AKDENIZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING

DEVELOPING LISTENING AND SPEAKING SKILLS OF 6th GRADE PRIMARY SCHOOL STUDENTS BY USING STUDENT-CENTRED ACTIVITIES

(BURDUR GAZI PRIMARY SCHOOL SAMPLE)

MASTER'S THESIS

Serkan COŞKUN

Antalya

September, 2013

AKDENIZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING

DEVELOPING LISTENING AND SPEAKING SKILLS OF 6th GRADE PRIMARY SCHOOL STUDENTS BY USING STUDENT-CENTRED ACTIVITIES

(BURDUR GAZI PRIMARY SCHOOL SAMPLE)

MASTER'S THESIS

Serkan COŞKUN

Supervisor:

Asst. Prof. Dr. Binnur GENÇ İLTER

Antalya

September, 2013

DOĞRULUK BEYANI

Yüksek Lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalarda gösterilenlerden oluştuğunu ve bu eserleri her kullanışımda alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

26 / 09 / 2013

Serkan COŞKUN

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne;

Bu çalışma jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir/~~edilmemiştir~~.

Başkan Yrd. Doç. Dr. Fatma Özlem SAKA (İmza)

Akademik Unvanı, Adı-Soyadı

Üye (Danışman) Yrd. Doç. Dr. Binnur GENÇ İLTER (İmza)

Akademik Unvanı, Adı-Soyadı

Üye Yrd. Doç. Dr. Güçlü ŞEKERCİOĞLU (İmza)

Akademik Unvanı, Adı-Soyadı

Tez Savunma Tarihi: 26 / 09 / 2013

Mezuniyet Tarihi: ... / ... / 2013

Onay

... / ... / 2013

(İmza)

Doç. Dr. Selçuk UYGUN

Enstitü Müdürü

i

ACKNOWLEDGEMENTS

to my mother…

ABSTRACT

DEVELOPING LISTENING AND SPEAKING SKILLS OF 6th GRADE PRIMARY SCHOOL STUDENTS BY USING STUDENT-CENTRED ACTIVITIES

(BURDUR GAZI PRIMARY SCHOOL SAMPLE)

COŞKUN, Serkan

Master of Arts, Department of Foreign Languages English Language Teaching

Supervisor: Asst. Prof. Dr. Binnur GENÇ İLTER

September 2013, xiii+152

This study aimed at understanding whether primary school 6th grade students' listening and speaking skills' achievements can be increased by using student-centred activities, and in this way, take them out from a state of passive to active learners.

The study was carried on over 16 weeks during 2010-2011 fall and spring terms as two 8-week parts. In the first 8-week part in the fall term, listening skills, and in the second 8-week part in the spring term, speaking skills were dealt with. 48 students of 6th grade from Burdur Gazi Primary School participated. In the study, since the aim is to investigate data obtained by evaluating student achievements, quantitative research techniques were preferred. This study was applied as an experimental one with a pretest-posttest control group design. Students were chosen randomly. In the first part that listening skills were practiced, there were 24 students in each group, and in the second part that speaking skills were practiced, there were 22 students in both experimental and control groups.

Experimental and control groups had pretests containing listening and speaking achievement tests in the first weeks of each period, and it was decided that there was no statistically significant difference between groups. With students in experimental group, for both parts of the study starting from the second week, listening and speaking lessons enhanced with student-centred activities were studied as completing tools to the subjects they studied from their coursebooks in one lesson time through 6 weeks. Control group, on the other hand, continued to have their lessons with usual techniques. In each part, in the weeks following 6 practice weeks, posttests

containing listening and speaking achievement tests were given. Data gained from pretests and posttests were analysed by using Independent Samples T-test, Paired Samples T-test, and Intraclass Correlation Coefficient (ICC) via SPSS 16.0 statistical package program.

In respect of the results evaluated, it was observed that there was a statistically significant difference between experimental and control groups in terms of listening skills' achievements of young adolescent learners, on the other hand, although both experimental and control groups had an increase in their achievement in speaking skills' achievements, the effect size of experimental groups' increase was higher than control groups'. In the light of these results, it was understood that in developing young adolescent learners' listening and speaking skills, lessons enriched with student-centred activities were effective in increasing achievement levels of students in those skills.

Keywords: young learners, teaching language skills, developing listening skills, developing speaking skills, learner-centred activities

ÖZET

İLKÖĞRETİM 6. SINIF ÖĞRENCİLERİNİN DİNLEME VE KONUŞMA BECERİLERİNİN ÖĞRENCİ ODAKLI UYGULAMALAR KULLANILARAK GELİŞTİRİLMESİ

(BURDUR GAZİ İLKÖĞRETİM OKULU ÖRNEĞİ)

COŞKUN, Serkan

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı

Danışman: Yrd. Doç. Dr. Binnur GENÇ İLTER

Eylül 2013, xiii+152

Bu araştırmada ilköğretim 6. sınıf öğrencilerinin dinleme ve konuşma becerilerine yönelik başarılarının öğrenci odaklı etkinlikler kullanılarak ve bu şekilde öğrenciler pasif dinleyici konumundan aktif uygulayıcı konumuna getirilerek artırılıp artırılamayacağının araştırılması amaçlanmıştır.

Çalışma 2010-2011 güz ve bahar dönemlerinde 8 haftalık iki ayrı bölüm halinde toplam 16 hafta boyunca devam ettirilmiştir. Güz dönemindeki birinci 8 haftalık bölümde dinleme becerileri, bahar dönemindeki ikinci 8 haftalık bölümde ise konuşma becerileri ele alınmıştır. Çalışmaya, Burdur Gazi İlköğretim Okulu 6. sınıf öğrencilerinden 48 öğrenci katılmıştır. Çalışmada amaç öğrenci başarısının ölçülmesiyle elde edilen verilerin araştırılması olduğundan nicel araştırma yöntemlerinin kullanılması tercih edilmiştir. Bu çalışma öntest-sontest deney-kontrol gruplu çalışma deseninde düzenlenen deneysel bir çalışma olarak uygulanmıştır. Öğrenciler rastgele atama yöntemiyle deney grubu ve kontrol grubu olarak belirlenmiştir. Dinleme becerilerinin ele alındığı birinci bölümde deney ve kontrol grupları 24'er öğrenciden, konuşma becerilerinin ele alındığı ikinci bölümde ise deney ve kontrol grupları 22'şer öğrenciden oluşmaktadır.

Deney ve kontrol grupları her iki bölümün ilk haftasında dinleme ve konuşma başarı testlerini içeren öntestlere tabi tutulmuş ve gruplar arasında istatistiksel olarak manidar bir farkın bulunmadığı tespit edilmiştir. Deney grubundaki öğrencilerle çalışmanın her iki bölümünde de 2. haftadan itibaren 6 hafta boyunca ve 1 ders saati içinde ders kitaplarından işledikleri konulara ek/tamamlayıcı olarak öğrenci odaklı etkinliklerle geliştirilmiş dinleme ve konuşma aktiviteleri uygulanmıştır. Kontrol

grubu ise daha önce kullanılmakta olan yöntemlerle derslerine devam etmişlerdir. Her iki bölümde de 6 haftalık uygulama süresinin bitmesini takip eden haftada deney ve kontrol gruplarına dinleme ve konuşma başarı testlerinin yer aldığı sontestler verilmiştir. Öntest ve sontestlerden toplanan veriler Bağımlı Örneklem ve Bağımsız Örneklem T-testleri ve Sınıf İçi Korelasyon Katsayısı kullanılarak SPSS 16.0 istatistik paket programıyla incelenmiştir.

Elde edilen sonuçlara göre genç yetişkin öğrenenlerin dinleme becerilerindeki başarıları açısından deney ve kontrol grupları arasında istatistiksel olarak manidar bir farkın oluştuğu, konuşma becerilerinde ise her iki grubun başarı seviyelerinde artış olmasına rağmen deney grubunda bu artışın etki büyüklüğünün kontrol grubuna göre daha fazla olduğu gözlemlenmiştir. Ortaya çıkan bu sonuçlara göre öğrencilerin dinleme ve konuşma becerilerini geliştirmede öğrenci odaklı etkinliklerle zenginleştirilen derslerin öğrencilerin bu becerilerdeki başarı düzeylerini artırmada etkili olduğu anlaşılmıştır.

Anahtar Sözcükler: genç öğrenenler, dil becerilerinin öğretimi, dinleme becerilerinin geliştirilmesi, konuşma becerilerinin geliştirilmesi, öğrenci-odaklı etkinlikler

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

CHAPTER II

REVIEW OF LITERATURE

CHAPTER III

METHODOLOGY

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

CHAPTER V

CONCLUSION

LIST OF TABLES

LIST OF ABBREVIATIONS

ALM: Audio-lingual Method

CEF: Common European Framework of Reference

CLL: Community Language Learning

CLT: Communicative Language Learning

CPH: Critical Period Hypothesis

DM: Direct Method

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: Grammar Translation Method

ICC: Intraclass Correlation Coefficient

KET: Key English Test

MNE: Ministry of National Education

SPSS: Statistical Package for Social Sciences

SW: Silent Way

TEYL: Teaching English to Young Learners

TPR: Total Physical Response

UG: Universal Grammar

CHAPTER I

INTRODUCTION

The study has been carried out to see the impact of student-centred activities on improving listening and speaking skills' achievements of 6th grade primary school students. Chapter 1 analyses background of the study to give insights about the situation investigated. The sections inside Chapter 1 try to unfold such topics as background information, problem of the study, purpose of the study including research questions, hypothesis, method of the research adopted, scope of the study, significance and limitations of the study and definitions of key terms and phrases.

1.1. Background to the Study

All living creatures need to express themselves, and they use numerous means to construct their message and deliver it properly to make it meaningful in others' minds. Some use physical actions, gestures, mimics, facial expressions and others use sounds (Broughton, Brumfit, Flavell, Hill, & Pincas, 1994, p. 25). In addition, some of them use both physical movements and sounds together like a bird singing and dancing together to express a feeling to its kind. As such, humans are able to use many techniques to communicate with each other. Although most of the techniques are more or less the same with other creatures, a human being's idea that s/he wants to transfer can be much more complex than the others' in terms of productivity and structural complexity. However, the main and ultimate aim of all living creatures in communicating is to continue their lives (Broughton et al., 1994, p. 25).

Recently, the world has become a global village and people travel around the world, meet new people, learn their culture and feel eager to talk about their experiences to other people. With the help of developing technology, internet and increasing number of communication tools, people share everything to keep themselves up-to-date even without leaving the comfort of their chairs. Development in technology has transferred people from writing and reading letters to seeing and talking to each other instantly. However, there is only one thing left to mention to make all the

aforementioned tools to become useful for communication: language. The language assists humans both to create their own individualities and permit them to be an active member of society and culture (Chastain, 1988, p. 56). From daily communicational needs to social or political events, information is shared through language. Therefore, people, who are in need of sharing their thoughts, signing a contract, singing a song, declaring a peace or asking a glass of water, feel they have to learn a second (L2), third (L3) or a foreign language besides their mother tongue.

In today's world, English is the lingua franca. Almost one-sixth of world's population speaks and many of the others try to learn English (Broughton et al., 1994, p. 1). Hence, apart from native speakers learning English as L1, there are learners of English as a second language (ESL) and learners of English as a foreign language (EFL). With globalization and English being lingua franca, second and foreign language learning and teaching have gained importance in the last century. Researchers have developed and suggested different teaching methods and techniques following different approaches like Behaviourism, Cognitivism, Nativism, Constructivism, and so on to create better learning environments for the *outer* and *expanding circle* (Kachru, 1985, pp. 12-13).

In one hand, there are traditional methods like Grammar Translation Method (GTM), Direct Method (DM) and Audio-lingual Method (ALM) and there are alternative methods like Total Physical Response (TPR), Suggestopedia, Silent Way (SW), Community Language Learning (CLL), Communicative Language Teaching (CLT), and etc. While traditional methods seem to focus on the structure of language and set a more teacher-centred language teaching context (Nunan & Lamb, 1996, p. 14), new methods are focusing on communicative and meaningful use of language by learners, who are active participants of their own learning processes as in CLT (Richards & Rodgers, 2002, p. 161). In other hand, as a learning theory suggested by its pioneers such as Piaget (1896-1980) and Vygotsky (1896-1934), Constructivist point of view, which is popular in recent years, emphasizes the importance of both learners' constructing their own meanings out of given input and social interaction, which helps and nurtures this meaning construction process (Brown, 2007, pp. 12-13).

Constructivism seems to support methods like CLL, Silent Way and especially CLT in terms of learner-centredness and communicative and meaningful use of language through social interaction. Therefore, it can be assumed that with a CLT method based on Constructivism, learners have a more active role in their own learning (Slavin, 2003, pp. 257-258), which brings us to the idea of learner-centred teaching. Traditional approaches and methods put teacher on the basis of language teaching as the source of input. In teacher-centred language teaching, which follows the footsteps of Behaviourism, teacher speaks all the time, controls the students, activities, and judges the performances of students by giving rewards or punishments, and learners do nothing but passively accept the information (Altan & Trombly, 2001, p. 28). However, in a student/learner-centred language teaching, children are believed to be at the centre of teaching/learning and planning processes (Cameron, 2005, p. 1). Those processes are designed in terms of learners' needs, interests and abilities. In a learner-centred environment, students learn a language autonomously in a communicative and authentic environment by negotiating meaning in small groups or pairs (Altan & Trombly, 2001, p. 28). It may be concluded in this way that student/learner-centred education focuses on students and learning more than teachers and teaching (Wohlfarth, Sheras, Bennett, Simon, Pimentel, & Gabel, 2008, p. 67). It can be understood from the information above that student/learner-centred education is a Constructivism driven idea, which recently started to be adopted by many (Thompson, 2013, pp. 49-50) as it is co-operated with a popular method, CLT (Cai, 2007, p. 10).

When the language learning/teaching process is inquired on the learner variables' side, keeping the importance of learning an L2 or a foreign language in mind, the starting age is an important but controversial issue (Haznedar & Uysal, 2010, p. 4). General belief is that young learners learn an L2 or a foreign language better than adults. As Macnamara (1973) suggests young learners learn an L2 or a foreign language with a little effort when they are surrounded by appropriate conditions, however, adults have problems while they are trying to learn it (as cited in Singleton, 1989, p. 2). The younger the better idea is based on Critical Period Hypothesis (CPH) (Lenneberg, 1967), which holds the thought that there is an optimal period for language acquisition/learning before puberty. During this optimal period, children's

brains still have the ability to learn an L2 or foreign language as more or less in the same way it acquires L1 (Cameron, 2005, p. 13), and there are some other social, affective, educational and experiential issues that help children to be called better learners than adults (Brumfit, 1991, p. vii). However, there are some other studies that show older learners perform equally in the language learning process, and sometimes even better than young learners at the beginning (Harmer, 2007, p. 81). Although there is no conclusive result about the issue, as Lightbown and Spada (2003, pp. 60-68) reviewed and presented the pros and cons of the issue, it can be understood that age, in some certain ways, affects the language learning process. Therefore, it can be explained that teaching foreign languages to young learners is a delicate and important job since they need extra attention, help or as Bruner (1976) suggests "scaffolding", time to develop their abilities in a foreign language, and social interaction as Vygotsky (1962) suggests (as cited in Cameron, 2005, pp. 5-7).

Humans need to interact with each other to share their ideas through language as it can be interpreted from the information delivered so far. While this interaction occurs, they use certain skills to send their messages appropriately through a certain channel so that the receiver can understand what it means. In a traditional sense, humans use four skills related to language: listening, speaking, reading and writing. In Common European Framework of Reference (CEF) (2007, pp. 26-27), however, apart from listening, reading and writing, speaking skill is divided into two sub-skills: spoken production and spoken interaction. These skills can be divided into two categories in terms of their natural structure as they are passive or active (Harmer, 2007, p. 265): receptive skills, which are listening and reading on the former side, and productive skills, which are speaking and writing on the latter side. Although there is a distinction between receptive and productive skills or among each skill one by one, the general idea is teaching skills together. Current research reveals that, as Hinkel (2006) states, people use four skills in tandem in a meaningful communication rather than separately since it is not really possible to switch off your listening skill when you are speaking or stop reading when you are writing something or vice versa. Therefore, it can be assumed that no matter which skill is focused on in teaching a language, other skills will still be active and need to be fed

even though they cover a few per cent of the whole teaching time (Demirel, 2012, p. 97).

While young learners are acquiring or learning language skills both in L1 and L2 or foreign language, they are likely to follow a natural order (Demirel, 2012, p. 97; Şevik, 2010, p. 10). At first, they acquire/learn listening and speaking, then reading and writing. In addition, as Universal Grammar (UG), which is offered in the Nativist Approach/Innateness Hypothesis, supports that young learners seem to have an innate ability to use their listening and speaking skills from birth, although they do not receive any instruction to use them (Brown, 2007, p. 28; Fromkin et al., 2007, p. 348). On the other hand, they need to learn and/or receive instructions about how to read and write. Like in L1, emergent communication need of a human about a second/foreign language is to understand what s/he hears and respond with an appropriate speech. In addition, it can be said that of all those four skills people tend to use listening and speaking for the most parts of their lives. As it is suggested by Fromkin, Rodman and Hyams (2007): *"a normal human being can go through life without learning to read or write"* (p. 342). According to the studies of Rivers and Temperley (1978), Oxford (1993) and Celce-Murcia (1995), people spend almost 9% of their time in writing, 16% in reading, 30% in speaking and 45% in listening (as cited in Hedge, 2008, p. 228). As easily understood from the rates, people devote three-fourths of their time (75%) to listen to the others and speak to them. Thus, it may not be really hard to understand the importance of listening and speaking while most of the people around the world still cannot read and write even today, but they listen and speak to meet their needs such as biological, social, cultural, communicational, etc. (Fromkin, Rodman, & Hyams, 2007). Moreover, those skills are immediate tools, which are easy to activate and use, since they do not need to be learned as it is mentioned above.

After giving insights to the general issue, now it might be possible to draw the framework of teaching foreign languages to young learners in Turkey. Studies on developing foreign language programs were started in 1968 in terms of the agreement made between Turkey and Council of Europe (Demirel, 2012, p. 14). As the first step of the modernization act, "Yabancı Diller Öğretimi Geliştirme Merkezi" (Foreign Languages Teaching Development Centre) was founded by the Ministry of

National Education (MNE) in 1972, and till 1997, the foreign language curriculum, coursebooks and materials were developed and revised (Demirel, 2012, pp. 14-15). In 1997, after the 8-year compulsory education reform in primary level, foreign language teaching was decided to start from the 4th grade (Demirel, 2012, p. 17). The curriculum was renewed again in 2005 to fill the gaps of previous policy implementation and to adapt the program to the European Union language teaching standards defined in CEF (Kırkgöz, 2010, p. 24). As Kırkgöz (2007) and Mirici (2006) explain these renovations in the curriculum brought the need of a new course "Teaching English to Young Learners" (TEYL), and the Ministry of National Education organized seminars to explain new constructivist and communicative teaching philosophies, on which the new curriculum was based, and to teach 'how-to' principles of TEYL to teachers (as cited in Haznedar & Uysal, 2010, p. 2). From the first studies to today, according to Ekmekçi (2003) and Genç (2004), English has been the most widely taught foreign language in Turkey, followed by German and French (as cited in Haznedar & Uysal, 2010, p. 6). In addition, when the allocated time for English in primary schools is analysed, it can be seen that 4th and 5th graders have 2-hour compulsory and 2-hour optional English courses, and 6th, 7th and 8th graders have a 4-hour English course and 2-hour optional foreign language courses (e.g. German and French) per week (Demirel, 2012, p. 17).

The aim of this study is to investigate whether listening and speaking skills of 6th grade children can be developed by using learner/student-centred activities, which is in the core of CLT and Constructivism, to enrich the usual teaching/learning event. In addition, this study might help to shed a light in teachers', prospective teachers' and coursebook designers' minds about how to integrate learner/student-centred practices in their lessons and coursebooks for future applications.

1.2. Statement of the Problem

As it has been stated above, young learners acquire listening and speaking skills in their L1 with a little effort while they are exposed to language or as it is theoretically right to call, input from the very early days of their lives. Their parents or people around them provide necessary and suitable input so they do not learn specific grammatical rules of language or strategies about how to listen or speak since very

young children do not understand what is told them because of biological and developmental reasons; however, they are gradually becoming competent in listening and speaking.

Although the case is more or less the same in L2; in foreign language learning, young learners need to get help to develop their listening and speaking skills besides reading and writing. Whereas most of the time they do not have the opportunity to be exposed to language outside the classroom (Cameron, 2005, p. 11). In addition, their only experience of target language is limited to a few hours a day or a week. Moreover, in the traditional classroom, students generally depend on their teachers and coursebooks and do whatever their teacher says and nothing more. As Cameron (2005, p. 16) suggests those students, who are restricted in terms of exposure and input, will not be able to use foreign language to its full range according to recent studies, and as Broughton et al. (1994, p. 35) suggest 'classroom English' or 'textbook English' does not provide any real communicative purpose, as well.

In Turkey, beginning from the 4th grade, students start to have English courses till the end of their university education. Although it seems a long period of time, it might be said that there is a decrease in the efficiency of courses and achievements of students due to many reasons such as limited course hours as it is mentioned above, lack of authenticity and quality in materials, lack of pedagogically qualified teachers, demotivated students and etc. Especially, coursebooks, which are not designed in terms of CLT and Constructivist principles, may lead complicated scenario in the foreign language classroom when content and design are not enough and suitable to students' features since students' language learning time is already limited to a few hours and input is restricted to teacher and coursebook. Thus, students may not have a source to learn, practice and develop their listening and speaking skills at all except for their teacher.

It can be seen that most of the coursebooks designed after two renewal acts in curriculum in Turkey have been claimed to reflect constructivist and communicative approaches in them. However, general overview of those coursebooks might reveal that they still focus on structure rather than real life communicative implementations of language. In addition, it might be seen that reading and writing skills are still paid

7

a lot attention than listening and speaking skills, which contrasts with aforementioned ideas that language skills should be focused on integratively and young learners learning an L2 or foreign language follow a natural order while they are learning language skills so that they should learn how to listen and speak at first. Consequence is students who can read and write but not listen and speak or with a bold term, deaf and dumb. In addition, it might worsen the situation if teacher is an inexperienced one or a traditional one, who is strictly loyal to old methodology. Since the traditional way gives a priority to reading and writing instead of listening and speaking, students may not develop listening and speaking skills adequately and effectively in a traditional teacher's class.

Washback/Backwash effect, which means testing effect on teaching and learning (Hughes, 2003, p. 1), seems another problematic area in teaching language skills integratively in Turkey. It is seen that in classroom exams or in nationwide exams, the focus is on reading and writing skills. Even it might be said that in nationwide exams, the focus is only on reading skills. Therefore, teachers and students feel they have to teach/learn and develop their reading and writing skills because there is nothing to listen and they do not need to speak in the exams. However, language is a whole system. Whether it is the mother tongue or target language that students are acquiring or learning, there is no chance for them only to read and write to communicate with other people in real life. Even they have to listen and speak inevitably to meet their needs when it is thought that they or the people they want to interact are not successful at reading and writing.

With the lack of listening and speaking skills, students may encounter difficulties in both their social lives and professional lives besides their educational lives. They may feel anxious and unwilling about talking in English with their friends or foreigners because they are afraid of humiliation or they cannot get a job because it requires a proficient level of listening and speaking in English. In addition, they might avoid travelling abroad alone. They might feel that they cannot survive in a foreign country since they need to listen to and speak with locals, which can be a task they may be afraid to cope with, for their emergent needs, and many other reasons can be added to those listed above.

Consequently, it can be understood from the situation, which is tried to be summarised above that listening and speaking skills seem to be neglected in primary education. Therefore, it can be seen in this way that there is an emergent need to teach listening and speaking skills as early as possible before teaching reading and writing but without totally excluding any skills in the process. Even though the time is limited, in this short time span, teachers need to do their bests to set the most suitable context by being aware of both pedagogical and linguistic issues of teaching language skills and especially as this study's subject, listening and speaking skills of English to young learners. In addition, learner-centred teaching and activities designed accordingly, since they give a chance to students to control and use target language in real life situations by interacting with their friends, may both help students and teachers as English Language Curriculum already suggests following a constructivist, communicative and a learner-centred way in the foreign language classroom.

1.3. Purpose of the Study

In Turkey, throughout the primary years from the 4th grade till children reach puberty, they have a chance to gain native like fluency and competence in target language as Critical Period Hypothesis suggests, in case they actively join in language learning process, and they are given chances to take the input and create their own meaning through social interaction. However, it might be said that the foreign language learning process is not that effective on children in primary level in Turkey because children still seem to have problems with listening and speaking even when they reach university level since they do not receive enough, quality, suitable and well-designed input that can trigger them to listen and speak. Therefore, children do not have the chance to use their listening and speaking skills in the target language most of the time in the class. They just do the exercises and activities that their coursebooks and/or their teachers offer. However, those exercises and activities are generally focused on reading and writing skills since children are not asked to listen and speak in the exams. The result is children who have problems with listening and speaking but who can read and write in the foreign language.

