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INTRODUCTION

Language teaching method is a single set of procedures which teachers should follow within the classroom. Learning is often challenging, especially for those who learn a language as their second or foreign language. Using different teaching methods and assessment tools provide opportunities to learners to develop their language skills in a more effective way. Assessment for learning points out the formative use of assessment information, collected from both formal tests and informal observations of students, their work, and their feedback in classroom discussion, to realize insight into the students' learning progress, so teachers and students can accommodate their teaching and learning strategies to higher support that learning. Over the past century there has been a dramatic increase within the event of teaching methods among young learners. However, young learners still have several difficulties with learning a foreign language. The issue of teaching methods has been a controversial and much disputed subject within the field of foreign language teaching in primary education. The current thesis presents the complete array of assessment methods available to the classroom teacher in a very vivid and engaging format, broadens the inservice teacher's understanding of related assessment issues, and places assessment in a meaningful context.

Numerous explanations were proposed and debated in an exceedingly questionnaire concerning why some young learners are unsuccessful at foreign language acquisition. Researchers tried to promote to the base of this problem have studied listening problems, language differences, cognitive variables, such as, language aptitude, individual differences, brain function, and pedagogical tasks assigned, and effective variables, such as, motivation and personality. Foreign language learning problems may occur themselves at any level of language learning.

A **large number of linguists** has investigated the given topic like: Gardner & Macintyre (1993), Anthony (2014), Cheng, Rogers, & Hu. (2004), Richards & Rogers (2001) who studies the young learners motivation, suitable methods and assessing learners in teaching foreign languages. According to Gardner & Macintyre (1993) „language teaching among younger learners is not an easy type of process, because there are some complicated strategies in teaching and sometimes hard to find out the suitable method for them” initiated early research studies on language motivation (Gardner & Macintyre, 1993). Together with their colleagues and learners, they grounded motivational research in a social-psychological framework. They designed instruments for measuring integrative and instrumental motivation. They identified integrative motivation as an interest in foreign languages. In contrast, instrumental motivation indicated a

desire to study the target language in order to achieve a pragmatic objective, such as to improve an individual's future employment opportunities. Larsen-Freeman (2000) provides experiences, principles, and techniques that capture the essence of teaching methods. In contrast, Larsen-Freeman begins with theories and empirical findings regarding first and second language learning. According to Cheng, Rogers, & Hu. (2004), Richards & Rodgers (2001) „assessment constitutes an important aspect of teachers’ daily practice in the broad field of English language teaching programmes worldwide.” Classroom-based language assessment, in particular, plays a central role in language teaching and learning and requires considerable time, knowledge and skills to be successfully implemented.

The **object** of the thesis is to describe who EFL learners are and the role of teacher in assessing English as a foreign language to young learners, as well as how they can deal with students who have learning difficulties.

The **subject** of the thesis points out the main principles of foreign language teaching in the background of the system of linguistic competencies and language skills.

The **purpose** of the thesis is to give a larger overview of different kinds of young learners and to find out the effective assessment tools and techniques in evaluating language skills in young learners.

The **tasks** of the thesis are as follows:

- Critical analysis of the relevant academic literature;
- Developing the theoretical study and conceptual framework to the given study;
- To acquaint different assessment tools in evaluating young learners in Primary education;
- To analyse the suitable methods in teaching foreign languages;
- Assessment of the effectiveness of teaching language skills with the help of activities and vivid exercises;

The **methods** used in the first two chapters are predominantly theoretical. The approach of the study is an analysis of foreign language aspects among young learners in primary education and the types of evaluation methods including assessing skills of EFL learning which have been summarized in the questionnaire.

The **novelty** of the thesis is establishing assessment as a part of teachers’ every day practice in the expansive field of English language teaching programs.

The **theoretical value** of the study is to collect information about different teaching aspects and assessment approach used in foreign language learning among young learners in primary education.

The **practical value** of the thesis is to provide different examples of activities used in developing foreign language reading, writing, speaking and listening skills.

The **thesis** consists of Introduction, Part 1, Part2, research about EFL assessment in primary education, Conclusions and Appendix. Part 1 focuses on theoretical concepts of teaching methods among young learners and defines general features of young learners and EFL assessment techniques in theory. Part 2 explains teaching strategies and circumscribe methods and vivid activities in practice. Part 3 presents the procedure, results and discussion of the empirical investigation of foreign language teaching methods in primary education in Transcarpathia. The research will be investigated with the use of quantitative method and using a questionnaire as a research instrument. It also contains some suggested pedagogical implications related to the findings.

PART 1
THEORETICAL CONCEPTS OF TEACHING METHODS AND ASPECTS
AMONG EFL LEARNERS

The first part of thesis gives a detailed information about teaching foreign languages to young learners as well as learning aspects. This part describes who a young learner is, in primary education and their general features. It also focuses on defining the main terms in methodology.

1.1 Who are EFL learners?

English foreign language students, are the students who can not impart easily or adapt adequately in English, who frequently come from non-English-talking homes and backgrounds, and who ordinarily require specific or changed guidance in both the English language and in their academic courses (The glossary of education reform, 2013).

This is mainly used to discuss students (whose first language is not English) learning English while living in their own country. English Foreign Language (EFL) alludes to English learning in schools, furthermore in colleges around the world and in non-English talking nations as well. EFL is normally scholarly in conditions where the language of the local area and the school is not English. (Pearson English, 2016).

1.1.1 Definitions of being a young learner

Who is a young learner?

The expression „young learners" covers an enormous ordered age range: from around 3 years old to 15. In the context of language learning and teaching young learners are understood to be children between approximately 6 and 10 years of age learning a foreign language as a school subject in a monolingual L1 (first language) environment (Kontra, 2006, p. 65).

Young children are better learners and this can be a commonly held view, supported many people's experience seeing children transplanted to a distant environment and learning the local language with apparent ease (Penny, 1996). The obvious conclusion from this experience would appear to be that children are better learners, but this has not been confirmed by any research. Given the identical amount of exposure to a distant language, there is some evidence that the older the more effectively he or she learns. Teenagers are overall the best learners. If teacher has limited number of hours to show foreign language at college, it will be

more rewarding in terms of sheer amount of learning to take a position these within the older classes (Penny, 1996, pp.286-287).

Language learning is certainly not a set of easy steps that can be modified in a quick do it yourself unit. The courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language (Brown, 1980, p. 12).

Based on these theories, scholars say that children need safety and support if they learn to take place. They learn best from doing exercises and engage environment where they feel safe (Harmer, 2012, p. 127).

1.2 General features of EFL learners

The years spent in primary education establish a fundamental time of advancement inside the students' life, and far from what happens inside the foreign language classroom is set by the students' psychological turn of events. In learning, it can frequently be seen that there are significant contrasts between what a 6 year-old and 10 year-old can do (Scott, 1990, p. 4).

Children aged 5 to 7:

- are enraptured to learning;
- learn best through play and other charming exercises;
- use everything inside the actual world for learning and getting things;
- use language abilities without dissecting why or how they use them;
- like to do well and enjoy being praised;

Children 10 and above:

- can differentiate among certainty and fiction;
- have solid perspectives on what they like and do not care for;
- pose numerous inquiries;
- have solid feeling of what is correct and reasonable (Harmer, 2012, p. 128).

Adults capacity with reference to understanding and sensible idea is more evident. Teachers normally notice that they cannot get children to concentrate on certain learning exercises as long as they can get adults to do so. The problem is not the concentration span itself, young learner will spend hours absorbed in activities that actually interest them (Penny, 1996, p. 287).

1.3 Individual differences among EFL learners

The researchers and specialists expounded on various points of interest and hindrances of learning foreign languages among young learners. (Penny, 1996).

One of the primary preferred position is that young learners study languages energetically, and it is easier to interest and propel young learners than adults. The reality of the suspicions that young learner, learn better is significantly clearer whenever applied to formal classroom learning (Penny, 1996, p. 287).

More established students have more noteworthy experience of taking part in various types of communication, and accordingly have greater knowledge of how to arrange and explain implications. Additionally, they may well have built up a scope of learning methodologies (e.g note talking, reconsidering). For younger learner, they are likely going to be just barely beginning to learn proficiency with these abilities in the initial not many long stretches of mandatory tutoring, while preschool kids are not going to have any such information or experience (Brown, 2014, p. 12).

Language teachers are regularly extremely mindful of the profession preferences that language capability can bring, yet to numerous language students, considering the language is just a theoretical endeavor needed for a scholarly degree (Вишневський, 1982).

Students with an **instrumental** motivation want to learn a language because of a practical reason such as getting salary bonus or getting into a college. Numerous school language students have a reasonable instrumental motivation for language learning. They need to satisfy a school language necessity. **Integratively** motivated students need to get familiar with the language, so they can more readily comprehend and become acquainted with individuals who communicate in that language. In the North American setting, integrative motivation has demonstrated to be a solid catalyst to language learning (Панова, Андрійко& Тезікова, 2010).

Teachers appear to be persuaded that a young learner can profit by early language learning similarly as more older pupils do. At the point when indistinguishable initial courses were conveyed to long term olds, no particular learning contrasts were seen by the teachers in question. Therefore a considerable the partaking teachers have been shocked at how rapidly young learners have picked up language and learnt tunes, rhymes, words and expressions with great articulation. Another extraordinary strategy to utilize the objective language in the classroom. The activity research results show that it is troublesome and time consuming to

change a bilingual study hall setting into a monolingual one, however nonstop practice appears to give positive outcomes (Nikolov & Jelena, 2008, pp. 26-27).

