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The Teaching of English as a Foreign/ International
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Postgraduate Dissertation

Investigating alternative assessment practices in the foreign
language classroom of Greek state primary schools.

Spyridoula Zani

Supervisor: Dr. Vasiliki Oikonomidou

Patras, Greece, June 2022

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Investigating alternative assessment practices in the foreign
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Spyridoula Zani

Supervising Committee

Supervisor:

Dr. Vasiliki Oikonomidou
Hellenic Open University

Co-Supervisor:

Dr. Anastasia Rothoni
Hellenic Open University

Patras, Greece, June 2022

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Dedication

To my beloved family and my three children for all their support and for the times I was absent in the course of my post-graduate studies.

Abstract

The present study investigates the alternative assessment practices in the foreign language classroom in Greek state primary educational context and its purpose is two-fold. Firstly, it aims to explore the alternative assessment methods integrated in EFL primary education course books and evaluate their effectiveness as it is perceived by EFL teachers. Secondly, it seeks to examine teachers' assessment practices in young learners EFL classroom and their perceptions regarding alternative methods of assessment.

The research methodology followed both qualitative and quantitative research procedures, employing two tools: content analysis describing the alternative assessment methods used in EFL primary education course books (3rd to 6th Grades) and the questionnaire administered to 55 EFL teachers working in state primary schools.

The results of the research revealed that there is an acknowledgement of the benefits of alternative assessment and recognition of the necessity to integrate multiple alternative assessment methods to complement the traditional ones. Nonetheless, in practice, traditional assessment practices outweigh in frequency alternative assessment. Regarding the EFL course books, the content analysis reported the use of alternative assessment methods but within a relatively limited range and variety. Teachers' reflection on the aforementioned issue revealed a favorable disposition towards alternative assessment techniques used in the 3rd and 4th Grade course books and a relative skepticism for the ones employed in the 5th and 6th Grades. The participants also mentioned a number of shortcomings and suggestions for improvement that all stakeholders should take into consideration in order to enhance the implementation of alternative assessment in primary education.

Keywords

alternative assessment, Greek state primary schools, EFL primary education course books, teachers' assessment practices, teachers' attitudes

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List of Abbreviations & Acronyms

APS b D G N C F @ O Y ` B M R B Y I I G F G [\ M C L E D

CEFR Common European Framework for Languages

DEPPS ? @ G J A I G F @ O K X D @ G U M ` N G U T @ M ` B M R B G I I Y F W D [\ M C

EACEA European Education and Culture Executive Agency

EFL English as a Foreign Language

ELP English Language Portfolio

IEP Institute of Educational Policy

L2 Second Language

YLLs Young Language Learners

Chapter 1: Introduction

Teaching and assessment are inextricably linked and according to Malone (2011, p.1) they should form a "relationship in which the two inform and improve each other". When assessment is used appropriately, learning, teaching and EFL education in general can be improved. Traditional types of assessment often fail to assess deeper forms of learning and this recognition has led to a shift towards alternative assessment practices, realizing the complexity of language knowledge and the need for students' work to be assessed through informal and continuous processes that utilize their educational needs (Roberts & Kellough, 1996; Shohamy et al., 2017; Worley, 2001).

1.1 Context of the study, research questions and methodology

The present dissertation focuses on detecting the alternative assessment methods used in EFL course books in Greek primary education and investigating teachers' perceptions towards the effectiveness of the specific techniques. Primary school EFL teachers' assessment practices are explored along with their beliefs about alternative assessment, focusing on whether alternative means of assessment are successfully integrated into their every day classroom practices or more traditional ones are preferred. Last but not least, an attempt is made to identify the factors that might prevent the implementation of alternative assessment methods in EFL classroom of Greek state primary educational context. A gap in previous researches regarding alternative assessment methods integrated in EFL course books in state primary schools and the researcher's personal and professional interest as an EFL teacher generated the desire to investigate the specific topic.

The first step of the research is the content analysis of EFL course books (3rd-6th Grades) aiming to shed light on the alternative means of assessment applied. Going a step further down, the findings of the content analysis are used as the baseline to investigate teachers' perceptions and gain a deeper insight into the assessment procedures they adopt with the aid of a questionnaire.

The research questions this study addresses are the following:

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- 1) What methods of assessment do EFL teachers in Greek state primary schools use?
- 2) What are the most common alternative assessment methods EFL teachers implement in their classroom?
- 3) Which are the alternative assessment methods integrated in English language course books in Greek state primary schools?
- 4) What is EFL teachers' opinion concerning the effectiveness of the alternative assessment methods used in the aforementioned course books?
- 5) What are the factors that prevent the implementation of alternative assessment methods in the foreign language classroom?

1.2 Structure of the Dissertation

The dissertation consists of six chapters. Chapter 1 is the introductory section which briefly presents the purpose and context of the study, the research questions and methodology. Chapter 2 provides the theoretical framework for assessment and alternative assessment in education delineating the shift from traditional to alternative assessment and their distinguishing characteristics. The place alternative assessment holds in Greek state primary education along with the most commonly used alternative assessment methods are outlined. In the third Chapter, the research questions, the rationale of the study, the procedure of the research methodology as well as the methods and instruments utilized are discussed in detail. Chapter 4 is devoted to the presentation of the results of the content analysis of EFL course books. Chapter 5 presents the findings of the questionnaire which are then discussed in Chapter 6 along with the limitations of the study and suggestions for further research.

Chapter 2: Theoretical considerations on assessment and alternative assessment

Introduction

This chapter aims to shed light on theoretical aspects which are considered to be fundamental and constitute the core of the study. To begin with, the definitions of assessment, evaluation and testing are cleared out along with their distinct characteristics. Great emphasis is laid on analyzing alternative assessment, its underlying principles and the methods used and delineating the shift from traditional towards alternative assessment procedures. Moreover, the place of alternative assessment in Greek State Primary education is presented.

2.1 Testing, assessment, evaluation

The terms evaluation, assessment and testing in education are quite often used interchangeably and considered to be synonyms, yet they are technically different (Ur, 1991; West, 2004). Evaluation "is a process of collecting, analysing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programmes"(Genesee, 2001, p.144). Evaluation is therefore a wide notion that goes beyond students' achievement and systematically collects information about various aspects of language learning programs, namely methodological approaches, textbooks, resources (Cameron, 2001; Davies et al., 1999; Genesee, 2001) with the purpose of judging their effectiveness (Nunan, 1990). Overall, it is considered broader in scope in comparison to assessment and testing and can be seen as an umbrella term that encompasses both of them (West, 2004).

Assessment is part of evaluation and according to Black and William (1998), it refers to the activities that teachers and students engage in which provide valuable information for the purpose of modifying teaching and learning processes. Genesee (2001, p.145) defines assessment as the component of evaluation "that includes the collection and analysis of information about student learning". It is the process of gathering and interpreting data and making judgments about the learners' level of

knowledge, skills and abilities as well as about the expected outcomes of the instructional activities (Green, 2018; Lambert & Lines, 2000). The specific information can be used by educators in order to identify learners' strengths and weaknesses, interpret their motives and plan their courses accordingly (Brindley, 2001) thus rendering teachers more responsive to tailor instruction in order to meet learners' needs and curriculum demands (Rea-Dickins, 2000). William (2011, p.3) claims that "students do not learn what they are taught" and emphasizes the central role of assessment in effective instruction since it is a valuable process enabling instructors to find out if the learning activities resulted in the intended outcomes. It is therefore related not only to student attainment but the teaching process itself (Greenstein, 2010). Furthermore, the term encompasses both formal procedures administered on a 'one-off' basis such as tests or examinations and informal methods of alternative assessment (Brindley, 2001; West, 2004).

According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain whereas tests are a subset, just one form of assessment (Hughes, 2003). Testing is a "method of measuring a person's ability, knowledge or performance in a given domain" (Brown, 2004, p. 3). Tests are generally formal in nature, administered for a variety of purposes and are worldwide basic means of gathering information about students' learning (Tzagari, 2004). They are carried out at school, often in the form of one shot, 'paper –and-pencil' tests or alternatively computer based, testing learners on the same content and usually having a standardized form (West, 2004).

Even though tests are a useful instrument in identifying and improving learners' knowledge and skills and planning instruction accordingly, a lot of concerns have been raised about their usefulness as a primary method of assessment (Tzagari, 2004). Regardless of practical advantages, since they are easy to administer, score and interpret, tests "are not particularly useful for collecting information about students' attitudes, motivations, interests and learning strategies" (Genesee & Hamayan, 1994, p. 229). It is also argued that tests used for classroom-based purposes fail to provide rich information about the process of learning and the way students acquire knowledge and tend to overemphasize the assignment of grades (Barootchi & Keshavarz, 2002; Tzagari, 2004; Worley, 2001).

2.2 Traditional versus alternative assessment

2.2.1 Traditional assessment

Based on the aforementioned features of language testing we can classify it as a traditional method of assessment since it is traditional assessment that "has laid an emphasis on tests which are conceived as showing the students' educational abilities" (Nasab, 2015, p.171) thus failing to capture the multi-dimensional aspects of learning. Traditional assessment is usually related to standardized testing and objective testing techniques and refers to the methods employed to measure a wide variety of learning points, the students' ability and knowledge (Brown, 2004; Nasab, 2015) using discrete point and product-oriented techniques, such as true-false statements, multiple choice questions, matching and gap-filling exercises. Traditional testing usually consists of paper-and-pencil assessment techniques, namely assignments, homework, quizzes and written tests (West, 2004). These objective testing techniques are quick to administer and score and relatively objective and reliable. According to West (2004, p.123), their main disadvantage as testing techniques "derives from their receptive nature-they cannot test productive language in any useful or meaningful way".

2.2.2 A shift towards alternative assessment methods

The last decades developments in the field of linguistics and language teaching in a constantly changing world led to a shift of focus towards more communicative, process-oriented curricula (Shohamy 1996; Tsagari, 2004) and a reconceptualization of how learning occurs (Anderson, 1998). Based on the definition of language knowledge and the processes used to measure it, the following periods can be identified in the development of language testing and assessment: "the discrete point era", "the integrative era", "the communicative period", "the performance testing era" and "the alternative era" (Shohamy, 1996, p.144). Discrete point testing is based on an atomistic view of language (Brown, 2004; Gonzalez, 1996) assessing discrete point items usually with objective but non authentic and disembodied techniques (Lado, 1961; Shohamy, 1996; West, 2004). Thus multiple-choice, true/false and other objective items were applied to

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assess isolated aspects of the language (Shohamy, 1996; West, 2004). The assumption that knowledge of the components of the language is equivalent to knowledge of the language is the main criticism of this period (Gonzalez, 1996; Morrow, 1981) since it does not acknowledge the importance of synthesizing (Morrow, 1977 in Gonzalez, 1996) and arises validity issues (Gonzalez, 1996).

As a reaction against the previous structural approach (Gonzalez, 1996), a new era emerged that emphasized "communication, authenticity and context" (Brown, 2004, p. 8). A more holistic and contextualized approach to language competence as a unified set of abilities was adopted, assessing global language samples and promoting the cloze technique and dictation (Brown, 2004; Shohamy, 1996). Language is conceptualized as a whole with the purpose of communication, using more than one skill and linguistic components (Gonzalez, 1996). Even though this period is the prelude of the communicative era, no convincing proof is given about the learner's ability "to actually use the language, to translate the competence (or lack of it) which he is demonstrating into actual performance in ordinary situation" (Morrow, 1981, p.16) and about the construct validity of the assessment techniques used (Shohamy, 1996).

The introduction of communicative competence and communicative performance (Campbell & Wales, 1970; Hymes, 1972) and the emphasis on the communicative component of language knowledge and learners' ability to use language in real life situations were the developments that led to the communicative era (Shohamy, 1996). The replication of reality (West 2004) and the capacity to implement knowledge in communicative language use (Bachman, 1990) were of great importance. This post-modern (Spolsky, 1984) or communicative phase (Madsen 1983) is linked to authentic, contextualized, integrative language assessment (Gkogkou, 2019) emphasizing performance since it is of most value in a communicative context.