Having this in mind, the purpose of the study is to turn the focus on listening and speaking skills at early levels and develop them by enriching the lesson with activities that ask students to become active and the teacher to become a guide in the process. In order to do this, the study will offer learner-centred listening and speaking activities that will fit in the subjects in the coursebook. These activities will not be a substitution but supplementary to the activities in the coursebook. In this way, the study might show teachers that they do not need to follow each instruction, exercise or activity in the coursebook or get rid of that coursebook at all but create their own lesson with extra activities, which will help children to develop their skills, by blending them with the ones in coursebook. Thus, students will have chances to actively participate in the learning process.

The study investigates primary school 6th grade students. The aim to choose this level in this study is that children are just in the middle of primary level foreign language education because the process starts from the 4th grade and ends in the 8th grade. They are expected to reach some maturity in language, that is, they should be between A1 and A2 levels in terms of CEF common reference levels (Council of Europe, 2007). However, they seem to struggle to do certain tasks in listening and speaking. Therefore, this study will try to identify their actual levels before the treatment starts and show the difference between what is expected in terms of language proficiency and what is in hand. The study will also try to show that if students can reach the expected level when the lesson is enriched by using learner-centred activities.

The independent variable in this study is learner-centred listening and speaking activities and the dependent variable is student achievement in these skills. Through this quasi-experimental study, it is aimed to find some evidence to show the effect of student/learner-centred activities used in the study on 6th grade primary school students' listening and speaking skills achievement. It is hoped that the idea, method, instruments and findings will provide a basis for further studies in primary level foreign language teaching/learning.

Based on the purposes above, this study investigates the following research questions:

Research Question 1: Is there a statistically significant difference between experimental group students and control group students in terms of their listening skill achievements before the study?

Research Question 2: Is there a statistically significant difference between experimental group students and control group students in terms of their speaking skill achievements before the study?

Research Question 3: Is there a statistically significant difference in experimental group students' listening skill achievements according to their pretest and posttest results?

Research Question 4: Is there a statistically significant difference in control group students' listening skill achievements according to their pretest and posttest results?

Research Question 5: Is there a statistically significant difference in experimental group students' speaking skill achievements according to their pretest and posttest results?

Research Question 6: Is there a statistically significant difference in control group students' speaking skill achievements according to their pretest and posttest results?

Research Question 7: Is there a statistically significant difference between experimental group students and control group students in terms of their listening skill achievements at the end of the study?

Research Question 8: Is there a statistically significant difference between experimental group students and control group students in terms of their speaking skill achievements at the end of the study?

1.4. Scope of the Study

The study was focused on analysing the effects of learner-centred activities on the achievements of 6th grade primary school students in listening and speaking skills. This study was carried out in Burdur Gazi Primary School. The participants consisted of students of two 6th grade classes, who were studying at that school in 2010-2011 educational year. The number of participants was 48.

1.5. Significance of the Study

It is claimed that the findings of this research will give some insights about the effects of learner-centred activities on 6th grade primary school students' listening and speaking skills development. The results may lead teachers and coursebook writers to review their methods and techniques, and provide an opportunity to understand the effectiveness of learner-centred activities in foreign language classes.

The results may also be used by other teachers in other primary schools since the problem seems to be general to many students at that level. In addition, the main idea behind the study can be adapted and applied to all levels starting from the beginning of foreign language education in primary school till the end of university. The study might also serve other researchers for further studies on this topic.

1.6. Limitations

It should be acknowledged that there are some limitations to the study. First of all, the study was carried out only in Burdur Gazi Primary School with 6th grade students. Therefore, the population of the study is limited 48 students aged between 11 and 12 at that level. In addition, the results of the study cannot be generalized to other age groups. As this study is a case study carried out in just one primary school, the results may not be generalized to all 6th grade students in Turkey, as well.

Since the aim of the study is to investigate listening and speaking skills' achievements of participants, reading and writing skills were not included in the analysis and evaluation processes. Moreover, data collection tools are expected to evaluate only the achievement levels of participants but not the other aspects such as gender, motivation, attitude, socio-cultural differences, and coursebook analysis and experience level of the teacher, etc.

Before the application of pretests, listening and speaking exams of KET were analysed and question/questions, which is/are not suitable to the levels of participants, was/were omitted, and also the questions prepared for the first part of the speaking exam developed accordingly by the researcher consulting with the teacher. Therefore, the results obtained from this study are expected to reflect the

nature of data collection tools, and scores may not be generalized to other data collection tools.

The duration of the study is limited to two 8-week period in the first and second semesters of 2010-2011 educational year. Each skill was studied for one lesson time through 6 weeks in each 8-week period for experimental group, and the control group followed their usual ways.

1.7. Definitions of Terms and Phrases

Constructivism: It is a theory to explain how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences.

Common Reference Levels (in CEF): These are the six levels (*breakthrough, waystage, threshold, vantage, effective operational proficiency, mastery*) defined in CEF (Council of Europe, 2007) about the proficiency levels of language learners.

ESL classroom: It is the language classroom, where English is taught as a second language.

EFL classroom: It is the language classroom, where English is taught as a foreign language.

Learner-centred activities: Those are the activities, which are designed in terms of the needs, interests and background of learners. It is one of the fundamental features of Constructivism besides Communicative Language Learning.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

Teaching a foreign language to young learners is a tiring but an important job and it has gained a lot attention in the last years. Early start has obviously its own benefits in foreign language learning since children learn a foreign language more easily than adults and reach almost native like fluency if proper conditions can be provided. It is another obvious issue that listening and speaking skills benefit a lot from early start since it is natural to begin with those skills as it is mentioned before when you start learning a second or foreign language. In addition, in the English Language Curriculum for Primary Education (2006, p. 36), it is also mentioned that there are personal and social benefits of learning a foreign language at an early age such as communicating with other people and understanding their culture as well as her/his own culture, having improved school performance and enhanced problem solving skills, and getting job opportunities personally, and enhancing economic competitiveness, improving global communication and sustaining political and security interests socially. Therefore, in many countries, governments have been trying to lower the starting age of learning a second language/foreign language (Haznedar & Uysal, 2010, p. 1; Brewster, Ellis, & Girard, 2004, p. 1; Kırkgöz, 2007, p. 23), as it was the case in Turkey after two curriculum renovation in 1997 and in 2005 (Haznedar & Uysal, 2010, p. 1).

However, there are many other issues to consider like individual differences, psychological and social factors, exposure span, nature of instruction, materials, etc. besides age. In this chapter, questions such as who are young learners?, what are their characteristics?, how do they learn?, how do they learn an second language or foreign language?, what are the conditions to be considered about young learners?, which approaches are to be used in foreign language teaching to young learners?, how to teach listening and speaking to young learners, what is the student/learner centred teaching/learning?, how is it applied to young learners' language learning context and how is it applied to young learners' listening and speaking skills

learning, and how to assess young learners and their listening and speaking skills? will be answered.

2.2. Young Learners

As Mirici suggests (2001, p. 33) undoubtedly language acquisition/learning process shows differences in terms of learners' age groups because of both physical and biological factors corresponding with human development. According to many researchers and studies, age is not the only factor but it is an important one in language acquisition/learning process since young learners' brain faculties that help language acquisition are still active to learn another language. In addition, young learners do not have many biological, neurological, social and emotional barriers to overcome towards foreign language learning.

When it comes to define who the young learners are, it can be seen that there are different descriptions. According to Brumfit (1991, p. v) the term young learner covers children from the early stages of schooling up to 13-14 years old. However, Phillips (2003, p. 3) defines young learners as children from the first year of formal schooling (5-6 years old) to 11-12 years old. On the other hand, Scott and Ytreberg (2004, p. 1) identify children between 5 and 10-11 years old as young language learners. Cameron (2005, p. xi) puts forward a similar description to Phillips's aforementioned description and Linse's (2005, p. 2) description and names young learners as children between 5 and 12 years old. In addition, Haznedar and Uysal (2010, p. 4) accept young learners as children aged 6 to 12, as well.

As we have seen above, general current on this issue suggests that the term young learner means children between 6 and 12. However, it might be necessary to divide young learners as to age groups since it is believed that there are developmental differences between what a five or six-year-old can do and what a ten-year-old can do (Scott & Ytreberg, 2004, p. 1; the Ministry of National Education, 2006, p. 37). In many studies, young learners are categorized in many different ways but it might be said that in general, children between the ages 3-6/7 are accepted as very young learners, children between the ages 7-9/10 are accepted as young learners and children between the ages 10/11-12/14/15 are accepted young adolescent learners/adolescents/older learners/late young learners. Although there are different

categorizations in different works, the following categorization might reflect the general picture in Turkey; for the preschool Level in which 3-6 years old students take place, the students are called very young learners. For the 1st to 3rd grade, 7-9 years old students are called young learners. The last one, for the 4th to 6th grade, 10-12 years old students are called older/late young learners (Ersöz, 2009).

The focus in this study will be on the third group, however, terms young learner and young adolescent learner will be used interchangeably throughout the study since the English Language Curriculum (2006) and general consensus define 6th grade students, who are 11-12 years old, as either young learners or young adolescent learners (Brumfit, 1991; Phillips, 2003; Scott & Ytreberg, 2004; Linse, 2005; Cameron, 2005; Haznedar & Uysal, 2010).

2.3. How Do Young Learners Learn?

Although there are many different descriptions of young learners in terms of age, and it may not be easy to draw a common frame for all learners because of their individual differences, so it might be said that they still have some similar characteristics, which can be seen in children from different backgrounds, and some researchers provide some of those characteristics in their studies. However, it should be kept in mind that characteristics presented here and in any other studies may not draw the real and conclusive picture of young learners. Obviously, there will be some differences from nation to nation, culture to culture, society to society and person to person. Here it is aimed to share some common ideas about the issue. For example, the most common characteristics may be listed as children have limited span of attention, they love to imitate and mime, they enjoy repetition, they are active and like to move around, they like to name things, and they are ready to work in groups (Broughton et al., 1994, pp. 168-171). In addition, Brumfit (1991, p. v) shares his list of common characteristics of young learners below:

- Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.

16

- As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.

- They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.

- Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

- They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Brewster et al. (2004, pp. 27-28), on the other hand, provide some practical and clear information about young learners and they describe the characteristics of them as below. According to them, children:

- have a lot of physical energy and often need to be physically active

- have a wide range of emotional needs

- are emotionally excitable

- are developing conceptually and are at an early stage of their schooling

- are still developing literacy in their first language

- learn more slowly and forget things quickly

- tend to be self-oriented and preoccupied with their own world

- get bored easily

- are excellent mimics

- can concentrate for a surprisingly long time if they are interested

- can be easily distracted but also very enthusiastic

Even though there are common characteristics of young learners as it is mentioned above, there are also some other characteristics that are believed to be shared within the age groups, since just one year creates a big difference among children (Brewster et al., 2004, p. 28). For example, Scott and Ytreberg (2004, p. 1) divide young

learners into two groups: the five to seven year olds and the eight to ten year olds in terms of their levels and language learning backgrounds. According to them, five to seven year olds (Scott & Ytreberg, 2004, pp. 1-2):

- can talk about what they are doing

- can tell you about what they have done or heard

- can plan activities

- can argue for something and tell you why they think what they think

- can use logical reasoning

- can use their vivid imaginations

- can use a wide range of intonation patterns in their mother tongue

- can understand direct human interaction

In addition, they also add some other characteristics of five to seven year olds and extend their point of view with items that are summarised below (Scott & Ytreberg, 2004, pp. 2-3):

- They are aware that the world is governed by rules.

- They understand the situation rather than language.

- They use language skills without being aware of them.

- They understand through their hands, eyes, ears.

- They are very logical.

- They have a short attention and concentration span.

- They may have problems in differentiating between fact and fiction.

- They love to play and work alone but in the company of others. They do not like to share. They are very self-centred.

- They have a different point of view to the world than adults. They generally interpret events from their own frames.

- They generally do not accept that they do not know something.

- They cannot decide on their own what to learn.

- They love play and they learn easily when they enjoy.

- They are very enthusiastic and positive about learning.

While aforementioned lists are about the beginning group, Scott and Ytreberg (2004, pp. 3-4) list the characteristics of their second group, eight to ten year olds, as well:

- Their basic concepts are formed. They have very decided views of the world.

- They can tell the difference between fact and fiction.

- They can ask questions all the time.

- They rely on spoken word as well as the physical world to convey and understand meaning.

- They are able to make some decisions about their own learning.

- They have definite views about what they like and do not like doing.

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.

- They are able to work with others and learn from others.

Harmer (2007, p. 82) also defines the characteristics of young children (3-9) and adolescents (10-12), and his ideas are summarised. According to him, the characteristics of young learners are as following:

- They respond to what they understand from all bunches of words even if they may not understand each word.

- They often learn indirectly rather than focusing on a specific subject.

- They understand to the most when they not only get explanations but also, see, hear, touch and interact.

- Abstract concepts are difficult to understand.

- They are enthusiastic and curious learners.

- They are in need of an individual support and approval from their teacher.

- They love to talk about themselves and easily respond to the topics about their own lives.

- They have a limited attention span and they can easily get bored unless they have an interesting task to do.

In addition, Harmer (2007, pp. 82-84) talks about the features of YALs:

- Despite their success as language learners, they are seen as a problematic group.

- They have a greater ability for abstract thoughts.

- They commit passionately to what they are doing once they are engaged.

- They start to understand the need for learning and can be given responsibilities.

- They search for identity and they are in need of self-esteem.

- They need to feel good about themselves and expect to be valued.

- They need their teachers' and peers' approval and extremely vulnerable to criticisms of their peers.

- They have longer attention span compared to young learners.

As this study focuses on 11-12 year old age group, it might be necessary to give further details about their characteristics. Young adolescent learners at this age group are described as wondrous group, who are eager to learn, energetic, curious, adventurous, sociable, honest and in a problem solving manner (Center for Collaborative Education, 2003). They are believed to be just at the beginning of a complete change, cognitively, physically, emotionally and psychologically, socially, and morally (Center for Collaborative Education, 2003; the Ministry of National Education, 2006, p. 119). Lounsbury (2000, pp. 3-4) lists some generalizations about young adolescent learners, which might give us some clues about how to behave to those at school, at home, and in society:

- Early adolescence is a distinctive developmental stage of life.

- The general public has limited understanding of these 10-15 year olds.

- The accelerated physical and personal development that occurs during this period is the greatest in the human life cycle and is marked by great variance in both the timing and rate of growth.

- These are the years during which each individual forms his/her adult personality, basic values, and attitudes—those things that determine one's behaviour.

- They reach physical maturity at an earlier age than their grandparents and they acquire apparent sophistication earlier than in previous generations.

- They seek autonomy and independence.

- They are by nature explorers, curious and adventuresome.

- They have intellectual capacities seldom tapped by traditional schooling.

- They learn best through interaction and activity rather than by listening.

- They seek interaction with adults and opportunities to engage in activities that have inherent value.

- Their physical and social developments become priorities.

- They are sensitive, vulnerable, and emotional.

- They are open to influence by the significant others in their lives.

- A significant portion of today's teenage population is alienated from society.

Ersöz (2009), on the other hand, gives valuable information about the linguistic and characteristic features of three age groups of young learners in Turkey as in Table 2.3.1. In addition, it might be said that there is nothing wrong to expect from children in Turkey to display more or less the same characteristics with other children.

Understanding the common and specific characteristics of young learners, it is time to dig into the details about how learning occurs in their minds. It should be accepted that even today with all these technological developments and discoveries helping to the growth of knowledge about everything that comes to mind, it really may not be possible to say that the blackbox of human is understood to its full extend.

Table 2.3.1

Linguistic and Characteristic Differences between VYLs, young learners and YALs

Very Young Learners	*Young Learners*	*Young Adolescent Learners*
Age: 3-6 years old	*Age:* 7-9 years old	*Age:* 10-12 years old
Grade: Pre-school	*Grade:* 1st-3rd grade	*Grade:* 4th-6th grade
Language Focus/Skills Used:	*Language Focus/Skills Used:*	*Language Focus/Skills Used:*
Listening & Speaking should be focused	Listening & Speaking should be focused	Four skills should be integrated into teaching/learning
Vocabulary Items (concrete & familiar objects)	Vocabulary Items (concrete & familiar and new objects)	Vocabulary Items (concrete & abstract)
Grammar teaching or metalanguage should be hindered (children cannot analyse the language but they may be exposed to chunks through songs and classroom language)	Reading and writing can be introduced (word to sentence level)	Grammar should be presented inductively
Reading & writing might be focused on later (they may recognize letters or short words)	Grammar teaching or metalanguage should be hindered (chunks through songs and classroom language)	
Characteristics:	*Characteristics:*	*Characteristics:*
-Low concentration span but can be excited easily	-Low concentration span: wide variety of activities are needed	-Longer attention span but still children
-High motivation; active involvement	-Short memory: frequent revision is needed	-Taking learning seriously
-Love talking but problems in sharing	-Logical-analytical: asking questions	-World knowledge
-Short memory: they learn slowly but forget easily	-Problems in sharing in group work	-More cooperation in groups and in pairs
-Repetition and revision is necessary	-Developing confidence in expressing themselves	-Developed social, motor and intellectual skills
-Limited motor skills (using a pen and scissors) but kinaesthetic and energetic	-Developing world knowledge	-Learning strategies are used and developing
-Learn holistically	-Limited motor skills (left-right)	
-Love stories, fantasy, imagination, art, drawing and colouring	-Reasonable amount of input	
	-Love stories, fantasy, imagination, drawing & colouring	

Adapted from: Ersöz (2009)

There are still too many things to discover about human brain, how it is developing and letting individuals to learn. Therefore, it is tried to be given here some tenets of important researchers about how learning happens at early ages. As it is seen in many cases, children are natural learners. They grasp many things easily if the knowledge packed and served in terms of their cognitive potentials and capabilities. Therefore, to understand their learning processes it might be necessary to analyse their faculties that help them.

According to Piaget, children pass through several stages while they are developing before they construct the ability to perceive reason and understand (Brewster, 1991, p. 1). He sees child as an active learner, whose experiences help her/him in the process of meaning construction while s/he is interacting with her/his environment, and he also believes that thought derives from action, which is internalized in the mind of the learner (McCloskey, 2002, p. 2; Cameron, 2005, pp. 2-3; Shin, 2009, p. 3). In addition, as McCloskey (2002, pp. 2-3) suggests Piaget stated cognitive development occurs in the process of adaptation (adjustment) to the world and it happens in two ways (Atherton, 2010):

- Assimilation: new experiences are taken in without changing the existing structures or schema

- Accommodation: child adjusts the existing structures to internalize the new information

Piaget believes that children go through four stages of cognitive development while they are developing biologically, and all children go through those stages in the same order (Mcleod, 2009). Those stages are displayed in Table 2.3.2. However, Margaret Donaldson (1978) suggests that children do not simply pass through stages in which they cannot learn by criticising Piaget's ideas and states that there is more than just cognitive understanding but learning how to use other tools to reach the outcome (as cited in McCloskey, 2002, p. 3). She and her colleagues explain that young children can do many ways of thinking that Piaget believed too advanced for them when appropriate tools and methods used (Cameron, 2005, p. 4).

Table 2.3.2

Piaget's Stages of Cognitive Development

Stage	Characterised by
Sensori-motor (Birth-2 years) *Object Permanence*	• Differentiates self from objects • Recognises self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise • Achieves object permanence: realises that things continue to exist even when no longer present to the sense
Pre-Operational (2-7 years) *Egocentrism*	• Learns to use language and to represent objects by images and words • Thinking is still egocentric: has difficulty taking the viewpoint of others • Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour • Not able to think abstractly, but need concrete situations to process ideas (McCloskey, 2002, p. 3)
Concrete Operational (7-11 years) *Conservation*	• Have enough experiences to begin to conceptualize and do some abstract problem solving, though they still learn best by doing (McCloskey, 2002, p. 3) • Can think logically about objects and events • Achieves conservation of number (age 6), mass (age 7), and weight (age 9) • Classifies objects according to several features and can order them in series along a single dimension such as size.
Formal Operational (11-15 years and +) *Manipulate ideas in head, e.g. Abstract Reasoning*	• Can think logically about abstract propositions and test hypotheses systematically • Becomes concerned with the hypothetical, the future, and ideological problems

Adapted from: Atherton (2010)

Vygotsky (1962), on the other hand, adds social interaction to Piaget's theory and claims that children construct meaning through interacting with others as it is mentioned before. Brewster (1991, p. 3) states that Piaget and Vygotsky differ in terms of their understanding of language and its influence on cognitive development. According to him, Piaget just focused on action rather than language and in Piaget's theory language was believed not to play a fundamental role on thinking, it was just a medium. However, Brewster continues, Vygotsky believed that language serves a regulative and communicative function at the beginning and it serves other functions later and transforms children's thoughts, learning and understanding. As a result, it might be said that language is not only a way of constructing meaning of the world but a tool to achieve tasks encountered on the way to discover the world as believed by Vygotsky.

Vygotsky believes that while children interacting with their world, they get help from the others, who are generally more knowledgeable than them and through this help, children can learn and build their own knowledge (McCloskey, 2002, p. 4; Cameron, 2005, p. 5). In addition, Vygotsky (1978, p. 86) offers the idea Zone of Proximal Development (ZPD), which is "the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." What is understood from here that a child is not alone while wondering the world around as Piaget offered but there are people that help and guide them on their way of exploration of new experiences (Cameron, 2005, p. 6) and children gradually move from a dependent state to an independent one, which is an outcome of the internalization process (McCloskey, 2002, p. 4; Cameron, 2005, p. 7).

Another important contributor to the issue is Jerome Bruner (1915-). It is known that Bruner influenced by Vygotsky's works and he is known as one of the most important supporters of the idea that children's language and learning development occur through social interaction (Brewster, 1991, p. 3). In addition, he coined the term "scaffolding", which means the help or mediation that adults or capable elders provide children to support them while they are struggling to understand their environment (Wikipedia, 2013).

It might be possible to summarise the ideas of those three researchers under Constructivism. Constructivism is a theory that offers learning is an active, constructive process and learner actively construct or create their own subjective meanings of objective reality around their environment by interacting (Brown, 2007, pp. 12-14; Thirteen Ed Online, 2004).

Consequently it is possible to say that Constructivism has its own benefits in terms of understanding the nature of learning and helping learners to reach their potentials. These are shortly (Thirteen Ed Online, 2004):

- Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.

- Memorization should be avoided. Constructivism concentrates on learning how to think and understand.

- Constructivist learning is transferable to other learning settings.

- Constructivism is a learner-centred theory so it gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well.

- By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students.

- Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

2.4. Learning a Second/Foreign Language

To understand the basics of learning an SL of foreign language, it might be suitable to review how the first language is acquired. As it is seen there is a distinction between first language acquisition and second or foreign language learning even when the names of these two terms are read. The difference seems to come from two words: *acquisition* and *learning*. One of the well-known linguists Stephen Krashen (2009, p. 10) makes this distinction clear by explaining these two processes. According to him, acquisition is a subconscious process, thus, learners are not aware

what they are doing, that is acquiring the language but they know that they are using language to communicate. However, he describes learning as a conscious process of developing communicative competence. Acquisition, therefore, is related to informal contexts (e. g. home) in which learners gradually and naturally gain language competence by focusing on meaning; learning, on the other hand, is related to formal contexts (e. g. school) in which learners learn *about* language by focusing on form (Yule, 2010, p. 187; Linse, 2005, p. 12).

It might be assumed that first language acquisition and second/foreign language learning are totally different from each other at first sight but it can be seen that theories trying to explain first language acquisition generally apply to second/foreign language learning, as well. To begin with, Behaviourism sees language learning as a habit formation in which learners try to give correct responses to the stimuli (Brown, 2007, p. 26). Language learning habit occurs through imitation, practice and reinforcement (Lightbown & Spada, 2003, p. 9). Learning, therefore, is up to the quality and quantity of stimuli and frequency of reinforcement, however, what is not explained in this theory is that children produce utterances, which are different from their intake (Lightbown & Spada, 2003, p. 15). Thus, it might be said that language acquisition should be more than imitation and practice.

Innatism, on the other hand, offers that children born with an innate capacity that helps them to learn language, and it explains language learning as a biological process that develops through time as the other biological functions, like walking, develop (Lightbown & Spada, 2003, p. 15). One of the proponents of this theory, Chomsky claimed that children come up with novel and unique utterances after a while in the language acquisition process although they do not consistently receive well-structured input, that is called the logical problem of language acquisition (Ellis, 2008, p. 592), since they have genetic capacity, which Chomsky believed to be nurtured by Language Acquisition Device (LAD) (Lightbown & Spada, 2003, pp. 15-16; Brown, 2007, pp. 28-29; Fromkin et al., 2007, p. 351). Later on, Chomsky and other researchers developed a new term, Universal Grammar, instead of LAD.

According to innateness/nativist theory, UG is believed to include universal linguistic rules common to all languages and what all children need to do is to

understand/discover how their language fits into those principles (Chomsky, 1981; Cook, 1988; White, 1989 cited in Lightbown & Spada, 2003, p. 16). According to Chomsky, all children pass through similar stages while they are developing their language competence because of the innate blueprint they have, and environment or external factors may just affect the pace and quality of process (Lightbown & Spada, 2003, p. 17; Fromkin et al., 2007, p. 351). However, it may not mean that children gradually do fewer mistakes on the way but it is more a systematic process that children continually form hypotheses in terms of the input they get, test their hypotheses while they are speaking, and as a result, they revise, reshape or abandon them as their linguistic potential grows (Brown, 2007, p. 29).

