfying. It was clear from the works of the students that almost all of them reviewed grammar topics, vocabulary items, structural patterns, idioms, and exercises in their workbooks. The answers to the reflection ques-

300

tions, on the other hand, were clearer and more direct to the point. The students had a better understanding of their progress and improvement in the course. This may also be due to the fact that they had more time to spend on their tasks during their holiday. Time management seems to be the major problem for students since they have a very heavy schedule at school in which they have 13 different school subjects. Below are the grades devoted to the assignments of Unit 6:

NO	SECTION	NUMBER	T 1		T 2		T 3		T 4		T 5		T 6		T 7		T 8	
			S	TR	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR
1	14	1041	*	*	*	*	90	80	80	75	70	55	85	90	*	*	85	70
2	14	1091	70	65	80	65	*	*	75	60	*	*	90	75	*	*	70	70
3	14	1189	*	*	*	*	85	70	75	70	*	*	75	75	85	80	90	80
4	14	1192	80	65	75	55	*	*	*	*	70	60	80	65	*	*	75	55
5	14	1199	75	65	*	*	80	70	*	*	70	75	*	*	85	70	75	65
6	14	1212	75	60	65	55	*	*	75	65	*	*	75	60	65	45	*	*
7	14	1324	85	70	90	85	95	85	85	85	80	70	*	*	*	*	*	*
8	14	1326	65	60	75	60	75	70	85	70	75	55	*	*	*	*	*	*
9	14	1328	*	*	*	*	80	70	70	75	75	60	70	55	70	60	*	*
10	14	1329	*	*	80	70	*	*	85	85	*	*	90	75	75	70	80	80
11	14	1330	90	80	75	70	*	*	*	*	65	70	85	80	85	80	*	*
12	14	1331	*	*	*	*	90	75	80	75	90	85	95	80	80	80	*	*
13	14	1334	60	65	80	75	*	*	85	75	*	*	75	65	85	80	*	*
14	14	1336	*	*	65	65	70	65	*	*	65	55	*	*	80	75	80	70
15	14	1337	*	*	70	60	75	60	75	60	75	70	*	*	*	*	80	75
16	14	1338	55	55	*	*	*	*	70	60	70	60	65	60	55	55	*	*
17	14	1340	60	55	55	55	*	*	60	60	65	55	55	60	*	*	90	85
18	14	1341	*	*	75	75	*	*	65	60	65	60	70	65	80	75	*	*
19	14	1342	65	65	70	70	*	*	55	55	70	65	75	75	*	*	*	*
20	14	1343	90	85	75	75	85	80	80	80	*	*	*	*	*	*	75	65
21	14	1345	85	80	80	70	*	*	*	*	90	90	*	*	65	65	70	55
22	14	3224	*	*	65	65	70	65	75	70	80	75	*	*	*	*	80	75

Table 4: Grades assigned by the students and the teacher (T=Task; TR=Teacher; S=Student;*=Task that is not selected by that student)

Inter-rater reliability for the tasks are stated in the table below:

TASK	RELIABILITY COEFFICIENT
TASK 1	0,86
TASK2	0,70
TASK 3	0,87
TASK 4	0,78
TASK 5	0,78

TASK 6	0,73
TASK 7	0,85
TASK 8	0,77

Table 5: Inter-rater Reliability coefficients for Tasks 1-8 (p<0,05)

Searching through the reliability coefficients, one can understand that there seems to be a problem with Task 2 which is related to process writing. The problem here can be considered in two folds. Firstly, the raters might have neglected the requirements of the tasks. Because of this, their expectations may differ. Secondly, the students might have found the task unclear or too challenging; therefore, they might have neglected some of the requirements which are not taken into consideration by one of the raters. The reflections for this task in general stated that the students considered the task useful, enjoyable and challenging. They also stated that they learned a lot of new words and structures while completing it. Few of them were unhappy for the fact that such tasks require more time than the others. The last reflections seems to be more truthful than the other ones.