1.4 EFL assessment in primary education

Assessment establishes a significant part of teachers' every day practice in the expansive field of English language teaching programs around the world. Classroom based language assessment, specifically, assumes a focal part in language teaching and learning and requires extensive time, knowledge and abilities to be effectively actualized (Cheng, Rogers, & Wang, 2008).

Teachers should consequently be aware of circumstances in which openings for assessment show up, and should get ready effectively for their EFL activities. Teacher assessment rehearses are additionally found to fluctuate as indicated by teachers' experience, their perspectives on the role of assessment in the curriculum, their collegial assumptions and their outer revealing requests (Cheng, Rogers & Hu, 2004).

Studies likewise uncover that the practical constraints of the educational context (e.g., huge classes and heavy teacher responsibility) are probably going to influence the assessment of students' language capacities. Assessment alludes to any technique, system, or device, a teacher may use to gather proof about student progress toward achievement of set up objectives. It is an interaction of gathering data and social event proof about what students have learned (Chen & Wishon et al., 2003). Specifically, the purposes and elements of assessment might be named follows:

- a. understanding the qualities and weaknessess of students' learning capacity;
- b. helping teachers in checking student learning progress;
- c. assessing students' learning;
- d. setting students in learning bunches dependent on given institutional norms (Popham, 1995).

No single assessment can altogether cover the learning progress or achievement of students. The idea of "multiple" in numerous assessment can be interpreted from various authoritative viewpoints:

- a. formative assessment is regulated during the learning process with the point of using the outcomes to improve guidance;
- b. summative assessment is performed toward the finish of a course frequently for reasons for giving total data on program results to educational authorities;
- c. traditional testbased assessment, including written or oral tests;

- d. task-based assessment which are activity-based, and incorporates teacher-student cooperation, student collaboration, body movement, groupwork, portfolios, and other language necessity and exercises (Lorrie, 2000).

1.5 Aspects of foreign language learning in primary education

Learning aspects are keys to the educating and teaching process. Creating learning aspect is the main basic advance in course arranging as they set the heading for the whole learning measure. They outline the substance to be learned and manage fitting appraisals of learning. Learning aspects advise EFL students to regard goals and direct understudy study endeavors (Ambrose, Michael, Michele, Marsha & Marie, 2010, p. 199).

Learning is presently an essential piece of the teaching process. Instead of only lecturing to students, teachers presently connect with students in various dynamic learning exercises, discusses, contextual investigations, little gathering learning, and issue based learning. Students need to interpret content in manners that make it important to them, not simply hear or read it. Teaching/learning strategies can likewise happen out of the classroom as tasks or in web based learning (Роман & Коломінова, 1996, pp. 35-37).

Psychological research shows that the most effective learning occurs when students fabricate their own relationship between new data and their past information base, not when they remember how others have outlined it (Alexander & Murphy, 1998, pp. 435, 437).

An individual's prior information about a subject impacts what and how the student in question learns new material, it can help or block new learning. Students' earlier information may incorporate proper and unseemly originations or convictions. Successful teachers see whether their students have off base earlier information, like misguided judgments or generalizations, by surveying young learners (Alexander & Murphy, 1998).

1.5.1 Group work in EFL classes

Group work is a student-focused method of teaching that underscores coordinated effort, collaboration, and cooperation. A few scientists portray group work as a study classroom practice where 'students work in groups to develop information and achieve undertakings through collective interaction.' Sometimes teachers use groups to work at short exercises in a

hasty manner. Nonetheless, a more formal structure to assemble work can give numerous advantages to the students as well (Vygotsky, 1978).

Researchers have discovered that social help is significant for EFL students to be effective in the classroom (Vygotsky, 1978, p. 176). Working in groups permits students to be in an intuitive environment. This connection causes them to create language and social abilities. During group work, students are drawing in with the assignment, expanding their certainty, and getting answerable for their own learning (Sajedi, 2014, p. 98). Students create positive association. This implies that they empower and help each other by sharing thoughts and information to arrive at shared objective. Group work makes an environment that energizes effective practices (Sajedi, 2014).

Group element is a relatively young discipline that is concerned about the investigation of groups, and as such covers different parts of psychology and social science. Group elements depend on two features of groups:

- a) individuals behave differently as members;
- b) there are some common features which makes their study possible.

A positive group dynamic is a significant component of compelling language learning. Above all else, a group is more than the amount of its individuals, it is equipped for accomplishing beyond what people could accomplish all alone. Also, in communicative language showing association between students in pair-and gathering work is regularly required, and it would not be effective if group individuals did not communicate with one another enthusiastically and effortlessly (Коломінова, 1999, p. 16).

1.6 Young learners attitude to foreign language learning

Language learning motivation and attitude are two diverse individual contrasts influencing language acquisition accomplishment of the students. They are acknowledged intently between related variables and regularly examined together. While attitude fundamentally alludes to "an disposition to react well or ominously to an article, person, foundation or occasion" language attitude is known as the good or negative sentiments toward a language (Ajzen, 1988, p. 4).

Although, language attitude and language learning inspiration are accepted to be the primary indicators of accomplishment and disappointment in language securing. The

consequences of attitude and motivation related investigations showed huge contrasts relying upon the unique circumstance and the members (Gardner, 1985, p. 207).

In general, the elements influencing students' perspectives were age, gender and language capability level, while the young learners for the most part attitudes of their teachers, parents or friends. In this manner, factors influencing 'young learners' perspectives were the teacher ideal encouraging conditions and promising beginning in foreign language learning (Gardner, 1993).

In spite of the fact that, attitudes and motivation are two particular individual student factors, they are viewed as intently between related and are regularly examined together. While language attitudes allude to good or negative sentiments about a language and what the student may associate it with characterizes motivation as a blend of the longing to become familiar with the language, uplifting perspectives to learning the language, and the exertion put resources into learning (Gardner, 1993).

Attitudes and motivation are not any more necessarily viewed as single factors comparable to learning results, however they are regularly viewed as associating with other individual student factors, like language aptitude, language tension, language learning styles and methodologies, and such (Gardner, 1993, p. 197).

1.7 Methodology

The term 'methodology' alludes to the information based of what an English as a second or foreign language teacher should know to work adequately. The point of a technique course is to build up the information, the abilities, the perspectives and attention to future teachers. In basic terms, methodology is the what, how and why of teaching (Kontra, 2006).

Methods serve as a foil for reflection that can help teachers in bringing to conscious awareness the reasoning that underlines their activities. It is realized that teachers come to teacher training with thoughts regarding the coming to/taking in measure shaped from the years they have spent as students themselves. By becoming clear on where they stand, teachers can decide to educate differently in contrast to the manner in which they taught. They can perceive any reason why they are pulled in to specific techniques and repulsed by others. They can make choices that infomed, not adapted. An information on strategies grows a teacher's collection of procedures. This in itself gives an extra road to proficient development, as certain teachers discover their approach to new philosophical positions, not by first engaging new standards, yet rather by evaluating new techniques. Saying that a specific strategy is polished absolutely does not give us the entire image of what is going on in the classroom (Larsen, 2000, pp. 7-9). It is

essential to perceive that methods connect musings and activities since instructing is not completely around either (Larsen, 2000, p.14).

No quick and simple method is ensured to give achievement. Every student is unique. Every teacher is unique. Every student-teacher relationship is remarkable, and every setting is exceptional. The teacher's assignment is to comprehend the properties of those connections and settings (Larsen, 2000).

Considering young children's drive to build meaning and interface on significance (their oracy), intrinsic capacity to adapt energetically (comprehensive learning), premium in reading (proficiency), language learning can have a significant instructive result. Skill 'I can do' class it is something a student be able to perform. Students are able when they have information and abilities available to them, realize how to utilize them. Young learners are exceptionally subject to the teacher. In this way teachers' instruction is a fundamental significance. Kids do not have many general learning techniques, and need to learn systems while they are learning language. Subsequently, natural capacities are especially significant for this age gathering. For instance their pleasure in rhythm, their interest in innovation, their excitement in picturebooks (Bland, 2015, pp. 2-5).

1.7.1. Approach

An approach is the general style or thought that one receives to beat an issue or face a given circumstance. Approach is a summed up idea that depicts the manner in which an individual responds or acts even with a predicament. Approach stays at the level of a thought and does not include steps that are dependable or demonstrated (Anthony, 2014).

The planned arrangement of activities in some random circumstance summarize the methodology of an individual. So the manner in which a tool or a circumstance is taken care of is called the approach and it changes constantly with various circumstances and various people. There is not really an equation with slight varieties that can be estimated in the event of an approach (Anthony, 2014).

The difference between Approach and Methodology

The general style that guides you when attempting to defeat an issue is known as the approach of tackling the issue.

- a. Approach becomes methodology when it has been tried and demonstrated its adequacy over and over;
- b. Methodology is explicit and has a bit by bit technique to tackle an issue. Then again, approach is summed up and reveals to one how to approach an issue;
- c. A beginner is helped extraordinarily by methodology while a prepared person is OK with just approach;
- d. Approach is easygoing while methodology is coordinated, logical, and well-informed (Shuja,2015).

Preceding twentieth century, language teaching methodology vacillated between two sorts of approaches: one kind of approach which emphasis on using a language (speaking and writing), the other sort which highlight on analyzing a language (learning the grammatical guidelines). In twentieth century there were 9 main approaches:

1. Grammar-Translational Approach
2. Direct Approach
3. Reading Approach
4. Audiolingualism
5. Situational Approach
6. Cognitive Approach
7. Affective-Humanistic Approach
8. Comprehension-Based Approach
9. Communicative Approach (Celce, 1991).