McCloskey (2002, p. 2) states that research findings show that though there is an innate capacity that helps children to learn the language easily and well, language development may not go through flawless if it is not stimulated by input at an early age. The answer to the problem lies under the aforementioned ideas of Lenneberg. Lenneberg (1967) believed that children cannot learn a language after a certain period if they do not receive any input (may be because of deafness or isolation, etc.) but he stated that LAD proceeds well if it is triggered at the right time, which is called "critical period" (Lightbown & Spada, 2003, p. 19). Therefore, it is believed that Lenneberg's CPH form a basis to nativism in terms of explanations they both offer about language acquisition.

The third theory is the interactionism. Interactionist view stresses the importance of social environment, which interacts with the genetic capacities of child, and they put much attention to the environment than innatists (Lightbown & Spada, 2003, p. 22). According to them, cooperation between child's innate capabilities and environment together help children's language development and they believe that a modified language, which is adapted to meet the needs and suit the level of young language learner, is really important in the language acquisition process (Lightbown & Spada, 2003, p. 22). Motherese or child-directed speech (CDS), as they call it, is not only directed to children but also tuned up to make the language easier to understand for children (Fromkin et al., 2007, p. 346-347). Interactionists suggest that language acquisition is like the acquisition of any other skills; moreover, they believe that language acquisition is influenced by the acquisition of other skills, and in contrast to

nativists, interactionists do not believe that language acquisition is solely up to LAD but children's experience with their (social) environment is also important since they get the input from the environment and test their output in the environment (Lightbown & Spada, 2003, p. 23).

Among the pioneers of interactionist view, Jean Piaget and Lev Vygotsky can be counted as important contributors. Piaget believed that children's experience with the world or interaction, as the theory supports, help them to learn or gain the knowledge, and in this learning process, language is a medium by which the world knowledge is acquired and expressed; however, Vygotsky believed that thought is internalized through language and social interaction helps language, so thought, to develop (Lightbown & Spada, 2003, p. 23; Brown, 2007, pp. 33-35). In addition, Vygotsky offered ZPD to explain the importance of social interaction that children's capacity can be developed to its limits through support from the environment than it can be developed when they are alone (Lightbown & Spada, 2003, p. 23).

As a result, it can be said that three theories above seem to explain some parts of a complex puzzle. All together, they provide a much complete picture of language acquisition/learning process, even though there might be many other points to the issue, which are needed to be discussed.

CHAPTER III

METHODOLOGY

3.1. Introduction

This study has been conveyed to see the effects of student/learner-centred activities on 6th grade primary school students' listening and speaking skills achievements. It has been realized that the Primary English Language Curriculum and many applications in the world have stated that constructivist and communicative approaches for language teaching/learning have gained importance and generally preferred for educational and pedagogical purposes. In addition, it has been understood that learner-centredness is supported and encouraged in those approaches, thus three of them build a foreign language teaching/learning trio. Since it has been known that the characteristics of young learners necessitates their more active contribution in the learning process, lessons enriched with student/learner-centred activities have seem to be a suitable and efficient way to develop their language skills.

The study has been designed as a quasi-experimental study with a pretest-posttest control group. Quantitative analysis techniques have been used to investigate participants' achievement levels in listening and speaking skills.

In this chapter, the methodology of the study is explained in details. The chapter begins with the explanation of study's design followed by the details about participants and setting of the study. Then the data collection instrument is introduced and data collection procedures are explained. Finally, student/learner-centred activities used in the treatment are given in details accompanying lesson plan.

3.2. Design of the Study

This study has been designed as a quasi-experimental research from quantitative research methods that aims to show the influence of student/learner-centred activities on 6th grade primary school students' listening and speaking skills achievements.

In quantitative research, the main purpose is to make *"valid and objective descriptions"* about the research interest (Taylor, 2005, p. 91). According to Büyüköztürk (2011), the pretest-posttest control group design has two advantages. First, since the participants are the same in the measurement process, the likelihood of relevance in scores will be very high under different experimental conditions and this will decrease the standard error and depending on that increase the statistical power. Second, it requires a fewer number of participants, which makes the process much more economical in terms of time and effort consumed to test the subjects.

3.3. Participants and the Setting of the Study

In this study, it has been aimed at showing the effect of student/learner-centred activities on 6th grade primary school students' listening and speaking skills achievements. The participants were forty eight 6th grade students, who were between the ages of 11-12, studying at Burdur Gazi Primary School in the 2010-2011 educational year. The number of participants met the sample size requirement of parametric tests used in this study (Büyüköztürk, 2011). They were chosen by looking at their English grades from the previous year. The students were assigned as an experimental group (6/A) and a control group (6/B) randomly.

For the first period of the study, in which listening skills' achievements of students were studied, both the control group and the experimental group included 24 students (n=48), and for the second period of the study, in which speaking skills' achievements of students were studied, both the control group and the experimental group included 22 students (n=44) (see Table 3.3.1). To minimize the effects of teacher variability, the same teacher taught both the experimental and control groups.

Factors like gender and age have not been included into the evaluation process, although participants' age was important as they have been referred as young learners, who were the focus group of the study.

Although, Spot On 6 (Peker, 2010) and Spring 6 (Şilit & Arslantürk, 2010) were the suggested coursebooks for the 2010-2011 academic year, the coursebook used in that academic year was My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008) –the first book and the second book, which was for the 5th grade. The teacher has explained the

situation that the students were not thought as qualified as using suggested coursebooks, so they were practicing the coursebook for the 5th grades.

Table 3.3.1

Number of Participants Attended to the Study

	The Study	
Participants	Period 1 (Listening)	Period 2 (Speaking)
Experimental G.	24	22
Control G.	24	22
Total	48	44

3.4. Data Collection Instruments

In this study, an experimental research design has been adopted as it was mentioned before. Therefore, in order to collect data, quantitative data collection instruments have been used. *Listening and Speaking* tests of Cambridge Key English Test (KET) (see Appendix A) and open-ended question battery (see Appendix B), which were prepared by the researcher, and analysed and approved by the thesis supervisor and another expert in the field for the first part of KET Speaking test, have been used as data collection tools in the pretest and posttest stages of the study.

Although it has been seen to use Cambridge Starters-Movers-Flyers sets for the learners between 9 and 12 years old, that includes the participant group of this study, there could not be found any published reliability score for those tests. Thus, for the sake of reliability issues KET has been preferred in the study.

KET is described by Cambridge University of ESOL Examinations (2006) as:

> *"(...) the first-level Cambridge ESOL exam, at Level A2 of the Council of Europe's Common European Framework of Reference for Languages. KET shows that you can cope with everyday written and spoken communications at a basic level. (...)*
>
> *KET uses language from real life situations and covers the four language skills – reading, writing, listening and speaking. It provides an assessment of practical skills, and will help you to*

> *learn the English you will need for travelling, as well as in study*
> *and work situations."* (p. 2)

KET includes three papers in general. In paper 1, Reading and Writing test, in paper 2, Listening test and in the last paper, Speaking test take place. The general scheme is shown in Table 3.4.1.

Table 3.4.1

KET Exam Specifications

Name of paper	Content	Time allowed	Marks (% of total)
Paper 1 Reading and Writing	9 parts / 56 questions Reading: Parts 1–5 Writing: Parts 6–9	1 hour 10 minutes	50%
Paper 2 Listening	**5 parts / 25 questions**	**30 minutes (including 8 minutes' transfer time)**	25%
Paper 3 Speaking	**2 parts**	**8–10 minutes per pair of candidates (2:2 format*)**	25%
* 2 examiners, 2 candidates (2:3 format is used for the last group in a session where necessary)			

In terms of validity and reliability issues, it may be claimed that KET is a valid and reliable test (Cambridge English Language Assessment, 2013a). The reliability scores of KET can be seen in Table 3.4.2.

The research has been designed as twofold. In the first period of the study, listening skills achievements of students have been measured by *Listening* test of KET (2009, pp. 58-64). In this test, there are five parts and 25 items including multiple choice, matching and open ended question types. However, in the application process of the test, one question from the first part of Listening test has been omitted because it included a structure that students did not learn or practice yet.

In the second period of the study, speaking skills achievements of students have been measured by *Speaking* test of KET (2009, p. 65) and open-ended question battery for the first part of this test. In the open-ended question battery, there were 51 questions under four groups from daily life, and they were topic related questions, which were based on the students' coursebook units, in general. For the second part of speaking

test, 8 pairs of *visual materials* (see Appendix C), which were provided in KET (2009, pp. 86-93), have been applied.

Table 3.4.2

Typical Reliability and SEM Figures for Cambridge KET for 2010

	Reliability	*SEM*
Reading and Writing	0.90	3.12
Listening	**0.86**	**1.78**
Speaking	**0.87**	**2.40**
Total Score	0.95	3.42

(Cambridge English Language Assessment, 2013b)

3.5. Data Collection Procedure

This study has been conveyed over 16 weeks in two periods –listening and speaking– during 2010-2011 fall and spring terms at Burdur Gazi Primary School. Before starting the study, the aim and scope have been explained to the students and they have been given guarantee that the study and results would not affect their grades in order to prevent restraints in answers.

The teacher had never used or applied a listening or speaking test like KET tests before so the researcher has explained how to use and apply KET test by using *KET Handbook for Teachers* (University of Cambridge ESOL Examinations, 2009) (see Appendix G). In addition, the researcher has showed how to use the answer sheet (see Appendix D) prepared for listening test and assessment forms for speaking test (see Appendix E, F). However, there has been an addition in the assessment side of the KET speaking test since it required two assessors. The researcher has instructed the teacher about how to evaluate participants speaking skills achievements using assessment forms provided by the researcher. Then, pilot listening and speaking tests have been applied to experimental and control groups to make the students familiar with style of KET listening and speaking tests and the teacher to the assessment forms and procedures.

The study has been started in the last week of November, 2010 with the first period. The first period has lasted 8 weeks in the fall term till the second week of January and listening skills achievements of participants have been studied on. Both experimental and control groups have included 24 students in the listening period of the study (n=48).

In the first week, both experimental and control groups have been applied the KET listening test as the pretest. After collecting and analysing the pretest results by using Independent and Paired Samples T-tests via SPSS 16.0 statistical package program, it has been observed that both groups were equal, and the study could continue.

Starting from the second week, the student/learner-centred listening activities have been practiced by the experimental group for six weeks in the most suitable part of the lesson, which has been decided by the teacher and the researcher together by analysing the topic of the lesson on that day. The lesson time was 40 minutes and the activity used as the treatment in each lesson approximately took 5-10-15 minutes. Moreover, the teacher has been encouraged and advised to adapt the rest of the lesson in terms of student/learner-centred teaching methods but the focus of the study was on the activities used as treatment. In the meantime, the control group have continued to have their regular lessons.

In the last week of the study, the KET listening test has been applied as posttest to both groups and the results have been obtained.

The second period of the study has been started in February and has lasted 8 weeks in the spring term till the second week of April. In this period, speaking skills achievements of the participants have been studied on. The experimental and control groups have consisted of 22 students each (n=44).

In the first week of the second period, the KET speaking test has been applied as pretest to the experimental and control groups. In terms of the pretest results investigated by using Independent and Paired Samples T-tests via SPSS 16.0 statistical package program, it has been stated that both group were equal and study could be carried on.

In the second week, application of student/learner-centred speaking activities to the experimental group has been started and applied for six weeks in the same way the

listening activities have been applied in the first period. The lesson and activity time for the treatment were the same, as well. The control group, on the other hand, have followed their lesson in their usual routine.

In the last week of the study, the KET speaking test has been used as posttest to the experimental and control groups and the results have been collected.

Collecting the results, data have been analysed by using aforementioned T-tests on SPSS 16.0 statistical package program and the researcher have reached the ultimate results about the effect of student/learner-centred activities on the participants' – young learners– listening and speaking skills achievements by comparing and contrasting the scores of experimental and control groups before and after the study. As an addition to the T-test analyses, for the results of the KET speaking test, an Intraclass Correlation Coefficient analysis has been done to measure the consistency of the scores given by the teacher and the researcher to the participants' spoken answers. Consequently, all of the results have been gathered to interpret whether the hypothesis of the study valid.

3.6. Student/Learner-centred Activities

The treatment period have been started after the pretest results obtained, and it has been seen that both groups were equal to each other before the study was conducted. The treatment period have taken 6 weeks for both listening and speaking skills periods each and the experimental group have been given six student/learner-centred listening activities in the first period and six student/learner-centred speaking activities in the second period. While choosing the activities, subjects of the coursebook in the related unit have been analysed and evaluated.

The aim of the study has been using these activities as completing tools for the lesson since the coursebook follows the traditional teaching methods (Presentation-Practice-Production (PPP), (see Harmer, 2007, pp. 66-68 for detailed description and explanation), and it has been thought that the listening and speaking skills were not paid too much attention. In addition, they were limited to a few examples in each unit of the coursebook. Therefore, it could be inferred from the situation that the students' listening and speaking skills could not be developed since coursebook lacked enough

input; that also should have been given in a communicative and student/learner-centred way as the Constructivism, which is suggested in English Language Curriculum for Primary Education, necessitates. While deciding the activities, the researcher has referred to his observations of participants about their needs, interests, proficiency levels and ages, and consulted to the teacher besides the coursebook.

The participants' proficiency levels of listening and speaking skills have been analysed and evaluated according to CEF *Common Reference Levels, Can Do descriptors and Self-Assessment Grid* (Council of Europe, 2007, pp. 24-27). Since the participants started their foreign language learning in the 4th grade, they have been expected to reach a certain level of proficiency and they have been thought to be around A1 level after they were observed by the researcher. In CEF Common Reference Levels (Council of Europe, 2007, p. 24), an A1 language user:

> *"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help."*

In a detailed look to listening and speaking skills at A1 level in CEF Self-Assessment Grid (Council of Europe, 2007, pp. 26-27):

A1

Listening: *"I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly."*

Spoken Interaction: *"I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics."*

Spoken Production: *"I can use simple phrases and sentences to describe where I live and people I know."*

Considering all of the circumstances mentioned in this part of the study, the researcher chose the most suitable activities and adapted some of them for the study. The activities used in the treatment have been presented in the Appendix H of this paper.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1. Introduction

In the first part of this chapter, the data obtained through listening and speaking skills' pretest-posttest are presented and analysed via SPSS 16.0 statistical package program.

In the second part, findings interpreted from the results of pretest-posttest results are presented and explained in line with the research questions of the study. Statistical information are displayed in tables, as well.

4.2. Data Analysis of the Pretest and Posttest Data

In this part of the study, pretest and posttest results have been presented and explained by using Paired Samples T-test and Independent Samples T-test via SPSS 16.0 statistical package program.

KET Listening and Speaking tests, which have been used to measure the achievement levels of participants, have been applied both as pretest and posttest. The results of the pretest and posttest have been compared and contrasted to see if there is a statistically significant difference between the groups after the treatment period.

KET Listening test, which has been used in the first period of the study, consists of 25 questions in 5 parts; however, as it is mentioned before, one question has been omitted because of validity issues. Students have been given 30 minutes to listen and answer the questions and 8 minutes transfer time to fill in the answer sheet. Questions carry one point for each correct answer as it is in the original design (see Appendix G for detailed information).

KET Speaking test, which has been used in the second period of the study, consists of two parts. For the both parts, two students have been called for the speaking test simultaneously. The first part focuses on spoken production. In the assessment process, students have been asked to answer questions from an open-ended question

battery about daily life. Pairs have 5-6 minutes. In the second part of the Speaking test, the focus is on spoken interaction and students are supposed to ask and answer questions to each other by benefiting from the provided visual materials (see Appendix C for detailed information). Pairs have 3-4 minutes in this part.

For the assessment period, there are two speaking assessment forms. Speaking Assessment Form 1 (see Appendix E) includes four items and one Total Score column. The items are Pronunciation, Grammar/Vocabulary, Interactive Communication and Global Achievement. At the top of the page, there is a Speaking Assessment Rubric, which presents total scores for each item. Interactive Communication and Global Achievement carry 7.5 points, and Pronunciation and Grammar/Vocabulary carry 5 points each. In addition, total item score is 25 as it is designed in the original test. Below, there is a scale for Common Reference Levels for scores. This scale interprets students' total score from the speaking assessment and shows at which level the student is.

Speaking Assessment Form 2 (see Appendix F) is designed to see students' levels in terms of CEF Common Reference Levels in a detailed way. It includes five items, one Initial Impression column and one Comment column. The items are Range, Accuracy, Fluency, Interaction and Coherence. The assessment is based on Global Oral Assessment Scale for the Initial Impression column and Oral Assessment Criteria Grid for the items. Comment column is a free part that the teacher and researcher give comments about students' emotional mood while they are speaking.

Speaking assessment forms were adapted and developed after searching and analysing many speaking assessment forms and rubrics on the internet. However, the reference point was CEF and Common Reference Levels to make it more reliable. Assessment forms were analysed and approved by the thesis supervisor.

Items were chosen from a variety of resources to achieve the most common, age-and-proficiency-appropriate and applicable speaking assessment form. In addition, in terms of participants' age and proficiency levels, the items and item weights in the Speaking Assessment Form 1 decided. Since the participants were young learners, who were at the beginner level, the weight was given to fluency (items related:

Interactive Communication and Global Achievement) rather than accuracy (items related: Pronunciation and Grammar/Vocabulary).

Speaking Assessment Form 2 was aimed to give a general sense about the CEF Common Reference Levels to the teacher and encourage her/him to learn about those levels and use them in her/his classroom. Therefore, it was not included in the pretest-posttest analyses. Its assessment rubric was based on Global Oral Assessment Scale.

4.3. The Analysis of the Pretest Scores of the Experimental and Control Groups

In this part, the results of the listening and speaking skills pretest and posttest scores of experimental and control groups are presented and explained.

As it was mentioned before, two parametric tests were used in the study to analyse pretest and posttest scores. The first parametric test was Paired Samples T-test. It was used to analyse and describe the situation before the study and changes after the treatment in listening and speaking levels within groups (Experimental Pretest-Experimental Posttest and Control Pretest-Control Posttest). The second parametric test was Independent Samples T-test. It was used to analyse and describe the situation before the study and changes after the treatment in aforementioned skills between groups (Experimental Pretest-Control Pretest and Experimental Posttest-Control Posttest).

For the Speaking test assessment, an Intraclass Correlation Coefficient analysis was applied as an additional analysis to see interrater reliability of speaking assessment scores given by the teacher and the researcher.

For each T-test, the significance level was determined as .05 in this study (p<.05). For the Intraclass Correlation Coefficient, the interrater reliability level threshold is generally accepted as .70 as Nunnally (1994 as cited in Bresciani, et al., 2009) suggests (α=.70).

4.3.1. The Analysis of the Pretest Scores of the Experimental and Control Groups in Terms of Listening Skill

Before the study started, the researcher and the teacher applied pretest to see if the experimental and control groups were equal, which was essential to continue to the study. That is, there should not be any statistically significant difference between groups. Analysis was carried out with Independent Samples T-test. At first, pretest results of listening skills achievements of participants were analysed. The results of the KET Listening pretest are shown in Table 4.3.1.1

Table 4.3.1.1

KET Listening Pretest Results of Experimental and Control Groups

Group	N	$\bar{X}$	S	df	t	p*
Experimental	24	9.46	2.52	46	.05	.96
Control	24	9.42	3.32			

*p>.05

As it can be seen from the table above, there is no statistically significant difference between experimental and control groups; t(46)=.05, p>.05. Therefore, it can be said that both experimental group ($\bar{X}$=9.46) and control group ($\bar{X}$=9.42) were at the same level in terms of listening skills achievements before the study.

4.3.2. The Analysis of the Pretest Scores of the Experimental and Control Groups in Terms of Speaking Skill

In this part, pretest results of speaking skills achievements of participants were analysed. The results of KET Speaking pretest are shown in Table 4.3.2.1.

Table 4.3.2.1

KET Speaking Pretest Results of Experimental and Control Groups

Group	N	$\bar{X}$	S	df	t	p*
Experimental	22	8.9	1.98	42	.12	.91
Control	22	8.8	1.92			

*p>.05

It is seen from the table above that there is no statistically significant difference between experimental and control groups; t(42)=.12, p>.05. It can be inferred from the table that experimental ($\bar{X}$=8.9) and control ($\bar{X}$=8.8) groups were equal in terms of speaking skills achievements before the study.

After analysing the results of experimental and control groups' listening and speaking skills pretest, it is seen that before the study both experimental and control groups are equal in terms of their listening (Experimental $\bar{X}$=9.46, Control $\bar{X}$=9.42, p=.96) and speaking (Experimental $\bar{X}$=8.9, Control $\bar{X}$=8.8, p=.91) skills achievements since it is a prerequisite for experimental design to continue the process of research. It can be said that randomization of the participants/groups has helped to form suitable structure for the experimental design of this study.

It can also be inferred from the results of listening and speaking pretest that the participants show moderately better performance in their listening skills achievements (Experimental $\bar{X}$=9.46, Control $\bar{X}$=9.42) than that in their speaking skills achievements (Experimental $\bar{X}$=8.9, Control $\bar{X}$=8.8).

4.4. The Analysis of the Pretest and Posttest Scores of the Experimental and Control Groups

In this part of the research, the experimental and control groups were compared within each group in terms of their pretest and posttest results from KET Listening and Speaking tests, which were used as data collection tools. Data were analysed through Paired Samples T-test. At first, the control groups' results were evaluated below.

4.4.1. The Analysis of the Pretest and Posttest Scores of the Experimental Group in Terms of Listening Skill

The KET Listening pretest and posttest scores of experimental group were analysed in this part. The results of experimental groups' pretest and posttest analysis are shown in Table 4.4.1.1.

Table 4.4.1.1

KET Listening Pretest and Posttest Analysis of Experimental Group

Test	N	$\bar{X}$	S	df	t	p*	η^2
Pretest	24	9.46	2.52	23	12.6	.000	.77
Posttest	24	16.88	3.55				

*p<.05

As it is seen from the table above that there is a statistically significant difference between pretest and posttest scores of experimental group; t(23)=12.6, p<.05. It can be inferred from the table that in terms of pretest ($\bar{X}$=9.46) and posttest ($\bar{X}$=16.88) results, experimental group have showed a significant improvement during the treatment period.

The results of the pretest and posttest scores of the experimental group in terms of listening skills achievements in Table 4.4.1.1 display that there is a relatively significant improvement (Pretest $\bar{X}$=9.46, Posttest $\bar{X}$=16.88, p=.000). Therefore, it can be said that student/learner centred listening activities helped a lot in developing participants' listening skills since learners had more chance to get sufficient and comprehensible input and they had a chance to control their own learning.

4.4.2. The Analysis of the Pretest and Posttest Scores of the Control Group in Terms of Listening Skill

The KET Listening pretest and posttest scores of control group were analysed in this part. The results of control groups' pretest and posttest analysis are shown in Table 4.4.2.1

Table 4.4.2.1

KET Listening Pretest and Posttest Analysis of Control Group

Test	N	$\bar{X}$	S	df	t	p*
Pretest	24	9.4	3.32	23	.46	.65
Posttest	24	9.8	3.05			

*p>.05

As it is seen from the table above that there is no statistically significant difference between pretest and posttest scores of control group; t(23)=.46, p>.05. It can be understood from the table that in terms of pretest ($\bar{X}$=9.4) and posttest ($\bar{X}$=9.8) results, control group have not showed any significant improvement despite six weeks under their usual teaching/learning circumstances.

When the analysis of listening pretest and posttest results of control group, it is understood that the participants of the control group did not show a significant progress (Pretest $\bar{X}$=9.4, Posttest $\bar{X}$=9.8, p=.65). It can be interpreted that traditional method used in the control group classroom was not really effective for children to

develop their listening skills since they continued to have their English lessons in a traditional way. It might be claimed that lack of sufficient and comprehensible input, insufficient coursebooks, traditional teaching methods and teacher-centred nature of lessons are the possible reasons for control group's low level of progress.

4.4.3. The Analysis of the Pretest and Posttest Scores of the Experimental Group in Terms of Speaking Skill

The KET Speaking pretest and posttest scores of experimental group were analysed in this part. The results of experimental groups' pretest and posttest analysis are shown in Table 4.4.3.1.

Table 4.4.3.1

KET Speaking Pretest and Posttest Analysis of Experimental Group

Test	N	$\bar{X}$	S	df	t	p*	η^2
Pretest	22	8.87	1.98	21	16.96	.000	.87
Posttest	22	12.48	1.67				

*p<.05

As it is seen from the table that there is a statistically significant difference between pretest and posttest scores of experimental group; t(21)=16.96, p<.05. It can be understood from the table that in terms of pretest ($\bar{X}$=8.87) and posttest ($\bar{X}$=12.48) results, experimental group have showed a significant improvement during the treatment period. The effect size of the improvement is a little above the large level (η^2=.87).

The results of pretest and posttest scores analysis of experimental group in terms of speaking skills display that there is a statistically significant difference between scores (Pretest $\bar{X}$=8.87, Posttest $\bar{X}$=12.48, p=.000). The effect size of this improvement is large (η^2=.87). Therefore, it can be said that the student/learner-centred activities are effective in teaching/learning speaking skills to young learners. The interrater reliability score, which is analysed through Intraclass Correlation Coefficient, of experimental group's speaking skills pretest is .87 meaning that there is a high level consistency between the teacher's and the researcher's scores of speaking assessment. The experimental group's analysis of speaking skills posttest interrater reliability score is .66, which is slightly below the standard level, which has

been stated by Nunnally (1994). Therefore, it can be said that speaking skills scores given by the teacher and the researcher in pretest are reliable; however, posttest scores seem a little lower than the standard level. It can be said that there is a moderate level of consistency between two assessors.