The idea of a richer assessment framework for pupils is in congruent with the teachers' interest in using a variety of approaches in their teaching context (Bell, 2007) and the belief that no one procedure can capture the multidimensional aspects of language learning (Shohamy, 1996). According to Bechtol & Sorenson (1993, in Worley, 2001), the curriculum comprises four parts: content, process, product, and environment. Worley claims that "this view indicates that how

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students learn, how they demonstrate what they have learned and the circumstances in which they learn are as important as what they learn" (Worley, 2001, p.1-2). This is in line with the Constructivist theory which is grounded in the work of Piaget (1970), Bruner (1986), and Vygotsky (1978) and the focus of education takes into account not only what students learn but also the context in which learning occurs. Education from a constructivist perspective enhances learners' active participation and assists them to learn how to obtain knowledge assuming responsibility for their own learning. Brooks and Brooks (1993, p.3-4) suggest that "educational reform must start with how students learn and how teachers teach, not with legislated outcomes" thus setting learning and teaching process at the core of education and requiring alternatives to standardized techniques to assess student learning. This emphasis on classroom based evaluation is linked to alternative assessment (Genesee, 2001).

Alternative assessment emerged in response to the aforementioned inadequacies of more conventional forms of assessment and their inconsistency with current EFL teaching practices since they emphasize the product of learning and fail to provide on their own adequate information on how students acquire knowledge (Tsayari, 2004; Worley, 2001). According to Hamayan (1995), alternative assessment refers to procedures which can be easily integrated into the daily classroom practices and allows teachers and learners to be instantly informed in a non-intrusive way (Huerta-Macias, 2002). Kohonen (1997, in Tsagari, 2004, p.129-130) uses the terms alternative and authentic assessment interchangeably to refer "to the procedures for evaluating learner performance using activities and tasks that represent classroom goals, curricula and instruction in as realistic conditions of language use as possible".

Such procedures emphasize the communicative value of assessment, collect meaningful information about the product and process of language learning (Aschbacher, 1991; Chirimbu, 2013) and give insight into learners' motivation, attitudes, classroom practices and learning strategies (Genesee & Hamayan, 1994, Kohonen, 1997 in Tsagari, 2004). Alternative assessment is an ongoing process and comprises methods which, contrary to testing and standardized assessment, are less formal, are gathered over a period of time, are usually formative in function and are claimed to have beneficial wash back effect that is a positive impact on

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teaching, learning and on classroom practices (Alderson & Banerjee, 2001). These methods are time consuming and relatively difficult to produce, administer and score (Brown & Hudson, 1998). Nonetheless, they are beneficial since they provide information about students' strengths and weaknesses (Huerta-Macias, 2002) while minimizing the weak points (Chirimbu, 2013) and give them the opportunity to become active participants in the learning process and the development of assessment procedures (Lynch, 2001). Richards and Renandya (2002) add that students' control on their own learning is enhanced due to the increased involvement these assessment methods offer. They go beyond the acquired knowledge allowing for problem solving skills, higher level thinking, reflection and judgment applied in meaningful tasks in realistic contexts (Dikli, 2003; Herman, Aschbacher & Winters, 1992 in Brown & Hudson, 1998; Tsagari, 2004). Alternative assessment incorporates two essential components of language learning: competence and proficiency since a variety of techniques are used to assess different types of language in a variety of contexts and methods and for different purposes (Shohamy, 1996; Smith, 1999). "Students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (Huerta-Macias, 2002, p.339). The movement of alternative assessment (Alderson & Banerjee, 2001) came to connect teaching, learning, and traditional testing and utilize authentic tasks that can be integrated with traditional testing (Tsagari, 2004). The table below (Table 1) provides a brief contrastive view of traditional versus alternative assessment, outlining their distinct characteristics as they have been analyzed in the specific section.

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Traditional Assessment	Alternative Assessment
Learning as a passive process	Learning as an active process
Learning as an individual process	Collaborative work is reinforced
One-shot assessment	Ongoing assessment
Summative (used to assess student learning at the end of the instructional period).	Formative (in-process evaluations of students' progress)
Decontextualized tasks	Contextualized tasks
Norm-referenced scores	Criterion-referenced scores
Quick to administer and score	Time-consuming
Product oriented	Process oriented
Inauthentic context	Authentic context
Scores usually provided for feedback	Feedback provided in qualitative ways
Usually standardized assessment	Classroom-based assessment
One correct answer	Open-ended answers

Table 1: Differences between Traditional and Alternative Assessment

(Inspired from Tsagari & West, 2004, adapted from Bailey, 1998, p.207 and Brown, 2004, p.13)

2.3 Types of alternative assessment

Types of alternative assessment methods include Conferences, Debates, Diaries/journals/logs, Dramatizations, Games, Observations, Peer-assessment, Portfolios, Projects, Self-assessment, Story retelling (Tsagari & West, 2004). For the purposes of the specific dissertation the most commonly used methods of alternative assessment are briefly presented (Brown, 2004; Short, 1993).

2.3.1 Portfolio

Over the past years, within the framework of communicative language teaching, portfolio has become one of the most popular and prominent alternative assessment methods (Brown, 2004; Fox, 2017). In Europe, the English Language Portfolio (ELP, 2011), developed by the Language Policy Programme of the Council of Europe in parallel with the Common European Framework for Languages (CEFR) (Council of Europe, 2001), intended to mediate the CEFR's approach and "serves complementary pedagogical and reporting functions", namely to enhance the development of learner's autonomy through self-assessment and encourage responsibility for maintaining an up-to-date self-report (Little, 2005, p.325). Barootchi & Keshvarz (2002, p.280-281) define portfolio as "a purposeful collection of materials assembled over a period of time by a learner to provide evidence of skills, abilities and disposition as they relate to the learners' field of interest". Similar definitions giving emphasis not only on the structure but mainly on the learning aspects of portfolio procedures are presented by Huerta-Macias (2002), Arter and Spandel (1992) and Meisels and Steele (1991). The necessity of using portfolio in students' assessment is emphasized by many researchers (Fox, 2017; Genesee & Upshur, 1996; Kohonen, 2000; Little, 2009) highlighting the fact that it promotes self-assessment and self directed learning and allows learners to become actively involved in the assessment and learning process thus achieving a positive washback effect. Individual learning can be profiled in a more informative, continuous and collaborative way (Fox, 2017), shedding light on invisible aspects of language competence (Kohonen, 2000).

2.3.2 Diaries-Journals-Logs

Diaries, also referred to as journals/logs are defined by Bailey (1990, p.215) as "a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events". The diary procedure implies an ongoing interaction, a dialogue between the teacher and the student being largely under the control of students who can monitor, assess and reflect on their progress (Brown 2004; Tzagari, 2004). "The purpose of writing in learning logs is to have students reflect on what they are learning and learn while they are reflecting on what they

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are learning" (McIntosh and Draper, 2001 in Worley, 2001, n.p.). Students afford the opportunity to freely express their views, interests, preferences and experiences on various topics without the fear of being judged (Brown, 2004) and teachers are offered the chance to become better acquainted with their students and reevaluate teaching practices, decisions and instruction in order to meet their needs (Brown, 2004; McIntosh and Draper, 2001 in Worley, 2001; Tsagari, 2004).

2.3.3 Self and Peer Assessment

Self assessment is a dynamic process encouraging learners to make judgments on their own progress, assess their work and become aware of their own cognitive processes (Alderson & Banerjee, 2001) based on explicit criteria (Rolheiser & Ross, 2000). According to Brown (2004, p.270), the principle of autonomy is "one of the primary foundation stones of successful learning". Self assessment allows learners to be actively involved in the learning process and become "self regulated or autonomous" (Cameron, 2004, p.235). Intrinsic motivation is developed through self reflection, decision making, goal setting and a self oriented wish to excel (Brown, 2004). Peer assessment aligns with similar principles requiring students to make judgments on their peers' work and performance usually occurring during cooperative work (Noonan & Duncan, 2005). Cooperative learning is one of the most basic principles of peer assessment that is considered effective in creating learning opportunities and allowing learners to use a range of cognitive and sociocultural strategies (Brown, 2004; Yu & Lee, 2016). Both methods are student-oriented with the learners acquiring a central role and direct involvement in the learning process (Alderson & Banerjee, 2001; Brown, 2004).

2.3.4 Observations

Observation is defined by Bailey (2001, p.114) as "the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis". This entails noticing and gathering information during day-to-day instruction in order to assess linguistic aspects such as students' performance in different skills and non linguistic ones, for instance learning strategies and student's work habits (Tsagari, 2004). The specific type of assessment is essential in everyday classroom practices since it is not intrusive and gives insight into the

learners' progress and the teaching practices in order for the teacher to plan appropriate instruction and remedial lessons (Genesee & Upshur, 1996; Tsagari, 2004). The results of the observation can take the form of anecdotal records, checklists, rating scales, questionnaires and a variety of other techniques (Brown, 2004; Genesee & Upshur, 1996; Tsagari, 2004). The main shortcoming of this method is the fact that it can be quite time consuming to organize and interpret data (Bailey, 2001).

2.3.5 Conferences-Interviews

Conferences and interviews are based on one-on-one interaction between the teacher and the learner aiming to provide direct feedback and valuable information about the learners' educational progress and specific needs based on predetermined objectives and criteria (Brown, 2004; Worley, 2001). Additionally, potential misunderstandings that may occur about previous written feedback can be uncovered and solved (Kroll, 1991). Stevenson (2002 in Worley, 2001) suggests that these sessions usually occur at the middle school level, discussing both affective problems as well as academic matters with the primary purpose to provide positive washback on the students' performance and the lesson's effectiveness (Brown, 2004). Other types of conferences occurring within the school setting are the peer conferences between a group of five to six students gathered to cooperate, exchange ideas and assess the written work of its members (Roberts & Kellough, 1996 in Worley, 2001) and a three-way conference between the teacher, students and their parents that can benefit all the participants (Worley, 2001).

2.3.6 Dramatizations

Drama activities in L2 context can include dramatic play and improvisations, story enactment, imagination journeys, theatre games, music, and dance (Zafeiriadou, 2009). Through drama learners are encouraged to develop critical thinking, experience creativity, cooperate and participate actively in the learning process while unintentionally acquiring essential language skills through contexts for different language uses (Zafeiriadou, 2009). The fact that it integrates all learning styles and allows learners to assume different roles and undertake tasks based on

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their preferences is another beneficial aspect of drama. Learning takes place in a contextualized and interactional manner that emphasizes the creative process of language learning and develops students' imagination within a fun and entertaining atmosphere (Boudreault, 2010; Zafeiriadou, 2009). A fundamental technique of educational drama used as a powerful tool in EFL classroom is role playing (Boudreault, 2010; Zafeiriadou, 2009). According to Zafeiriadou, in role play "participants empathize with a role either of a person or an object" and experience new language in spatial, psychological, mental, social and personal dimensions (2009, p.6). Apart from the multiple opportunities to practice foreign language and the development of communication skills, role playing enhances cooperation and group work, builds confidence, social awareness and acceptance of others and increases motivation (Alabsi, 2016; Boudreault, 2010).

2.4 Alternative assessment in Greek state Primary education

2.4.1 The Greek National Curricula for the teaching of Foreign Languages

As far as the Greek educational system is concerned, in the last two decades there has been a curriculum reform based on an attempt to meet the social needs, the European standards and cultural changes. An effort was made to comply with the language educational policies of the European Commission (2014-2020) since the promotion of the concept of the European dimension raised the objective for multilingualism and plurilingualism (Anastasiadou, 2015).