Feedbacks given to the students are stated in the table below:

TASK TYPE	FEEDBACK
Reading	– Good amount of reading can be better – Try to state your sources when you write something that relates to the things you read – Go on improving your critical reading – Try to guess the meaning of words in context – Add more details about your readings – Note what you have learned after reading – Summarize your thoughts after reading
Writing	– Pay attention to the mechanics of writing – Plan before writing – Give your friend chance to flip through your work – Try to avoid vague statements – Link your thoughts – Review different uses of <i>the</i> – Pay attention to time agreement – Use only one idea in a paragraph (this is related to planning) – Read more before writing – Give a title that summarizes all of the ideas
Grammar	– Pay attention to the uses of <i>modals</i>

	– Draw diagrams for better understanding of <i>tenses</i> – <i>Plural forms</i> need to be reviewed – <i>V3 forms</i> seem to be problematic – Give specific examples on the uses of structures – Try not to repeat the same error. Look up your grammar book whenever you feel suspicious – Pay attention to the uses of semi-colon
Vocabulary	– Spelling is a major problem – Do not translate directly from Turkish – Use adjective forms correctly (<i>she is a beautiful*</i>) – When making your vocabulary list add parts of speech
The Internet Search	– Add your Internet sources to your reference and give exact addresses for the websites – Use double quotation marks for more specific searches – Paraphrase the knowledge that you got from the internet.

FEBRUARY 2005 (SECOND WEEK)

This week students began to the tasks for Unit 7 which focused on celebrations (by relating different celebrations in different cultures to Turkish culture, inventions, correct uses of collocation of words, defining and non-defining relative clauses and reading the instructions on how to write a film review.

They seemed to be more interested in searching about the celebrations focusing on the similarities and differences. This week 11 students came to me for more creative preparations of the tasks. They generally find the grammar topics unuseful and easier to complete. They still have some problems in extensive reading since they have limited time to spare for English. I tried to emphasize the importance of English for their future careers and wanted them to spend more time on it. They also considered the tasks about the collocations of words.

The one main issue that I could not manage to overcome is that the students cannot see the importance of processes that they go through while preparing their tasks. Of course, some the students do not go through these processes since they do some of the assignments very close to the deadline and so they just produce some work to be displayed to the teacher. To solve this issue I assured the students that the ones who visit me more while doing tasks will be given some bonus grades for their involvement in the tasks.

During the class sessions students began to be more productive and spending more time on interaction among their friends. As the teacher, I also started to face with
350 more questions when I was helpless when 4-5 students were waiting in line to ask me questions or show their work.

Another thing I stated to the students was doing tasks by reading, reviewing grammar topics, writing, looking up their dictionaries and grammar books, and more im-
355 portantly tasks automatically direct them to the most important points (which I believe is most useful for weaker students who always complain about being unable to find what to study) will automatically provide them with the effort necessary for common exams. In short this week was beneficial for students who learned the importance of processes, regular study, and interaction (student to student- student to teacher).

FEBRUARY 2005 (THIRD WEEK)

In this week, students went on their regular work on the assignments. Students now seem to be more organized and devoted to their tasks. Tasks 1,2, and 3 are very interesting for them and so many of them added these tasks to their portfolios. I also
365 allowed them to change some of grammar and vocabulary tasks to make them more interesting. Many of the students were happy with the freedom they were given in the course.

Through the personal talks inside and outside the classroom, I observed that stu-
370 dents began to be more critical about the reflections. In their tasks, I can clearly see that they give clear answers to the reflection questions stated below:

Why am I doing this task?

What are the components of this task that help me to prepare for the tests?

375 What I have learned doing this task?

What are the steps I followed?

How can I improve my English?

Why other students do not do similar tasks?

Have I spent enough time?

380

Also, the students are happy with their results in the common tests. They believe that they perform better when compared to the tests administered during the first semester. These reflection questions and the answers given to them motivated me and my students more since we all can follow the student involvement and progress.