1.7.2 Method

Method- Method may mean various tools to various individuals. For some it implies a bunch of showing techniques, for other people, the shirking of instructing systems. For a few, it is the essential of a language expertise, for other people, it is a sort of measure of vocabulary structure. The term „method" in the Direct Method may allude to a single part of language teaching: introduction of material. Method in the Reading Method alludes to the accentuation of a single language ability: reading, while in the Grammar Translation Method, method alludes to the accentuation of the instructing material. Hence, all methods ought to incorporate the four stages of teaching a language. Any method ought to incorporate the four stages: selection, gradation, presentation, and repetition. As indicated by Richards and Rodgers (2001), a method is

hypothetically identified with approach, coordinated by the plan, and basically acknowledged in procedure (Richard & Rodgers, 2001).

Teaching Foreign Languages in the primary school prompts current foreign language learner and qualified teachers on the most proficient method to show FL effectively at essential level. Teaching Foreign Languages in the primary school shows that language teaching at essential level can be both viable and pleasant – regardless of what language the students have as their first, and regardless of what level the teacher has reached in their own language learning (Linse, 2005).

On the other hand, the top-down measures allude to 'schema theory' which underlines that significance does not rise up out of the actual content, however students get importance from the printed text utilizing data on effective information, context, author, genre, emotion, experience and culture. Base up abilities incorporate perceiving letters, connecting each letter with its proper sounds, recognizing singular words, figuring out the word, and piecing words to disentangle and remove importance from the composed content. Top-down abilities incorporate making associations between the content and one's experience information, making forecasts utilizing relevant signs and building information from the blends of words showing up in the content to sort out the printed text (Linse, 2005, p. 216).

1.7.3 Procedure

Jeremy Harmer (2012) depicts 'procedures' as "an arranged set of techniques." They are the bit-by-bit measures to execute a method. A typical procedure in the grammar-translation method, for instance, is to begin by clarifying the grammar rules and embodying these principles through sentences that the students at that point needed to translate into their first language. As indicated by Harmer (2012), a procedure is "smaller than a method and larger than a technique." (Harmer, 2012).

Richards and Rodgers (2001) utilized the term procedure to include „the actual moment-to-moment techniques, practices, and behaviour that operate in teaching a language according to a particular method”. Procedures from this definition, incorporate techniques. Consequently, for Richards and Rodgers (2001), this gives off an impression of being a catchall term, a thing for holding numerous little items or a gathering or portrayal that incorporates various things and that does not state plainly what is incorporated or not (Richards & Rodgers, 2001).

1.7.4 Technique

Technique- is the level at which classroom systems are depicted. A technique is a method of completing a specific assignment, particularly in the execution of obligation. For example, new careful techniques mean quality treatment in a more limited time. Consequently, a technique is a deliberate equation by which an errand is cultivated. Each teacher will have various perspectives on this and various methods of rectifying their students and it is an instance of discovering what both you and your students feel great with (Harmer, 2012).

The following table are some examples of techniques in error correction:

Table 1.8.4 Examples of techniques in error correction (Harmer, 2012).

Metalinguistic explanation S- She has a long dark hair. T- Hair is an uncountable noun so it does not take the indefinite article.
Repetition S- In the morning, I got up at seven o'clock, clean my tooth, have breakfast and go to work. T- You clean your tooth?
Direct explicit correction S- It is dangerous to smoke while you become pregnant. T- While you become pregnant is very different. You meanwhile you are pregnant.
Peer correction During a class students complete a letter in pairs. S1- Feel free to contact me if you are a problem. S2- I think it is 'have a problem'.
Delayed correction S- The cheerleaders threw up high into the air. T- write the sentence down in a notebook and put it up on the board after the activity. The whole group corrects the sentence.
Recast S- When we won, I was so exciting. T- You were excited.
Elicitation S- Waiter, could you bring me some tissues, please? T- Could you bring me some....please?
Clarification request

S- You can not sleep in my room because it is too crowded, but you can sleep with my dog.

T- Excuse me?

Studies have appeared in spite of being the most well-known type of correction, are regularly neglected. Students do not see they are being corrected.

1. The teacher does not adulate or reprimand so language learners figure out how to depend on themselves (Silent Way);
2. The teacher regularly commends when a student has made something to be thankful for in learning (Audio-Lingual Method);
3. When a student has delivered an off-base articulation, the teacher simply rehashes the correct one (Total Physical Response);
4. The teacher does not mind when a student makes a mistake as long as it does not thwart communication (Natural Method) (Brown, 2014).

Task. Task for the most part alludes to a particular type of procedure or arrangement of strategies firmly aligned with open objectives. It is centers around the legitimate utilization of language for important communicative reason past the language classroom (Brown, 2014).

Activity. Activity may allude to for all intents and purposes whatever students do in the classroom. Activities incorporate pretends, drills, games, peer-altering, small-group information-gap exercise, and considerably more (Brown, 2014).

Indeed, even before Anthony (2014) examined and characterized the term, the language teaching literature commonly acknowledged procedure as a superordinate term to allude to different exercises that either teachers or students act in the classroom. In other words, technique incorporate all tasks and activities (Brown, 2014).

PART 2

TEACHING STRATEGIES FOR EFL LEARNERS'

The second part of the thesis focuses on the pre-20th century methodologies and modern methods. The four basic language skills are also presented in this part related to primary education. It also contains numerous learning activities have been prepared for young learners.

2.1 Teaching english as a foreign language in primary school

In the current school-setting, as to the teacher proficient profile, language skill is a key component. Indeed, improvement in the nature of students' learning must be sought after by putting resources into the strengthening of teachers' underlying preparing and professional abilities. The quality of teaching and teacher polished skill is currently perceived as an essential factor both for schooling and social development approaches. The improvement of plan abilities is a key action likewise in EFL teaching in primary school, as evidenced in numerous investigations directed in Europe and different pieces of the world (OECD, 2014).

In order to provide common guidelines to support EFL teachers' work, the National Guidelines have clearly defined two aspects, which will be detailed in the following sections:

1. purposes and epistemological foundations of teaching English in primary school;
2. specific competences, knowledge and skills to be pursued over the five years of compulsory English language teaching in primary school (Sercu, 2005).

Scholars identify the cultural framework of Teaching English as a Foreign Language (TEFL) to guarantee the single nature and equity of the national education system, as well as to support teachers' work. In emphasizing the formative value of teaching English in primary schools, in addition to the mother language, assign two specific purposes to the learning of English:

1. develop multilingual and multicultural competences within a complex, multiethnic and globalized society;
2. acquire the initial tools to practice active citizenship in the context in which the pupil lives and even beyond the borders of the national territory (Celce, 1991).

As regards the relationship between the mother-tongue and English, special care must be taken (starting in the first grades) to identify phonological peculiarities and differences in pronunciation, so as not to generate difficulties in understanding and speaking. In this regard it is appropriate for the teacher to stimulate the child's ability to take control of multiple

pronunciation and intonation patterns to activate as naturally as possible a multilingual system (Celce, 1991).

From a methodological point of view, the use of a communicative approach to language learning must be favoured. The use of the spoken language should be introduced by the teacher in a systematic way, proceeding gradually according to the complexity of the language structures presented. On the other hand, speaking English for the child has to become a natural activity, preferably integrated with the use of creative and interactive games that can be supported by other nonverbal languages (music, movements, images, etc.) to promote participation and involvement in cooperative learning activities. At primary school level the use of a grammatical approach to learning English is not recommended. Such an approach, in addition to compromising the child's learning motivation, may generate confusion between different grammatical and syntactical systems (Richards & Rodgers, 2001).

Correlated to the increasing importance to be given to oral language, special attention has to be paid to the moment related to the introduction of writing. This should be presented in a gradual way and preferably from the third grade onwards. Initially writing will be limited to keywords to include in conceptual maps and diagrams, simple expressions related to the child's experiences to culminate, at the end of the fifth grade, with brief descriptions and presentations. Among the multiple language competences to be pursued, writing is definitely the lowest priority in primary school, also in consideration of specific learning difficulties (dyslexia, dysgraphia, dysorthography) that usually emerge at this school level and that may be, in some way, also increased in the mother-tongue by an approach to English which focuses too much on writing (Anthony, 2014, pp. 90-100).

2.2 Special features of teaching methods used in teaching young learners

Standard language teaching has followed since the emergence of communicative methodologies in the 1980s (Richards & Rodgers, 2001).

Communicative Language Teaching (CLT) marks the start of a significant change in outlook within language teaching in the twentieth century, one whose repercussions keep on being felt today. Cooperative Language Learning begins outside of language teaching, but since it is viable with a considerable lot of the suppositions of CLT it has become a famous and generally uncontroversial technique to the associations of classroom instructing in numerous pieces of the world. Content-Based Teaching (CBT) can be viewed as a legitimate advancement of a portion of the center standards of CLT, especially those that identify with the job of

significance in language learning. Since CBT gives a technique that is especially fit to plan ESL students to enter elementary, secondary, or tertiary schooling, it is broadly used in English-speaking countries around the world. Task-Based Teaching can be viewed as a new form of an informative technique and looks to accommodate methodology with current speculations of second language acquisition (Larsen, 2000, pp. 16-18).

The Direct Method has one extremely essential principle: No translation is permitted. In this method the teacher uses the target language to ask learners on the off chance that they have a question and the young learners additionally utilize the target language to ask questions. Teachers who use the Direct Method accept young learner need to relate meaning and the target language straightforwardly. To do this, when the teacher presents another target language word or expression, he exhibits its importance using realia, pictures, or emulate, he never makes an translation of it into the young learners' local language. Young learners communicate in the target language an incredible arrangement and convey as though they were in real situations (Larsen, 2000, pp.26-29).

Lessons start with dialogues and stories in current conversational style.