Within the aforementioned framework three basic innovations were introduced in Greek EFL setting in Primary Education: 1. The New Cross-thematic Curriculum Framework (DEPPS) which promotes multiculturalism, multilingualism and overlapping knowledge across all school subjects and is enhanced by the new Detailed Curricula (APS) (Pedagogical Institute, 2003) 2. The Integrated Foreign Languages Curriculum for the teaching of Foreign Languages which entails the "overall illustrative descriptors per language level" (Government Gazette, 2016, p.30322) and the "skills- specific descriptors per language level" (Government Gazette, 2016, p. 30323) in accordance to the CEFR (2001) and 3. the Teaching English to Very Young Learners Programme (known by its Greek Acronym

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PEAP) (Dedrinis, 2013). The syllabus of the first three grades has been designed and created based on the principles of PEAP. The specific program aims to promote a holistic, learner-centered approach to language learning and regarding assessment, "the programme aspires to shift EFL teachers' attention from the outcome of teaching and learning to the learning process itself" (Dedrinis, 2013, p.11). The Curriculum for the teaching of English in the 3rd grade is an extension of the PEAP and is in connection to the DEPPS and the Integrated Foreign Languages Curriculum. The course book syllabus in primary education for the Grades 4th to 6th is based on the DEPPS (Bratsoli & Diamantidou, 2009c). Course books in Greek Primary Education are designed by the Institute of Educational Policy and assigned by the Ministry of Education. It is widely accepted that textbooks constitute a fundamental element in EFL teaching contexts and maintain an important role in the language curriculum (Sheldon, 1988; Hutchinson & Torres, 1994) since they serve as a syllabus or an initial framework which teachers can adapt to comply with the students' needs and learning styles (Cunningsworth, 1984).

2.4.2 Alternative assessment in Greek National curricula for the teaching of Foreign Languages

Apart from the general guidelines regarding the goals, the expected outcomes and suggested topics and activities, the DEPPS delineates the fundamental principles of assessment practices. Assessment is treated as an ongoing process focusing not only on students' linguistic progress but also on their skills, abilities and stances (Pedagogical Institute, 2003) aiming to unveil difficulties and their cause and provide feedback. It is a learner-centred curriculum proposing cross-thematic learning and project work as vehicles to experiential learning. Various assessment forms and techniques are proposed, restricted not only to conventional testing techniques but combined with alternative methods of assessment namely portfolios, projects, self and peer assessment thus making students active participants in the learning and assessment process (Fterniati & Spinthourakis, 2006; Pedagogical Institute, 2003). Differentiated instruction and tiered tuition, notions compatible with alternative assessment, are incorporated (Anastasiadou, 2015).

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The Integrated Foreign Languages Curriculum (Government Gazette, 2016) is the latest version of the curricula designed in Greek educational context which integrates elements of the DEPPS but with the main novelty of entailing descriptors per language level in accordance to the CEFR. These descriptors of communicative competence are illustrated through can do statements. Great emphasis is placed on the integration of alternative assessment procedures in the classroom and their advantages. The alternative assessment methods along with the relevant data collection techniques are described. Systematic observation, journals, portfolio and the European Language Portfolio as alternative assessment techniques are extensively presented (Dendrinou & Karava , 2013).

2.4.3 European Language portfolio and descriptive assessment

European Language portfolio is a tool developed by the Council of Europe, piloted from 1998 until 2000 and launched widely in 2001 in order to support the learning, teaching and assessment of languages across Europe (CEFR, 2001; Little, 2009). It is divided into three sections, namely the Language Passport, the Language Biography and the Dossier (Tsagari, 2004; Council of Europe, 2011). The Language Passport is an overview of learners' proficiency in different languages that describes language competencies and learning experiences and allows for different types of assessment, including self-assessment. The Language Biography focuses mainly on the process of learning containing goal-setting and self-assessment checklists related to the Common European reference levels and facilitates learners involvement in assessing their progress (Schneider & Lenz, 2000). Finally, the Dossier is a collection of materials selected by the learners that illustrate their achievements or experiences (Schneider & Lenz, 2000). Apart from the encouragement of foreign language learning and the enhancement of multilingualism and multi-culturalism (CEFR, 2001; Council of Europe, 2011; Tsagari, 2004), part of its function is to promote autonomous learning and encourage students to record and reflect on their own progress (Little, 2009). Thus self-assessment is "the hinge on which reflective learning and the development of learner autonomy turn" (Little, 2009, p.3).

The most recently introduced method (2016) in the Greek National educational system in relation to alternative assessment procedures is descriptive assessment. It

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was piloted in 2016 in 81 state schools (kindergarten, primary and secondary) selected by the Institute of Educational Policy (IEP) and relevant material was distributed. The aim was to gather feedback and modify the existing teaching material so as to prepare students and teachers for the implementation of this method in the near future. In Greece, a mixed system of assessment in Primary school is established. Specifically, in grades A and B assessment is only descriptive informing parents about the students' progress, abilities, aptitudes, strengths and possible weaknesses (EACEA, Eurydice). In grades C and D performance assessment is a combination of descriptive assessment with the following grading scales: "Excellent" (A), "Very Good" (B), "Good" (C), "Almost Good" (D) (EACEA, Eurydice). Finally, for grades E and F descriptive assessment is combined with a grading scale, which is expressed both verbally and arithmetically as follows: "Excellent" (9-10), "Very Good" (7-8), "Good" (5-6), "Almost Good" (1-4) (EACEA, Eurydice).

Conclusion

It may be concluded that assessment, teaching and learning are interdependently linked, each one affecting the other. Within the last decades changes in language assessment concepts and procedures in Greek educational context highlighted the drawbacks caused by the limitations of traditional ways of assessment. As a result, the necessity emerged to use alternative assessment methods complementary to other forms in the everyday classroom life and instruction in order to collect multiple types of on-going information regarding linguistic and non-linguistic features.

Chapter 3: The study

Introduction

This chapter focuses on the actual study and the theoretical aspects. Firstly, the rationale and aim of the study as well as similar studies conducted recently along with their results are briefly presented. The research questions to be answered are stated and the types of analysis and the research methods applied in the present study are discussed. Finally, the questionnaire as the main investigation tool is outlined.

3.1 The aim and rationale of the study and the research questions

A lot of research and relevant studies have been conducted during the last years in order to investigate the assessment practices and techniques applied in EFL classrooms in Greece and identify teachers' familiarity with alternative assessment methods and the implementation of such procedures in their instruction. Teachers' beliefs and training concerning assessment were discussed along with the factors which hinder the integration of alternative assessment as well as their willingness to include such practices in their classroom in Greek state primary education and in some cases in the private sector (Chatziailatzidou, 2019; Deroukaki, 2020; Gkogkou, 2019; Grammatikou, 2012; Tachatou, 2020; Vaitisi, 2015; Zarali, 2019). The results revealed that most EFL teachers have a positive attitude towards alternative assessment, are familiar with alternative assessment methods and implement them in their classroom along with traditional ones, denoting a gradual shift from solely traditional ways of assessment to more alternative ones. Nonetheless various hindering factors came into light, the most prominent ones being the lack of time and the large number of students.

As far as the effectiveness of EFL course books is concerned, an extended study was conducted by Tsagari and Sifakis (2014) evaluating overall the structure, the effectiveness, the strengths and weaknesses of EFL course book materials through questionnaires administered to teachers working in Greek state primary schools (4th and 5th Grades) and interviews with the book authors. With regard to assessment methods, teachers' evaluation of the self-assessment practices in the 4th grade

course book revealed a more positive appreciation over the 5th grade course book (Tzagari & Sifakis, 2014). Nonetheless, an analysis of the self-assessment tests of the books showed that they did not include listening and speaking tasks (Tzagari & Sifakis, 2014).

After carefully studying the research conducted within the last years, the writer felt the need to further explore the issue of alternative assessment in Greek primary education since there seems to be a gap regarding the place that alternative assessment methods hold in English foreign language course books in Greek state schools. Additionally, the writer's interest in this topic was triggered by a strong personal motivation. Through her teaching experience in Greek primary education the writer was aware of the assessment practices applied along with their shortcomings and she wanted to highlight the benefits of alternative assessment and investigate ways to improve the current assessment procedures in EFL teaching. In light of the above, the study revolves around two axons: 1) examine the alternative assessment methods promoted through English language course books in Greek state primary schools and 2) unveil English teachers' practices and attitudes towards assessment procedures with young learners, their perceptions regarding the alternative assessment techniques employed in the specific course books and the alternative assessment methods teachers implement in the young learners' classroom as well as the factors that prevent their implementation. By asking EFL teachers to reflect upon their own assessment practices and the alternative assessment practices promoted through the English language course books used in their classroom, enlightening information was gathered as to the place that alternative assessment holds in primary education. The research and its findings are thoroughly presented and analyzed, conclusions are drawn and implications for EFL are discussed.

An attempt is made to provide answers to the following research questions:

- 1) What methods of assessment do EFL teachers in Greek state primary schools use?
- 2) What are the most common alternative assessment methods EFL teachers implement in their classroom?
- 3) Which are the alternative assessment methods integrated in English language course books in Greek state primary schools?

- 4) What is EFL teachers' opinion concerning the effectiveness of the alternative assessment methods used in the aforementioned course books?
- 5) What are the factors that prevent the implementation of alternative assessment methods in the foreign language classroom?

3.2 The research methodology

3.2.1 Methods of data collection and analysis

According to Dörnyei (2007, p.15), research in the most profound sense means "trying to find answers to questions". Kothari (2004) argues that research is a voyage of discovery, a systematic scientific effort to collect information on a specific topic in order to gain new knowledge. As far as teaching is concerned, the primary aim is to provide new insight into the learning process in order to make teaching more effective (McKay, 2006 in Dörnyei, 2007). Two of the most basic types of research are quantitative and qualitative research methods (Cohen et al., 2007; Dörnyei, 2007; Kothari, 2004). Their distinction refers to different aspects at the same time, namely the ideological orientation, the method of data collection and data analysis applied and the nature of the collected information itself (Dörnyei, 2007). Quantitative research involves data collection procedures that emphasize measurement and results primarily in numerical data that can be statistically represented and is said to be focused, systematic and more controlled (Cohen et al., 2007; Dörnyei, 2007; Kothari, 2004; Spratt et al., 2004). On the other hand, qualitative research emphasizes meaning rather than frequencies and results mainly in open-ended data which are organized, explained and analyzed in order for the researcher to interpret the meaning of a situation based on the perceptions, attitudes, opinions and behaviors of the people involved (Cohen et al., 2007; Dörnyei, 2007; Kothari, 2004; Spratt et al., 2004). Dörnyei (2007) expresses his belief that the aforementioned research methodologies are not necessarily mutually exclusive but can be viewed as a continuum and is in accordance with a third approach that is gaining value over the past 15 years, the mixed methods approach which is the combination of elements from both quantitative and qualitative research (Johnson et al., 2007). The main advantage of this approach is

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that it can bring out the best, the strengths of each approach, eliminate possible weaknesses and allow for an in depth analysis of more complex issues (Dörnyei, 2007; Spratt et al., 2004).

3.2.2 Types of analysis, research methods and instruments chosen in the present study

For the purposes of the specific study both qualitative and quantitative research methods were applied and two different types of analysis were conducted:

1) Content analysis describing the alternative assessment methods used in the English language course books in Greek state primary schools was chosen to collect data from the four English language course books (3rd to 6th Grades). Content analysis is primarily a qualitative form of data analysis aiming to identify and count certain characteristics of verbal material (Kothari, 2004). Krippendorp (2004, p. 18 in Cohen et al., 2007) defines it as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use".

2) Perception analysis

Perception analysis succeeded content analysis and was partially based on the previous findings. Regarding perception analysis, the main research instrument was a questionnaire aiming to investigate whether and to what extent EFL teachers utilize traditional or alternative practices of assessing young learners and unveil EFL teachers' perceptions regarding the alternative assessment methods adopted in English language course books and the assessment procedures integrated in EFL classroom. The specific research tool allows the researcher to gather quickly a large amount of information in a form that is easily processable (Dörnyei, 2007). An attempt is made to reach a broad audience and at the same time extract information in a reliable, effective and quick way by giving emphasis on numerical measures that can be interpretable and generalizable based on the recognition that beliefs, attitudes and characteristics of a large population can be analyzed by questioning a fraction of this population (Dörnyei & Csizér, 2012). The results of the questionnaire survey are mainly quantitative although some open-ended questions are included which require a qualitative analysis. Since the open-ended questions were answered by the majority of the participants no further

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investigation through semi-structured interviews was considered necessary by the researcher.