385

FEBRUARY 2005 (FOURTH WEEK)

This is the last week for assignments of Unit 7. I can see that the students feel more confident on the selection of topics, planning what to include into the tasks, answering reflection questions, asking for advice to the friends and to the teacher, and most importantly making their own decisions. In short students decide on what to do, how to do and when to do.

The amount of interaction among the students is also increasing. My personal talks with the students and my observations during the class hours lead me to think that students at last learned how to interact with one another in English and Turkish. Also, looking at the raters comments students learned to give better feedback. The feedback now provided by the students is more and more supportive.

Another fact that I would like to mention is that students started to study regularly and none of them this week asked for extra time and they understood the importance of regular work. At the end of this week I am going to collect the completed assignments for Unit 7.

405

MARCH 2005 (FIRST WEEK)

410 The students handed in their assignments just on time. None of them needed any extra time to complete their tasks. Only two students could not complete five tasks, but they did not want to have any extra time to complete the missing tasks. Here are the feedback provided to students about the tasks:

TASK TYPE	FEEDBACK
Reading	– Enough amount of reading – Knowledge gained through the Internet is well paraphrased – Good amount of reading for festivals – Try to have more pleasure reading – Summarize what you have read with your own words – Read more on film reviews
Writing	– Good skills in writing phrases – Good organization of ideas for writing via answering the given questions – Link your ideas among the paragraphs – Do not repeat the same word again and again try to use thesaurus – Give conclusion remarks and sentences for each of the paragraphs – Pay attention to the uses of <i>the</i> – More proficiency is needed for conclusion paragraphs – In tasks 1-3 good choice of vocabulary – Pay attention to the uses of <i>comma</i> – Try to write with simpler sentences – Avoid unnecessary complicated sentences – Pay attention to parallel structures
Grammar	– Have a better understanding of defining and non-defining relative clauses
Vocabulary	– Find appropriate collocations – Spelling – Add various uses of the same word in your voc. list – Underline the problematic words while reading – Do not always translate for meaning – Note voc. usage with examples
The Internet Search	– No problems were encountered. Students had a good understanding of the Internet search and using the information that they gained.

Students do not seem to be taking the feedback into consideration because some of the feedback (such as spelling, use of article, punctuation marks, linking the ideas among the paragraphs, difficulty in learning different use of vocabulary items, for some tasks little amount of reading, etc.) is generally repeated within the 8 weeks of the study. On the other hand some of the feedback (paraphrasing, the Internet search, some of the grammar topics) seemed to have worked for them. So, I cannot say the feedback provided to the students is useless. They are beneficial to the students to some extent.

When reflection notes about the tasks are reviewed, one can understand that the students who completed tasks 1-2-3 had a good time with their work and they learned a lot of general knowledge and they had the feeling of improvement. Tasks 6-8, which consisted of making a list of grammar points and correct use of the relative clauses, seemed to be boring for some of the students but easy at the same time to complete for the others. Students also found tasks 4-5-7 useful but showed little interest in doing them, and there were some missing parts since all of the requirements of the tasks were not completed. Following are the grades provided for the assignments of Unit 7:

			T 1		T 2		T 3		T 4		T 5		T 6		T 7		T 8	
NO	SECTION	NUMBER	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR	S	TR
1	14	1041	80	75	*	*	75	75	55	60	75	75	*	*	70	65	*	*
2	14	1091	*	*	65	70	70	70	75	70	*	*	65	60	85	80	*	*
3	14	1189	60	55	55	50	*	*	*	*	50	55	50	45	*	*	75	70
4	14	1192	45	55	*	*	65	60	60	55	65	70	*	*	65	60	65	65
5	14	1199	*	*	70	65	60	60	*	*	55	50	75	60	*	*	45	40
6	14	1212	65	55	*	*	*	*	60	60	*	*	55	50	55	45	60	55
7	14	1324	90	85	80	85	*	*	85	90	*	*	75	70	80	85	*	*
8	14	1326	55	50	65	65	70	65	*	*	70	70	*	*	60	50	*	*
9	14	1328	65	60	*	*	*	*	75	70	55	60	*	*	55	60	55	65
10	14	1329	*	*	80	80	*	*	75	70	90	85	75	75	80	85	*	*
11	14	1330	90	85	*	*	*	*	85	90	75	75	80	65	*	*	75	75
12	14	1331	100	90	*	*	85	85	*	*	90	95	*	*	85	80	80	75
13	14	1334	55	60	65	60	*	*	75	65	*	*	45	55	60	55	*	*
14	14	1336	80	85	75	80	85	90	95	80	75	80	*	*	*	*	*	*
15	14	1337	65	70	*	*	85	75	75	65	*	*	80	70	65	75	*	*
16	14	1338	*	*	*	*	85	80	75	75	90	90	75	80	*	*	75	85
17	14	1340	55	45	*	*	60	65	*	*	70	65	65	70	*	*	80	70
18	14	1341	80	80	75	70	*	*	*	*	90	85	85	80	65	75	*	*
19	14	1342	*	*	80	80	*	*	*	*	65	70	80	75	65	60	70	65
20	14	1343	100	100	85	80	*	*	80	85	75	75	*	*	80	75	*	*

21	14	1345	*	*	90	85	80	85	70	75	85	80	90	80	*	*	*	*
22	14	3224	*	*	*	*	*	*	65	60	70	65	70	75	80	70	70	75

Table : Grades assigned by the students and the teacher (T=Task; TR=Teacher; S=Student;*=Task that is not selected by that student)

Inter-rater reliability coefficients for Unit 7 Tasks are given below:

TASK	RELIABILITY COEFFICIENT
TASK 1	0,94
TASK 2	0,92
TASK 3	0,89
TASK 4	0,82
TASK 5	0,94
TASK 6	0,82
TASK 7	0,83
TASK 8	0,83

Table : Inter-rater Reliability coefficients for Tasks 1-8 (p<0,05)

According to these coefficients there seems to be no problem with the completion and evaluation of the tasks. This, I believe, is due to two reasons: both the students and raters got used to the process of portfolio assessment. Students beliefs have changed a lot when compared to the beginning of the process. So, we need to be patient since such kind of assessments require procedural development. It is not right thing to expect highly qualified assignments and high student involvement at the very beginning of the process. Assisting and supporting the students in their studies is of great significance. Scaffolding here may be the key word that is to be taken into consideration.

During our talks with my colleagues in the teachers' room, many of them believed that students cannot be easily attracted with alternative assessment tools depending on their earlier experiences. Maybe what seems to be lacking in their experiences is that they did not assist their students. Students should be given freedom but should not be left alone while they are preparing their assignments. Also, teacher should lead the students to interact with their friends and with the teacher.

Next week, the students are going to start to do the tasks for Unit 8.

MARCH 2005 (SECOND WEEK)

455 This week students started to do tasks for Unit 8. As the teacher of the course my
job is now much easier. Almost all of my students now know how to do the tasks and
how to give feedback to one another. Only the weak students go on knocking at my
door. I am happy with this because I can focus on the problems of the weaker students
more intensively. During the common exams, students had no difficulty in reading, writ-
460 ing and vocabulary questions. This shows that the tasks served their purposes to a great
extent. They also taught my students to manage their time more effectively. The
stronger students come to show me their final work together with their drafts. There isn't
now much corrective feedback, but we are now working on how to do the tasks more
effectively. A few of the students who are good at using computers started to keep their
465 records in their floppy disks.

 However, there is still much thing to be done for grammar. One reason why stu-
dents cannot improve in grammar might be the difficulty in preparing grammar tasks that
would raise the students' attention as well as the other tasks. Therefore, I started to give
470 writing feedback drawing the students' attention to grammar points. Another reason for
ineffective development in grammar is that students prepare grammar tasks very shal-
lowly without going into details of task requirements. In short, better prepared tasks and
persuading students to study various uses of the structures that they believe to know
very well. Simply, they do not know what they are weak at.