4.4.4. The Analysis of the Pretest and Posttest Scores of the Control Group in Terms of Speaking Skill

The KET Speaking pretest and posttest scores of control group were analysed in this part. The results of control groups' pretest and posttest analysis are shown in Table 4.4.4.1

Table 4.4.4.1

KET Speaking Pretest and Posttest Analysis of Control Group

Test	N	$\bar{X}$	S	df	t	p*	η^2
Pretest	22	8.8	1.92	21	9.05	.000	.66
Posttest	22	10.4	1.45				

*p<.05

As it is seen from the table that there is a statistically significant difference between pretest and posttest scores of control group; t(21)=9.05, p<.05. It can be understood from the table that in terms of pretest ($\bar{X}$=8.8) and posttest ($\bar{X}$=10.4) results, control group have showed an improvement through six weeks under their usual teaching/learning circumstances. The effect size of the improvement is a little above the moderate level (η^2=.66).

When it is interpreted, the analysis of pretest and posttest scores of the control group in terms of speaking skills achievements shows that there is a statistically significant difference between pretest and posttest scores (Pretest $\bar{X}$=8.8, Posttest $\bar{X}$=10.4, p=.000). It can be said by looking at the results that although there is a statistically significant difference in control groups' speaking skills achievements, the effect size is at moderate level (η^2=.66). That might be because of constant repetition of the same drills by teacher till students learn the subject. PPP and Question-Answer nature of coursebook exercises might also helped them memorize certain structures. The interrater reliability score, which is analysed through Intraclass Correlation Coefficient, of control group's speaking skills pretest is .88 meaning that there is a

high level consistency between the teacher's and the researcher's scores of speaking assessment. The control group's analysis of speaking skills posttest interrater reliability score is .70, which is the standard level for a consistent interrater reliability between two assessors, which has been stated by Nunnally (1994) before. Therefore, it can be said that speaking skills scores given by the teacher and the researcher in both pretest and posttest are reliable and T-test scores of speaking skills test reflects the real performances of students at high levels.

4.5. The Analysis of the Posttest Scores of the Experimental and Control Groups

At the end of the study, the researcher and the teacher applied posttest to see whether there was a statistically significant difference between control and experimental groups. Analysis was carried out with Independent Samples T-test. At first, posttest results of listening skills achievements of participants were analysed. Then, posttest results of speaking skills achievements of participants were analysed.

4.5.1. The Analysis of the Posttest Scores of the Experimental and Control Groups in Terms of Listening Skill

At first, posttest results of listening skills achievements of participants were analysed. The results of the KET Listening posttest are shown in Table 4.5.1.1.

Table 4.5.1.1

KET Listening Posttest Results of Experimental and Control Groups

Group	N	$\bar{X}$	S	df	t	p*	η^2
Experimental	24	16.9	3.55	46	7.4	.000	.54
Control	24	9.8	3.05				

*p<.05

It can be seen from the table that there is a statistically significant difference between experimental and control groups in terms of posttest; t(46)=7.4, p<.05. Therefore, it can be said that the listening skills achievements of experimental group ($\bar{X}$=16.9) developed relatively higher than the control group ($\bar{X}$=9.8) at the end of the study.

When the results of posttest scores of experimental and control groups' listening skills achievements are compared, it is understood that there is a statistically

significant difference between two groups (Experimental $\bar{X}$=16.9, Control $\bar{X}$=9.8, p=.000). It can be inferred from the results that experimental group benefited a lot from the student/learner-centred activities, however, control group, which continued to have regular lessons throughout the study did not show any significant improvement since the traditional teacher-centred techniques did not provide enough support in terms of input, materials and techniques for the development of listening skills.

4.5.2. The Analysis of the Posttest Scores of the Experimental and Control Groups in Terms of Speaking Skill

In this part, posttest results of speaking skills achievements of participants were analysed. The results of KET Speaking posttest are shown in Table 4.5.2.1.

Table 4.5.2.1

KET Speaking Posttest Results of Experimental and Control Groups

Group	N	$\bar{X}$	S	df	t	p*	η^2
Experimental	22	12.5	1.67	42	4.3	.000	.31
Control	22	10.4	1.44				

*p<.05

It is seen from the table above that there is a statistically significant difference between experimental and control groups; t(42)=4.3, p<.05. It can be inferred from the table that speaking skills achievements of experimental group ($\bar{X}$=12.5) developed moderately than control group ($\bar{X}$=10.4).

According to the results of posttest scores of the experimental and control groups in terms of speaking skills, it is seen that there is a statistically significant difference between experimental and control groups (Experimental $\bar{X}$=12.5, Control $\bar{X}$=10.4, p=.000). The effect size of the speaking skills posttest analysis is at low level since both groups progressed throughout the study. However, when the scores of each group analysed one by one, the experimental group progressed more than control group (Experimental η^2=.87 > Control η^2=.66).

To summarise all the research questions above, the main research question of the study asked as if using student/learner-centred activities develop listening and speaking skills of young learners, who are the 6th grade primary school students.

Interpreting from the findings based on research questions, it is seen that student/learner-centred activities relatively help the development of students' listening and speaking skills achievements. In terms of listening skills achievements, the progress is remarkable on the experimental group; however, control group's achievement level stayed the same. In terms of speaking skills, both experimental and control groups showed progress although the effect size of experimental group's score is higher than control group's achievement. It can be said that control group's achievement might be relevant to the repetition drills of structures and that helps memorization. Still, progress level is moderate. On the other hand, it can be inferred that experimental group's success is considerably high because of student/learner-centred activities used in the treatment.

CHAPTER V

CONCLUSION

5.1. Introduction

In this part, the findings are discussed and implications for teaching explained. In addition, suggestions for further studies presented.

5.2. Results and Discussions

In Turkey, the education system is generally based on traditional teacher-centred techniques and methods. Thus, students generally struggle to learn many subjects by just memorising but not practicing in real circumstances. In the foreign language context, the situation is the same. The outcomes of traditional language teaching methods are learners, who are deaf and dumb, that is, they understand what they listen to or read but they cannot speak, or in a better term communicate with other people. Therefore, it is hard to call such instances as successful language teaching/learning applications.

The problem starts at the beginning of the language learning at primary schools. The coursebooks are thought to be insufficient in terms of comprehensible input and effective activities, which are two of the important elements in language learning. In addition, the teacher-centred nature of the lessons limits the interaction between students in the classroom. Therefore, it can be said that adopting a student/learner-centred methodology and using student/learner-centred activities will help students to learn the target language by experiencing the real life situations in the classroom and actively participating and interacting with the other students and the teacher.

The aim of the study was to show the effect of student/learner-centred activities on 6th grade primary school students' listening and speaking skills achievements. Throughout the process of literature search before and during the study, it has been noticed that there has been no study on this topic before and it would have contribute to the literature most probably to convey such a study.

In the first weeks of both periods in the study, listening and speaking pretests have been applied and results have been collected. According to those pretests' results, it has been seen that both groups are equal in terms of listening and speaking skills before the study. When those pretest results have been analysed, it has been understood that listening skills achievements are slightly higher than speaking skills achievements of both the experimental and control groups, which might have support the famous saying *"I understand what I listen to but I cannot speak"* in Turkey. It can be inferred from this situation that traditional teacher-centred teaching techniques and activities, insufficient coursebooks and the teacher's possibly negative attitude to engage herself/himself in learning new things might have been counted as the reasons of these results. In addition, the students' negative point of view on learning the foreign language because of washback effect, lack of interest and etc. might have been the reason why the achievement level of control group's students has stayed low. When it has been thought that the students start to learn English from the fourth grade till the end of university in formal learning environment, it is not a desirable outcome in terms of individual, societal, financial and occupational reasons in Turkish education system. With this study, it has been aimed at increasing the success and interest levels of young learners by using student/learner-centred activities since those activities are believed to give the control of learning to students' themselves.

Starting from the second weeks of both listening and speaking skills periods of the study, the experimental group have begun to use student/learner-centred activities in their lessons. Each week, one 5-10-15-minute activity embedded to the lesson has been applied through six week-treatment-period. Students have acted enthusiastically while engaging in the activities and they have enjoyed being in control of their own learning, which have been the expected results in terms of student/learner-centred methodology.

At the end of the treatment period, listening and speaking posttests have been used and data have been obtained. At first, within group analyses have been done via the Paired Samples T-test. When the pretest-posttest scores of listening skills achievements of control group have been analysed, it has been seen that control group have not showed a significant progress. It might have been inferred from this

result that traditional teaching methods, insufficient coursebooks –specifically insufficient number of listening activities, teacher-centred nature of lessons, students' and teachers' lack of interest or motivation to the topics or activities are possible reasons. When the experimental groups' listening pre-and-posttest results have been investigated, it has been decided that experimental group have showed considerably high success in that skill. It can be interpreted from the results that student/learner-centred activities have made students develop their skills in a better way than teacher-centred traditional activities. Thus, it can be claimed that young learners have benefited a lot from student/learner-centred activities and the teachers should change their point of views about insisting of using teacher-centred techniques and activities. In addition, they should be open the new things; they should follow new trends in teaching and learning; they should adapt those s/he have learned in to their classroom.

In the last week of the study, listening and speaking posttests have been applied. In terms of the collected results, both groups have progressed throughout the study. However, control group's progress has been lower than the experimental groups. The control group's progress might be explained with the constant repetition and memorization structures of the traditional way. However, as it has been mentioned before, learners learn by actively constructing meaning in the social environment that they interact with others (Vygotsky, 1962). Thus, it might have been inferred that students of control group's speaking skills might have shown progress but that does not mean that students have learnt how to use their speaking skills communicatively. On the other hand, the experimental group's progress has been possibly relevant to the student/learner-centred activities used as the treatment since the nature of student/learner-centred methodology supports students' active involvement into the learning process and social interaction in the classroom environment.

Consequently, it might have been said that student/learner-centred activities have been proved to be effective in teaching listening and speaking skills to young learners.

5.3. Implications for Teaching

In this part of the study, possible implications of this study to real life situations have been explained.

First of all, there should be given enough importance to listening and speaking skills at primary level and possibly at other levels rather than grammatical structures and repetition drills, as these are the two mostly used skills that human interaction is based on.

Second, the teachers should abandon traditional teacher-centred techniques and activities and focus more on student/learner-centred techniques and activities as the current methodology, Constructivism, suggests Communicative and learner-centred language lessons for young learners although it can be expanded to every learner group as a basic idea.

Third, the teachers should use student/learner-centred activities in their classrooms to activate their students, make their learning meaningful to them and increase their achievements as this study proves. Students, who are controlling and using the language will not have the problem of being deaf and dumb in the future.

The teacher should always stay up-to-date to present better chances of teaching/learning target language to their students. In this way, they can be aware of new approaches in language teaching and learning. It is also seen that coursebooks do not provide enough and well-structured activities. The teacher should not stay with what is in hand but produce/create more by using media, internet and the other books and sources. Therefore, teachers should develop their own structures to provide sufficient opportunities to students to practice the language they are learning.

Consequently, the assessment process should be designed according to student/learner-centred nature of the lesson and activities practiced in the classroom. Teachers should search through a variety of sources to differ and increase the number of instances that their students.

5.4. Recommendations for Further Studies

This study has been conveyed to analyse and understand an unstudied topic in Turkish context and it is just a starting point to further researches that will be done in

the future. Considering the limitations and the findings of the study, some suggestions will be expressed below.

Since this is a case study that has been carried out in one school, the results was limited to Burdur Gazi Primary School and 48 students in the 6th grade of this school. Therefore, researchers might find it useful to study more than one school. This will increase the reliability scores of the study and helps to get sound results. In addition, increase in the number of contexts might make the results much more generalizable to the universe.

Participants of this study were 6th grade primary school students at the age of 11-12, and the findings of this study directly relevant to this age group. Therefore, in the further studies, researchers might expand the age of focus group. In the further studies, there might also be other kinds of divisions would be possible like proficiency level, gender, private-state school, etc. It would make it possible to investigate on different kinds of variables and their relations with each other and with listening and speaking skills achievements.

In the present study, the researcher has decided the activities by observing two groups before the study started, consulting to the teacher and reviewing the coursebook. In the further studies, researchers might want to do a needs analysis questionnaire with the participants at the beginning of the study to decide their needs, interests, background, etc. It would help to solidify the reasons of choosing treatment tools and gives a huge amount of data to analyse in different ways to relate them to the findings of the study.

In the further studies, there might also be used a self-assessment form at the beginning and at the end of the study to make the whole process look like much more learner-centred. It would make the participants active assessors of their own achievements.

Consequently, it can be advised that researchers might want to design a whole lesson in terms of student/learner-centred methodology starting from the needs analysis of students, selection of topics, design of the lesson and assessment at the end, including students into teaching/learning process as they are the builders of their own knowledge.

REFERENCES

Altan, M. Z., & Trombly, C. (2001). Creating a learner-centered teacher education program. *Forum , 39* (3), 28-35.

Atherton, J. S. (2010, February 10). *Assimilation and accommodation*. Retrieved May 12, 2013, from Learning and Teaching: http://www.learningandteaching.info/learning/assimacc.htm

Atherton, J. S. (2010, February 10). *Piaget's developmental theory*. Retrieved May 12, 2013, from Learning and Teaching: http://www.learningandteaching.info/learning/piaget.htm#ixzz2T5xsaXDE

Borg, W. R., & Gall, M. D. (1989). *Educational research: an introduction* (5th ed.). New York: Longman.

Bresciani, M. J., Oakleaf, M., Kolkhorst, F., Nebeker, C., Barlow, J., Duncan, K., et al. (2009). Examining design and inter-rater reliability of a rubric measuring research quality across multiple disciplines. *Practical Assessment, Research and Evaluation , 14* (12), 1-7.

Brewster, J. (1991). What is good primary practice? In C. Brumfit, J. Moon, & R. Tongue, *Teaching English to Children: From Practice to Principle* (pp. 1-17). London: HarperCollins.

Brewster, J., Ellis, G., & Girard, D. (2004). *The primary english teacher's guide* (5th ed.). Essex: Pearson Education.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1994). *Teaching english as a foreign language*. London: Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*. New York: Pearson Education.

Brumfit, C. (1991). Introduction: teaching english to children. In C. Brumfit, J. Moon, & R. Tongue, *Teaching English to Children: From Practice to Principle* (pp. iv-viii). London: HarperCollins Publishers.

Büyüköztürk, Ş. (2011). *Deneysel desenler: öntest-sontest kontrol grubu desen ve veri analizi* (3th ed.). Ankara: Pegem Akademi.

Cai, L. (2007). Workshop on how to create a learner-centered classroom. *Sino-US English Teaching , 4* (12), 10-17.

Cambridge English Language Assessment. (2013). *Principles of good practice: quality management and validation in language assessment.* Cambridge: Cambridge University Press.

Cambridge English Language Assessment. (2013). *Quality and accountability.* Retrieved June 14, 2013, from Cambridge English: http://www.cambridgeenglish.org/research-and-validation/quality-and-accountability/

Cameron, L. (2005). *Teaching languages to young learners.* Cambridge: Cambridge University Press.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research.* Boston: Houghton Mifflin Company.

Center for Collaborative Education. (2003). *Turning points guides.* Retrieved May 11, 2013, from Center for Collaborative Education: http://www.ccebos.org/pdf/YALGuide2.pdf

Chastain, K. (1988). *Developing second-language skills: theory and practice.* San Diego: Harcourt Brace Jovanovich.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

Council of Europe. (2007). *Common european framework of reference for languages: learning, teaching, assessment* (9th ed.). Cambridge: Cambridge University Press.

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Demirel, Ö. (2012). *Yabanci dil öğretimi: dil pasaportu, dil biyografisi, dil dosyasi.* Ankara: Pegem Akademi.

Donaldson, M. (1978). *Children's minds.* New York: W. W. Norton & Company.

Ellis, R. (2008). *The study of second language acquisition.* Oxford: Oxford University Press.

Ersöz, A. (2009). *Teaching english to young learners: an activity - based guide for prospective teachers.* Ankara: EDM Publishing.

Fromkin, V., Rodman, R., & Hyams, N. (2007). *An introduction to language* (7th ed.). Boston: Thomson Heinle.

Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences.* New York: Basic Books.

Harmer, J. (2007). *The practice of english language teaching* (4th ed.). Essex: Pearson Education.

Haznedar, B., & Uysal, H. H. (2010). Introduction: embracing theory and practice in teaching languages to young learners. In B. Haznedar, & H. H. Uysal, *Handbook for Teaching Foreign Languages to Young Learners in Primary Schools* (pp. 1-20). Ankara: Anı Yayıncılık.

Hedge, T. (2008). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly , 40* (1), 109-131.

Hinkel, E. (2010). Integrating the four skills: current and historical perspectives. In R. B. Kaplan, *The Oxford Handbook of Applied Linguistics* (2nd ed., pp. 110-126). New York: Oxford University Press.

Hovardaoğlu, S. (2000). *Davranış bilimleri için araştırma teknikleri.* Ankara: Ve-Ga Yayınları.

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: the english language in the outer circle. In R. Quirk, & H. G. Widdowson, *English in the World: Teaching and Learning the Language and Literatures* (pp. 12-13). Cambridge: Cambridge University Press.

Kerlinger, F. N. (1973). *Foundations of behavioral research* (2nd ed.). East Sussex: Psychology Press.

Kerlinger, F. N. (1970). *Foundations of behavioural research.* New York: Holt, Rinehart & Winston.

Kırkgöz, Y. (2007). Language planning and implementation in turkish primary schools. *Current Issues in Language Planning , 8* (2), 174-192.

Kırkgöz, Y. (2010). Teaching english at primary education. In B. Haznedar, & H. H. Uysal, *Handbook for Teaching Foreign Languages to Young Learners in Primary Schools* (pp. 23-41). Ankara: Anı Yayıncılık.

Krashen, S. D. (2009). Principles and practice in second language acquisition. Retrieved May 11, 2013, from Stephen D Krashen: http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice .pdf

Lenneberg, E. H. (1967). *Biological foundations of language.* New York: John Wiley & Sons.

Lightbown, P. M., & Spada, N. (2003). *How languages are learned.* Oxford: Oxford University Press.

Linse, C. T. (2005). *Practical english language teaching: young learners.* New York: McGraw Hill.

Lounsbury, J. H. (2000). *Middle level education month.* Retrieved May 11, 2013, from Association for Middle Level Education: http://www.amle.org/portals/0/pdf/advocacy/mlem/wonder_years.pdf

McCloskey, M. L. (2002). Seven instructional principles for teaching young learners of english. *TESOL Symposium on Teaching English to Young Learners* (pp. 1-13). San Diego: TESOL.

McKay, P. (2008). *Assessing young language learners.* Cambridge: Cambridge University Press.

Mcleod, S. (2009). *Jean piaget.* Retrieved May 13, 2013, from Simply Psychology: http://www.simplypsychology.org/piaget.html

Ministry of National Education. (2006). *English language curriculum for primary education.* Ankara: Milli Eğitim Bakanlığı.

Mirici, İ. H. (2001). *Çocuklara yabanci dil öğretimi: ilköğretim 4. ve 5. siniflar örneği.* Ankara: Gazi Kitabevi.

Mirici, İ. H. (2006). Electronic in-service teacher training for the new national efl curriculum in turkey. *TOJDE , 7* (1), 155-164.

Nunan, D. (1999). Does younger=better? *TESOL Matters , 9* (4).

Nunan, D., & Lamb, C. (1996). *The self directed teacher: managing the learning process.* Cambridge: Cambridge University Press.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill, Inc.

Peker, B. G. (2010). *Spot on 6.* Ankara: MEB Yayınları.

Phillips, S. (2003). *Young learners* (10th ed.). Oxford: Oxford University Press.

Piaget, J. (1970). *The science of education and the psychology of the child.* New York: Orion Press.

Richards, J. C., & Rodgers, T. S. (2002). *Approaches and methods in language teaching* (5th ed.). Cambridge: Cambridge University Press.

Scott, W. A., & Ytreberg, L. H. (2004). *Teaching english to children* (20th ed.). New York: Longman.

Shin, J. K. (2009, January 12). *News.* Retrieved May 9, 2013, from Nakhon Si Thammarat Rajabhat University: http://www.nstru.ac.th/portal/data_resource/NEWS/2009/INSIDE/FILE/123 2942687_087864500.pdf

Singleton, D. (1989). *Language acquisition: The Age Factor.* Clevedon: Multilingual Matters.

Slavin, R. E. (2003). *Educational psychology: theory and practice.* Boston: Allyn and Bacon.

Şevik, M. (2010). *English through songs: teaching english in primary schools.* Ankara: Gündüz Eğitim ve Yayıncılık.

Şilit, G., & Arslantürk, Y. (2010). *Spring 6.* Ankara: Özgün Mat. San. Tic. A.Ş.

Taylor, G. R. (2005). Quantitative research methods. In G. R. Taylor, A. R. Curtis, M. Trumbull, T. Phillips, & G. R. Taylor (Ed.), *Integrating Quantitative and Qualitative Methods in Research* (2nd ed., pp. 91-100). Lanham: University Press of America.

Thirteen Ed Online. (2004). *Constructivism as a paradigm for teaching and learning.* Retrieved May 13, 2013, from Concept to Classroom: http://www.thirteen.org/edonline/concept2class/constructivism/index.html

Thompson, P. (2013). Learner-centred education and 'cultural translation'. *International Journal of Educational Development* (33), 48-58.

University of Cambridge ESOL Examinations. (2009). *Ket handbook for teacher.* Cambridge: Cambridge University Press.

University of Cambridge ESOL Examinations. (2006). *Key english test: information for candidates.* Cambridge: Cambridge University Press.

University of Cambrige ESOL Examinations. (2009). *Key english test with answers 3* (8th ed.). Cambridge: Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in society.* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.) Cambridge: Harvard University Press.

Vygotsky, L. S. (1962). *Thought and language.* New York: Wiley.

Walliman, N. (2006). *Social research methods.* London: Sage Publications.

Wikipedia. (2013, May 8). *Jerome bruner*. Retrieved May 13, 2013, from Wikipedia: http://en.wikipedia.org/wiki/Jerome_Bruner

Wohlfarth, D., Sheras, D., Bennett, J. L., Simon, B., Pimentel, J. H., & Gabel, L. E. (2008). Student perceptions of learner-centered teaching. *Insight: A Journal of Scholarly Teaching , 3*, 67-74.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry , 17* (2), 89-100.

Yalçınkaya, L., Bağdu, L., & Sazer, A. B. (2008). *My english 5 student's book & workbook.* Ankara: Pasifik Yayınları.

Yule, G. (2010). *The study of language.* New York: Cambridge University Press.

APPENDICES

7.1. Appendix A-Achievement Test

PAPER 2   LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1
QUESTIONS 1–5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1–5, put a tick ☑ under the right answer.

EXAMPLE

0   How many people were at the meeting?

3	13	30
A ☐	B ☐	C ☑

1   When will they go on holiday?

June	July	September
A ☐	B ☐	C ☐

2   How is Patti going to travel?

A ☐   B ☐   C ☐
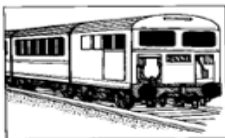
3   What will Sam do?
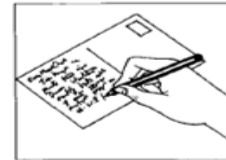
A ☐   B ☐   C ☐

4   What has the girl broken?

A ☐   B ☐   C ☐

5

Omitted Question

62

PART 2

QUESTIONS 6–10

Listen to Patrick talking to his mother about a photo of his old school friends.

What is each person wearing?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

EXAMPLE

0   Peter   ☐ D

PEOPLE

6   Martin   ☐

7   Joanna   ☐

8   Amy   ☐

9   James   ☐

10 Robert   ☐

THEIR CLOTHES

A   coat

B   dress

C   hat

D   jacket

E   jeans

F   shirt

G   sweater

H   t-shirt

PART 3

QUESTIONS 11–15

Listen to Jenny asking Mark about school holiday activities.

For questions 11–15, tick ☑ A, B or C.

You will hear the conversation twice.

EXAMPLE		ANSWER
0 The children's show is at		
A the theatre.		☐
B the shopping centre.		☐
C the library.		☑

---

11   The show begins at

   A   1.15.   ☐

   B   2.00.   ☐

   C   3.30.   ☐

12   A child's ticket costs

   A   25p.   ☐

   B   75p.   ☐

   C   £1.50.   ☐

13   The holiday reading course is for

   A   4 weeks.   ☐

   B   6 weeks.   ☐

   C   10 weeks.   ☐

14 This year from the library, children can win

    A a pen.   ☐

    B a school bag.   ☐

    C a book.   ☐

15 Jenny should meet Mark again

    A next week.   ☐

    B tomorrow.   ☐

    C today.   ☐

PART 4

QUESTIONS 16–20

You will hear Judy asking about music lessons.
Listen and complete questions 16–20.
You will hear the conversation twice.

GUITAR LESSONS
FOR JUDY

Class:	Beginners
Day:	**16**
Starting time:	**17**
Price of each lesson:	**18** £ ....
Teacher's name:	**19** Mrs ....
Room number:	**20**

PART 5

QUESTIONS 21–25

You will hear a teacher talking about a school trip.
Listen and complete questions 21–25.
You will hear the information twice.