- a. The target culture is additionally educated inductively;
- b. The teacher should be a native speaker or have nativelike capability in the target language (Celce, 1991).

The Audio-Lingual Method, similar to the Direct Method is likewise an oral-based methodology. The Audio-Lingual Method drills students in the utilization of grammar sentence designs. Teachers need their students to have the option to use the target language communicatively. To do this, they accept young learners need to overlearn the target language, to figure out how to use it naturally ceaselessly to think. Their students accomplish this by shaping new habits in the target language and defeating the old habits for their native language (Larsen, 2000, pp. 32-37).

- a. Lessons start with dialogues;
- b. Grammatical structures are sequenced and overlearned inductively;
- c. Skills are sequenced: listening, speaking, reading, writing deferred;
- d. The teacher should be fit simply in the structures, language, etc that she/he is teaching since learning activities and materials are carefully controlled (Celce, 1991).

Language teachers utilizing the silent way method employ three fundamental basic aids: a bunch of coloured rods, wall charts, and a pointer. The teacher starts by taking a rod and saying „a rod" to the young learners. The subsequent stage is to join the names of colours with the item, saying „a blue rod"etc. The last step in the encouraging arrangement is to get the young learners

to say „a blue rod", „a green rod"etc. without teacher's role. Second language teachers who teach as indicated by the silent way method fuse the accompanying four principles into their teaching.

- a. Avoid the vernacular;
- b. Create direct semantic conditions that are under the limitless authority of the teacher;
- c. Generate a certified gamelike condition in which the guidelines are surely settled upon by offering significance to the movements of the teacher and his emulate;
- d. Provide the help of acknowledgment and activity to the insightful theory of what the uproars may mean (Chastain, 1988).

The teacher at that point mouths the vowel sound and with gestures shows the young learner that the vowel is shorter than what she is saying. She endeavors to shape her mouth as he does and articulation improves somewhat, regardless of the way that it in spite of everything does not appear as approach the target language sounds as a bit of various students can come. With the other young learners participate, he works with her to some degree more. The students work on saying and tapping out the three concealing words and the articulation, with the teacher listening carefully and occasionally interceding to help them with correcting their articulation (Larsen, 2000, p. 58).

Reading method is one of the methods that can be used by teacher. By reading students will think about the tenses, sorts of tenses and how to use it. They additionally will think about the distinctive of culture by reading multifaceted arrangement, and they figure out how to articulate the words effectively. In reading methodology, numerous things that will be accomplished by students and they can use English well. Along these lines, due to the significance of reading that has been referenced previously, teacher should instruct and emphasized the students to read effectively by utilizing reading approach (Lianasari, 2011).

- a. Only the grammar valuable for reading comprehension is instructed;
- b. Vocabulary is controlled from the outset;
- c. Translation is again a decent classroom system;
- d. Reading comprehension is the only language skill underlined;
- e. The teacher doesn't need to have great oral capability in the target language. (Celce, 1991).

Reading includes using a scope of thinking abilities to sort out texts. Despite the fact that there are numerous hypotheses about the operations of written language, Braunger and Lewis (1997) affirm that " most are in agreement that written language relies on four cueing systems, representing types of knowledge the reader uses as he interacts with text:

- a. pragmatic (social context);

- b. semantic (meaning);
- c. syntactic (underlying);
- d. grapho-phonetic (the alphabetic, orthographic, sound image perspectives) (Braunger & Jan, 1997, p. 30).

Communicative Approach grew out of the work of anthropological linguists and Firthian linguists, who view language first and foremost as a system for communication.

- a. It is accepted that the objective of language educating is student capacity to convey in the target language;
- b. It is assumed that the content of a language course will incorporate semantic thoughts and social capacities, not stick linguistic designs;
- c. Students routinely work in groups or sets to move meaning situations where one person has data need;
- d. The teacher ought to have the option to use the target language smoothly and appropriately (Celce, 1991).

2.3 The teachers' role in teaching young learners

Primary teachers assume a significant part in the improvement of young learner's language abilities. Teacher's task is clearly a different option from masterminding and executing exercise plans. In specific resources, the teacher contributes a particularly lot of energy with the young learners, she or he can transform into the learners' third parent. Teachers can be a consistent positive genuine model for their students, particularly for younger that do not have a strong family foundation. Obviously, the teacher's job as a semi-parent depends to a huge degree on the age and grade of the young learners they instruct. The kindergarten teacher creates fundamental abilities that are important to exceed expectations and progress to the following year, while a teacher in the middle of the road levels shows explicit data a specific subject. Teachers' jobs today are extensively not the same as they used to be. Teachers were once given a particular educational plan to instruct, and a lot of guidelines on the most proficient method to show it, utilizing similar techniques for all students. In this day and age, a teacher's job is very multifaceted. Their main responsibility is to guide young learners, assist them with figuring out how to utilize their insight and incorporate it into their lives so they will become significant citizenry. Teachers are urged to adjust learning strategies to every individual young learner's learning, to challenge and move them to learn (Cox, 2018).

There is no learning without teaching. So as an instrument of executing showing plans and accomplishing showing objectives, teacher talks assumes a significant job in language. Many research have examined the connection between teacher talk and language learning. The teacher should know about the ongoing encouraging ways to deal with limit the block of her discussion in more young learners' learning procedure. Additionally, the valuable job of her utilization of language should be improved so as to build the capability level of the students as much as their investment. Teachers should know about the significance of suitable language use in the students EFL classroom. They likewise should be debilitated from 'filling in gaps' in the talk of the young learners EFL classroom. (Görsev, 2010).

2.4 Listening activities for young learners

Improving young learners' listening skills there are numerous listening activities used with young learners who are learning English as an additional language. Depending types of listening activities the followings are presented:

1. No overt response

The students do not have to do anything considering listening. Regardless, outward appearance and non-verbal communication consistently show up if they are following or not (Nikolov & Jelena, 2008).

Stories. Make a joke or real story, retell a remarkable story, read a story from a book, or play a chronicle of a story. If the story is throughout picked, students are likely going to be moved to participate and comprehend to value it (Nikolov & Jelena, 2008).

2. Short responses

True/false. The listening entry contain different declarations, some of which are true or false. Students create ticks or crosses to show whether the declarations are right or wrong. Or of course they may stay calm if the announcements are right, say 'NO!' in case they are inaccurate (Nikolov & Jelena, 2008).

Cloze. The listening text has periodic brief gaps, addressed by silent or some sort of buzz. Students record what they think might be the missing word. It should be noted that if the substance is recorded, the gaps should be significantly more extensively separated than in a getting one. Regardless there is not adequate opportunity to listen, comprehend, consider the fitting reaction, and create. In case students are talking the substance themselves, by then teachers can even more adequately change the pace of your talk to the speed of student reactions (Nikolov & Jelena, 2008).

3. Longer responses

Responding to questions. At least one questions requesting genuinely full reactions are given ahead of time, to which the listening text gives the answer(s). Because of the relative length of the suitable reactions mentioned, they are most supportively given recorded as a printed version (Penny, 1996).

Long gap-filling. A long gap is left, toward the start, center or end of a book. Students figure and record, or state, what they think may be missing (Penny, 1996).

4. Extended responses.

Problem-solving. An issue is depicted orally. Students talk about how to direct it, or conceivably record a recommended game-plan (Harmer, 2012, pp. 135-136).

Listen for information

- a. Teachers can give the students a picture of a town. Teachers tell them they have to discover where we went yesterday. They hear things like:

I walked out my house and turned right. I walked past the cinema. I crossed the street and walked past the swimming pool. I turned left and walked past the baker's.

Stories

Kids love tales and stories. Stories show them the world. They can be entertaining, genuine, cheerful, miserable and inspiring. Kids like it when stories are told and retold. (Harmer, 2012, pp. 135-136).

When the teacher read to young learners, they should be animated and sensational. At the point when the wolf says *All the better to eat you with!* he should seem like an awful wolf (Harmer, 2012, pp. 135-136).

Teachers regularly combine listening prompts and exercises during the activity. They use mood games with energetic students to educate them listening aptitudes. They may repeat an expression, for example, *"Everyone's eyes on me"* to acquire students' attention. Boys and girls discover that eye to eye connection is a basic piece of the listening interaction. Exactly when young learners follow the teacher's prompts and proposition, they make strong listening aptitudes that persist to all parts of life (Avaible at: [//www.theclassroom.com/benefits-listening-classroom-8611009.html](http://www.theclassroom.com/benefits-listening-classroom-8611009.html)).

Young learners have a natural love of stories. Stories make charm and a sensation of wonder about the world. Stories show us life, about ourselves and about others. Describing is an exceptional course for students to develop a getting, respect and appreciation for various social

orders, and can lift an elevating mindset to people from different grounds, races and religions. Young learners share a vital variety of individual experiences, characteristics and techniques for comprehension. The language they learn in the classroom is the gadget they use to shape their insights and sentiments. It is more than a strategy for exchanging information and widening thoughts, it is their strategies for interfacing and associating with others. Stories give a reliable topic that can help join social orders and give an expansion over the social hole (Stoyle, 2014).

Music establishes a positive learning environment. It is an incredible method to create rapport. Music can both quiet and animate, it offers probably the quickest approaches to impact the mind-set of a group. At the point when people sing together they feel an expanded feeling of local area, having a place and shared endeavor (Avaible at: [//englishsherpa.com/tongue-twisters/](http://englishsherpa.com/tongue-twisters/)).

2.5 Reading activities for young learners

Getting the students to comprehend a straightforward book, is just the start. Reading abilities should be encouraged so students can adapt to an ever increasing number of refined texts and tasks, and manage them effectively: rapidly, fittingly and skilfully (Penny, 1996, p. 147).