475 Another positive point about portfolio assessment I used in this study for my stu-
dents was they started to use these reflection questions in other subjects, too. This
shows that the students learned how to learn and how to assess their development in
the courses. Isn't this one of the major goals of education?

480 **MARCH 2005 (THIRD WEEK)**

 This week was a bit silent for students. I was absent from the course in which we
worked on the student portfolios. Therefore, I don't know how they performed during the

485 lesson. Outside the class time I did not receive any questions about the tasks or any expectation of comments on their work. So, this week I did not put any effort into students' studies. In the two lessons, I asked them their ideas about the portfolio assessment. Following are the students' reactions:

- 490 – Portfolio helps me to study regularly.
- Whenever I go back to my older assignments, I can see how I improved or could not improve
- Some of the tasks were meaningless.
- I was suspicious about checking my friends work at the beginning, but now I feel
- 495 more confident.
- We had to spend a lot of time on our portfolios. This was difficult in a busy school like our school.
- I enjoyed working with a friend in all of the tasks.
- I still cannot understand why answered some questions in the reflection part.
- 500 – I learned a lot of vocabulary items and tasks encouraged to review topics in my course book.
- Using the Internet was the best part of the studies. We all like to work on computers.
- Writing tasks which were related to reading was difficult to complete.
- Some of the friends always preferred the easiest tasks. Sometimes this discouraged
- 505 me in my studies.
- Portfolio helped me to have better grades.
- I have never studied this much English since I left preparatory class.

REFERENCES

- Airasian, P. W. (2000). *Assessment in the classroom: A concise approach*. Boston: McGraw Hill.
- Anderson, R. S. (1998). Why talk about different ways to grade? The shift from traditional assessment to alternative assesment. In R. S. Anderson & B. W. Speck (Eds.), *Changing the way we grade student performance: Classroom assessment and the new learning paradigm*, (pp. 5-17) San Francisco, California: Jossey-Bass.
- Aschbacher, P. R. (1991). Performance assessment: State activity, interest, and concerns. *Applied Measurement in Education*, 4, 275-288.
- Bachman, L. F. & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Barootchi, N. & Keshavarz, H. (2002). *Assessment of Achievement through Portfolios and Teacher-made Tests*. *Educational Research*, 44/3, 279-288.
- Barton, J & Collins A. (1997). *Portfolio Assessment: A Handbook for Educators*. White Plains, N.Y.: Dale Seymour Publications.
- Black, P. (1999). Assessment, learning theories and testing systems. In P. Murphy (Ed.), *Learners, learning & assessment*. London: Paul Chapman Publishing.
- Bordens, K.S & Bruce, B.A. (2002). *Research Design and Methods: A Process Approach*. New York: Mc-Graw-Hill Companies.
- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32. 653-675.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle.
- Bushman, L., & Schnitker, B. (1995). Teachers attitudes on portfolio assessment, implementation and practicality. *ERIC Digest*. (Eric Document Reproduction Service No. ED 388

661).

Carpenter, C. Dale-Ray, Marissa S.(1995). Portfolio Assessment: Opportunities and Challenges. *Intervention in School and Clinic*. 31. 34-42.

Cole, J. D., Ryan, C. W., Kick, F., & Mathies, B. K. (2000). *Portfolios across the curriculum and beyond* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Danielson, C., & Abrutyn, L. (1997). An introduction to using portfolios in the classroom. Alexandria, VA: ASCD

Davies, M.A. & Wavering, M. (1999). Alternative Assessment: New Directions in Teaching and Learning. *Academic Search Elite*. 00107476.

Dietel, R. J., Herman, J.L., & Knuth, R. A. (1991). *What does research say about assessment?* Oak Brook, IL: North Central Regional Educational Laboratory.

Doyle, D. P., & Pimentel, S. (1993). A study in change: Transforming the Charlotte Mecklenburg Schools. *Phi Delta Kappan*, 74. 534-539.

Eisner, E.W. (1991).What really counts in schools. *Educational Leadership*. 48 (5), 10-17.