SCHOOL TRIP

Day:	Saturday
Visit:	**21**
Leave at:	**22**
Meet in:	**23**
Cost:	**24** £
Bring:	**25**

You now have 8 minutes to write your answers on the answer sheet.

PAPER 3 SPEAKING (8–10 minutes)

The Speaking test lasts 8 to 10 minutes. You will take the test with another candidate. There are two examiners, but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

Part 1 (5–6 minutes)

The examiner will ask you and your partner some questions. These questions will be about your daily life, past experience and future plans. For example, you may have to speak about your school, job, hobbies or home town.

Part 2 (3–4 minutes)

You and your partner will speak to each other. You will ask and answer questions. The examiner will give you a card with some information on it. The examiner will give your partner a card with some words on it. Your partner will use the words on the card to ask you questions about the information you have. Then you will change roles.

7.2. Appendix B-Speaking Test Part 1 Open-ended Question Battery

KET Speaking Test

Part 1

Group A, Questions:

1. When do you get up in the morning in week days?
2. When do you get up on Sundays?
3. What do you do before going to the school?
4. What time do you have your breakfast/lunch/dinner?
5. What time does your school start?
6. How do you go to the school?
7. What do you do after the school?
8. What do you do in your free times?
9. What do you do on Wednesdays? (Summarise your day)
10. What do you do on Sundays? (Summarise your day)
11. When do you sleep in week days?
12. When do you sleep on Saturdays/at the weekend?
13. Which places do you like in Turkey?
14. Which country do you want to see?
15. What kind of books do you prefer to read?

Group B, Questions:

1. What is your father's/mother's job?
2. Which days of the week does s/he work?
3. Where does s/he work?
4. When does s/he go to work?
5. Who is your father's/mother's best friend at work?
6. What does s/he do in her/his free times?
7. What does she do at home? (If she is a housewife)
8. Which TV programs does she watch? (If she is a housewife)
9. What kind of activities does she do in week days/at the weekends? (If she is a housewife)
10. What does a teacher/policeman/doctor/… do?
11. Where does a nurse/teacher/postman/… work?
12. What do you do as a family on holidays?
13. Which places do you like to go on holidays?

Group C, Questions:

1. What is the weather like today?
2. What kind of weather do you like most?
3. Which season is your favourite?
4. What is the weather like in Burdur in Winter/Spring/Summer/Autumn?
5. What is the weather like in North/South Pole?
6. Which animals like cold weather?
7. Which animals like hot weather?
8. When do people go to the sea?
9. When do you wear your pullover/sweater?
10. When do you wear your t-shirt?
11. When do you play snowball?
12. Which season does your school start and finish?

Group D, Questions:

1. How do you feel today?
2. What should we do to be healthy
3. I have got a headache. What should I do?
4. I have got a cold. What should I do?
5. I have got a toothache. What should I do?
6. How often do you wash your hands?
7. How often do you brush your teeth?
8. How often do you take showers?
9. How often do you comb your hair?
10. What should we do before eating meals?
11. What should we do before eating fruits and vegetable?

7.3. Appendix C-Speaking Test Part 2 Visual Materials

Visual materials for Paper 3

1A

The White House

Disco

Rock music from the U.S.A.

Over 18s only

Doors open: 9 pm
Tuesday – Saturday

Tickets: £6 (Students £5)
No jeans or T-shirts

2B

ART SHOW

◆ where?

◆ when?

◆ whose pictures?

◆ ticket? £

◆ buy / picture?

3A

Parker's Sweet Shop

14 Barrett Road
5 minutes from town centre

TRY OUR FAMOUS CHOCOLATE EGGS AND SUGAR HEARTS

Prices lower than in other shops
OPEN MONDAY–SATURDAY 9AM–5PM

4B

A WALK FOR TOURISTS

◆ where / start?

◆ what / visit?

◆ every day?

◆ expensive?

◆ lunch?

1B

DISCO

- ◆ every evening?

- ◆ what music?

- ◆ clothes / wear?

- ◆ student ticket? £?

- ◆ begin?

3B

SWEET SHOP

- ◆ name?

- ◆ expensive?

- ◆ when / open?

- ◆ chocolate eggs?

- ◆ near town centre?

2A

ART SHOW

Pictures by David Piper
Meet the artist and buy a painting for your home

6–8pm every evening

| Adults: | £4 |
| Students: | £2 |

28 Market Street

4A

WALK THROUGH OUR BEAUTIFUL TOWN
FRIENDLY TOUR GUIDES

See the museum, market and castle

Every Tuesday
Starts: Grand Hotel at 10 am
Finishes with lunch in Park Restaurant

£13 per person

1C

PAINTING COMPETITION

For young people 8–16 years old

Paint a picture of an animal

Send it to:
Young Artist Magazine
12 High Street

before 14 September

and win a bicycle!

3C

GLORIA'S SANDWICH SHOP

We make 100 different sandwiches!

Hot soup
Orange juice
Coffee

£2.80 each sandwich

Car park behind shop

Closed on Mondays

2D

FILM CLUB

◆ every week?

◆ price? £

◆ where / ticket?

◆ French films?

◆ café?

THE END

4D

CLUB FOR YOUNG PEOPLE

◆ name?

◆ when?

◆ what / do?

◆ where?

◆ cost? £?

1D

PAINTING COMPETITION

◆ win something?

◆ what / paint?

◆ for everybody?

◆ competition address?

◆ last day?

3D

SANDWICH SHOP

◆ what sandwiches?

◆ price?

◆ open every day?

◆ drinks?

◆ car park?

2C

CITY UNIVERSITY FILM CLUB

EVERY MONDAY 6–9.30 p.m.

Films from America, Australia and Britain

Get your tickets from the Student Office

Adults	£3
Students	£1.50

Café open for drinks and snacks

THE END

4C

HAPPY DAYS CLUB

for young people from
12–18 years

Every Friday
7.30–10.30 pm

29 Milton Street

Just £2 per week

Games – music – dancing and lots more

7.4. Appendix D-Listening Test Answer Sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations
English for Speakers of Other Languages

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Centre

Supervisor:
If the candidate is ABSENT shade here ▭

KET Paper 1 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.
For Parts 1, 2 and 3:
Mark ONE letter for each question.
For example, if you think C is the right answer to the
question, mark your answer sheet like this:

0 A B C

Part 1		Part 2		Part 3	
1	A B C	6	A B C D E F G H	11	A B C
2	A B C	7	A B C D E F G H	12	A B C
3	A B C	8	A B C D E F G H	13	A B C
4	A B C	9	A B C D E F G H	14	A B C
5	OMITTED	10	A B C D E F G H	15	A B C

For Parts 4 and 5:
Write your answers in the spaces next to the
numbers (16 to 25) like this:

0 *example*

Part 4		Do not write here		Part 5		Do not write here	
16		1 16	0	21		1 21	0
17		1 17	0	22		1 22	0
18		1 18	0	23		1 23	0
19		1 19	0	24		1 24	0
20		1 20	0	25		1 25	0

Adapted by Serkan Coskun from the University of Cambridge ESOL Examinations
(KET Sample Answer Sheet - Listening)

7.5. Appendix E-Speaking Assessment Form 1

KET Speaking Test

Speaking Assessment Rubric	Points
Pronunciation	5 pt.
Grammar/Vocabulary	5 pt.
Interactive Communication	7.5 pt.
Global Achievement	7.5 pt.
Total Score:	25 pt.

Pairs	Speaking Assessment Form 1				
	Pronunciation	Grammar/Vocabulary	Interactive Communication	Global Achievement	Total Score
Pair 1.1					
Pair 1.2					
Pair 2.1					
Pair 2.2					
Pair 3.1					
Pair 3.2					
Pair 4.1					
Pair 4.2					
Pair 5.1					
Pair 5.2					
Pair 6.1					
Pair 6.2					
Pair 7.1					
Pair 7.2					
Pair 8.1					
Pair 8.2					
Pair 9.1					
Pair 9.2					
Pair 10.1					
Pair 10.2					
Pair 11.1					
Pair 11.2					
Pair 12.1					
Pair 12.2					
Pair 13.1					
Pair 13.2					
Pair 14.1					
Pair 14.2					
Pair 15.1					
Pair 15.2					

Below	A1	A1+	A2
5-10	11-15	16-20	21+

7.6. Appendix F-Speaking Assessment Form 2

KET Speaking Test

Pairs	Initial impression (CEFR Table 1)	Detailed analysis (CEFR Table 2)					Comments
	CEFR level	Range CEFR level	Accuracy CEFR level	Fluency CEFR level	Interaction CEFR level	Coherence CEFR level	
Pair 1.1							
Pair 1.2							
Pair 2.1							
Pair 2.2							
Pair 3.1							
Pair 3.2							
Pair 4.1							
Pair 4.2							
Pair 5.1							
Pair 5.2							
Pair 6.1							
Pair 6.2							
Pair 7.1							
Pair 7.2							
Pair 8.1							
Pair 8.2							
Pair 9.1							
Pair 9.2							
Pair 10.1							
Pair 10.2							
Pair 11.1							
Pair 11.2							
Pair 12.1							
Pair 12.2							
Pair 13.1							
Pair 13.2							
Pair 14.1							
Pair 14.2							
Pair 15.1							
Pair 15.2							

Speaking Assessment Form 2 Rubric			
Below	A1	A1+	A2

Table 1: Global Oral Assessment Scale

C2	*Conveys finer shades of meaning precisely and naturally* Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. Can produce clear, smoothly-flowing, well-structured descriptions.
C1+	
C1	*Shows fluent, spontaneous expression in clear, well-structured speech* Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language. Can give clear, detailed descriptions of complex subjects. High degree of accuracy; errors are rare.
B2+	
B2	*Expresses points of view without noticeable strain* Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding.
B1+	
B1	*Relates comprehensibly the main points he/she wants to make* Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected, sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Reasonably accurate use of main repertoire associated with more predictable situations.
A2+	
A2	*Relates basic information on, e.g. work, family, free time etc.* Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.
A1+	
A1	*Makes simple statements on personal details and very familiar topics* Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words.
Below A1	

- Use this scale in the first 2-3 minutes of a speaking sample to decide approximately what level you think the speaker is.
- Then change to Table 2 (CEFR Table 3) and assess the performance in more detail in relation to the descriptors for that level.

Adapted from (European Centre for Modern Languages, 2011)

Table 2: Oral Assessment Criteria Grid (CEF Table 3)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finder shades of meaning precisely, to give emphasis differentiate and to eliminate ambiguity. Also has a good command of idiomatic expression and colloquialisms.	Maintains consistent grammatical control of complex language, even when attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
C1+					
C1	Has a good command of a broad range of language allowing him/herself to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or to keep the floor and relate to his/her own contributions skilfully to those of other speaker.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
B1+					

B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current affairs.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns A2 with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple every situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1+					
A1	Has a very basic repertoire of A1 words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
Below A1					

(Council of Europe, 2007, pp. 28-29)

7.7. Appendix G-KET Handbook for Teachers

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Key
English
Test

Handbook for teachers

Level A2

Common European Framework of Reference

78

KET content and overview

Paper	Name	Timing	Content	Test Focus
Paper 1	Reading/Writing	1 hour 10 minutes	Nine parts: Five parts (Parts 1–5) test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Parts 6–9 concentrate on testing basic writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text.
Paper 2	Listening	30 minutes (including 8 minutes, transfer time)	Five parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	8–10 minutes per pair of candidates	Two parts: in Part 1, candidates interact with an examiner; in Part 2 they interact with another candidate.	Assessment of candidates' ability to answer and ask questions about themselves and about factual non-personal information.

79

Preface

This handbook is for anyone who is preparing candidates for the Cambridge ESOL Key English Test (KET). The introduction gives an overview of KET and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

Further information on the examination will be issued in the form of:

- regular update bulletins
- an extensive programme of seminars and conference presentations.

If you require additional CDs or further copies of this booklet, please email: ESOLinfo@CambridgeESOL.org

Contents

80

Introduction to Cambridge ESOL

■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the University of Cambridge Local Examinations Syndicate (UCLES), which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. Over 3 million people a year take these examinations at centres in over 130 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management.

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. Although they are designed for native speakers of languages other than English, no language related restrictions apply. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – listening, speaking, reading and writing. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers, and these are described in the following section.

■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or possible disability.

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

Examination content and processing

■ What is KET?

The Key English Test (KET) is an examination that demonstrates that a person can deal with everyday English at a basic level. It is widely accepted as a qualification representing a general basic ability in English (CEFR Level A2).

■ KET and KET for Schools

There are two versions of the exam available: KET and KET for Schools. The difference between the two versions is that the content and topics in KET for Schools are particularly targeted at the interests and experiences of younger people.

■ Content of KET

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed within the three test papers. Reading and Writing are combined under a single test component in KET. Reading is a multi-dimensional skill

involving the interaction of the reader's mental processing capacities with their language and content knowledge; further interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond the test. Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading, KET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation. KET Writing tasks vary in complexity from tasks requiring single word answers to a communicative task requiring up to 35 words of output. Listening, like reading, is a multidimensional skill, involving interaction between the listener and the external features of the text and task and the test employs a range of text and task types to reflect the variety of situations a learner at this level is likely to encounter. As with writing, speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in KET is assessed directly, through a face-to-face encounter between candidates and examiners.

Each of the four skills tested in KET provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

■ The level of KET

KET is at Level A2 of the Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

At this level a learner should be able to cope linguistically in a range of everyday situations which require a basic and largely predictable use of language. An A2 Level user will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for general purposes as described below.

The type of materials a KET candidate can deal with

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to make a phone call. The user should also be able to deal with personal messages written as letters or postcards, and gain some information from informative texts taken from newspapers and magazines. Where

listening skills are concerned, a user needs to understand the basic facts given in announcements such as at railway stations and airports, traffic information given on the radio, and public announcements made at sporting events or pop concerts.

What a KET candidate can do

In the context of work, a language user at this level can handle basic enquiries related to their own familiar job area, dealing, for example, with questions about prices, quantities of goods ordered, or delivery dates. In a meeting, they could provide straightforward facts if asked directly, but cannot follow a discussion. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

If travelling as a tourist, a user is able to find out what time a tour starts and how much something costs. They can understand the outline of the information given on a guided tour, as long as it is in a predictable context, but can ask only very simple questions to get more information.

They can express their own likes and dislikes, but only in simple terms.

Where reading is concerned, at this level the user can understand the gist of a tourist brochure with the help of a dictionary, to the extent of being able to identify the starting and finishing times of a guided tour and what will be seen on the tour. They can write very simple personal letters, expressing thanks, or a basic message, although there may be elementary mistakes.

The Common European Framework of Reference for Languages

Cambridge ESOL exams are aligned to the Common European Framework of Reference for Languages – the standard benchmark for measuring and describing language ability around the world. The Framework sets out six stages of language ability (see Table 1), with each level clearly described by a set of 'Can Do' statements (see Table 2).

Table 1

Cambridge Main Suite	CEFR levels
Certificate of Proficiency in English	C2
Certificate in Advanced English	C1
First Certificate in English	B2
Preliminary English Test	B1
Key English Test	A2
	A1

■ Varieties of English

Candidates' responses to tasks in the Cambridge ESOL examinations are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a

Table 2

'Can Do' summary

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN understand simple questions and instructions.	CAN understand straightforward information within a known area.
	CAN express simple opinions or requirements in a familiar context.	CAN complete forms and write short simple letters or postcards related to personal information.
Social and Tourist	CAN understand straightforward directions, provided that these are not lengthy or complex.	CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines.
	CAN express likes and dislikes in familiar contexts using simple language.	CAN complete most forms related to personal information.
Work	CAN understand the general meaning of a presentation made at a conference if the language is simple and backed up by visuals or video.	CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise.
	CAN state simple requirements within own job area.	CAN write a short, comprehensible note of request to a colleague or a known contact in another company.
Study	CAN understand basic instructions on class times, dates and room numbers.	CAN understand the general meaning of a simplified textbook or article, reading very slowly.
	CAN express simple opinions using expressions such as 'I don't agree'.	CAN write a very short simple narrative or description.

particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

■ Recognition

KET is widely recognised as a qualification representing a general basic ability in English. More information about recognition is available from centres, British Council offices, Cambridge ESOL and from www.CambridgeESOL.org

■ Official accreditation in the UK

KET for Schools has been accredited by the Office of the Qualifications and Examinations Regulator (Ofqual), the regulator of qualifications, tests and exams in England, at Cambridge ESOL Entry Level Certificate in ESOL International (Entry 2).

■ The KET candidature

Information is collected about KET candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for KET come from a wide range of backgrounds and take the examination for a number of different reasons.

■ What sort of test is KET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of KET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these

aims. KET corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

■ Certification

The qualification a candidate receives for both versions of the exam (KET and KET for Schools) is exactly the same.

KET certificates are issued to candidates gaining a passing grade (Pass with Merit or Pass). Candidates who have not achieved a KET passing grade (CEFR Level A2), but have demonstrated ability at the level below this, are awarded a certificate for Level A1. A1 certificates do not refer to the KET exam.

Candidates receive a detailed Statement of Results approximately five to six* weeks after the examination. Certificates are issued approximately four weeks after the issue of the Statements of Results.

Certificates are not issued to candidates awarded a Fail grade.

■ Marks and results

The final mark a candidate receives is the total of the marks obtained in each of the three papers (Reading and Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. The Reading and Writing paper carries 50% of the marks and Listening and Speaking each carry 25% of the total marks.

The Statement of Results shows the grade awarded and a

---

* Results for computer-based tests are released in three to four weeks.

graphical display of the candidate's performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak). In addition, candidates receive a standardised score for the whole exam on a fixed scale out of 100. This score allows candidates to see exactly how they have performed within a grade boundary. There are fixed values for each KET grade:

- Pass with Merit = 85–100
- Pass = 70–84
- A1 = 45–69
- Fail = 0–44

This means that the score a candidate needs to achieve a KET passing grade will always be 70. Candidates with a score of 45–69 are issued with A1 Level certificates.

Grade boundaries are set by considering item statistics, candidate performance, examiner reports and historical comparison, among other things. This ensures fairness and consistency from one examination to another and for each candidate.

■ Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- *Special arrangements:*
  These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.

- *Special consideration:*
  Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.

- *Malpractice:*
  Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

KET support

■ Course materials

A list of UK publishers which produce coursebooks and practice materials related to the examinations is available from Cambridge ESOL and is on the Cambridge ESOL website. KET requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination. *N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.*

■ Past papers and examination reports

Cambridge ESOL produces past examination papers, which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how to order past papers and examination reports, and how to download an order form, are available from www.CambridgeESOL.org/support

The sample question papers included in this handbook have been produced to reflect the format of the examination. However, candidates are strongly advised not to concentrate unduly on working through practice tests and examinations as this will not by itself make them more proficient in the different skills.

■ Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at www.CambridgeESOL.org/teach

■ Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations and also to new or revised examinations. Contact Cambridge ESOL for further details.

■ Administrative information

The KET examination is available several times a year. A computer-based version of KET (CB KET) is also available. Please see the Cambridge ESOL website for details of examination sessions, www.CambridgeESOL.org

Candidates must enter through a recognised centre.

The tasks in each component of CB KET follow the same format as in the paper-based version of KET. The Reading and

Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based KET.

Candidates must enter through a recognised centre.

■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Local Secretary in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

The aims and objectives of KET

Candidates who are successful in KET should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English. The following information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

■ Reading

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

■ Writing

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

■ Listening

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

■ Speaking

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

85

Language specifications

The following is a summary of the language which is tested in KET. In terms of vocabulary and grammatical structure, KET candidates will have productive control of only the simplest of exponents for each category below; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar.

Language purposes

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

Language functions

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

- imparting and seeking factual information
- expressing and finding out attitudes
- getting things done
- socialising
- structuring discourse
- communication repair.

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

■ Inventory of functions, notions and communicative tasks

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

greeting people and responding to greetings (in person and on the phone)
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.
understanding and completing forms giving personal details
describing education and/or job
describing people (personal appearance, qualities)
asking and answering questions about personal possessions
asking for repetition and clarification
re-stating what has been said
checking on meaning and intention

helping others to express their ideas
interrupting a conversation
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits
understanding and giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying and selling things (costs and amounts)
talking about food and ordering meals
talking about the weather
talking about one's health
following and giving simple instructions
understanding simple signs and notices
asking the way and giving directions
asking for and giving travel information
asking for and giving simple information about places
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
making comparisons and expressing degrees of difference
expressing purpose, cause and result, and giving reasons
making and granting/refusing simple requests
making and responding to offers and suggestions
expressing and responding to thanks
giving and responding to invitations
giving advice
giving warnings and stating prohibitions
asking/telling people to do something
expressing obligation and lack of obligation
asking and giving/refusing permission to do something
making and responding to apologies and excuses
expressing agreement and disagreement, and contradicting people
paying compliments
sympathising
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
talking about feelings
expressing opinions and making choices
expressing needs and wants
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

■ Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

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

Tenses

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

Verb forms

Affirmative, interrogative, negative
Imperatives
Infinitives (with and without to) after verbs and adjectives
Gerunds (-ing form) after verbs and prepositions
Gerunds as subjects and objects
Passive forms: present and past simple
Short questions (Can you?) and answers (No, he doesn't)

Clause types

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

Interrogatives

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

Nouns

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

Pronouns

Personal (subject, object, possessive)
Impersonal: it, there
Demonstrative: this, that, these, those
Quantitative: one, something, everybody, etc.
Indefinite: some, any, something, one, etc.
Relative: who, which, that

Determiners

a + countable nouns
the + countable/uncountable nouns

Adjectives

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

Adverbs

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

Prepositions

Location: to, on, inside, next to, at (home), etc.
Time: at, on, in, during, etc.
Direction: to, into, out of, from, etc.
Instrument: by, with
Miscellaneous: like, about, etc.
Prepositional phrases: at the end of, in front of, etc.
Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

Connectives

and, but, or,
when, where, because, if

Note that students will meet forms other than those listed above in KET, on which they will not be directly tested.

■ Topics

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

■ Lexis

The KET Vocabulary List includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the use of American pronunciation, spelling and lexis is acceptable in KET.

A list of vocabulary that may appear in the KET examination is available from the Cambridge ESOL website: www.CambridgeESOL.org/teach

The list does not provide an exhaustive register of all the words which could appear in KET question papers and candidates should not confine their study of vocabulary to the list alone.

88

PAPER 1 READING AND WRITING

GENERAL DESCRIPTION

Paper format	This paper contains nine parts.
Timing	1 hour 10 minutes.
No. of Qs	56.
Task types	Matching, multiple choice, multiple-choice cloze, open cloze, word completion, information transfer and guided writing.
Sources	Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.
Answering	Candidates indicate answers either by shading lozenges (Parts 1–5) or writing answers (Parts 6–9) on the answer sheet.
Marks	Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of total marks for the whole examination.

STRUCTURE AND TASKS

PART 1

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

PART 2

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

PART 3

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

89

PART 4

Task type and format	Right/Wrong/Doesn't say OR Three-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.
Task focus	Reading for detailed understanding and main idea(s).
No. of Qs	7.

PART 5

Task type and format	Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.
Task focus	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).
No. of Qs	8.

PART 6

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

PART 7

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

PART 8

Task type and format	Information transfer. One or two short input texts, authentic in nature (notes, adverts etc.) to prompt completion of an output text (form, note, etc.). Five spaces to fill on output text with one or more words or numbers (plus an integrated example).
Task focus	Reading and writing down appropriate words or numbers with focus on content and accuracy.
No. of Qs	5.

PART 9

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

1

Preparation

General

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

■ Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.

■ Candidates do not need to follow a specific course before attempting KET. Any general English course for beginners of approximately 200 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.

■ In addition to coursebook reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real-life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.

■ Students should also be encouraged to take advantage of real-life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.

■ To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks. They should also make sure that they understand how to record their answers on the answer sheet (page 22).

By part

Parts 1–5 focus particularly on reading.

■ PART 1

■ In Part 1, candidates are tested on their ability to understand the main message of a sign, notice or other very short text. These texts are of the type usually found on roads, in railway stations, airports, shops, restaurants, offices, schools, etc. Wherever possible these texts are authentic and so may contain lexis which is unfamiliar to the candidates, but this should not prevent them from understanding the main message. This is a matching question, requiring candidates to match five sentences to the appropriate sign or notice.

■ PART 2

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

■ PART 3

■ In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.

■ Questions 11–15 are multiple choice (three options). Candidates are asked to complete five 2-line conversational exchanges.

■ Questions 16–20 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in shops, hotels, restaurants, etc., and in various work, study and social situations.

■ PART 4

■ In Part 4, candidates are tested on their ability to understand the main ideas and some details of longer texts. These texts come from authentic sources, such as newspaper and magazine articles, but are adapted to make them accessible to candidates. Texts may include vocabulary which is unfamiliar to the candidates, but this should not interfere with their ability to complete the task.

■ The questions in this part may be multiple-choice comprehension questions (with three options) or alternatively, candidates may be asked to decide whether, according to the text, each one of a set of statements is correct or incorrect, or whether there is insufficient information in the text to decide this.

■ PART 5

■ In Part 5, candidates are tested on their knowledge of grammatical structure and usage in the context of a reading text. As with Part 4, texts are adapted from newspaper and magazine articles, encyclopaedias and other authentic sources. Words are deleted from the text and candidates are asked to complete the text by choosing the appropriate word from three options. Deletions mainly focus on structural elements, such as verb forms, determiners, pronouns,

prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required.