Young learners need unequivocal guidance on the connection between the symbols (letters) in English and the sounds they make. They should be instructed that there is an immediate connection between the phonemes (sounds) and graphemes (letters) to have the option to begin 'blending' or sounding out basic words (Neil, 1999).

Activity 1: Story talk

Discussing what you read is another approach to assist student with creating language and thinking abilities. Teachers will not have to design the discussion, examine each story, or anticipate an answer. Reading slowly and pause so often to contemplate a story. Teachers can say: "I wonder what is going on to happen next!" Or ask a question: "Do you understand what a royal residence is?" Or point out: "Look where the little mouse is now." (Kameenui & Simmons, 1997).

Activity 2: Good books make reading fun

Young learners want to read what makes them giggle or cry, shudder and wheeze. They should have stories and poems that reflect what they, at the end of the day, have felt. They need the excitement of envisioning, of being for a period from some character's point of view for a

spine-shivering experience. They need to encounter the enjoyment and surprise that accompanies hearing fun loving language. For youngsters, reading should be equated with enjoying, envisioning, pondering, and of course also responding with feelings and emotions. (Available at: <https://www1.udeLedu.edu/ETL/RWN/Encourage.html>).

There are numerous chances to read and compose stories, records, messages, letters, notes, and postcards to family members and companions. Since the abilities for reading and writing support each other, young learners' abilities and capability in reading and writing will be reinforced in the event that teachers assist their student with associating reading to writing and writing to reading (Kamenui & Simmons, 1997).

At the point when young learners first start reading, they should have the option to perceive words and sentences. Teachers likewise need to urge them to cherish reading, and they can do by showing their own energy for reading, particularly during reading circle meetings, for instance, where the teacher reads to the students. In numerous classrooms, teachers request students to read from books in front of the entire class student by student, line by line. This is not generally extremely successful. Students frequently discover hard to understand well, and different learners get exhausted. Reading might hear can be fun, and it causes teachers to realize how well their students are continuing ahead with their reading (Liftoff, 2015).

2.6 Activities for developing young learners' communication skills

Speaking is the dynamic utilization of language to express meaning, and for young learners, the communicated in language is the medium through which another language is experienced, perceived, rehearsed, and learnt. Instead of oral capacities being only one piece of learning language, the verbally communicated structure in the young learners classroom goes probably as the excellent wellspring of language learning. In any case, talking issues can be critical challenges to reasonable foreign language learning and correspondence. The point of convergence of showing talking, clearly, is to improve the oral formation of the students. Thusly, language empowering practices in the classroom should target enhancing singular language use (OECD, 2014).

Most children love to talk, yet foreign language can appear to be excessively scary to some of them. Young learners need phonics practice (or 'language preparing') to sort out some way to copy sounds as precisely as could reasonably be expected, similarly as 'talk treatment' to develop their trade and the ability to communicate thoughts. In an ELT

classroom, kids are at times shy and unwilling to take an interest in speaking exercises (OECD, 2014).

Activity 1. Tongue twisters

Some teachers like to give their students tongue twisters: sentences which are difficult to say quickly (Harmer, 2012, p. 54).

For example:

- a. A proper copper coffee pot
- b. Pink lorry, yellow lorry
- c. Red leather, yellow leather
- d. Nice nice night nurses nursing nightly (Harmer, 2012, p. 54).

Activity 2. Intonation

The teacher says to young learners the following phrases and they have to put a FULL STOP, an EXCLAMATION MARK or a QUESTION MARK, depending on what they hear (Harmer, 2012, p.55).

- a. She won some money
- b. She is going to give it to cats' home
- c. She is going to give all of it to cats' home
- d. She loves cats
- e. She won fifty thousand pounds (Harmer, 2012, p.55).

Tongue twisters are an arrangement of words or sounds that are typically alliterative (which means the first consonant is repeated) and are hard to articulate quickly and accurately. Tongue twisters are entertaining, however they can likewise help people with their articulation and talking. They are a type of *diction* or *articulation* exercise, which encourages people to figure out how to talk clearly (English Sherpa, 2016).

2.7 Writing activities for young learners

In the early stages, it will help to do certain amount of writing with the students, on the board or overhead projector. Teacher should prepare the students orally and this should be regarded as a standard procedure for writing activities in the early stages and later when introducing any new type of activity (Byrne, 2004).

Activity 1. Dialogue writing

Writing parallel dialogues with the help of keywords (Byrne, 2004).

A: Give me that book, please.

B: Which one?

A: The big one, one the table.

B: Here you are!

A: Thanks very much.

Learners can use these keywords to write similar dialogues:

- a. umbrella/red/behind/armchair
- b. box/small/on top/cupboard
- c. hammer/heavy/near/window

Activity 2. Short messages

Ask the students to write short messages to one another in the form of a note or short letter (Braunger & Jan, 1997).

For example:

Dear Mary,
I like your new dress. Where did you buy it?
Yours,
Ann

These 'messages' must be answered by the students to whom they are addressed (Braunger & Jan, 1997).

For example:

Dear Ann,
Thanks you for your note. I bought the dress at Corn Poppy. By the way, I
like your new sweater. How much did it cost?
Yours,
Mary

Activity 3. Writing puzzles

The students, working individually or in pairs, write one or more puzzles like these, which they give to other students to answer (Braunger & Jan, 1997).

What is it?
It lives in the sea. It has ten arms.
It does not have any bones. It is not fish!

Copying activities

Students need to copy words so that they get used to writing. They should have a copybook in which they can record new words and sentences that they have met. The purpose of writing is the expression of ideas, the conveying of a message to the reader. Task given in textbooks to stimulate writing do not always do so very effectively (Penny, 1996, p.63).

The 'Odd One Out' exercises develop thinking skills. 'Odd One Out' exercises get pupils thinking about similarities and differences which is important for establishing an understanding of concepts, whatever these concepts may be and in whatever curricular subject. Young learners are urged to see the similitudes and contrasts between key terms, instead of considering them to be an assortment of separated words. Therefore they get a greater image of the subject and a more noteworthy comprehension of ideas (Stoyle, 2014).

One of major models of communication is the verbal conversation. Therefore, it is important for writers to know how to properly record dialogue. Dialogue writing is a relevant activity for young learners, creative writing students, and any student looking to learn English grammar (Calderwood, n.d).

PART 3

RESEARCH ON THE EFL ASSESSMENT IN PRIMARY EDUCATION

The aim of this research is to get an insight into young learners' foreign language teaching, and to find out how teachers assess language learners, especially young learners. It also focuses on types of tasks which teachers use in assessing skills.

3.1 Hypotheses

- All the participants prefer oral feedback as a tool of assessment.
- Over half of respondents grade students collaboratively.
- All the participants consider that it is essential to assess Young Learners.

3.2 The process of the research

The following research intends to confirm the hypotheses below. In the research process it appears how many participants filled out the questionnaire. After that, data are analyzed and consequences are made.

3.2.1 Participants

The participants of the research are 20 teachers of primary education, 17 females and 3 males. The questionnaire compiled for assessing the learners' language learning strategies in primary education, were filled in schools: Beregszász, Yánoshi, Ardó, Vári, Dercen, Gát, Kaszony, Fornosh.

3.2.2 Research instruments

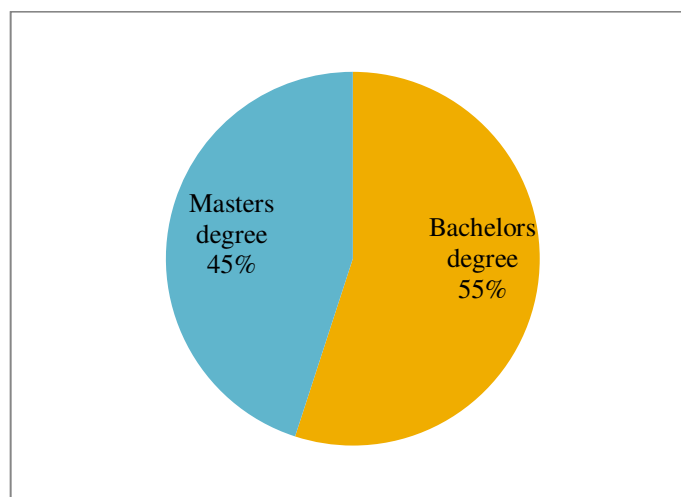
The instrument chosen for the research is a questionnaire on assessing young learner's language skills. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral or written questions. It's a quick and easy way to collect information and it allows gathering information from a large audience. However, this tool has some disadvantages. Among them the possibility of low response rates, the inability to probe responses.

The questions are followed by assessing primary students referring to different language skills such as: listening, reading, writing, speaking. Its aim is to confirm the hypotheses.

3.3 Analysis of the questionnaire

The first question intended to find out whether the teachers have BA degree, MA degree or PhD. The highest academic qualification is BA degree. The results can be found in diagram 3.3.1. They show that more than half of the respondents 55 % graduated BA degree and rest of them MA degree.

Diagram 3.3.1 The highest academic qualification

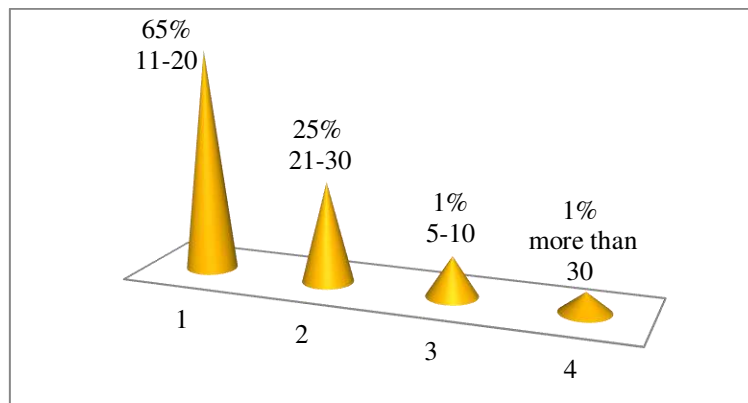


The next question intended to clear out how many lessons the teachers have per a week. The results showed that 12 participants have 9 or more lessons, 6 answered that they had to 8 lessons and 2 of them answered that they had to 4 lessons in a week.