3.3 The content analysis process

The purpose of content analysis includes identifying, summarizing, categorizing and describing the alternative assessment methods used in EFL course books (3rd to 6th Grades) in order to draw conclusions about the frequency of their occurrence and the methods integrated. The units of analysis were defined and placed into meaningful categories (Cohen et al., 2007). The categoral framework used were tables, one for each Grade, including the types/methods of alternative assessment, the course book unit to be found along with the page number, the task instructions and the aims/expected outcomes (see Appendix A, p.78-122). The sources used were Pupil's book, the Activity book and Teacher's book for each Grade. The steps involved in content analysis are outlined in the Table below (Table 2).

Step 1	Identifying the material (course books) to be analyzed based on the research questions
Step 2	Defining the units and categories of analysis (alternative assessment methods used in EFL course books)
Step 3	Constructing the categories for analysis
Step 4	Categorizing data with the assistance of Tables
Step 5	Analyzing the results

Table 2: Steps of content analysis (based on Cohen et al., 2007)

3.4 The questionnaire

3.4.1 Objectives

The questionnaire was designed based on the research questions the specific study is concerned with and comprised four parts, namely 'Teacher's Profile', 'Professional training on alternative assessment', 'Assessment practices' and 'Alternative assessment and English language coursebooks' (see Appendix B, p.123-130).

The focus of the first part is on demographic data, asking information about gender, age and academic background in an effort to warm the participants up. These questions offer a general picture of the respondents' characteristics that can be related to other information provided and allow the researcher to draw certain conclusions.

The second section, 'Professional training on alternative assessment' comprises two questions aiming to investigate teachers' familiarity and training on alternative assessment methods as well as the way they became acquainted with these procedures. The answers to the above questions reveal the extent to which intrinsic or extrinsic motivation triggered participants' knowledge on alternative assessment and the contribution of EFL curriculum and course book guidelines towards this direction.

In the third part, the researcher focuses on the assessment procedures employed in EFL classroom in general, aiming to investigate the frequency and the reasons that assessment is carried out. Additionally, enlightening information is provided as to whether teachers prefer traditional ways of assessing learners or not and the degree in which alternative assessment methods are integrated in their teaching practices. The last two open ended questions unveil teachers' beliefs and provide feedback about the most and least effective alternative assessment procedures in the teaching process.

The last and most important part of the questionnaire consists of 11 questions and scrutinizes teachers' opinion regarding the benefits of alternative assessment and its integration in Greek educational system. Valuable data is collected as far as the effectiveness of the alternative assessment methods used in English language

course books (3rd-6th grades) is concerned, identifying the least effective ones along with their main drawback as well as the most effective ones and their main advantages. Suggestions for possible modifications and improvement are made via an open ended and a closed ended question and the factors that hinder the implementation of the aforementioned methods are identified. The approximate time devoted to alternative assessment practices integrated in EFL course books is investigated along with the degree to which the amount of time meets students' needs. The last question concerns respondents' willingness to devote more time to alternative assessment practices.

3.4.2 Form and appearance

The form of the questionnaire was electronic, designed in Google forms and sent via email to participants and state primary schools in various areas in Greece. The use of Google forms facilitated the distribution since it ensured easy and quick access of the colleagues and instant receiving of the responses.

The questionnaire was designed based on the principles proposed by Diem (2002), Dörnyei (2003) and Cohen et al. (2007). It consists of four sections clearly presented and titled, comprising 21 questions in total. The length of the questionnaire is a crucial factor that can affect the response rate (Cohen et al., 2007; Diem, 2002; Dörnyei, 2007). Therefore, the aim of the researcher was to administer a questionnaire as short as possible in order not to deter respondents. An effort was made to be concise and unambiguous using simple language and avoid the most common pitfalls in designing questions that is double barreled and leading questions, invasive or personal questions and ones that involve negatives (Burgess, 2001; Colosi, 2006). Following Kothari (2004), attention was paid to the physical appearance of the questionnaire so as to make it attractive looking since it can affect the participation rate especially in mail surveys. The title of the questionnaire appears before the actual part and afterwards at the top of each page in order to set the domain of the investigation, activate background knowledge and expectations (Dörnyei, 2003).

A cover letter at the beginning of the questionnaire served the purposes of introducing the researcher, informing the respondents about the aim and the usefulness of the study, the time needed for the completion of the

questionnaire and the importance of their participation (see Appendix B, p.123). In addition, participants were assured about the anonymity and confidentiality of their responses, an essential element in order to facilitate their informed consent assumed by completing the questionnaire (Diem, 2002). The aim was to keep it as uncomplicated as possible, focusing on clarity of wording, simplicity of design and clear instructions to guide the participants (Cohen et al., 2007).

Most of the questions are close-ended with ready-made response options for the respondent to choose from (Dörnyei, 2003). This type of questions is convenient for quantitative analysis since they can be easily numerically coded, enable statistical analysis and comparisons and allow for objectivity (Cohen et al., 2007; Diem, 2003). Some items are semi-closed since they provide relevant answers to be chosen but also include the "Other, please specify" option offering respondents the choice to write their answer that is not in the list thus ensuring that important answer choices will not be left out but at the same time demanding analysis of narrative text (Taylor-Powell, 1998). Multi-item scales were included since as Dörnyei (2003) states they are a basic element in questionnaire design particularly when assessing beliefs, opinions, interests and other personal variables as they "create a sense of variety" and "prevent respondents from simply repeating previous answers" (Dörnyei & Csizér, 2012, p.78) (see Appendix B, p.124-130). The questions included are rating scales and Likert scales in the form of matrix questions enabling "the same type of response to be given to several questions" (Cohen et al., 2007, p.331), multiple choice and three option responses (Yes/No/Not sure) (see Appendix B, p.124-130). There is a provision for indication of uncertainty (Not sure) whenever required (Kothari, 2004). Questions are arranged in a logical order so that they flow naturally, starting from general and moving to more specific ones (Leung, 2001; Taylor-Powell, 1998). In the multiple choice items, attention was paid to ensure that the categories do not overlap and are exclusive and discrete to each other (Diem, 2003; Taylor-Powell, 1998).

Five open ended questions are included with no response option but a blank space for the respondent to fill in. The researcher decided to use a limited number of open-format items in order to get a deeper insight into specific issues of great importance that could not otherwise be identified in the questionnaire (Cohen et al., 2007, Dörnyei, 2003). These items are not completely open-ended since they

contain some guidance based on the techniques suggested by Dörnyei (2003). They are therefore short-answer questions, specific questions asking for concrete information and clarification ones (Dörnyei, 2003).

3.4.3 The sample and piloting

According to Dörnyei (2003, p.70-71), "the sample is the group of people whom researchers actually examine and the population is the group of people whom the survey is about". The sample is of paramount importance in order to ensure the validity and reliability of the research and therefore needs to be representative of the population from which it was drawn and have the same characteristics in order for the study to produce accurate results (Cohen et al., 2007; Dörnyei, 2003). The sample in the specific research constitutes Primary State School EFL teachers since the study revolves around alternative assessment in Greek state primary education. For the purposes of the specific study the probability sampling, also known as random sampling, was followed combined with some form of rational grouping, namely the area sampling since questionnaires were sent via e-mail to many prefectures in Greece. Additionally, the snowball sampling which includes identifying few people who meet the criteria and asking them to further identify appropriate population was used (Dörnyei, 2003; Dörnyei, 2007; Kothari, 2004). Fifty-five people completed the questionnaire, a satisfactory number that partly fulfills the needs of the specific research taking into consideration that the sample size of thirty is considered by researchers (Dörnyei, 2003; Hatch & Lazaraton, 1991) the minimum number of cases especially if some form of statistical analysis of data is held.

As it is suggested by many researchers (Burgess, 2001; Leung, 2001; Pope et al., 2005), the questionnaire was piloted, that is pretested, with three colleagues belonging to the target sample before it was sent to the participants. The aim was to identify potential deficiencies and problem areas and make the necessary modifications so as to enhance construct and face validity and reliability prior to its implementation.

Chapter 4: Content analysis

4.1 Alternative assessment practices promoted through the English Language Course books in Greek Primary Education

Introduction

The aim of the present chapter is to present the results of the investigation and analysis of the alternative assessment methods promoted through the English language textbooks used in the teaching and learning process in the last four grades (3rd, 4th, 5th, and 6th) of Greek state primary education. The type of the alternative assessment practices applied, the specific activities used along with their aims/expected outcomes are presented.

4.1.1 Alternative assessment methods used in Magic Book 2

The Magic Book 2 consists of the student's, the activity and the teacher's book and is also accompanied by extra interactive material (CD/DVD). In terms of its structure, the textbook starts with an alphabet section followed by 10 colorfully illustrated, story based units which unfold in 3 lessons. Magic Book 2 complies with the principles of the functional view of language and adopts an eclectic approach since it combines elements of various methodologies and overall follows learner-centred principles (Dedrinou, 2013). A story-based framework is utilized allowing for "prioritization of meaning to form" and promoting "multisensory and discovery learning" (Dedrinou, 2013, p.23). Within the aforementioned framework some steps are taken towards alternative assessment through the implementation of projects and unit evaluation tasks that can be used as diary, both included in the Activity Book at the end of each unit (see Appendix A, Table 3, p.78-84). As far as assessment is concerned, it aspires to shift teachers' attention from the outcomes of teaching to the process of learning (Dedrinou, 2013).

The main linguistic objective of the projects is to practice and further consolidate language learned in each unit and enable teachers to expand on the theme (Alexiou & Matthaïoudaki, 2018c). The pedagogical aims are to create a pleasant, relaxing

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atmosphere within a story based framework, to develop fine motor skills and encourage creativity through art since almost all of them include drawing (Alexiou & Matthaïoudaki, 2018c).

As far as the unit evaluation task is concerned, the learners are asked to evaluate unit components namely the story, songs and rhymes as well as games/puzzles and colour the stars based on their liking, expressing their likes or dislikes (see Appendix A, Table 3, p.78-84). Additionally, pupils are asked to write their favourite words and phrases and share them with the class. These tasks can be used as structured diaries focusing on specific course book unit components and learning processes aiming to give students the opportunity to express their beliefs and preferences, raise teacher's consciousness about aspects of teaching and learning in his/her class and allow for modifications. This promotes self assessment since students are invited to reflect on and assume responsibility for their own learning

Additional elements of alternative assessment are suggested by the Teacher's Book, namely role playing and acting out stories. According to Brewster et al. (1992), stories can be used as a starting point to develop a variety of activities and create a positive attitude towards foreign language. To be more specific, students at first listen to the lesson's story and interact with the use of story cards and can afterwards be invited to act out the stories through a role playing activity thus encouraging dramatization and active student learning (Alexiou & Matthaïoudaki, 2018c). Apart from providing a rich experience of language, drama motivates students and promotes an entertaining classroom atmosphere (Zafeiriadou, 2009).

Throughout the textbook different types of games are used as a learning tool in order to further consolidate knowledge introduced in each unit and at the same time add variety and an element of fun in the learning process (see Appendix A, Table 3, p.83-84). The specific games are mainly board games, memory games, mystery and code games, games involving miming and games involving learners in physical response thus catering for their need to move. In the Detailed Curriculum for the 3rd grade games are considered to be children's basic means to acquire

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knowledge of the world and the language and a useful tool to promote self assessment (~ M T M a U F T G & • B C T M Z K M H, 2003).

4.1.2 Alternative assessment methods used in English 4th Grade

The English 4th Grade package includes a Pupil's book and a Pupil's workbook consisting of ten units divided into three lessons. It is accompanied by the Teacher's book and an audio-CD. It addresses students under the level A1 (Basic User) according to the CEFR (2001). The textbook depicts characteristics of the "notional-functional" syllabus (Ayakli, 2004, p. 35) since it is structured in thematic units following a similar format, with individual aims and objectives (Bratsoli & Diamantidou, 2009c). Various alternative assessment methods are employed, namely self-assessment, mini portfolio, projects and games (see Appendix A, Table 4, p.85-94).