Parts 6–9 focus particularly on writing.

■ PART 6

In Part 6, candidates are asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary will all belong to the same lexical field, for example, jobs, food, things you can find in a house, etc. For each word they have to write, candidates are given a 'definition' of the type you can find in a learner's dictionary, followed by the first letter of the required word and a set of dashes to represent the number of the remaining letters in the required word. There is a worked example at the beginning.

■ PART 7

In Part 7, candidates are asked to complete a gapped text. Texts are short and simple and are of the type candidates at this level may be expected to write, for example, notes, emails and short letters. A text may take the form of a note plus a reply to that note, or may be a single letter. Deletions in the text focus on grammatical structure and vocabulary. Candidates are only asked to produce words which students at this level can be expected to actively use. Correct spelling of the missing words is essential in this part.

■ PART 8

In Part 8, candidates complete a simple information transfer task. They are asked to use the information in one or two short texts (email, advertisement, note, etc.) to complete a note, form, diary entry or other similar type of document. Candidates have to understand the texts in order to complete the task, and the focus is on both writing and reading ability. Candidates are expected to understand the vocabulary commonly associated with forms, for example, name, date, time, cost, etc. The required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

■ PART 9 – Question 56

In Part 9, candidates are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type, for example a note or postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts given. All three prompts must be addressed in order to complete the task fully. Alternatively, the candidates may be asked to read and respond appropriately to three elements contained within a short note, email or postcard from a friend.

Assessment

There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

General Mark Scheme for Part 9

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

Candidates are penalised for not writing the minimum number of words (i.e. fewer than 25). They are not penalised for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

PAPER 1: READING AND WRITING

Part 1 (questions 1–5) and Part 2 (questions 6–10)

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.

For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

0 Adrian and Martin .... their school holiday last week.

  A opened   B joined   C began

Answer: 0 [A][B][■C]

6 They .... to go camping for their holiday.

  A decided   B thought   C felt

7 They wanted to .... somewhere near the sea.

  A stand   B put   C stay

8 It .... three hours to drive to the campsite.

  A had   B took   C got

9 They put their tent in a .... of the field.

  A centre   B corner   C back

10 They .... some postcards to their friends.

  A bought   B chose   C sent

Turn over ►

3

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 You can eat here in the mornings.

Answer: 0 [A][B][C][D][E][F][G][■H]

1 You should not swim here.

2 You must not drive fast here.

3 You can play football here after lessons.

4 It is cheaper to buy things today than tomorrow.

5 You can drive here next week

A SLOW! DANGEROUS CROSSROADS

B SWIMMING POOL OPEN AFTERNOONS ADULTS - £2.00 CHILDREN - £1.00

C HALF PRICE FOOTBALL SHIRTS SALE MUST END THIS AFTERNOON

D POLICE CARS ONLY

E DANGER DO NOT GO INTO THIS WATER

F Breakfast Served 7.00 a.m. - 10.00 a.m.

G ROAD CLOSED UNTIL MIDNIGHT SUNDAY

H SCHOOL SPORTS CLUB NOW OPEN IN THE EVENINGS!

2

Questions 16 – 20

Complete the conversation between two friends.
What does Anita say to Kim?

For questions 16 – 20, mark the correct letter A – H on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: 0 .... H ....

Answer: 0 | A B C D E F G H |

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: 16 ....

Kim: Yes, I need to study on Sunday. Great! It'll be good to go together.

Anita: 17 ....

Kim: First, I'd like to go shopping.

Anita: 18 ....

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: 19 ....

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: 20 ....

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

5   Turn over ▶

Part 3

Questions 11 – 15

Complete the five conversations.
For questions 11 – 15, mark A, B or C on your answer sheet.

Example:

0 [Where do you come from?]

A New York
B School
C Home

Answer: 0 | A B C |

11 I'm sorry we don't have your size.
A What a pity!
B I hope so.
C I'll take it.

12 How long are you going to stay in Bangkok?
A For another three weeks.
B For the last three weeks.
C It took three weeks.

13 See you tomorrow.
A That's all right.
B I can't see.
C Don't be late.

14 Can I leave early?
A Before 4.30.
B Yes, that's fine.
C Not at all.

15 I don't like this programme.
A I'll turn it on.
B Let's turn it off then.
C You didn't take it off.

4

1

PAPER 1: READING AND WRITING

Part 4 (questions 21–27)

Part 4

Questions 21 – 27

Read the article about a sailing trip.
Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 – 27, mark A, B or C on your answer sheet.

ROUND THE WORLD

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

6

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right   B Wrong   C Doesn't say

Answer: 0 [A ■ B □ C □]

21 The Spencers were soon ready to travel round the world.

A Right   B Wrong   C Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right   B Wrong   C Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right   B Wrong   C Doesn't say

24 The trip took longer than twelve months.

A Right   B Wrong   C Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right   B Wrong   C Doesn't say

26 There was a lot for the children to do on the boat.

A Right   B Wrong   C Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right   B Wrong   C Doesn't say

7

Turn over ▶

Example:

	A		B		C		Answer
0	is		are		be		0 [A] [B] ■[C]

28	A	from	B	by	C	between
29	A	lives	B	live	C	lived
30	A	one	B	the	C	a
31	A	lots	B	much	C	many
32	A	her	B	hers	C	she
33	A	it	B	them	C	their
34	A	When	B	How	C	Who
35	A	does	B	do	C	doing

Turn over ▶

Part 5

Questions 28 – 35

Read the article about penguins.
Choose the best word (A, B or C) for each space.
For questions 28 – 35, mark A, B or C on your answer sheet.

PENGUINS

There (0) .... seventeen different types of penguins. They can be (28) .... forty centimetres to more than one metre tall. They all (29) .... in the south part of the world. In winter, they swim (30) .... long way to find warmer weather.

In spring, (31) .... penguins come together on the beaches of Antarctica. The female penguin has one or two eggs. She puts (32) .... eggs on the ground and sits there to keep (33) .... warm. But she doesn't sit all the time because penguins can move with one egg between their legs.

(34) .... the female penguin is sitting on the eggs, the male penguin brings her food. He also (35) .... this after the baby penguins are born.

96

PAPER 1: READING AND WRITING

Part 6 (questions 36–40) and Part 7 (questions 41–50)

Part 7

Questions 41 – 50

Complete the email.
Write ONE word for each space.

For questions **41 – 50**, write the words on your answer sheet.

Example: **0**   h a s

From: Jessie
To: Carmen

Thanks for your email.

This month **(0)** .... been quite boring for me. I haven't had the time to do any **(41)** .... the things I like. Our new teacher gives us too **(42)** .... homework and the weather's been terrible **(43)** .... the weekends. I haven't played tennis **(44)** .... three weeks now! But **(45)** .... is some good news! I can come and stay **(46)** .... you in the summer. Mum and Dad have said yes! I **(47)** .... so pleased.

The best time for me is **(48)** .... second half of July. **(49)** .... this okay? Please ask **(50)** .... mum and dad and email me back. Then I can get my plane ticket.

11

Turn over ▶

Part 6

Questions 36 – 40

Read the descriptions of some words about families.
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions **36 – 40**, write the words on your answer sheet.

Example:

0   This person is your father's or mother's sister.

a _ _ _

Answer: **0**   a u n t

36   A married man is called this by his wife.
h _ _ _ _ _ _

37   You can learn from these people in your family because they are much older than you.
g _ _ _ _ _ _ _

38   This is what you are before you get married.
s _ _ _ _ _

39   If you have any children, the girl is called this.
d _ _ _ _ _ _ _

40   This is written on your passport and is usually the same for one family.
s _ _ _ _ _ _

10

97

PAPER 1: READING AND WRITING
Part 8 (questions 51–55) and Part 9 (question 56)

Part 8

Questions 51 – 55

Read the advertisement and the email.
Fill in the information in Sam's notes.

For questions 51 – 55, write the information on your answer sheet.

EASTON HALL
CONCERTS IN THE PARK

17 June	MYRA	
	Tickets:	£12.50
		£11.00 students
24 June	SONEX	
	Tickets:	£10.00
		£8.50 students

From: Helena
To: Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June – it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Sam's Notes
CONCERT

Easton Hall

Place:	51
Date:	52
Name of band:	53
Number of tickets:	
Price of my ticket:	£ 54
Take:	55

12

Part 9

Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat:

• where the club is
• what sport you do there
• how much it costs.

Write 25 – 35 words.
Write the email on your answer sheet.

13

1

PAPER 1: READING AND WRITING

Answer keys

Part 1

1	E
2	A
3	H
4	C
5	G

Part 2

6	A
7	C
8	B
9	B
10	C

Part 3

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

Part 4

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

Part 5

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

Part 6

36	husband
37	grandparents
38	single
39	daughter
40	surname

Part 7

41	of
42	much
43	at / during / on
44	for / in
45	there / here
46	with
47	'm / am / was
48	the
49	is
50	your

Part 8

51	17(th) June
52	Myra
53	2 / two
54	(£)11(.00) / eleven (pounds)
55	(a) jacket

Sample scripts for Part 9

Script 1

Hi, Pat! I joined to a new sport club at the school last week. I am playing football every week there and it don't cost anything! It's great fun. Do you want to come too?

Write soon,

Joseph

5 marks

COMMENTARY

All three parts of the message are clearly communicated with only minor grammatical errors.

Script 2

From: Maria
To: Pat
My favorite sport is a the tennis. I go to new tennis club near my house and plays with my huband. I don't know how much is the cost, pays mine huband!

4 marks

COMMENTARY

All parts of the message are communicated with some non-impeding errors in grammar and spelling, and awkwardness of expression.

Script 3

Hi Pat,
Thank you for your email. I started go to my new football club with my work college. It cost $4 dollars for a match. Last game I was fist in team and we win!

3 marks

COMMENTARY

Two parts of the message are clearly communicated.

Script 4

From: Toni
To: Pat
Thank for email. The sport is a favrite sport. I like a football. I play football in club. I very like. YO like football? Write me soon.

1 mark

COMMENTARY

Only one part of the message is communicated.

Script 5

Dear Pat,
You start going a sport club. Where is club? What the sport there? How it cost?

0 marks

COMMENTARY

The question is unattempted.

PAPER 1: READING AND WRITING

Answer sheet

PAPER 2
LISTENING

GENERAL DESCRIPTION

Paper format	This paper contains five parts.
Timing	About 30 minutes, including 8 minutes to transfer answers.
No. of Qs	25.
Task types	Matching, multiple choice, gap-fill.
Sources	All texts are based on authentic situations, and each part is heard twice.
Answering	Candidates indicate answers either by shading lozenges (Parts 1–3) or writing answers (Parts 4 and 5) on the answer sheet.
Marks	Each item carries one mark. This gives a total of 25 marks which represents 25% of total marks for the whole examination.

STRUCTURE AND TASKS

PART 1

Task type and format	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
Task focus	Listening to identify key information (times, prices, days of week, numbers, etc.).
No. of Qs	5.

PART 2

Task type and format	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
Task focus	Listening to identify key information.
No. of Qs	5.

PART 3

Task type and format	Three-option multiple choice. Longer informal or neutral dialogue. Five 3-option multiple-choice items (plus an integrated example).
Task focus	Taking the 'role' of one of the speakers and listening to identify key information.
No. of Qs	5.

PART 4

Task type and format	Gap-fill. Longer neutral or informal dialogue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words, e.g. 'bus', 'red', or if spelling is dictated.
Task focus	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
No. of Qs	5.

PART 5

Task type and format	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.
Task focus	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
No. of Qs	5.

② Preparation

General

■ The Listening paper is divided into five parts with a total of 25 questions. The texts are written or adapted by item writers specifically for the test and recorded in a studio to simulate real spoken language. The listening texts are recorded on cassette or CD, and each text is heard twice. There are pauses for candidates to look at the questions and to write their answers. The instructions to the candidates on the recording are the same as the instructions on the question paper. Candidates write their answers on the question paper as they listen, and they are then given 8 minutes at the end of the test to transfer these answers to an answer sheet. The complete Listening test, including time for the transfer of answers, takes about 30 minutes.

■ Listening is a language skill which should be practised from the early stages of learning English.

■ The teacher's first resource is the listening material included in the coursebook. These listening tasks should be made use of regularly in order to build up the confidence which comes from listening to a variety of speakers talking about a range of topics. A major advantage of using taped material is that teacher and students are in control of the number of times a particular listening text is played, which should be varied. Sometimes students will need several repeats before they are able to extract the information required by a particular listening task, but at other times they should try to see how much they can understand after just one hearing.

■ In addition to making regular use of coursebook materials, teachers should take every opportunity to maximise students' exposure to authentic spoken English. Even with beginner level students, English should be used as much as possible as the language of classroom management. Thus from an early stage students become used to following instructions in English and to extracting relevant information from spoken discourse.

■ Other sources of authentic listening material include: films, television, videos and DVDs, songs, the internet, British Embassies and Consulates, the British Council, language schools, clubs, hotels, youth hostels, airports, teachers of English and any other speakers of English, such as tourists, tourist guides, friends and family.

■ In listening to real-life spoken English, students should be encouraged to develop listening strategies such as picking out important information from redundant material, and deducing meaning from context by focusing on important key words and ignoring unimportant unfamiliar terms.

■ Students should also become familiar with the task types in the KET Listening paper, and make sure they know how to record their answers on the answer sheet (page 33).

■ Candidates should tell the supervisor of the Listening test as soon as possible if they have difficulty hearing the recording. It is important to let the supervisor know this at the beginning of the recording before the Listening test begins properly.

By part

■ PART 1

■ In Part 1, candidates are tested on their ability to identify simple factual information in five separate short conversational exchanges. The short conversations are either between friends or relatives, or between a member of the public and a shop assistant, booking office clerk, etc. The information focused on in these dialogues is, for example, prices, numbers, times, dates, locations, directions, shapes, sizes, weather, descriptions of people and current actions.

■ On the question paper, the candidates see a simple question and three multiple-choice options based on pictures or drawings. There are five questions in Part 1.

■ PART 2

■ In Part 2, candidates are tested on their ability to identify simple factual information in a longer conversation. The conversation is an informal one between two people who know each other. The topic will be one of personal interest to the speakers, for example, daily life, travel, occupational activities, free-time activities, etc.

■ Candidates show their understanding of the conversation by matching two lists of items, for example, people with the food they like to eat, or days of the week with activities.

■ PART 3

■ In Part 3, candidates are also tested on their ability to identify simple factual information. The listening text is usually an informal conversation between two people who know each other about a topic of personal interest to the speakers. It is sometimes a transactional exchange, e.g. a person making enquiries in a travel agent's.

■ In this part, candidates show their understanding of the conversation by answering five multiple-choice questions, each with three options.

■ PARTS 4 AND 5

■ In Parts 4 and 5, candidates are tested on their ability to extract specific factual information from a dialogue or monologue and write it down. The dialogue or monologue is in a neutral context, for example, in shops, offices, etc. A monologue may be a recorded message. The information to be extracted is of a practical nature, for example, opening times, entrance fees, etc.
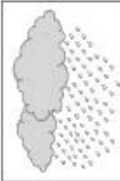
■ Candidates are asked to complete a memo, message or notes on the question paper by extracting information from the listening text and writing it down. Information to be written down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down one or two words or numbers. Completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple high-frequency word.

2

PAPER 2: LISTENING

Part 1 (questions 1–5)

Turn over ►

3 What was the weather like last weekend?

A ☐   B ☐   C ☐

4 Where are they going to meet?

A ☐   B ☐   C ☐

5 What's still in the car?
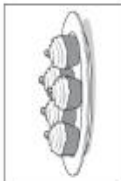
A ☐   B ☐   C ☐

3

Part 1

Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 5, put a tick (✓) under the right answer.

Example:

0 How many people were at the meeting?

A ☐ 3   B ☐ 13   C ☑ 30

1 Where's Jill's favourite food?

A ☐   B ☐   C ☐

2 What time will Barry phone back?

A ☐   B ☐   C ☐

2

Part 2 (questions 6–10) and Part 3 (questions 11–15)

Part 3

Questions 11 – 15

Listen to James talking to a friend about a new music club.

For questions **11 – 15**, tick (✓) **A**, **B** or **C**.
You will hear the conversation twice.

Example:

0   The club is next to the
   A   cinema.
   B   university.
   C   park.

✓		

11   The club opened
   A   yesterday.
   B   a week ago.
   C   a month ago.

12   What did James like about the club?
   A   the good dancers
   B   the fast music
   C   the friendly people

13   At the club, you must **not** wear
   A   t-shirts.
   B   jeans.
   C   sports shoes.

14   Yesterday, James's ticket was
   A   £5.
   B   £7.50.
   C   £10.

15   The club stays open until
   A   12.00.
   B   2 a.m.
   C   5 a.m.

Turn over ▶

5

Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents.
Which present did each person give him?

For questions **6 – 10**, write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

0   Jenny

C

People		Presents	
6 parents	☐	A belt	
7 brother	☐	B book	
8 sister	☐	C CD	
9 aunt	☐	D chocolate	
10 cousin	☐	E computer game	
		F football	
		G money	
		H sweater	

4

PAPER 2: LISTENING

Part 4 (questions 16–20) and Part 5 (questions 21–25)

Part 5

Questions 21 – 25

You will hear some information about a food market.

Listen and complete questions 21 – 25.
You will hear the information twice.

ELWOOD FOOD MARKET

Hall 1 sells: vegetables

21 and ....

Hall 2 sells:

22 cakes and ....

Hot breakfast in the café until: **23**

Hall 3

Price of pizza costs: **24**

Children's playroom next to the: **25**

You now have 8 minutes to write your answers on the answer sheet.

7

Part 4

Questions 16 – 20

You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete questions 16 – 20.
You will hear the conversation twice.

Trip to Windfield

Name of hotel in centre: Mill Hotel

Address: **16** 24 .... Road

Cost of single room: **17** £ ....

Telephone number of hotel: **18** ....

Places to visit: **19** Museum and ....

Museum closed on: **20** ....

6

PAPER 2: LISTENING
Tapescript for Sample Test

This is the Cambridge Key English Test Listening Sample Paper.

There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test.

Please ask any questions now because you must NOT speak during the test.

PAUSE

Now look at the instructions for Part One.

PAUSE

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 1–5, put a tick under the right answer.

Here is an example:
How many people were at the meeting?

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

PAUSE

The answer is 30, so there is a tick in box C.

Now we are ready to start.

Look at question one.

PAUSE

1   *What's Jill's favourite food?*

Man: You like sweet food, don't you, Jill?

Jill: Well, yes, but I really like apples and oranges and things like that best.

Man: Don't you love cream cakes and chocolate?

Jill: They make me feel rather ill if I eat too much.

PAUSE

Now listen again.

REPEAT

PAUSE

2   *What time will Barry phone back?*

Barry: Hello, this is Barry. Can I speak to Linda please?

Woman: Sorry, she's not here. She'll be back at five o'clock.

Barry: Is it OK if I call at six because my music class doesn't finish until five thirty?

Woman: Yes, that will be fine.

PAUSE

Now listen again.

REPEAT

PAUSE

3   *What was the weather like last weekend?*

Man: Hi, Anne. What's happened to your umbrella? Was it the wind?

Anne: Yes, and I got wet this morning in the rain.

Man: The weather's really changed, hasn't it? At the weekend I sat in the sun all day.

Anne: Yes, it's good it didn't rain then.

PAUSE

Now listen again.

REPEAT

PAUSE

4   *Where are they going to meet?*

Shirley: Hi, John. It's Shirley. I'm at the Aroma Café. Can you come and meet me here?

John: Is that the café near the post-office?

Shirley: It's the one near the station. Look, I'll walk to the post-office, you know where that is – so wait for me there.

John: Fine.

PAUSE

Now listen again.

REPEAT

PAUSE

5   *What's still in the car?*

Woman: Have you left anything outside in the car?

Man: I think I brought everything inside. My coat, your bag, and you've got the map, haven't you?

Woman: No, I didn't see it – was it on the back seat?

Man: Yes, I'll go and get it.

PAUSE

Now listen again.

REPEAT

PAUSE

That is the end of Part One.

PAUSE

Now look at Part Two.

PAUSE

Listen to Sam talking to Jenny about his birthday presents.

Which present did each person give him?

For questions 6–10, write a letter A–H next to each person.

You will hear the conversation twice.

PAUSE

Sam: Hello, Jenny. Is that for me?

Jenny: Yes, Sam. Happy Birthday. I'm sure you can see it's a CD! Have you had lots of nice presents?

Sam: Yeah. My parents wanted to get me a new sweater, but I asked them for a computer game instead, and they agreed.

Jenny: And I suppose your brother bought you chocolate again?

Sam: Actually, he found a really interesting book on football for me.

Jenny: That's good. And what about your sister? Last year, she bought you that sweater you're wearing, didn't she?

Sam: Yes. Look, she bought me this brown belt. It's Italian leather. I'm sure it cost a lot of money.

Jenny: Lovely. Did your aunt remember to give you something?

Sam: She sent me a cheque for twenty pounds. I may buy some CDs with it.

Jenny: And what about your cousin?

Sam: Well, he hasn't got much money but he gave me some of my favourite chocolate. We can eat it when we watch the football on TV.

Jenny: Great.

PAUSE

Now listen again.

REPEAT

PAUSE

That is the end of Part Two.

PAUSE

Now look at Part Three.

PAUSE

Listen to James talking to a friend about a new music club.

For questions 11–15, tick A, B or C.

You will hear the conversation twice.

Look at questions 11–15 now. You have twenty seconds.

PAUSE

Now listen to the conversation.

James: You know that new music club – well, I've been there.

Woman: Oh yes, James. Is it near the university?

James: No, it's in Park Street, next to the cinema.

Woman: Oh, I know – aren't they still building it?

James: Yes, but it's been open for four weeks now. When I was there yesterday, they said the work will finish this week.

Woman: Was the music good?

James: Well it wasn't fast enough for me or my friends, but some people who were dancing were excellent. I loved watching them.

Woman: Can you wear jeans there?

James: There's a notice saying 'no sports shoes', but jeans and t-shirts are fine.

Woman: How much was it to get in?

James: Usually a ticket costs ten pounds, but I paid less because the first time you go it's only seven pounds fifty. And I can get in for five pounds next time if I bring a friend.

Woman: I'll come. What time does it close?

James: I left at twelve when the band finished playing. After that there's a disco until two a.m. So not as late as some clubs which don't close until five.

PAUSE

Now listen again.

REPEAT

PAUSE

That is the end of Part Three.

PAUSE

    Now look at Part Four

PAUSE

    You will hear a man telephoning the Tourist Information Centre in Windfield.

    Listen and complete questions 16–20.

    You will hear the conversation twice.

PAUSE

Woman: Hello, Windfield Tourist Information. How can I help?

Man: Hello. I'm hoping to come to Windfield for a few days and I'd like some information about places to stay. I'm looking for somewhere in the centre.

Woman: There's the Mill Hotel. That's at 24 Harvest Road – that's H A R V E S T. It's in the centre.

Man: Do you know how much a room is? I don't want to pay more than thirty pounds.

Woman: The rooms for one person are twenty-eight pounds per night and the double rooms are thirty-two pounds.

Man: That's fine. Do you have the phone number?

Woman: It's 7 20 4 3 3. You can phone them any time.

Man: I'd also like to know something about interesting places to see in Windfield.

Woman: Well, there's the Windfield Museum, and of course there's the castle. It's over five hundred years old. They're both quite close to the hotel.

Man: And are they open every day?

Woman: You can't visit the museum on Mondays, and the castle is only open on Saturdays and Sundays.

Man: Thank you. That's a great help. Goodbye.

Woman: Goodbye.

PAUSE

    Now listen again.

REPEAT

PAUSE

    That is the end of Part Four.

PAUSE

    Now look at Part Five

PAUSE

    You will hear some information about a food market.

    Listen and complete questions 21–25.

    You will hear the information twice.

PAUSE

Man: This is some information for shoppers at Elwood Food Market. There are three large food halls here.

Turn left at the entrance for Hall 1. Here you can buy many different vegetables. Choose the vegetables yourself. Use the plastic bags and then pay for everything at the cash desk. This hall also has very good fish. It all comes here straight from the sea.

In Hall 2, you can find lovely cakes and bread. And next to this hall there is a café. You can get sandwiches, snacks and drinks all day in the café, and a hot breakfast until 11.30.

Hall 3 is the biggest hall and sells cheese, eggs and meat. In this hall there is also a special Italian shop. You can buy different pasta and they make pizza daily. At 55p a piece, it's not expensive. Children will love our new playroom. It's at the end of the hall next to the telephones. You can leave them there safely when you shop.

Happy shopping!

PAUSE

    Now listen again.

REPEAT

PAUSE

    That is the end of Part Five.

    You now have eight minutes to write your answers on the answer sheet.

PAUSE

    You have one more minute.

PAUSE

    That is the end of the test.

PAPER 2: LISTENING

Answer keys for Sample Paper

Numbers 1–15

1	C	6	E	11	C
2	C	7	B	12	A
3	A	8	A	13	C
4	A	9	G	14	B
5	B	10	D	15	B

In Parts 4 and 5, recognisable spelling is accepted except in question 16, where spelling must be correct.

16 Harvest

17 (£)28 / twenty eight

18 720433

19 castle

20 Monday(s)

21 (very good) fish

22 bread

23 11.30 / eleven thirty

24 (£0.)55p / pence

25 telephone(s)

Brackets ( ) indicate optimal words/letters.