Fosnot, C. W. (1996). Constructivism: A psychological theory of learning. In C. W. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practices*.(18-32) NewYork: Teachers College Press.

Fourie, I & Niekerk, D. (2001). Follow-up on the use of portfolio assessment for a module in research information skills: An analysis of its value. *Education for Information* 19. 107-126

Genesee, F. (2001). In R. Carter & D. Nunan (Eds.), *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Genesee, F. & Upshur, J. A. (1996). Portfolios and conferences. In J. C. Richards

- (Ed.), *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.
- Gillespie, C. S., Ford, K. L., Gillespie, R.D., & Leavell, A. G. (1996). Portfolio assessment: Some questions, some answers, some recommendations. *Journal of Adolescent and Adult Literacy*, 39. 480-491.
- Gottlieb, M. (2000). Portfolio practices in elementary and secondary schools: Toward learner-directed assessment. In G. Ekbatani & H. Pierson (Eds), *Learner directed assessment in ESL*, (pp.89-103). Mahwah, NJ: Lawrence Erlbaum.
- Gronlund, N. E. (1998). *Assessment of student achievement*. Boston: Allyn and Bacon.
- Gussie, W. F., & Wright, R. (1999). Assessment of the implementation of portfolio assessment in K-8 school districts in New Jersey. *ERIC Digest*. (Eric Document Reproduction Service No. ED 429 996).
- Hamp-Lyons, L. (1996). Applying ethical standards to portfolio assessment of writing in English as a second language. In Milanovic, M. & Saville, N.(Eds.), *Studies in language testing 3*. Cambridge: Cambridge University Press.
- Hamp-Lyons, L., & Condon, W. C. (2000). *Portfolios and college writing*. Cresskill, NJ: Hampton.
- Hancock, C. R. (1994). *Alternative assessment and second language study: What and why?* *ERIC Digest*. (Eric Document Reproduction Service No. ED 376695).
- Herman, J. L. (1992). *Accountability and alternative assessment: Research and developmental issues*. CSE Technical Report 348. National Center for Research on Evaluation, Standards, and Student Testing. UCLA: Center for the Study of Evaluation.
- Herman, J. L., Gearhart, M., & Baker, E. L. (1993). Assessing writing portfolios: Issues in the validity and meaning of scores. *Educational Assessment*, 1. 201-224.

- Hirvela, A., & Pierson, H. (2000). Portfolios: Vehicles for authentic self-assessment. In G. Ekbatani & H. Pierson (Eds), *Learner directed assessment in ESL*, (pp.105-126). Mahwah, NJ: Lawrence Erlbaum.
- Huck, S.W. (2000) *Reading Statistics and Research*. New York: Longman
- Huerta-Macias, A. (1995). Alternative assessment: Responses to commonly asked questions. *TESOL Journal*, 5. 8-27.
- Johns, J., & Leirsburg, V. P. (1992). How professionals view portfolio assessment. *Reading Research and Instruction*, 32. 1-10.
- Johnson, N. J. & Rose, L. M. (1997). *Portfolios: Clarifying, constructing, and enhancing*. Lancaster, PA: Technomic.
- Kiernan, E. (2002). Portfolio assessment in language education: A theoretical justification and the results of a classroom-based research project. In R. Kupetz (Ed.), *Empowerment of the learner: Changes and challenges*.(pp. 160-185). Frankfurt Auf Main: Peter Long.
- Lambert, D., & Lines, D. (2000). *Understanding assessment: Purposes, perceptions, practice*. London: Routledge Falmer.
- Larson, R. L. (1996). Portfolios in the assesment of writing: A political perspective. In E. M. White, W. D. Lutz & S. Kamusikiri (Eds), *Assessment of writing: Politics, policies, practices*.(pp.93-110). NewYork: The Modern Language Association of America.
- Lockledge, J.C.& Weinmann, J.A.(2001) Knowledge management for multi-assessment portfolios: *European Journal of Engineering Education*. 26-3. 311-321.
- Maki, P. (2003a). Using multiple assessment methods to explore student learning and development inside and outside of the classroom. *NetResults* [Online]. Retrieved on 22nd January