Self assessment is promoted through two different sections in the Pupil's book: the strategy corner and the self-assessment test (see Appendix A, Table 4, p.85-89). On the cover page of each unit learners are engaged in strategy training by completing an activity comprising statements with Yes/No options that students tick based on what best represents each of them. Unit 10 is differentiated since a Likert scale is used with numbers from 1 to 10 (1=what I like best, 10=what I don't like at all). The statements refer to strategies applied in different learning contexts, concerning all four skills (reading, writing, speaking, listening), grammar, games, songs, group work, revision and the overall preferences about learning English. At the end of the unit the students have the opportunity to review the statements and confirm or reject their initial preferences. The aim of the specific section is to make students responsible for their own learning and develop students' self-awareness concerning the learning strategies they have acquired. Additionally, students are encouraged to become aware of their own mental processes during language acquisition and identify the most successful and helpful strategies that facilitate their understanding and performance (Bratsoli & Diamantidou, 2009c). Drawing on the students' feedback the teacher can adjust and modify accordingly the teaching process in order to meet students' preferences, needs and learning style and facilitate successful learning (Bratsoli & Diamantidou, 2009c).

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At the end of each unit there is a self-assessment test suggested by the Teacher's book to be done as classwork with the teacher's guidance and support (Bratsoli & Diamantidou, 2009c). The answers are discussed and written on the board or provided through peer-correction. The aim of this section is not a testing but a supportive one in order to help students consolidate new language and materials introduced in the unit and identify their strengths and weaknesses.

At the end of the self-assessment test there is a mini portfolio section, "an open-ended dossier, where the learners can put examples of their work which show what they already know and what they can do" (Bratsoli & Diamantidou, 2009c, p.11) (see Appendix A, Table 4, p.89). A self-assessment rating scale using smiley faces is included asking students to circle the correct face and talk about what they can do referring to skills and language consolidated in the unit and including evidence for it. Portfolio is an ongoing assessment procedure that gives insight into students' progress and skills, the learning strategies employed, the classroom practices and the learning goals of the course (Barootchi & Keshvarz, 2002 in Tsagari, 2004; Kohonen, 1997 in Tsagari, 2004). It helps students assume responsibility for their own learning and provides information to the students' parents regarding their progress in the language (Bratsoli & Diamantidou, 2009c).

Projects are the cornerstone of the Crossthematic/Crosscultural curriculum framework. At the end of each unit project work is entailed in the Student's book, most of the times focusing on knowledge overlapping across different school subjects and requiring cooperation among students and teachers (Bratsoli & Diamantidou, 2009c) (see Appendix A, Table 4, p.89-92). According to Dörnyei (2001, p.105), "when students are given complete projects to carry out, they will function in an autonomous way by definition" since they are required to organize their research and course of action, to find, use and present knowledge. Projects are in the spirit of communicative language learning allowing students to acquire a hands on experience from the world round them and aiming to revise and consolidate material introduced in the specific unit, cater for students' inclinations, talents and interests and develop critical thinking (Bratsoli & Diamantidou, 2009c).

As it is suggested by the Teacher's book, reading texts can be used as the basis for a variety of reading activities including dramatization. At the post-reading stage, after students get familiar with the basic concepts, vocabulary, structure and

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meaning of the text, they can dramatize the text (Bratsoli & Diamantidou, 2009c) (see Appendix A, Table 4, p.93).

Games are used throughout the Pupil's book in order to encourage student participation, maintain motivation, create a pleasant atmosphere and further consolidate knowledge introduced in each unit (see Appendix A, Table 4, p.93-94). Game activities have clearly defined goals, rules to be obeyed and in some cases an element of contest. Some of them involve puzzle solving or employ the information gap technique, others involve learners in physical response and others are in the form of board games and Bingos (Bratsoli & Diamantidou, 2009c).

4.1.3 Alternative assessment methods used in English 5th Grade

The English 5th Grade package includes a Student's book, an Activity book and the Teacher's book and is supplemented by an audio-CD. The textbook comprises ten thematic units subdivided into three lessons (Kolovou & Kraniotou, 2009). The course book is designed based on the principles of "literacy, plurilingualism and pluriculturalism, as set by the Cross-curricular Unified Framework" (Kolovou & Kraniotou, 2009, p.5) and is intended for learners at A1 level according to the CEFR. A variety of alternative assessment practices is applied in the textbook including self assessment, portfolio, projects/crosscurricular projects, dramatization, debate, story retelling and games (see Appendix A, Table 5, p.94-110).

Self assessment is facilitated through a self-assessment test at the end of each unit intending to help students consolidate new language, check their own performance and identify their strengths and weaknesses (see Appendix A, Table 5, p.94-98). The activities completed by the pupils serve as a self assessment tool and not as a testing one and are growth-referenced since they compare students based on their own improvement over time and not in comparison with the other pupils (Kolovou & Kraniotou, 2009).

After the specific test, there is a can do section, that is a self-assessment checklist comprising can do statements asking pupils to tick what they can or cannot do at the end of each unit (see Appendix A, Table 5, p.94-98). The purpose of this activity is to encourage learners to become aware of what they have learned

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throughout the unit, identify and remedy weaknesses, reflect on their own work and become actively involved in their learning progress (Kolovou & Kraniotou 2009).

Great emphasis is laid on foreign language learning strategies since as Kolovou and Kraniotou (2009, p.6) state "research has repeatedly shown that the conscious, tailored use of such strategies is related to successful language achievement and proficiency". Apart from the can do section, a Learning Strategies in English task engages pupils in strategy training (see Appendix A, Table 5, p.94-98). A checklist is given to the students to tick what is true for each of them. The statements refer to strategies applied in different learning contexts, concerning both productive (writing, speaking) and receptive (reading, listening) skills, vocabulary, group work, drama and strategies to get information.

Portfolio is another method contributing to the alternative assessment features of the specific course book (see Appendix A, Table 5, p.99-101). It is a language learning 'biography' dossier, a purposeful collection of materials including evidence of the learners' progress and samples of their work with different mediums (Barootchi & Keshvarz, 2002 in Tsagari, 2004; Kolovou & Kraniotou, 2009). Portfolio practices help students identify and remedy their weaknesses, give insights about students' progress to both their teachers and parents and promote students' involvement and a collaborative classroom atmosphere (Kolovou & Kraniotou, 2009).

Projects are part of every unit in the 5th grade course book and in many cases have a strong cross-curricular link (see Appendix A, Table 5, p.101-106). They usually involve group work or pair work, have results to be displayed in various forms and revolve around the following tasks: "research, writing, designing, preparing, performing, making, visiting" (Kolovou & Kraniotou 2009, p. 14). Project practices are used to revise and consolidate material introduced in each unit, to encourage research and the use of various sources, to collect relevant information and enable students to learn by doing in order to enhance their critical thinking and interactive skills (Kolovou & Kraniotou, 2009). Additionally, a cross-curricular approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time (Kolovou & Kraniotou, 2009).

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Examples of drama activities are also to be found in almost every unit of the textbook and according to the writers it "can be a liberating experience" and particularly beneficial for shyer students since it lowers speaking anxiety (Kolovou & Kraniotou 2009, p.15) (see Appendix A, Table 5, p.106-109). Dramatization is realized through the performance of role-plays with the exception of a prepared improvised drama in Unit 8. Utilizing drama as a teaching tool asserts language development in a creative process, creates an entertaining classroom atmosphere, engages students in collaborative work and increases motivation and learning by doing. Language is used in a communicative way in different contexts and for different purposes thus fostering language awareness (Zafeiriadou, 2009).

Besides drama, games as well provide a pleasant atmosphere but are used in a limited variety and number (see Appendix A, Table 5, p.109-110). Pupils are engaged in a board game, a detective game, a Simon Says game, a quiz, a game requiring asking and giving directions, and two activities asking questions to find information in a playful mood. An effort is made to promote different types of intelligences and encourage team spirit through group and pair work.

A debate task is carried out in Unit 10 (see Appendix A, Table 5, p.109) concerning the issue of the returning of the Parthenon marbles to Greece. The focus is on the development of oral communication and critical thinking skills through the exchange of different opinions and the enhancement of cooperative learning (Kolovou & Kraniotou, 2009).

Another alternative assessment method introduced in only one unit (Unit 8) is story retelling (see Appendix A, Table 5, p.109). The purpose of this task is to practice writing and reading comprehension skills and consolidate new vocabulary introduced. In a communicative level it aims to prepare students for real life tasks such as selecting, organizing and conveying essential information (Kolovou & Kraniotou, 2009).

4.1.4 Alternative assessment methods used in English 6th Grade

The English 6th Grade package includes a Student's book, an Activity book and the Teacher's book and is supplemented by an audio-CD to practice listening skills. The textbook is divided into ten thematic units subdivided into three lessons

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(Efremidou et. al., 2009). The course book is intended for learners at roughly A2 level (Basic User) according to the CEFR. The alternative assessment methods used in the textbook include self assessment, portfolio, projects, dramatization and games (see Appendix A, Table 6, p.110-122) .

Self assessment is enhanced throughout the course book with the use of learning strategies tables, that is a checklist of learning strategies for the students to identify the ones that apply for them (see Appendix A, Table 6, p.110-116). The aim of this activity is to identify the strategies learners resort to in different learning situations concerning learning new words, class interaction, cooperation, reading for various purposes, different types of writing, listening, and practicing English. An effort is made to develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style (Efremidou et. al., 2009).

The process of self-assessment is further implemented in the classroom through the **Check yourself** section at the end of each unit comprising activities completed by the pupils serving as a self assessment tool (see Appendix A, Table 6, p.110-116). The specific section helps students revise and practice language, grammar and structures elaborated in the unit and gives them feedback regarding their own performance thus encouraging them to become aware of their strengths and weaknesses (Efremidou et. al., 2009). Besides improving learners' performance, self-evaluation actively involves students in the learning process and allows them to judge their own work (Anastasiadou, 2013).

Project work is included in every unit in the Student's book allowing for differentiated instruction which is one of the most dominant pedagogical principles promoted through the textbook (Efremidou et. al., 2009) (see Appendix A, Table 6, p.117-118). Projects, as open-ended activities, progress according to the learning context and the students' interests. They are an excellent basis for the teacher to guide students towards working on their weaknesses and help students decide on their roles enabling weaker students to undertake less demanding tasks and assigning challenging tasks to more competent ones (Bratsoli & Diamantidou, 2009; Efremidou et. al., 2009). The benefits resulting from student participation in

project work are highly related to increased motivation, to taking control of their learning and creating something of their own (Lee, 2002).

Portfolio as a form of alternative assessment measures pupils' progress over a long period of time in various contexts and promotes positive pupil involvement and increased metacognition. Portfolios reveal strengths and weaknesses in students' language learning development and in instructional practices thus allowing for adaptations and improvement of the teaching methods and material based on the students' needs (Efremidou et. al., 2009). In each unit of the 6th Grade course book there are numerous tasks and activities that are suggested by the Teacher's book to be included in the pupil's portfolio (Efremidou et. al, 2009, p.8-9) (see Appendix A, Table 6, p.121-122). The materials incorporated are class assignments, pupils' work previously graded by the teacher, projects and their outcomes, photos or recordings from a performance (Efremidou et. al., 2009).

Role-play technique is used widely aiming to consolidate the use of grammar, vocabulary, expressions and structures introduced in the unit, create a pleasant classroom atmosphere and reduce anxiety (see Appendix A, Table 6, p.118-120). Through drama techniques students feel more free to experiment with language in different contexts and in real life situations and are engaged in collaborative work and experiential learning (Zafeiriadou, 2009).

As far as the use of games is concerned, it is rather limited in the specific course book and includes a Bingo, two games based on miming and a language chain (see Appendix A, Table 6, p.122).