The next question indicates the respondents' interaction during the lesson. The results showed that two-thirds of the participants (75%) use Bi-lingual method. They present the lesson in English and in their mother tongue. The rest of them use Monolingual and Multilingual method during the lesson.

The following question dealt with the average number of children in teachers' English classes. The results can be seen in Diagram 3.3.2. Most of the teachers have 11 to 20 learners during the lesson and 5 teachers have 21-30 learners in the classroom, one teacher has 5-10 and only one has more than 30 learners during the lesson.

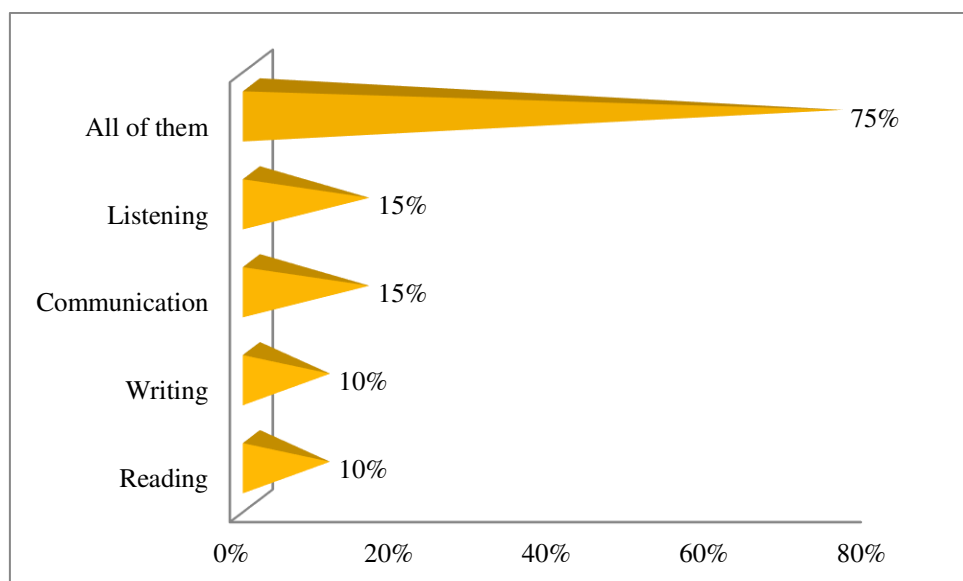
Diagram 3.3.2 The average number of children in the class



The sixth question dealt with kind of methods they have studied during their own college/university years. Most of them answered that they had studied Direct method, CLT approach (Communicative Language Teaching) and Grammar Translational method. The rest of them noted Suggestopedia, Silent method, translation, bottom-up exercises, Structural method, Total Physical Response and traditional methodologies.

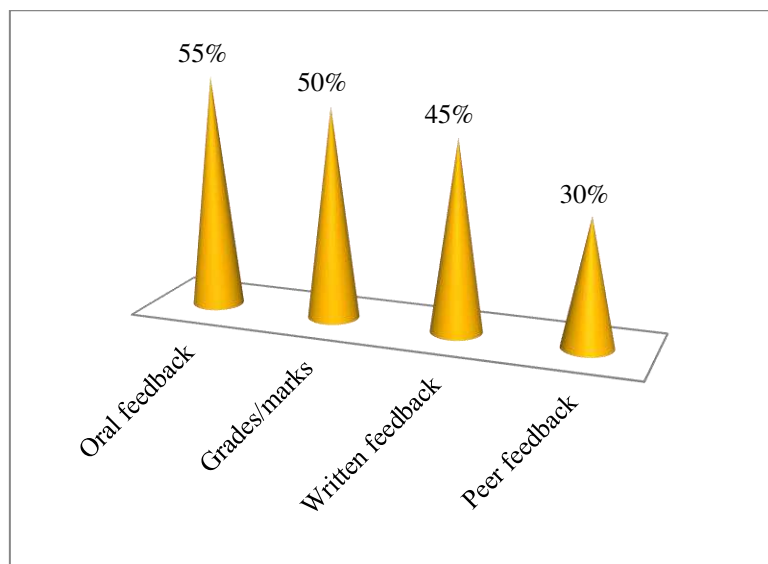
The seventh question examined the view of teachers about the importance of focusing on young learner's language skills and which of them are extensive to spotlight while students attend primary school. The results can be seen in Diagram 3.3.3. Most of the teachers considered that students should concentrate of all the language skills during their primary school training.

Diagram 3.3.3 The importance of language skills in primary education



The following question intended to clear out which types of feedback they find most useful. In this question not just one answer could be marked. In the following Diagram 3.3.4 the results have laid out that eleven answers optate oral feedback and ten signs prefer grades and marks. The rest of nine signs are written feedback and there are six answers of peer feedback which are the most useful tools to evaluate young learners.

Diagram 3.3.4 Useful feedbacks in primary education



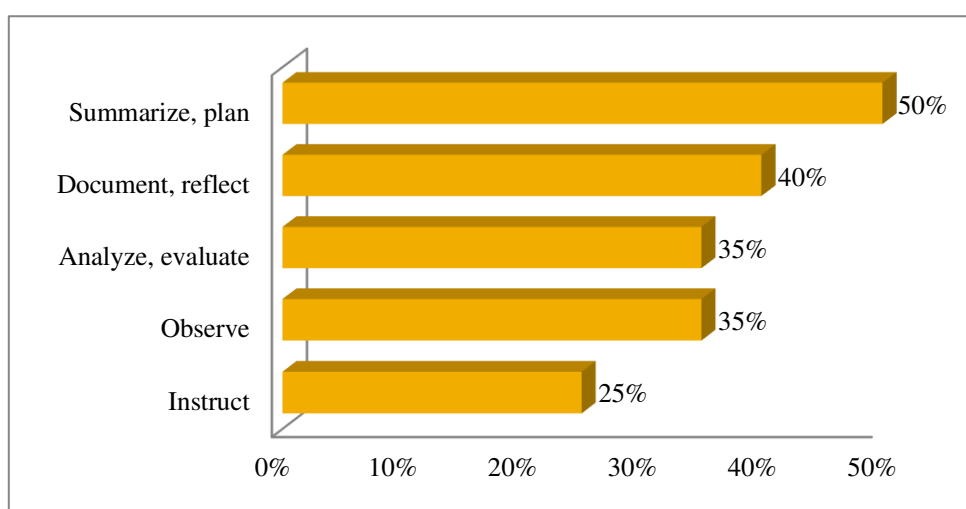
The following three questions intended to clear out individual and collaborative grading in primary education. From the data of the three items it has been revealed that eleven teachers prefer collaborative grading, seven teachers individual and the rest of them both. One of them forenamed that he/she graded students depending on the task. Those who grade young learners individually commented that they motivated and encouraged them. Somebody noted that he/she assessed tudents by mini tests, and oral tests or does not show or talk about others marks in the class. Some teachers answered that grading in their classes happened in many ways. Their pupils come from different “social classes” (lower and higher classes too). Young learners with special educational needs are mainly graded in speaking. When they grade, they always consider their abilities, their weaknesses and strengths but of course all of them ought to write a test. Those, who prefer collaborative grading, they often give collective grades/marks for individual contributions and sometimes collective grades for a group product.

The twelfth question intended to identify how teachers use approaches to assign final semester grades in primary education. In a large extent, they consider students’ problem solving ability. To some extent, they recognize students’ effort, even if performance does not improve.

However, teachers in a small extent consider students' critical thinking ability, while they never compare a student's performance to that of other students in the course.

The following question examined the ways, how teachers implement assessment into their teaching program. In the following Diagram 3.3.5 the results have laid out that half of the teachers (50%) summarize, plan and communicate. In brief, they inform a child's specific needs and future curriculum, whereas 40% record while observing as soon as possible. In spite of 35% of teachers observe children in various situations and study the data with assessment tools, and the rest of the teachers (25%) instruct.

Diagram 3.3.5 Teacher's assessment implement into teaching program



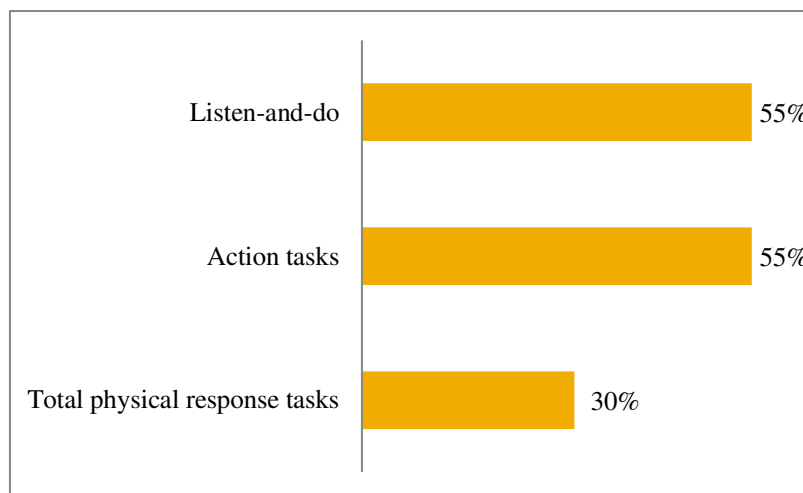
The next three items of the questionnaire following three questions intended to examine if it is essential to assess young learners. According to all of the teachers it is important to assess young learners. The majority (60%) of teachers estimate that they can assess learners at the start of the year to identify their students' strengths and weaknesses, while the rest consider that during the year they can use the results of tests to help themselves make decisions about what to teach next and what they need to revise. Also, as teachers of young learners they collect information about children to share with parents and with the children themselves.