2003. from <http://www.naspa.org/NetResults/article.cfm?ID:558>
- Maki, P. (2003b). *Developing an assessment plan to learn about student learning*. Retrieved on 22nd January 2004. from <http://www.aahe.org/assessment/assessmentplan.htm>
- Martin-Kniep, G.O., Cunningham, D., & Feige, D. M. (1998). *Why am I doing this?: Purposeful teaching through portfolio assesment*. Portsmouth, NH: Heinemann.
- McLean, J. E., & Lockwood, R. E. (1996). *Why we assess students and how: The competing measures of student performance*. Thousand Oaks, CA: Corwin Press.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.
- Meadows, R.B, Dyal, A.B. & Wright, J. (1998) Preparing Educational Leaders through the Use of Portfolio Assessment: An Alternative Comprehensive Examination. *Academic Search Elite*. 680998.
- Moya, S. S., & O'Malley, J. M. (1994). A portfolio assessment model for ESL. Learners: *The Journal of Educational Issues of Language Minority Students*, 13. 13-36.
- Mullin, J. A. (1998). Portfolios: Purposeful collections of student work. In R. S. Anderson & B. W. Speck (Eds.), *Changing the way we grade student performance: classroom assessment and the new learning paradigm*, (pp.79-89). San Francisco: Jossey-Bass.
- Murphy, S. & Grant, B. (1996). Portfolio appropaches to assessment: Breakthrough or more of the same? In E. M.White, W. D. Lutz & S. Kamusikiri (Eds), *Assessment of writing: Politics, policies, practices*.(pp.24-46). NY: The Modern Language Association of America.
- Nunes, A.(2004) Portfolios in the EFL Classroom Disclosing an Uninformed Practice. *ELT Journal*. 58/4. 327-335.
- O'Malley, J. M., & Pierce, L.V. (1996). *Authentic assessment for English language: Practical*

approaches for teachers. Boston, MA: Addison-Wesley.

Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). *What makes a portfolio a portfolio?* *Educational Leadership* 48 (5), 60-63.

Pitts, J., Coles, C. & Thomas, P. (2001) Enhancing Reliability in Portfolio Assessment: "Shaping" the Portfolio. *Medical Teacher*. 23. 351-356.

Short, D. J. (1993). Assessing integrated language and content instruction. *TESOL Quarterly* 27 (4), 627-656.

Simon, M. & Forgette-Giroux (2000). Impact of a Content Selection Framework on Portfolio Assessment at the Classroom Level. *Assessment in Education*. 7. 83-101.

Smith, J.D., Brewer, d., Heffner, T. & Algozzine, B. (2003). Using Portfolio Assessment with Young Children Who are at Risk for School Failure. *Academic Search Elite*. 1045988. 48. 1-5.

Smolen, L., Newman, C., Wathen, T., & Lee, D. (1995). Developing student self-assessment strategies. *TESOL Journal*, 5. 22-27.

Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assesment in the reading-writing classroom*. Norwood, MA: Christopher-Gordon.

Valerie-Gold, M., Olson, J. R., & Deming, M. P. (1991/1992). Portfolios: Collaborative authentic assessment opportunities for college developmental learners. *Journal of Reading*, 35. 298-304.

Underwood, T. (1998). The Consequences of Portfolio Assessment: A Case Study. *Educational Assessment*. 5(3), 147-194.

Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

Wolf, K., & Siu-Runyan, Y. (1996). Portfolio purposes and possibilities. *Journal of Adolescent and Adult Literacy*, 40, 30-37.

Worthen, B. R. (1992). Critical issues that will determine the future of alternative assessment. *Phi Delta Kappan*, 74, 444-454.

Young, J. P., Mathews, S. R., Kietzman, A. M., & Westerfield, T. (1997). Getting disenchanted adolescents to participate in school literacy activities: Portfolio conferences. *Journal of Adolescent & Adult Literacy*, 40. 348-360.