4. 2 Reflection on the findings

In light of the above, we can reach the conclusion that EFL course books in Greek state Primary schools share a similar structure and are divided into units with clearly defined aims negotiating a specific topic. As far as alternative assessment methods are concerned, there has been an attempt in recent years to include alternative assessment techniques in course book and teaching practices. This innovation is in line with the new curricula which dictate that assessment ought to be holistic and dynamic, involving students in the process (Dendrinou & Karava, 2013).

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Self assessment is introduced in the 3rd grade through a unit evaluation section further promoted in the English course books for the 4th- 6th grades with the use of self assessment tests at the end of each unit and strategy training sections. Additionally, self assessment checklists comprising can do statements are used in the last two grades. The portfolio method is included in the course book practices of the 4th – 6th grades applied more frequently and in a broader variety of contexts with the progression of the grades. Projects are a common method in all four grades depicting strong cross curricular elements. Drama techniques, with the most prominent one being the role play, are regularly encountered in the course books for the 5th- 6th grade. The debate and the story retelling methods are used only in the 5th grade course book but to an extremely limited degree (only once). Whereas other alternative methods are encountered with greater frequency in bigger classes, the use of games is limited with older students. Nonetheless, a variety of games is used with the students of the 3rd and 4th grade. Regarding the type of games, most of them are "language practice games" based on the repetitive use of certain linguistic structures and there is only a limited number of "communicative language teaching games" focusing primarily on message transition (Zouganeli, 2004, in Andrews et al., 2004, p.137). Also the principles of differentiated pedagogy which "implements diversity into the methods of learning and represents the different ways of teaching, according to the needs of the pupil" (Efremidou, Reppa, & Frouzaki, 2009, p.4), the cultivation of multiple intelligences and the promotion of cooperative and interactive learning are suggested as successful classroom practices (Dendrinou & Karava, 2013; Kolovou & Kraniotou, 2009).

Conclusion

The focus of this chapter was to briefly present the syllabus EFL course books are based upon, the basic principles underlying them and their internal organization. The alternative assessment techniques implemented in the course books were explored along with their frequency, the learning context and the main aims. Content analysis showed that alternative assessment is integrated in Primary Education curriculum and EFL syllabus, utilizing almost the same methods in each Grade.

Chapter 5: The questionnaire findings

Introduction

This chapter aims to analytically present and evaluate the findings from the questionnaire aiming to investigate EFL teachers' assessment practices and beliefs regarding alternative assessment and the relevant techniques used in Primary Education EFL course books.

5.1 Presentation of the questionnaire results

5.1.1 Participants' profile

The questionnaire received 55 answers from EFL teachers of different ages, educational background and teaching experience. The vast majority of the participants are women (90, 9%) except for 5 men (9,1%) (Figure 1). As regards the respondents' age, most of them (63,6%) are between 41-50 years old while 20% are between the ages 31-40 and 16,4% belongs to the 51-60 group (Figure 2). This can be useful in the sense that most of them have teaching experience. The results of their academic qualifications have revealed that almost half of them (45%) are Master's Degree holders and 13% are in the process of doing it. 38% have a Bachelor's Degree and only 1 (2%) has a PhD or is in the process of completing it (2%) (Figure 3). This is a positive element showing that the participants are pursuing knowledge.



Figure 1: Gender



Figure 2: Age

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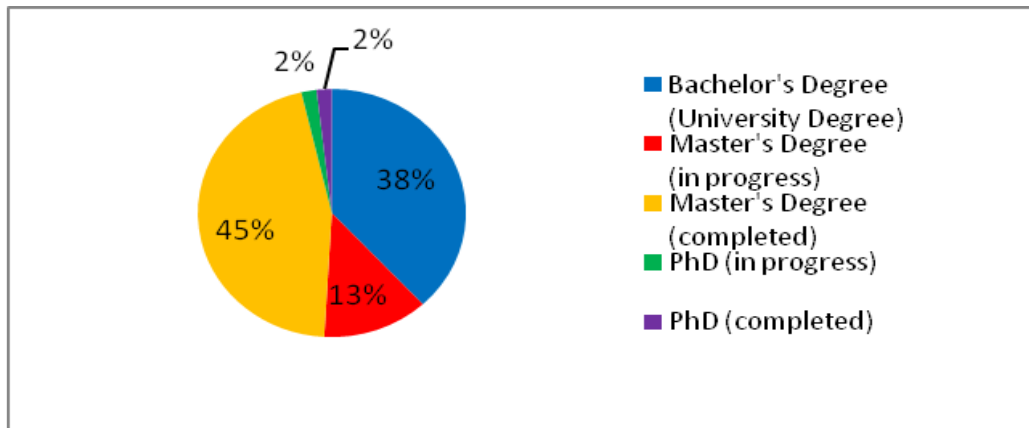


Figure 3: Academic qualifications

5.1.2 Participants' training in alternative assessment methods

The vast majority of the respondents (70,9%) are familiar with alternative methods of assessment with 16,4% stating that they are not sure and only 12,7% being unaware of these practices (Figure 4). There seems to be no correlation between respondents' educational background and knowledge of alternative assessment since almost the same percentages (around 10%) claimed unawareness. The findings are encouraging making a positive start since most of the participants have knowledge of alternative assessment procedures.

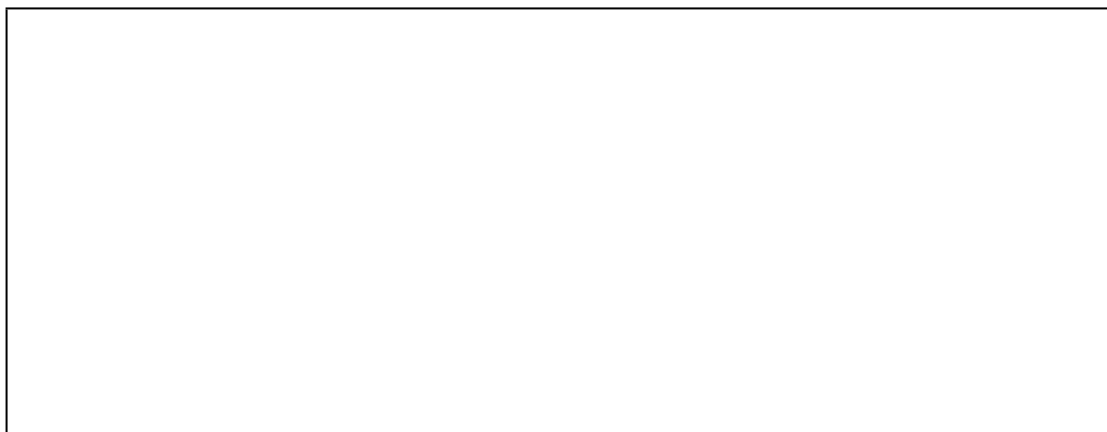


Figure 4: Familiarity with alternative methods of assessment

When asked about their training in alternative assessment, 71,8% of the participants who stated familiarity with alternative methods of assessment claimed that they have attended relevant seminars and training programs and 48,7%

learned about alternative assessment through personal study and research, which is rather encouraging since it reveals personal interest and intrinsic motivation (Figure 5). 41% have been trained as part of their post-graduate studies and 30,8% during their undergraduate studies. 28,2% increased their awareness of alternative ways of assessing through discussion with colleagues and only 5,1% through the EFL curriculum and course book guidelines respectively (Figure 5).

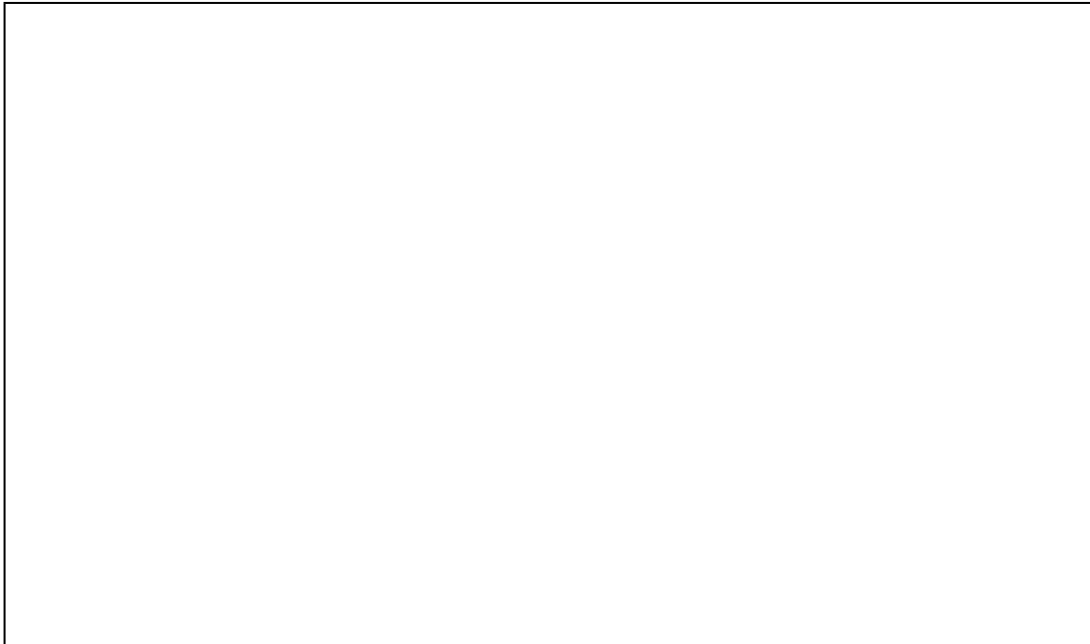


Figure 5: Training in alternative assessment

5.1.3 Participants' assessment practices

Before being asked about alternative assessment in relation to English language course books, the respondents were urged to provide feedback on their assessment practices in classroom in order for the researcher to know how they view assessment in general.

5.1.3.1 Frequency of assessment

A large proportion of the teachers claim that they always assess their students at the end of each semester (49,09%), at the end of each unit (40%) and at the end of the school year (25,45%) which may be related to grades assignment (Figure 6). The above facts reveal the use of assessment primarily for summative purposes, that is to measure students' progress and achievement level at the end of a semester or school year (Hughes, 2003; West, 2004). However, the fact that 74,55% of the

respondents stated that they often (43,64%) or always (30,91%) assess their students during the lesson is encouraging, revealing that assessment is integrated into everyday classroom reality and showing that teachers recognize the benefits of using ongoing, formative assessment along with summative techniques. Only one participant always assesses at the end of the lesson with most of them stating that they often (30,9%), sometimes (29,09%) or rarely (29,09%) assess at that period of time (Figure 6). Finally, assessment at the beginning of the school year rarely (36,36%) or never (32,73) takes place which indicates that assessing for diagnostic or placement purposes is not preferred.

Figure 6: Frequency of assessment

5.1.3.2 Reasons for assessing

As depicted below (Figure 7), while almost one third of the participants (32,73% and 29,09% respectively) stated that assigning grades each semester and informing students' parents about their progress are factors that often determine their assessment decisions, the most common reasons why the respondents always assess are to identify students' strengths and weaknesses (56,36%) and monitor their progress (52,73%). The next most popular answer is to improve, modify and adjust teaching methods and practices with 23,64% answering that this is what they always assess for and the vast majority (52,73) often assessing with this purpose in mind (Figure 7). Identifying students' learning styles and motivating them also

appear to be relatively popular reasons with 27,27% of the participants always taking these aspects into consideration.