The seventeenth question predetermined to clear out kind of exercises and techniques what teachers use to assess young learners. The results have showed that 60% of participants use gap-filling exercises and the rest of them grammar and vocabulary tests, single sentence exercises, vocabulary matching and restricted dialogues to test speaking.

The next question dealt with the types of tasks which teachers use to assess young learner's listening skills. In the following Diagram 3.3.6 the results have laid out that 55% of

teachers prefer listen-and-do activities when the responses are non-verbal and minimal and also action tasks when children could be asked to draw something or build something and the responses are more complicated than those elicited through listen-and-do tasks. The rest of them picked total physical response tasks when the prompts in these tasks are request or commands.

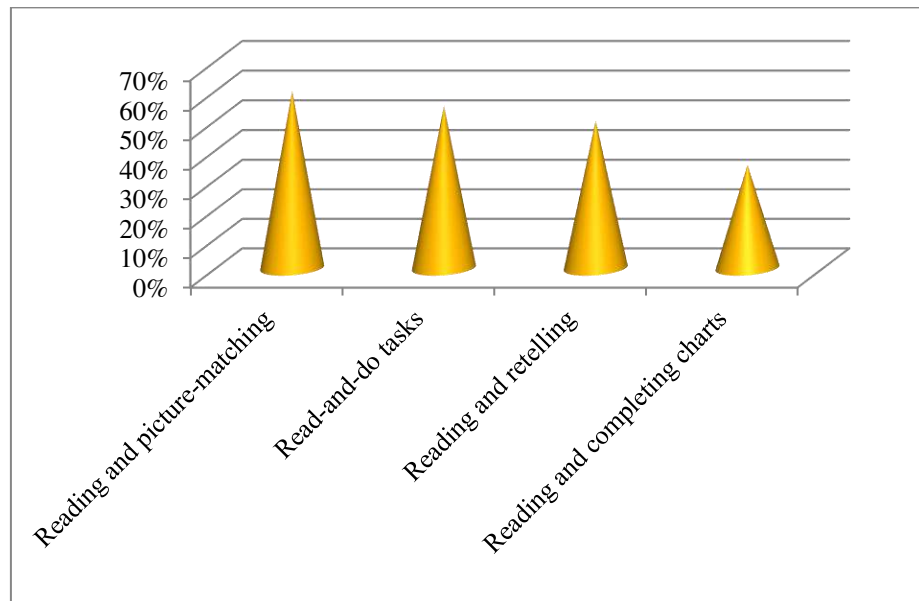
Diagram 3.3.6 Listening assessment activities



The nineteenth question intended to clear out the young learner's opportunity of reading texts other than those included in the textbook. Eighteen teachers forenamed that their pupils have the opportunity to read texts while two teachers does not.

The next question examined the types of tasks teachers use to assess student's reading skills. The results have been summarized in Diagram 3.3.7. and it shows that 60% of teachers use reading and picture matching to assess young learner's reading skills while the rest of them prefer read and do tasks, reading and retelling and also reading and completing charts which means information transfer.

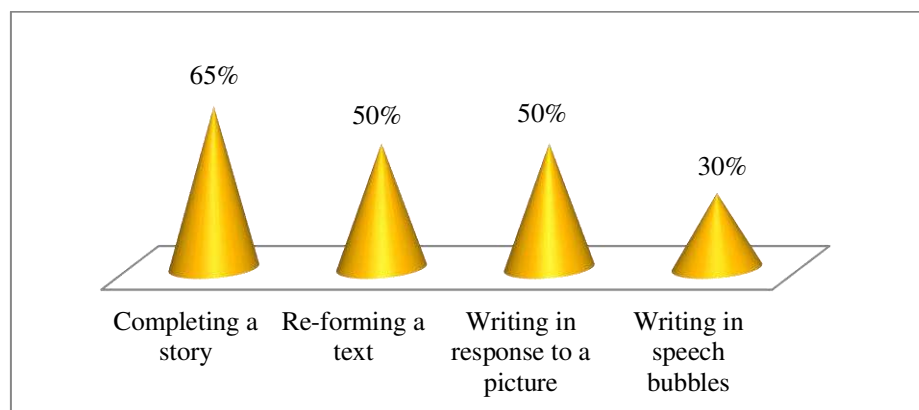
Diagram 3.3.7 Reading assessment activities



The following question asked teachers whether they give writing tasks that let their pupils demonstrate that they have the abilities when teachers are assessing them on. The results have laid out that 100% of teachers give these kinds of writing tasks.

The next item dealt with types of tasks teachers use to assess young learner's writing skills. As the result show (see Diagram 3.3.8) 65% of teachers use completing a story to assess student's writing skills, whereas 50% prefer writing in response to a picture and re-forming a text, while the rest of them use writing in speech bubbles.

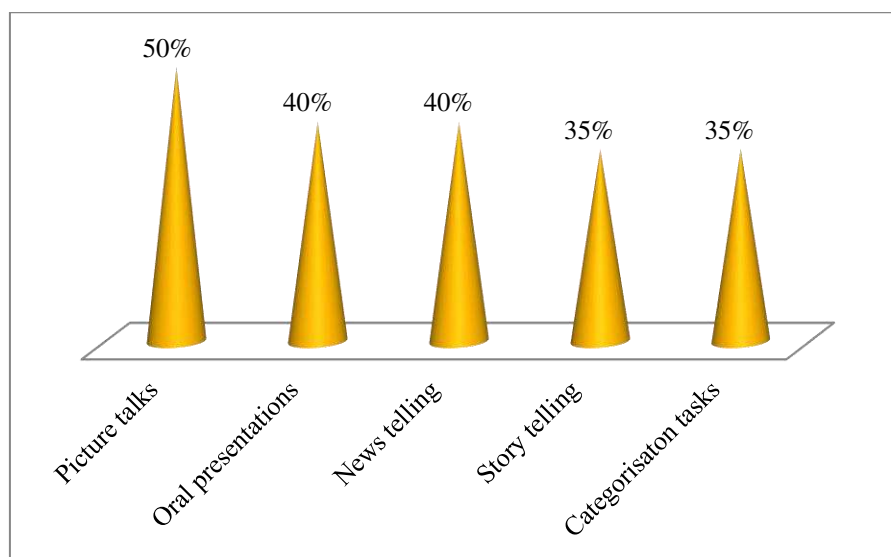
Diagram 3.3.8 Writing assessment activities



The last question examined the types of tasks teachers use to assess young learner's speaking skills. The results have been summarized in Diagram 3.3.9. The 50% of teachers prefer

picture talks and 40% oral presentations and news telling which means what they have done recently. However, only 35% of them use storytelling and categorization tasks, for example, the children could divide pictures of animals into two groups those which hibernate and those that do not. These tasks can integrate learning from other school lessons such as science.

Diagram 3.3.9 Speaking assessment activities



3.4 Results and implications

To sum up the results of this questionnaire it can be stated that a great number of teachers have great experience in teaching English and assessing young learners.

The results of this investigation showed that most of the teachers prefer oral feedback as a tool of assessment, which is a confirmation of hypothesis 1. What is surprising is that over a half of participants prefer collaborative grading. It means that the hypothesis 2 has been proved as well. Those who prefer collaborative grading, they often give collective grades for individual contributions and sometimes collective grades for a group product.

It was examined the ways, how teachers implement assessment into their teaching program. The results have laid out that half of the teachers summarize, plan and communicate. In a few words, they inform a child's specific needs and future curriculum. The another half of teachers record while observing as soon as possible and observe children in various situations including the data implement with assessment tools.

It has been proved by all the twenty teachers that it is essential to assess young learners. They estimated that they could assess young learners at the start of the year to identify their students' strengths and weaknesses. Also, as teachers, they collect information about children to share with parents and with the children themselves.

Finally, according to the results of the questionnaire most of the teachers use gap-filling exercises, grammar tests, vocabulary matching and restricted dialogues to assess young learner's language skills. This finding has important implications for developing student's foreign language learning skills and usefulness of assessing young learners in primary education, however, further studies, which take these variables into account, will need to be undertaken.

CONCLUSION

Foreign language learning and teaching allude to the teaching or learning of a nonnative language outside of the surroundings where it is regularly spoken. Language is considered foreign if it is learned mostly in the classroom and is not spoken outside of the classroom. Studying a foreign language permits the person to interact effectively and productively and to take an interest in real-life situations through the language of the trustworthy culture itself.

Part 1 of this thesis discussed the theoretical concepts of teaching methods among young learners and the explanation of being a young learner. Besides this, it also examined the ways of assessing EFL learners in primary education.

Language teaching has encountered various curricular advancements because of the significance of providing young learners with occasions to receive and rehearse the foreign language in contextualized and significant language communicative tasks at all stages of the second or foreign language learning process.

Part 2 of this thesis focused on the teaching strategies used in primary education for younger learners. Referring to the 4 language skills (listening, reading, writing, communication) different types of activities were prepared for young language learners. Foreign language learning should be based on methods and techniques, that the learners need to carry out in order to satisfy those needs and strategies that they need to develop. Children do not have many general learning strategies, and need to learn strategies while they are learning language.