PAPER 3️⃣ SPEAKING

GENERAL DESCRIPTION

Paper format	This paper contains two parts.
Timing	8–10 minutes per pair of candidates.
No. of parts	2.
Interaction pattern	The standard format is two candidates and two examiners. One examiner acts as both assessor and interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.
Task types	Short exchanges with the examiner and an interactive task involving both candidates.
Marks	Candidates are assessed on their performance throughout the test. Candidates are not expected to produce completely accurate or fluent language, but they are expected to interact appropriately and intelligibly. The emphasis in assessment is on the ability to communicate clearly.

STRUCTURE AND TASKS

PART 1

Task type and format	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.
Focus	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.
Timing	5–6 minutes.

PART 2

Task type and format	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.
Focus	Factual information of a non-personal kind related to daily life.
Timing	3–4 minutes.

Preparation

General

◼ The Speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The Speaking component contributes 25% of the marks for the whole test.

◼ It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.

◼ Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, job or subject of study, give information about their family, home town, school, free-time activities and talk simply about their likes and dislikes.

◼ Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.

◼ Practising for the KET Speaking component will help students prepare for possible real-life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

By part

◼ PART 1

◼ This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, occupation, family etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

◼ PART 2

◼ This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

Assessment

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable. Candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at KET level. The assessor awards marks according to three analytical criteria: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a global achievement mark.

◼ Grammar and Vocabulary

This refers to the candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed.

◼ Pronunciation

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

◼ Interactive Communication

This refers to the candidate's ability to take part in the interaction appropriately. At this level candidates may have some difficulty maintaining simple exchanges, or may need prompting. Candidates are given credit for being able to ask for repetition or clarification if necessary.

◼ Global Achievement

This is based on the analytical criteria and relates to the candidate's performance overall.

Marking

As mentioned above, assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. The assessor awards marks for each of the four criteria listed above. The interlocutor awards each candidate one global mark.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Professional Support Leader who is the professional representative of Cambridge ESOL for the Speaking tests. Professional Support Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session. Team Leaders are

appointed by the Professional Support Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on DVD.

The sample tests on DVD are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

Cambridge ESOL Common Scale for Speaking

LEVEL C2 MASTERY
CERTIFICATE OF PROFICIENCY IN ENGLISH:
Fully operational command of the spoken language
- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY
CERTIFICATE IN ADVANCED ENGLISH:
Good operational command of the spoken language
- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL B2 VANTAGE
FIRST CERTIFICATE IN ENGLISH:
Generally effective command of the spoken language
- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

LEVEL B1 THRESHOLD
PRELIMINARY ENGLISH TEST:
Limited but effective command of the spoken language
- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL A2 WAYSTAGE
KEY ENGLISH TEST:
Basic command of the spoken language
- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

115

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.

Candidate A - your answers.   Candidate B - your questions.

SANDON AIR MUSEUM

More than 70 aeroplanes to look at
OPEN DAILY   10 am – 6 pm
Shop with books and postcards
Large free car park

Tickets: Adults   £8.00
          Students £5.00

MUSEUM

- what / see?

- open / weekends?

- student ticket? £ ?

- car park?

- buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

What can I see at the museum?
Is it open at the weekend?
How much is a student ticket?
Is there a car park?
Can I buy a postcard there?

38

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a bookshop.

Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.

Candidate B - your answers.   Candidate A - your questions.

WORLD BOOKS
212 Main Street

Largest bookshop in the country

Get your travel books here

Monday – Saturday   10.00 am – 8.00 pm
Sunday   12.30 pm – 8.00 pm

Tel: 724 399

BOOKSHOP

- address ?

- big / small ?

- closed / Sundays ?

- sell / travel books ?

- telephone number ?

39

7.8. Appendix H-Activities Used in the Treatment

7.8.1. Listening

7.8.1.1.   Activity 1

a) Coursebook Activity
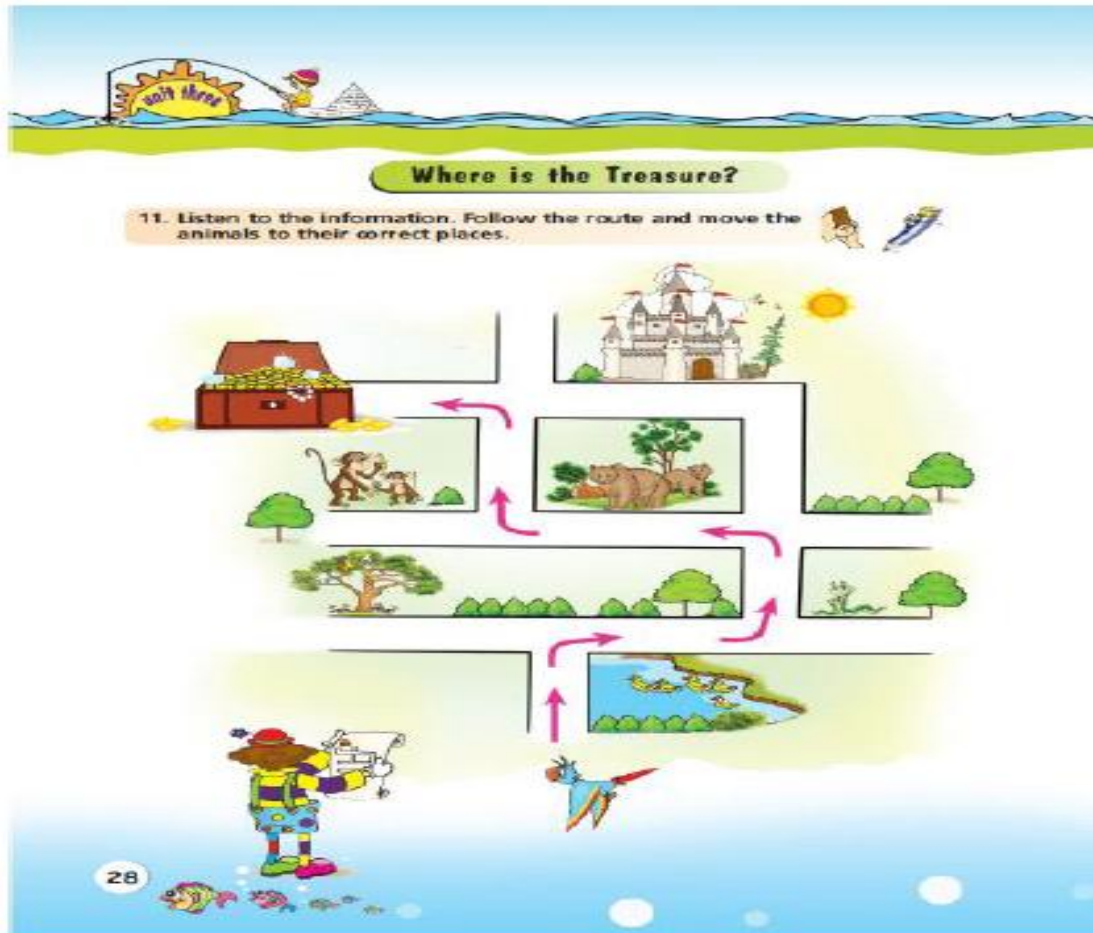
My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 28)

In this activity, the coursebook requires the students to listen to the instructions about the directions. They practice what they have learnt about directions in Unit 3 'Cities, Capital Cities'.

b) **Supplementary Student/Learner-centred Listening Activity**

Total Island Response	
Time	10 minutes
Aim(s)	Students will listen to a text, which includes instructions about how to find a treasure island and they will practice and reinforce their understanding of following instructions.
Material(s)	N/A
Process	Students form three groups and stand in front of the classroom. One student from each group comes front and read the text to their group. As a group, they will listen to their friend and try to follow the instructions and do the actions correctly. The group, who does all the actions correctly and finishes first wins. (The teacher should give unknown vocabulary just in case and show how to do the actions before starting.)
Resource	Adapted from Teaching Children English (Vale & Feunteun, 1995)
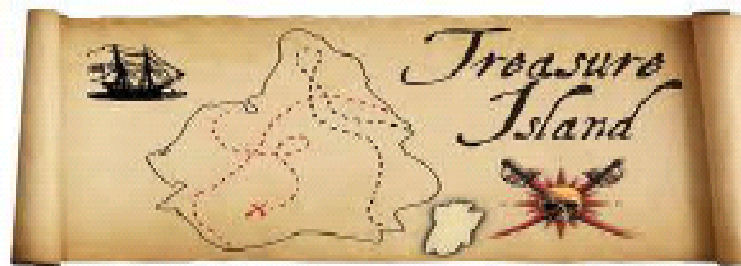
You are looking for treasu Treasure Island.jpg land.
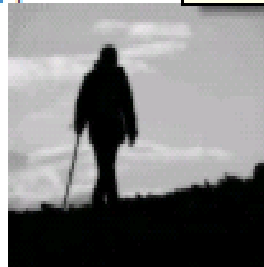
You walk and you walk and you walk.
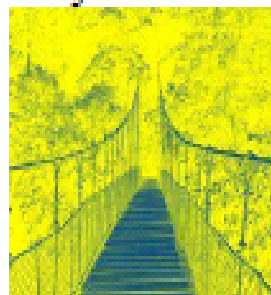
You come to a bridge.

Walk across the bridge.

You come to a wide river.

Swim across the river.
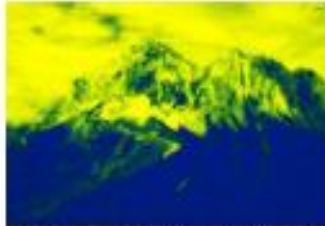
You come to a high mountain.

Climb the mountain.

You come to a volcano.

Run round the volcano.

You come to a dark cave.

You tip-toe into the cave.

You find a spot marked X.

Pick up a shovel and dig.

You find a large box.

Open it up.

What's inside?

7.8.1.2.   Activity 2

a) **Coursebook Activity**

3. Listen to the instructions and match them with the pictures.

A (   )   B (   )   C (   )

D (   )   E (   )   F (   )

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 37)

In this activity, the coursebook requires students to listen to a record including instructions about classroom rules and match them with the pictures.

b) Supplementary Student/Learner-centred Listening Activity

Simon Says	
Time	5-10 minutes
Aim(s)	Students will practice the topic, classroom rules and its vocabulary through directly acting them out (TPR)
Material(s)	N/A
Process	One student tells the other students what to do by beginning: "Simon says ... stand up, please, open your books, please etc." If the student just says "stand up" without saying "Simon Says", the students, who perform the command, are out. The last student to remain in the game is winner.
Resource	Language Games (Power, 2006)

Simon Says: "stand up, please"

"clean the blackboard, please"

"close your books, please"

"don't shout, please"

"go to your desk, please"

Instructions

- The students write four or five commands they have learned about classroom rules.
- When they have finished, explain the rules of Simon Says make sure they understand that the student must say "Simon says..." and that they are not to perform the action if the student doesn't say this. Play a pilot game to practice it first.
- Students should use the commands they have written down. Students are eliminated if they do not perform the correct action, or if they perform an action when the student does not say "Simon Says..."
- The student who wins the game should be the next to go. If more than two students are left after the five commands, you can let them use a few extra commands to eliminate others.

(Adapted from Kenneth Beare, About.com, 2013)

7.8.1.3.   Activity 3

a) **Coursebook Activity**

4. Read the words in the box and write them under the pictures.

ballpoint pen, grapes, coloured pencils, jacket, notebook,
T-shirt, cheese, balloon, ball, bread, pencil case, trousers

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

5. Look at the pictures in activity 4 and write the stationery objects.

Stationery objects :
_____ _____ _____ _____

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 45)

In this page, there are two activities given to practice the names of some objects. In this unit, the coursebook requires students to practice the names of stationery and other items and how to ask their prices.

124

b) Supplementary Student/Learner-centred Listening Activity

Ten Questions	
Time	10-15 minutes
Aim(s)	Students practice the names of objects by asking questions about them.
Material(s)	N/A
Process	Students form groups of 5-6 and one of them leaves the group while the other students choose an object in the classroom. The student returns and tries to guess what the object is. The student can ask 10 questions maximum to the group members, all of which must be answered by yes or no. The student chooses one of her/ his friends and asks one question and continues till s/he asks 10 questions. The student may guess the answer at any point, but after 10 questions, s/he must guess what the object is. Whether she is right or wrong, another student takes a turn at guessing.
Resource	Game Ideas for Kids (McNulty, 2012)

Instructions

- The teacher divides the class into groups of 5-6.
- One student from each group leaves the class respectively and the rest decide the name of an object.
- The student comes back to class and starts to ask questions till s/he guesses the answer or till s/he asks 10 questions.
- After 10 questions, the student should guess the answer and/or another student take the turn.

7.8.1.4.   Activity 4

a) **Coursebook Activity**

13. Answer these questions and write.

1. What can you do?

2. What can't you do?

I can ..

I can't ...

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 57)

In this activity, the coursebook requires students to write the answers of questions given above. The topic is about abilities and 'can/cannot'.

b) Supplementary Student/Learner-centred Listening Activity

Messages	
Time	10-15 minutes
Aim(s)	Students listen to four telephone calls and understand the key information in those calls, and practice 'can/cannot' structures.
Material(s)	Worksheet
Process	There are four short listening texts in the activity. In the first, second and the third texts, students listen to the recordings and correct the mistakes by working in pairs. In the last one, students listen to the recording and write the message.
Resource	Sounds of English (Widmayer & Gray, 2002)

MESSAGES (18)

1. ▶ It's Patsy's first day at her new job. She writes three messages.
   Listen to Part 1 and correct the first message.

TELEPHONE MESSAGE
For: Miss Elkin   From: ~~Mr.~~ Bales
Message: He can't come to the meeting next ~~Thursday~~.
He wants to meet on the 30ᵗʰ December at 12.30.
His mobile number is 0713 153268.

2. ▶ Listen to Part 2 and correct the second message.

TELEPHONE MESSAGE
For: Miss Nina Elkin   From: Your ~~brother~~ Rod
Message: He can't meet you for ~~lunch~~ because he's going out with Martina. He's going to ~~buy her~~ a ring later.

3. ▶ Listen to Part 3 and correct the third message.

TELEPHONE MESSAGE
For: Miss Nino Elkin   From: Your flatmate Amanda
Message: She's really ~~hungry~~ because somebody's taken her ~~cheese~~. She can't get into the ~~fridge~~. Can you ~~send~~ her your ~~cheese~~? Please call her on 0934 719836 before 6.30.

4. ▶ Listen to Part 4 and write the message.

TELEPHONE MESSAGE
For: Miss Nina Elkin   From: Your _____ Beata.
Message: Don't _____ it's your _____
Beata will _____ if you _____

Listening Activities (Johnston, 2001, p. 25)

127

Answers

Exercise 1

T E L E P H O N E   M E S S A G E
For: Miss Elkin   From: Dr. Bales
Message: He can't come to the meeting next **Tuesday.**
He wants to meet on the **13ᵗʰ September** at **10.30.**
His mobile number is **07713 153268.**

Exercise 2

T E L E P H O N E   M E S S A G E
For: Miss Nina Elkin   From: Your **boyfriend Rod**
Message: He can't meet you for **dinner** because he's going out with
Martin. He's going to **give you a ring** later.

Exercise 3

T E L E P H O N E   M E S S A G E
For: Miss Nina Elkin   From: Your **flatmate Amanda**
Message: She's really **angry** because somebody's taken her **keys.**
She can't get into the **flat.** Can you **lend** her your **keys?**
Please call her on **09934 719826** before **5.30.**

Exercise 4

T E L E P H O N E   M E S S A G E
For: Miss Nina Elkin   From: Your **sister Beata.**
Message: Don't forget it's your **mum's birthday.** Beata will **buy a**
present if you **make a cake.**

Audio Transcript

18 MESSAGES

Announcer: Messages – Part 1

Dr Bales: Hello. This is Dr Bales. Can I speak to Miss Elkin?

Patsy: I'm afraid she's out of the office this morning. Can I take a message?

Dr Bales: Yes, please. Can you give her this message? I can't come to the meeting next Tuesday. Could we meet on the thirteenth of September at ten thirty? My mobile number is oh double seven one three one five three two six eight.

Announcer: Messages – Part 2

Rod: Can I speak to Nina, please?

Patsy: Sorry?

Rod: Can I speak to Nina Elkin?

Patsy: I'm afraid she's out of the office this morning.

Rod: Oh. Well my name's Rod. I'm Nina's boyfriend.

Patsy: Yes?

Rod: Can you give Nina a message?

Patsy: Certainly.

Rod: This is the message then. I can't meet her for dinner because I have to go out with Martin. Tell Nina I'll give her a ring later.

Announcer: Messages – Part 3

Amanda: Hello. Is Nina Elkin there, please?

Patsy: I'm sorry. She's out of the office this morning.

Amanda: Oh, my name's Amanda. Nina and I share a flat. I've got a problem. I'm really angry because somebody has taken my keys. I can't get into the flat. Can Nina lend me her keys? Can she ring me on oh double nine three four seven one nine eight two six before five thirty?

Announcer: Messages – Part 4

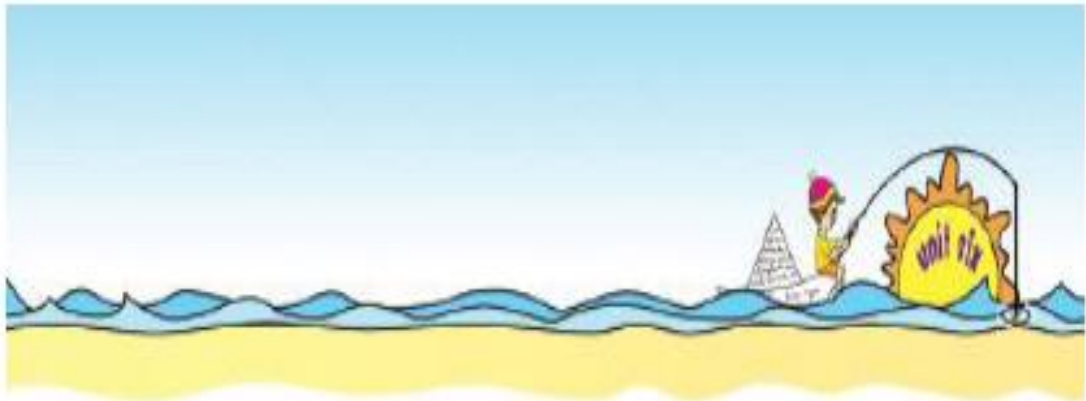**Beata:** Hello. Can I speak to Nina Elkin, please? I'm her sister, Beata.

Patsy: I'm sorry. Nina is out of the office this morning. Can I take a message?

Beata: Yes, please. Tell Nina not to forget it's mum's birthday tomorrow. I'll buy her a present. Can she make a cake?

7.8.1.5.   Activity 5

a) **Coursebook Activity**

17. Listen to your teacher. Read the sentences and repeat the underlined phrases.

You can do judo.
He can do gymnastics.
She can do karate.
I can do all the sports.

You can play football.
He can play basketball.
She can play volleyball.
I can play all the games.

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 59)

In this activity, the coursebook requires students to listen to their teacher, who will talk about the sentences given in the boxes and then they will read the same sentences and repeat phrases. Unit six covers the topic 'Physical Exercises' via the use of 'can/cannot'.

b) Supplementary Student/Learner-centred Listening Activity

Information Gap	
Time	10 minutes
Aim(s)	Students will listen to an audio recording to practice 'likes and dislikes'.
Material(s)	Worksheet
Process	Students work in pair first try to guess the labels of pictures, then listen to recording and fill in the blanks in the chart. At the end they will compare their answers.
Resource	Listening Activities (Johnston, 2001)

1 PEOPLE

1. Before you listen, label the pictures.

making videos
playing the guitar
singing
riding
playing football
windsurfing

A Windsurfing

B

C

D

E

F

2. You are going to hear four young people talking about themselves. Listen and complete the chart.

Name	Age	Town	Favourite subjects	Worst subject	Ambition	Sport / Hobby
Phil		Brighton		French	To be a doctor	Football
Melissa		Hove				
Sophie						
Jonathan		London				

Listening Activities (Johnston, 2001, p. 8)

130

Answers

Exercise 1

A windsurfing; B riding; C playing the guitar; D singing;
E playing football; F making videos.

Exercise 2

Name	Age	Town	Favourite subjects	Worst subject	Ambition	Sport / Hobby
Phil	14	Brighton	Biology, Chemistry	French	To be a doctor	Football
Melissa	15	Hove	English, History	Maths	To be a vet	Riding
Sophie	14	Hove	Maths	History	To be a pop singer	Playing guitar, singing
Jonathan	16	Lewes	French, Art	Geography	To be a film director	Making videos

Audio Transcript

1 | PEOPLE

Announcer: People

Phil: My name's Phil. I'm fourteen and I live in Brighton. My favourite subjects at school are Biology and Chemistry. I don't like French. I want to be a doctor one day. I spend all my freetime playing football.

Melissa: I'm Melissa. I live in Hove. It's very near Brighton. I go to the same school as Phil but I'm a year older. I like English and History best. For me the most boring subject is Maths. I hate it. I love animals. I've got a dog, a cat, a horse and a fish. My ambition is to be a vet. My hobby is riding. I go riding every weekend.

Sophie: My name's Sophie. I'm Melissa's younger sister. I'm exactly one year younger than her. I'm the opposite of Melissa. I love Maths and I hate History. I love pop music. I want to be a pop singer one day. I spend my evenings and weekends playing the guitar and singing.

Jonathan: Hi. I'm Jonathan. I'm sixteen. My home is in Lewes. It's a small town near Brighton. I want to work in films one day. I'd like to be a film director. At the weekends I make little videos with my friends. It's fun. My favourite school subjects are French and Art. I don't like Geography very much. I've got a video camera.

7.8.1.6.   Activity 6

a) **Coursebook Activity**
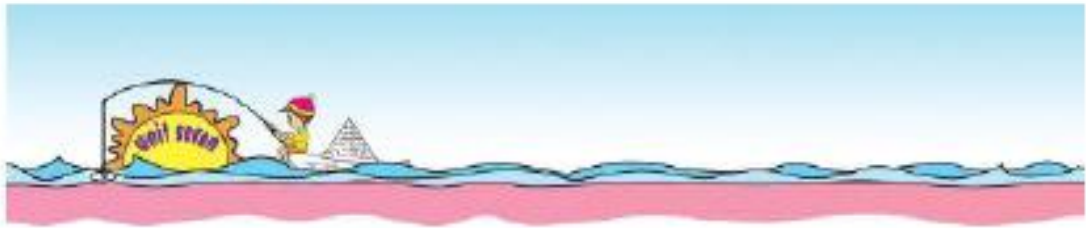
TASK: Make a list of your likes and dislikes. Write five food names in the boxes.

I like ....
1)
2)
3)
4)
5)

I don't like ....
1)
2)
3)
4)
5)

FUN CORNER

Talky, this lemonade is for you. Here you are.

Oh, thanks. I like it very much.

74

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008)

This is the last part of Unit 7, which is about 'likes and dislikes'. In this unit, the coursebook requires students to practice likes and dislikes by making use of meals, fruit, and vegetables.

132

b) Supplementary Student/Learner-centred Listening Activity

Favorite Season	
Time	10 minutes
Aim(s)	Students listen to an audio recording and practice the topic 'likes and dislikes'.
Material(s)	Worksheet
Process	At first, students work in pairs and match the words in the box with seasons. Next, the students listen to an audio recording and try to fill in the gaps in the worksheet. Then, they work in pairs again and discuss their answers. At the end, pairs ask each other about their favorite season.
Resource	Sounds of English (Widmayer & Gray, 2002)
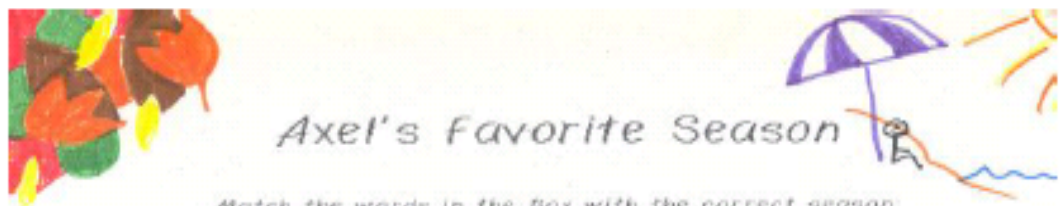
Axel's Favorite Season

Match the words in the box with the correct season:

snow	swimming	hot	sun	flowers
love	leaves	cold	rain	baseball
Easter	Christmas	ice	beach	Thanksgiving
no school	sunbathing	skiing	skating	barbeque
	shorts	gloves	coat	

WINTER	SPRING	SUMMER	FALL

CAN YOU THINK OF ANY MORE WORDS?

LISTENING: WHAT SEASON DOES AXEL LIKE?

LISTEN AGAIN: WHAT ARE SOME REASONS WHY AXEL LIKES THIS SEASON?

COMPARE YOUR ANSWERS WITH A PARTNER

Adapted from (Widmayer & Gray, 2002)

133

Audio Transcript

Transcript: OK, what's the best season of the year? Mmm. (You got all the easy ones!) Yes, that's that, uh, quite easy. (laughter) The best season of the year I think is fall. Mmm. First of all, it's a time of uh reflection um, everything is dying (laughter). Second of all, uh, the colors are beautiful. You see all the leaves turning from green to brown. Falling. Um, second of all, everything's getting colder. So, you can't go out that much (this is good? This sounds really really great to me) I don't know (You can watch football) That's true. You got college football. (sit on your can, throw things around) Eat pizza with your roomates watching football. That's pretty nice. (make chili) (as opposed to any other time of the year when you can't make chili?) (laughter) And I guess that's it.