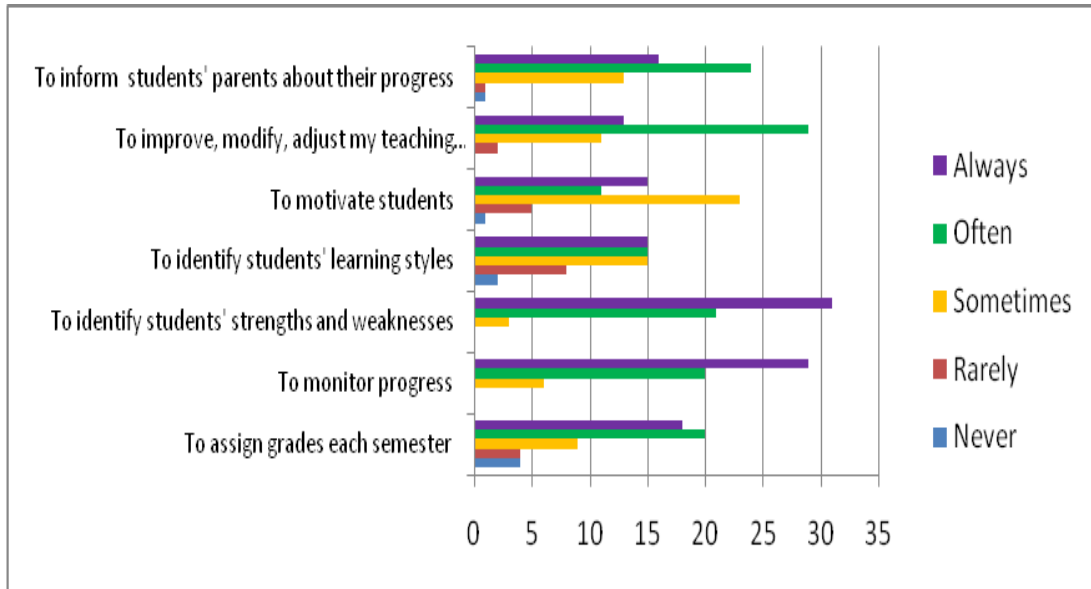


Figure 7: Reason for assessing students

5.1.3.3 Conventional types of assessment implemented

As to what conventional types of assessment EFL teachers use, Figure 8 shows that the majority always or often (38,18% and 49,09% respectively) use their own-made tests based on the students' level and needs while most of them never or rarely (23,64% and 30,91% respectively) use the tests supplied by the teacher's book. The most frequently used types of tests are short quizzes on vocabulary and/or grammar, vocabulary tests and grammar tests all of them being always or often used by most of the respondents. It is vocabulary and grammar components that have the focus of the respondents' assessment, with oral tests being the least preferred ones receiving various responses from never to always. Noticeably enough, homework assignment and dictation are even nowadays very popular assessment practices among teachers with most of them stating that they always (40% and 25,45% respectively) or often (36,36% and 47,27 respectively) use these methods (Figure 8). The aforementioned findings reveal a preference to traditional testing techniques.

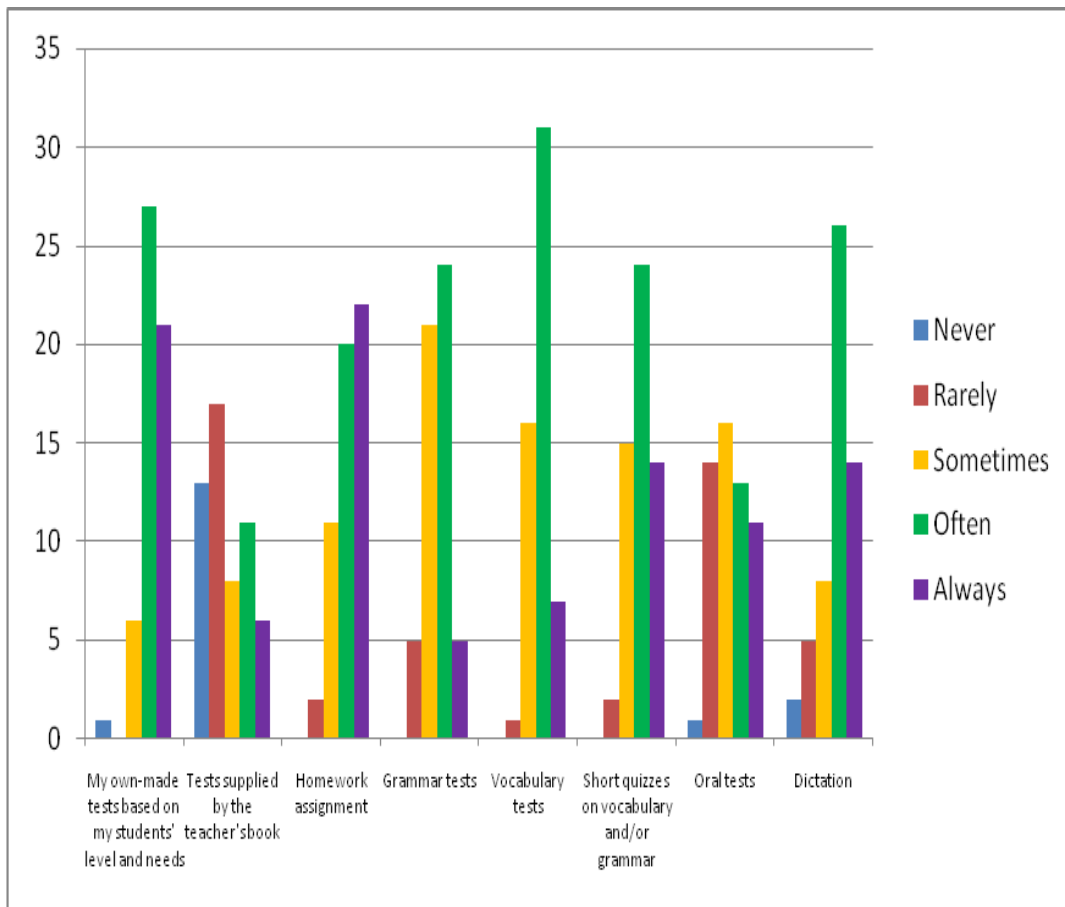


Figure 8: Conventional types of assessment used

5.1.3.4 Alternative assessment methods implemented

Participants were presented with 12 different alternative assessment practices. In contrast to conventional assessment techniques which as Figure 8 shows are integrated into every day classroom procedures, alternative assessment methods are not as frequently applied. It is quite surprising to note that a relatively significant proportion of the respondents never or rarely use basic forms of alternative assessment. More specifically, as revealed in Figure 9, Diaries/Journal are never (38,18%) or rarely (30,91%) implemented by the majority of the population, followed by Debates (23,64% and 45,45% respectively) and Interviews (20% and 40%). Noticeably enough 26 and 19 out of the 55 participants respectively never or rarely use Story-telling or Portfolios as forms of assessment and almost one third of them sometimes integrate these techniques. This is rather surprising taking into consideration that Portfolio assessment has been introduced into EFL primary education, schools have been supplied with relevant material in the past and EFL

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course books in 3rd to 6th Grades incorporate such activities (see Chapter 4: Content Analysis). Dramatization (41,82%) and self assessment (38,18) are assessment practices often used by most teachers as well as peer assessment that is sometimes applied (40%) (Figure 9). This may happen due to the fact that the course books currently used in Primary education include strategy corners, can do sections and self-assessment tests at the end of each unit and offer opportunities for role playing and acting out stories (see Appendix A). Classroom observation, questionnaires and projects received various responses from never to always but are rather preferred methods since they are always or often used by a significant proportion of the participants. Games are the most regular assessment practice preferred by the majority of the teachers and this coincides with the results of previous studies (Chatziailatidou, 2019; Gkogkou, 2019; Tachatou, 2020) showing that they are frequently used procedures. Games and projects are also activities applied in EFL course books and this may ease their use. A finding worthwhile mentioning is the fact that a small percentage of the respondents were not aware of some types of assessment, namely classroom observation (9,09%), Projects (9,09%), Dramatizations (5,45%), Debates (3,64%), Games (3,64%), Portfolios (1,82%) and Journal/Diaries (1,82%) (Figure 9).

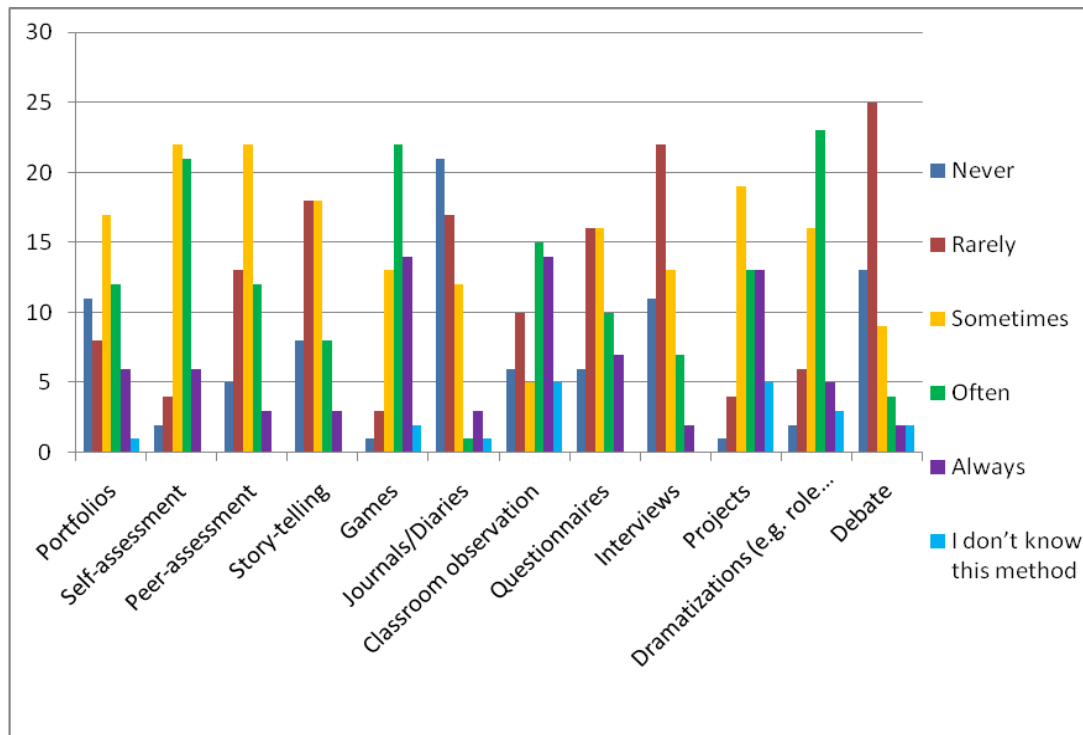


Figure 9: Alternative assessment methods implemented

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5.1.3.5 The effectiveness of the alternative assessment methods used in the teaching practices

After identifying the degree to which alternative assessment methods are used in EFL classroom, two short-answer, open ended questions were posed aiming to investigate teachers' beliefs regarding the effectiveness of the aforementioned practices asking them to identify the most effective and the least effective ones. The findings in both cases seem to agree with the results in Figure 9 since the methods less frequently used by the teachers are the ones considered the least effective and vice versa.

The most effective ones

Games were selected by 29 (out of the 50 participants) as the most effective alternative assessment technique with the explanation that they are "useful and motivating" and encourage learners "to use the language without realizing" it. Dramatizations are the second most popular choice (19 out of the 50 respondents) with role playing being highly recognized for its beneficial role as a language learning and assessment tool. Projects were preferred by 24% of the participants (12 out of the 50), followed by peer and self assessment (9 out of the 50 for each choice) and portfolios (7 out of the 50). Only 4 respondents identified classroom observation as an effective alternative assessment method and 3 preferred story telling. The debate technique was only once mentioned.

The least effective ones

Regarding the least effective alternative assessment methods applied in teachers' classroom practices, their responses are divided into various alternative assessment techniques, each of them receiving low percentages without indicating the lack of effectiveness for a specific one in particular. The results show that Debate and Interviews did not prove to be of effectiveness with 8 out of the 44 participants to choose each of them (18,18%) stating that "students have difficulty in forming arguments" and "find it stressful to speak and discuss in the class". Self assessment (15,91%) and story-telling (15,91%) come second in lack of effectiveness; Diaries/Journals, peer assessment, portfolios and questionnaires are third with 4 votes (9,09%) respectively while projects and classroom observation took the lowest percentage (6,82%).