Elementary school teachers play an important role in the development of young learners' language skills. The role of teacher is not just to plan the lesson plans, but he or she needs to give the appropriate knowledge and motivate the learners as well. Their main responsibility is to guide young learners, assist them with figuring out how to utilize their insight and incorporate it into their lives, so they will become significant citizenry. Teachers are urged to adjust learning strategies to every individual young learner's learning, to challenge and move them to learn.

In Part 3 it has been made a research about the ways of assessing foreign language learners in primary education and kinds of tasks teachers use in assessing language skills. The aim of this research was to have an insight into young learners' foreign language teaching, and to find out how teachers assess EFL learners in primary education. In order to understand how teachers in primary education assess young learners, a series of questionnaire was performed. The questionnaire consists of 23 questions, where 20 English teachers tried to demonstrate how they teach English and what kind of evaluation techniques and tools they use to achieve great results in primary education. All the participants consider that it is essential to assess young

learners in primary education which is a confirmation of my hypothesis. What is surprising is that over a half of participants prefer collaborative grading which the second hypothesis was also supported. Hence, it could be conceivably be hypothesised that all the participants prefer oral feedback as a tool of assessment. The results have laid out that eleven answers optate oral feedback and ten signs prefer grades and marks. When the subject were asked how teachers implement assessment into their teaching program, the participants commented that half of th summarize, plan and communicate and the another half record while observing as soon as possible and observe children in various situations including the data implement with assessment tools.

Based on the outcomes of the research it can be concluded that assessing foreign language learners is essential in primary education, because assessment is a key component of learning and it helps to raise student's motivation. This finding has important implications for developing student's foreign language learning skills and usefulness of assessing young learners in primary education, however, further studies, which take these variables into account, will need to be undertaken.

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РЕЗЮМЕ

Навчання та викладання іноземних мов відносяться до викладання або вивчення ненародної мови за межами середовища, де нею зазвичай спілкуються. Мова вважається іноземною, якщо вона вивчена значною мірою в класі та не використовується в суспільстві, де відбувається навчання. Вивчення іншої мови дозволяє людині ефективно і творчо спілкуватися і брати участь у реальних життєвих ситуаціях через мову самої автентичної культури.

У першій частині дипломної роботи перераховано теоретичні концепції методів навчання серед учнів молодшого віку і пояснено хто такий учень молодшого віку. Окрім цього, спостерігалися види оцінювання учнів початкових класів.

Викладання мови зазнало численних нововведень у навчальному процесі у відповідь на важливість забезпечення і в молодшого віку засвоєння та практики іноземної мови в контекстних та значущих мовних комунікативних завданнях на всіх етапах другого або іноземного мовного процесу.

Друга частина дипломної роботи зосереджувалася на використанні стратегій навчання учнів початкових класів. Посилаючись на чотири мовні здібності (аудіювання, читання, письмо, мовлення) складено різні види завдання для учнів молодших класів. Вивчення мови має ґрунтуватися на методах і технік, які необхідно виконувати для того, щоб насичувати ті потреби і стратегії, які вони повинні розвивати. Діти ще не мають багато загальних стратегій до навчання, і вони повинні вивчати стратегії, поки вони вивчають мову.

Вчителі початкової школи відіграють важливу роль у розвитку студентів. Учителю повинен не тільки планувати уроки, а й дати відповідні знання, мотивувати й облагороджувати учнів. Викладачі знають про кар'єрні переваги, від володіння мовою, але для багатьох учнів, які вивчають мову, це лише абстрактне завдання, що необхідне для отримання наукового ступеня.

У третій частині проведено дослідження про способи оцінювання тих учнів, хто вивчає іноземну мову в початковій освіті, та види завдань, які вчителі використовують для оцінювання мовних здібностей. Метою цього дослідження- ознайомлення із викладанням іноземних мов, та оцінювання учнів початкової освіти. Для того, щоб зрозуміти, як вчителі початкової освіти оцінюють учнів, була проведена анкета. Анкета складалася з 23 запитань, де 20 викладачів англійської мови намагались продемонструвати, як вони викладають англійську мову, і які методи оцінювання використовують для досягнення

великих результатів у початковій освіті. Усі вчителі вважають, що оцінювання є важливою метою для учнів початковій освіті, що є підтвердженням моєї гіпотези. Що дивно, більш ніж половина вчителів віддають перевагу спільного оцінювання, яка також підтримана другою гіпотезою. Отже, можна припустити, що вчителі вважають усний відгук як метод оцінювання. Результати показали, що одинадцять відповідей підтримує усне оцінювання і десять віддає перевагу оцінкам. Результати також показали, як вчителі впроваджують оцінювання у свою навчальну програму. Половина вчителів підсумовує, планує та підтримує комунікацію, а інша половина введе наукові спостереження.

На основі результатів дослідження можна зробити висновок, що оцінювання учнів, хто вивчає іноземну мову, є абсолютно важливою в початковій освіті, оскільки оцінювання є ключовим компонентом навчання та допомагає підвищити мотивацію учнів. Цей висновок має важливе значення для розвитку здібностей вивчення іноземних мов учнів та корисності оцінювання учнів молодших класів у початковій освіті, однак, подальші дослідження повинні проводитися у майбутньому дослідженні.

APPENDIX

The questionnaire is used to collect data for my research on “EFL Assessment in Primary Education” I would like to assure you that your responses will be kept anonymous and confidential and no other than the researcher himself will have access to your responses. Thank you in advance for your time and cooperation.

*Your sincerely,
Kornélia Zahachevska*

Your Gender

- a. Female
- b. Male

1. Please state your highest academic qualification

- a. Bachelors degree
- b. Masters degree
- c. Doctorate
- other:

2. How many lessons do you have in a week?

- a. 2-4
- b. 5-8
- c. 9 or more
- d. other:

3. The students interaction during the lesson

- a. Monolingual method
- b. Bi-lingual (English and mother tongue)
- c. Multilingual method (other)

4. What's the average number of children in your English classes?

- a. 5-10
- b. 11-20
- c. 21-30
- d. more than 30

5. How long have you been working as an English teacher?

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. 20+ years

e. other:

6. What kind of methods did you study during your college/university years?

7. It is important for TEYLs attending primary school to focus on:

- a. Reading and writing
- b. Communication and listening
- c. All of them

8. Which of each of the following types of feedback do you find most useful?

- a. Oral feedback
- b. Written feedback
- c. Grades/marks
- d. Peer feedback
- e. Other:

9. Do you grade students individually or collaboratively?

10. How do you grade your students individually?

11. If collaboratively, please answer the current question. How often do you use the following to grade students' team collaboration activities?

	Never or almost never	Sometimes	Often	Always or almost always
No grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual grades for individual performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective grades for a group product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective grades for individual contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual grades for a group product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent do you use the following approaches to assign final semester grades to students in Primary Education?

	Not at all	Very little	To some extent	To a large extent
I consider students' individual improvement of performance since the beginning of the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider students' problem solving ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider students' critical thinking ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider students' performance in collaborative problem solving activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize students' effort; even if performance does not improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare student performance in the current course to that of students from the previous course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare a student's performance to that of other students in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compare students' performance to written federal or state performance standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider the degree to which the student participates in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How do you implement assessment into your teaching program?

- a. Instruct.
- b. Observe. Observe children in various situations.
- c. Document, Reflect. Record while observing or as soon as possible.
- d. Analyze, Evaluate. Study the data with assessment tools.
- e. Summarize, Plan, and Communicate. Informs a child's specific needs and future curriculum.

14. Do you think it is essential to assess Young Learners?

- a. Yes
- b. No

15. If yes, why do you think it is essential to assess young learners?

- a. We can assess learners at the start of the year to identify our students' strengths and weaknesses.
- b. During the year we can use the results of tests to help us make decisions about what to teach next and what we need to revise.
- c. As teachers of young learners we collect information about children to share with parents and, of course, with the children themselves.
- d. Other:

16. If no, explain it in detail, please.

17. What do you use to assess young learners ?

- a. Grammar and vocabulary tests
 - b. Single sentence exercises
 - c. Gap-filling
 - d. Vocabulary matching
 - e. Restricted dialogues to test speaking
- Other:

18. What are the types of tasks you use to assess student's listening skills?

- a. Listen-and-do – responding through actions, the responses are non-verbal and minimal.
- b. Action tasks – children could be asked to draw something or build something. The responses are more complicated than those elicited through listen-and-do tasks.
- c. Total physical response tasks – the prompts in these tasks are requests or commands. The requests can be simple, such as 'stand up and then sit down'. Or they can be composed of a series of more complicated instructions.
- d. Other:

19. Do your pupils have the opportunity to read texts other than those included in the textbook?

- a. Yes
- b. No

20. What types of tasks do you use to assess student's reading skills?

- a. 'Read-and-do' tasks
- b. Reading and retelling
- c. Reading and picture-matching

d. Reading and completing charts – information transfer

e. Other:

21. Do you give writing tasks that let your pupils demonstrate that they have the abilities you are assessing them on?

a. Yes

b. No

22. What types of tasks do you use to assess student's writing skills?

a. Writing in speech bubbles

b. Writing in response to a picture

c. Completing a story

d. Re-forming a text

e. Other:

23. What types of tasks do you use to assess student's speaking skills?

a. News telling – what they have done recently

b. Story telling – supported with pictures

c. Picture talks

d. Categorisation tasks – for example, the children could divide pictures of animals into two groups – those which hibernate and those that do not. These tasks can integrate learning from other school lessons such as science.

e. Oral presentations – supported with pictures or objects

f. Other:

NYILATKOZAT

Alulírott, Zahacsevszka Kornélia angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.