7.8.2. Speaking

7.8.2.1.   Activity 1

a) Coursebook Activity

2. Listen to the sentences. Look at the words under the pictures.
What words can you hear? Put a tick (✓).

① skiing (   )   swimming (   )

② playing football (   )   playing basketball (   )

③ singing (   )   dancing (   )

④ drawing pictures (   )   riding a bicycle (   )

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 77)

In this activity, the coursebook requires the students to listen to the recording and decide which picture is mentioned in recording.

135

b) Supplementary Student/Learner-centred Speaking Activity

| Information Gap	
Time	10 minutes
Aim(s)	Students practice the leisure time activities and name of the objects.
Material(s)	Worksheet
Process	Students work in pairs. They should look at each person in the pictures. The students should find the person, who is wearing the wrong clothing or holding the wrong equipment by discussing with each other.
Resource	JET Speaking Activities (Lambert & Pelteret, 2002)

He's Wearing My Skirt!
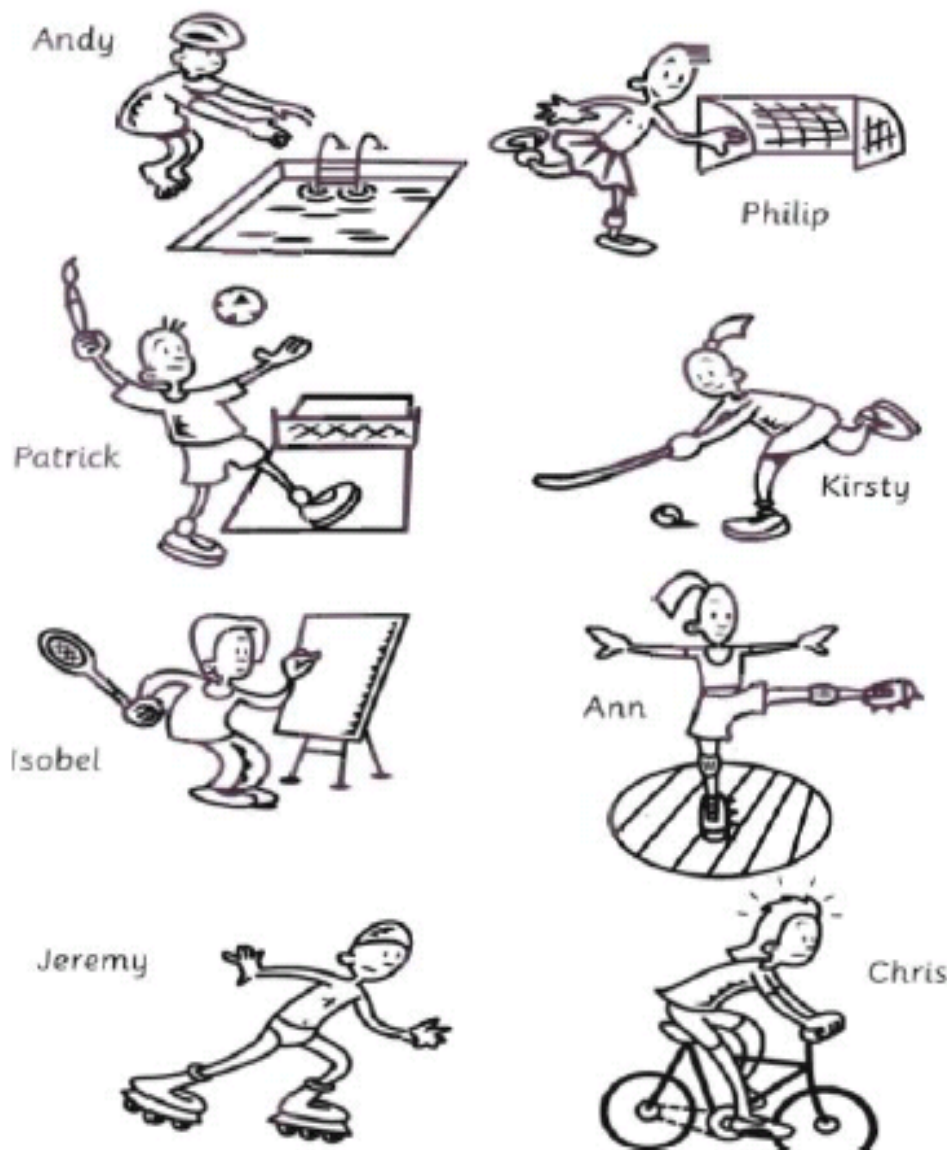
JET Speaking Activities (Lambert & Pelteret, 2002, pp. 36-37)

7.8.2.2.   Activity 2

a) **Coursebook Activity**
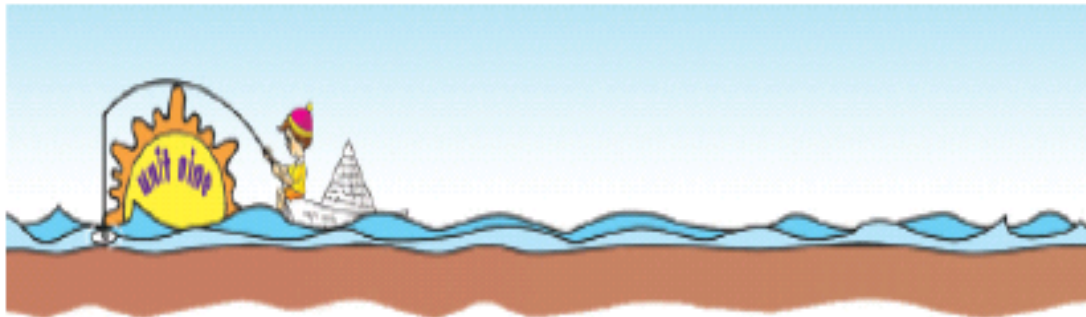
9. Write sentences about the animals in the list and fill in the chart.

A dog has got four legs. It cannot give milk. It likes swimming.

	four legs	two legs	give milk	like swimming	like sleeping
dog	✓	✗	✗	✓	✗
cat					
cow					
duck					
hen					

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 88)

In this activity, the coursebook requires the students to write details about animals and fill in the chart.

b) Supplementary Student/Learner-centred Speaking Activity

Interview	
Time	10-15 minutes
Aim(s)	Students will practice the names of animals and their features.
Material(s)	N/A
Process	Students work in pairs or in smaller groups including 3-4 students and ask each other whether they have a pet and what is its features and take notes in the chart they will draw in their coursebooks in the first part. In the second part, each student talks about their friend's names, her/his pet and its features.
Resource	Playway to English 3 (Gerngross & Puchta, 2005)

Playway to English 3 (Gerngross & Puchta, 2005, p. 9)

7.8.2.3.   **Activity 3**

a) **Coursebook Activity**

A Story
Once upon a time ...

7. Read the paragraphs and match them with the pictures.

shepherd

1. This is Mr Beard. He has got a long beard. He is a shepherd. He likes his sheep and he likes playing the flute. flute

2. It is hot. He is under a tree. He is very tired and sleepy. His eyes are closed.

3. There is a lamp in front of him. He likes it.
Mr Beard: "Can I touch the lamp?
Is it a magic lamp?" lamp

genie

4. Mr Beard: "Oh! Who is it? A genie?
Yes, it is a genie. He has got the power.
He can help me." witch

5. There is a witch on her broomstick.
She has got the lamp now.
The genie is in the lamp.

6. Mr Beard : "No! Stop! Give it to me!"
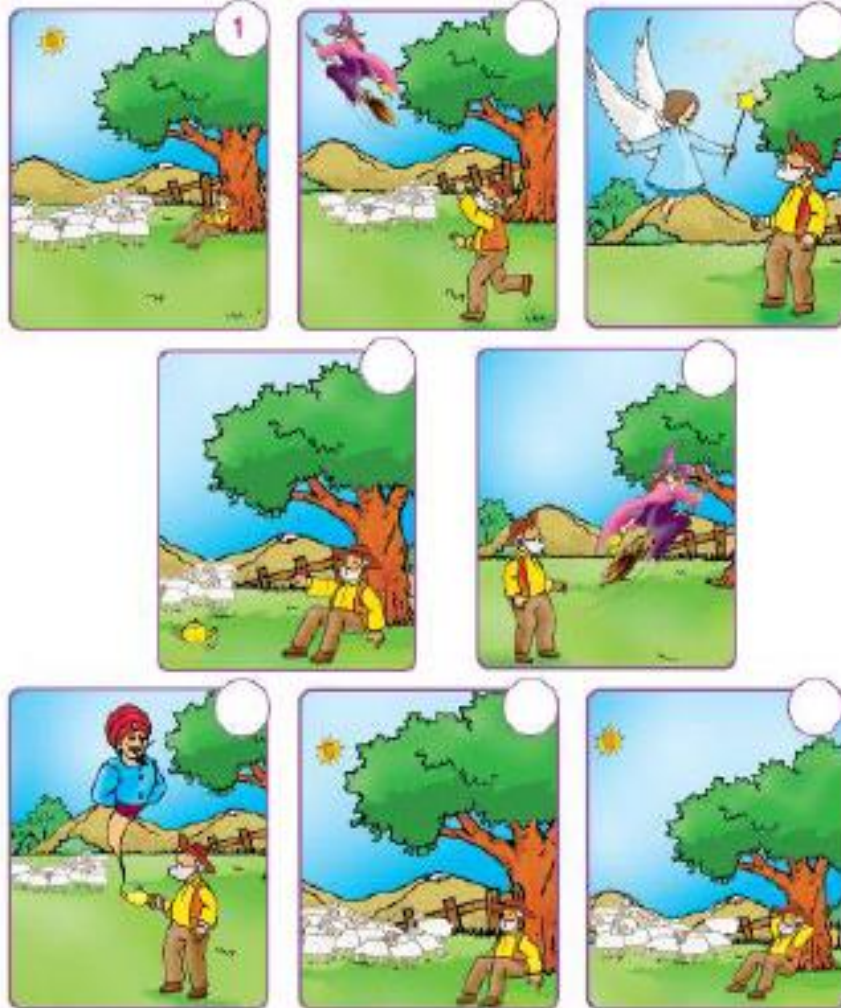Mr Beard is unhappy. broomstick

fairy

7. Mr Beard: "Where is the witch?
There is no witch, but there is a fairy.
She has got her magic wand." wand
Fairy: "It's OK. I am here. I can help you."

8. Mr Beard's eyes are open.
There is no lamp, no fairy, no genie, no witch.
Is it a DREAM??? ?

102

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 102)

139

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 103)

In this activity, the coursebook requires the students to read and match the paragraphs given in the first page with the pictures in the second page. As a result, they will build a picture story.

b) **Supplementary Student/Learner-centred Speaking Activity**

Picture Story	
Time	10 minutes
Aim(s)	Students will sequence the pictures according to their occurrence throughout the story. They will build a story at the end.
Material(s)	Worksheet
Process	Students work in pairs and put the pictures in an order. Each one of them builds their own story by making use of the verbs and words given in the box after ordering the pictures. Then, they tell their stories to their partners and discuss the difference between their stories.
Resource	Adapted from Playway to English 3 (Gerngross & Puchta, 2005)

Max and the dog

Playway to English 3 (Gerngross & Puchta, 2005, p. 13)

7.8.2.4.   Activity 4

a) Coursebook Activity

12. Listen to text. Find the mistakes and underline them.

My uncle is a bus driver. He doesn't like his job. He has got a small bus. It is blue and white. In the afternoons, his bus is a tourist bus. At noon, it is a school bus. There are a lot of students on the bus. The students like going to different places in the city. At three o'clock, it is a tourist bus again. My uncle is at home at 5 o'clock.

13. Listen to the text again and correct the mistakes. Write the text again.

14. Read the dialogue and practise it. Then, make similar dialogues. Use the keywords in the box.

Ricky : Oh, this room is very nice!
There are paintings.
Sandy: They are my mother's paintings. She is an artist. She has got a lot of oil paints.
Ricky : Has she got watercolour paints, too?
Sandy: Yes, she has. Look at this box. There are a lot of big and small paintbrushes in it.
Ricky : What is your mother like?
Sandy: She is a very good mother. She is friendly. She is beautiful, too.

mother - artist - paintings	father - photographer	uncle - cook
oil - watercolour paints - small - big brushes	digital cameras - old - new cameras	big - small pans - a lot of knives
good - friendly - beautiful	tall - strong - handsome	fat - short - funny

115

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 115)

In this page, the coursebook requires the students practice personal possessions as well as grammatical review. Then, the students write dialogs about the topic.

b) Supplementary Student/Learner-centred Speaking Activity

Find the Differences	
Time	10 minutes
Aim(s)	Students will find the differences by using 'there is/are', 'have/has got' structures.
Material(s)	Worksheet
Process	Students work in pairs. Each has one card (A or B) and describes the picture in their hand without showing the other student. In this way, they are going to find the differences between pictures.
Resource	A Course in Language Teaching: Practice of Theory (Ur, 1996)
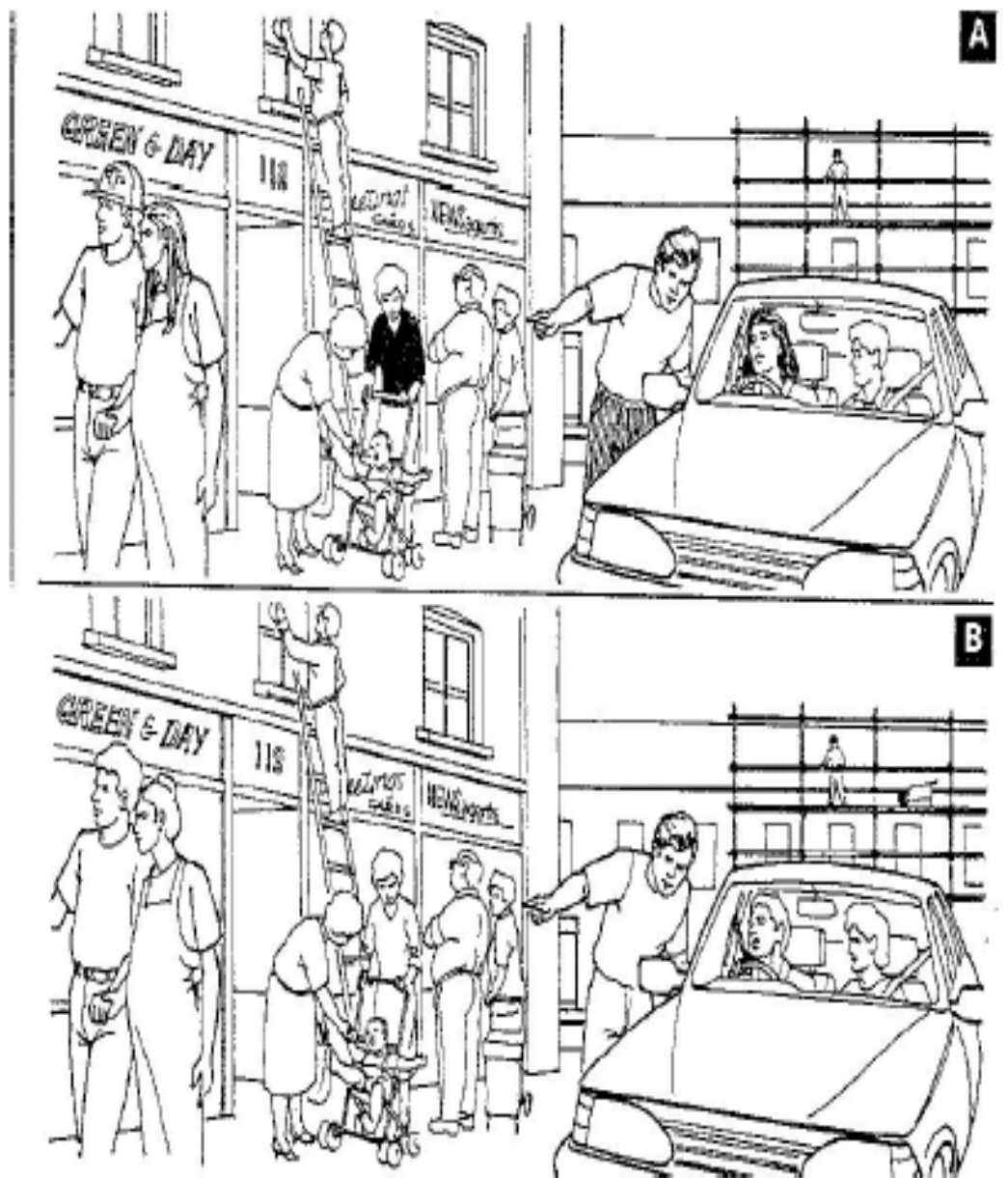
A Course in Language Teaching: Practice of Theory (Ur, 1996, p. 126)

143

Solutions

1. In picture A the baby is crying.
2. In picture A the mother has a black sweater; in Picture B she has a white sweater.
3. In picture A a woman is driving the car; in picture B a man is driving.
4. In picture A the building in the background has four windows; in picture B it has seven windows.
5. In picture A the man in the foreground has a hat.
6. In picture A the man directing the car has striped trousers; in picture B he has white trousers.
7. In picture A the woman in the foreground has long hair; in picture B she has short hair.
8. In picture B there is a wheelbarrow on the scaffolding in the background.
9. In picture A the number on the door is 118; in picture B it is 119.
10. In picture A the man on the ladder has a T-shirt; in picture B he has a long-sleeved shirt.

7.8.2.5.   Activity 5

a) **Coursebook Activity**

16. Read and match the problems with the remedies. Then, make more dialogues.

Problems	Home remedy
I have got ... a stomachache. a sore throat. a cold.	*You should ...* eat chicken soup. drink linden tea. drink mint and lemon tea. put on warm clothes and go to bed. eat fruit and vegetables.

TASK: Find out a home remedy for the flu and write it down.

FUN CORNER

Get well soon, Clowny.

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 124)

In this unit, the coursebook covers health problems and giving advices to those problems. In addition, students revisit the names of body parts. In this page, students shortly review what they have learnt in the unit.

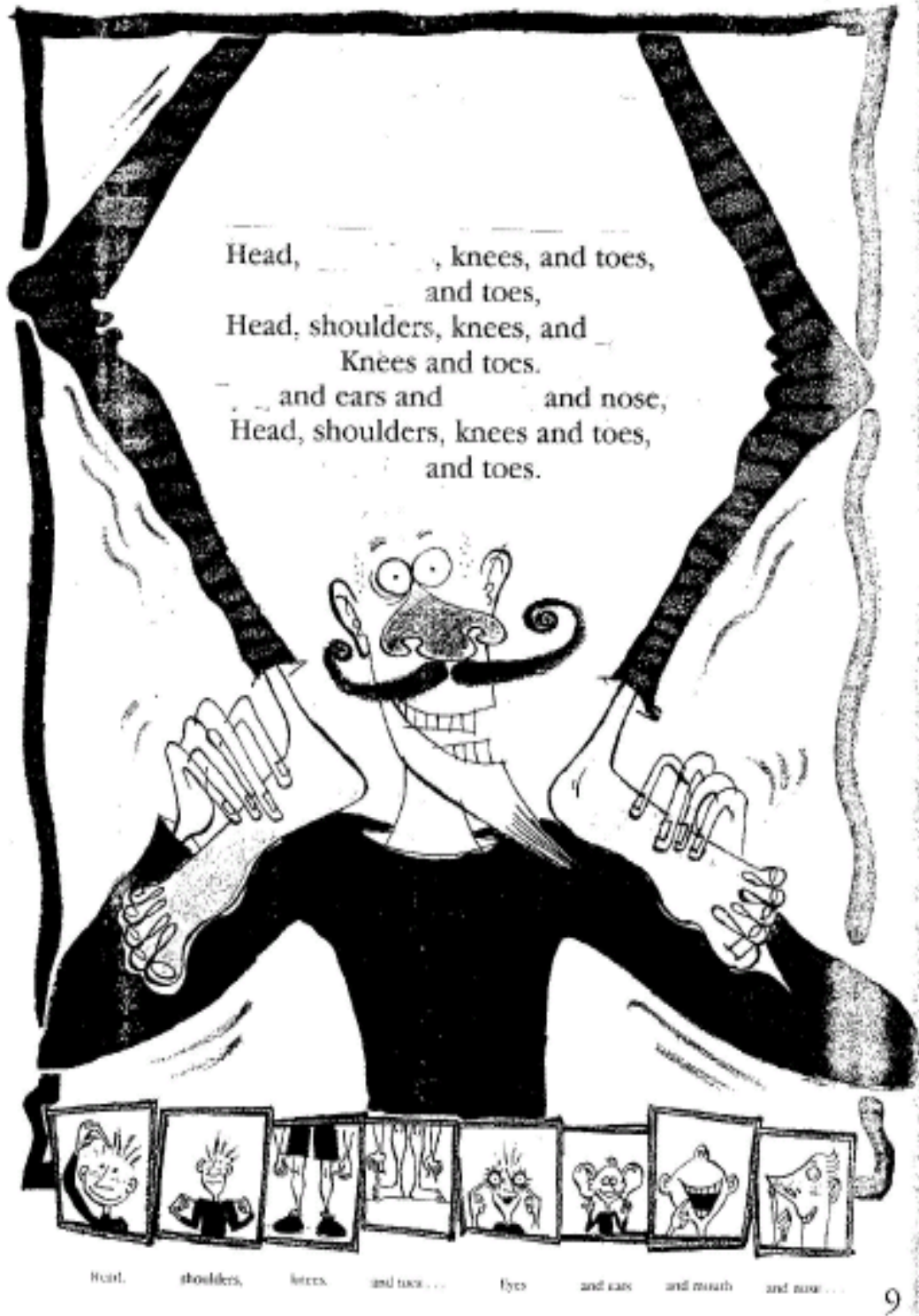b) Supplementary Student/Learner-centred Speaking Activity

Information Gap	
Time	10 minutes
Aim(s)	Students try to guess the missing words related to body parts in the song.
Material(s)	Worksheets
Process	Students work in pairs. Each has one worksheet (A or B) and each worksheet has different missing words of the same song. They will try to guess missing words by asking questions to her/his partner without showing the paper in their hands. In this way, they are going to find the missing words in worksheet.
Resource	A Course in Language Teaching: Practice of Theory (Ur, 1996)

Worksheet A

Super Songs (Oxford University Press, 2003, p. 9)

146

Head, _____, knees, and toes,
and toes,
Head, shoulders, knees, and _
Knees and toes.
_ _ and ears and _____ and nose,
Head, shoulders, knees and toes,
and toes.

Head, shoulders, knees, and toes . . . Eyes and ears and mouth and nose . . .

9

Super Songs (Oxford University Press, 2003, p. 9)

147

7.8.2.6.   Activity 6

a) Coursebook Activity

A day of Laura

11. Look at the pictures. Write phrases or sentences and fill in the blanks.

1. It's eight o'clock.
   She is having breakfast now.

2. _____.
   _____.

3. _____.
   _____.

4. _____.
   _____.

5. _____.
   _____.

134

My English 5 (Yalçınkaya, Bağdu, & Sazer, 2008, p. 134)

In this activity, the coursebook requires the students to write phrases and/or sentences, which describes the picture and matches the time. They are able to complete the story by writing the sentences next to pictures.

Matching	
Time	10 minutes
Aim(s)	Students practice daily routines and time.
Material(s)	Worksheet
Process	Students work in small groups including 3-4 of them. They will look at the pictures, which shows three different timelines and discuss what happens in them. Then, they read the texts below and try to guess which text belongs to which picture and write the name of the child in the picture under it.
Resource	Playway to English 3 (Gerngross & Puchta, 2005)

Find Linda, Christine and Sally.

Playway to English 3 (Gerngross & Puchta, 2005, p. 31)

Text

A)

Linda gets up at seven o'clock. She has breakfast at half past seven.
She goes to school at eight o'clock. She comes home at half past three.
She goes to bed at quarter to nine.

B)

Christine gets up at eight. She has breakfast at quarter past eight.
She goes to school at half past eight. She comes home at four.
She goes to bed at half past nine.

C)

Sally gets up at seven o'clock. She has breakfast at half past seven.
She goes to school at quarter to eight. She comes home at three.
She goes to bed at nine.

7.9. Appendix I-Curriculum Vitae

Personal Information

Name   : Serkan Coşkun

Birth Place and Date   : Burdur, 02/05/1986

Education

Degree of BA   : Süleyman Demirel University Education Faculty Department of Foreign
                              Languages Education English Language Teacher Training Program

Degree of MA : -

Foreign Languages   : English, German

Scientific Activities   : -

Job Experience

Trainings   : -

Projects   : CUFTE, EILC, TUBITAK BIDEB 2229

Institutions   : Research Assistant at Akdeniz University Education Faculty Foreign
                          Languages Education Department (2010-2013)

Contact

E-mail : serkan_coskun@yahoo.com

Date   : 26/09/2013

7.10. Appendix J-Acknowledgement

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahüt eder, tezimin kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☐ Tezimin tamamı her yerden erişime açılabilir.

☐ Tezim sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin _1_ yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

26/09/2013

Serkan COŞKUN