5.1.4 Alternative assessment and English language course books

5.1.4.1 Beliefs about alternative assessment

The teachers' attitudes towards alternative assessment practices, the main function they serve, the place they hold in primary school classroom, their merits and shortcomings are investigated through some given statements requiring participants to state to what extent they agree or not.

Despite the rather limited use of alternative methods of assessment, the vast majority of teachers unanimously acknowledge its benefits for both the teacher and the students as demonstrated in Figure 10. More particularly, it is widely accepted that alternative assessment is an ongoing process that provides useful input on students' progress (98%) emphasizing both the process and the product of students' learning (85%). In addition, almost all believe that it encourages cooperation among students (93%), active participation in the learning process (89%) and helps students self monitor their progress and assume responsibility for their own learning (80%). Moreover, there is an agreement among the majority of the respondents that alternative assessment is beneficial for instruction since it provides teachers with valuable information about the effectiveness of the teaching methods and techniques. Most teachers recognize that alternative assessment is not less reliable or objective in comparison to more traditional forms of assessment (60%) while at the same time being less stressful (56%). Even though concerns about alternative assessment being easy to prepare, administer, score and analyze are expressed, 60% agree that it can be easily integrated into EFL classroom. This is an encouraging outcome that depicts recognition of the importance of alternative assessment and willingness to assess students in alternative ways. Nonetheless, when asked about the Greek primary education curriculum 44% think that it does not encourage alternative assessment practices and 33% do not have a clear opinion. There is a divergence of opinions when it comes to the integration of alternative assessment techniques in English language primary school textbooks with 40% stating that these methods are used, 27% disagreeing with this fact and 33% not being sure.

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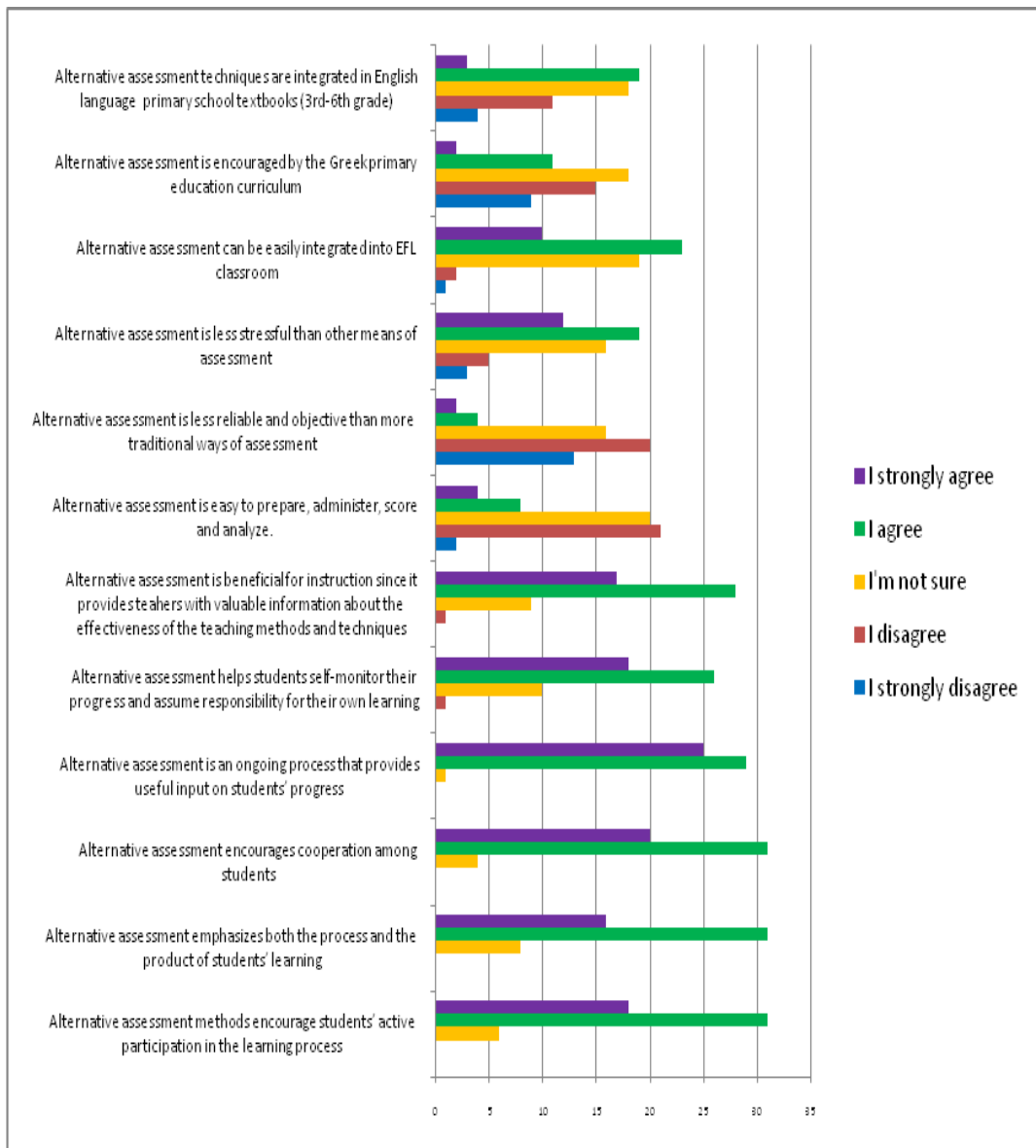


Figure 10: Teachers' opinion on alternative assessment

5.1.4.2 Use of alternative assessment activities from the EFL course books

A more in-depth exploration of the aforementioned issue was attempted through questions focusing on the use of alternative assessment methods in the course books in each grade (3rd-6th) separately based on the findings of content analysis.

At first the use or not of activities from the English course books that promote alternative assessment were investigated with the significantly 72,7% of the respondents confirming the integration of these methods, 20% replying Not sure and only 7,3 % answering negatively (Figure 11). The educational background does not seem to influence the use of alternative assessment with the same

percentages of both post graduate and Bachelor's degree holders answering positively.

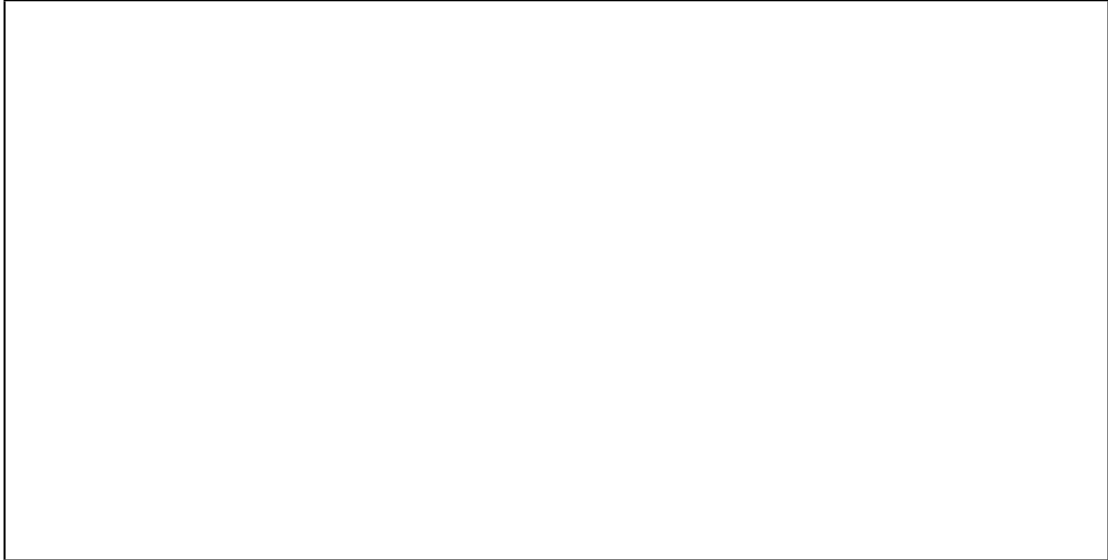


Figure 11: Use of alternative assessment activities from the EFL course books

5.1.4.3 The effectiveness of alternative assessment methods used in the EFL coursebooks

Afterwards, the alternative assessment methods used in the 3rd to 6th grade course books based on the findings of the content analysis were presented and teachers were asked to evaluate their effectiveness.

In the 3rd Grade course books

Most of the participants seem to have a positive opinion and be rather satisfied with the alternative assessment methods used in the 3rd grade course book (Magic Book 2) ranking Games first in order as 67,5% of them believe that they are fully (32,5%) or quite effective (35%) (Figure 12). Dramatizations and Projects have high percentages as well with their effectiveness being acknowledged by the majority of the participants (62,5% state that they are fully or quite effective). Self assessment (through unit evaluation tasks) is the one that follows with 10% responding that it is fully effective, 37,5% quite effective and 27,5% somewhat effective (Figure 12).

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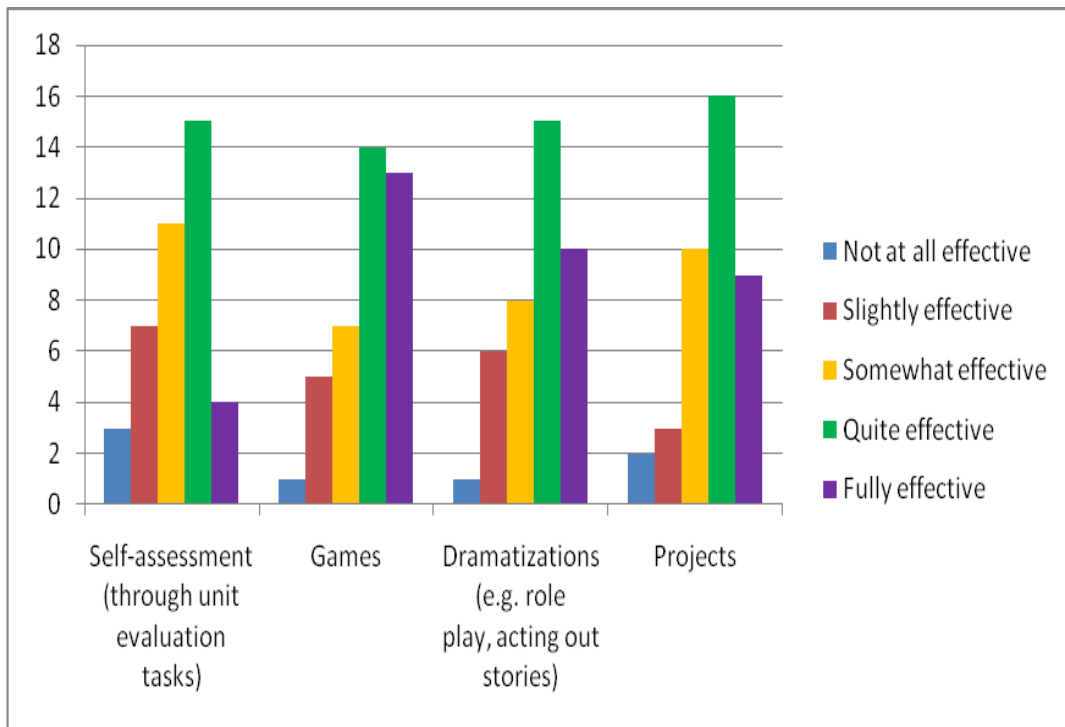


Figure 12: The effectiveness of alternative assessment methods used in the 4th Grade course book

In the 4th Grade course books

The same positive attitude is depicted in the findings regarding the English 4th Grade course book as shown in Figure 13. Dramatization, games and self-assessment seem to be highly appreciated by the teachers since more than half of them believe that they are fully or quite effective assessment methods (60%, 52,5% and 50% respectively). Projects/crosscurricular projects appear with a relatively significant percentage (47,5% consider them quite or fully effective) and are selected by 40% as somewhat effective. Concerns are voiced regarding the effectiveness of portfolio assessment with the participants' opinion differing. Almost one third of the respondents question its efficacy stating that this method is slightly effective (25%) or not at all effective (10%), another 10% regard them as somewhat effective, 32,5% quite effective and only 7,5% fully acknowledge its effectiveness.

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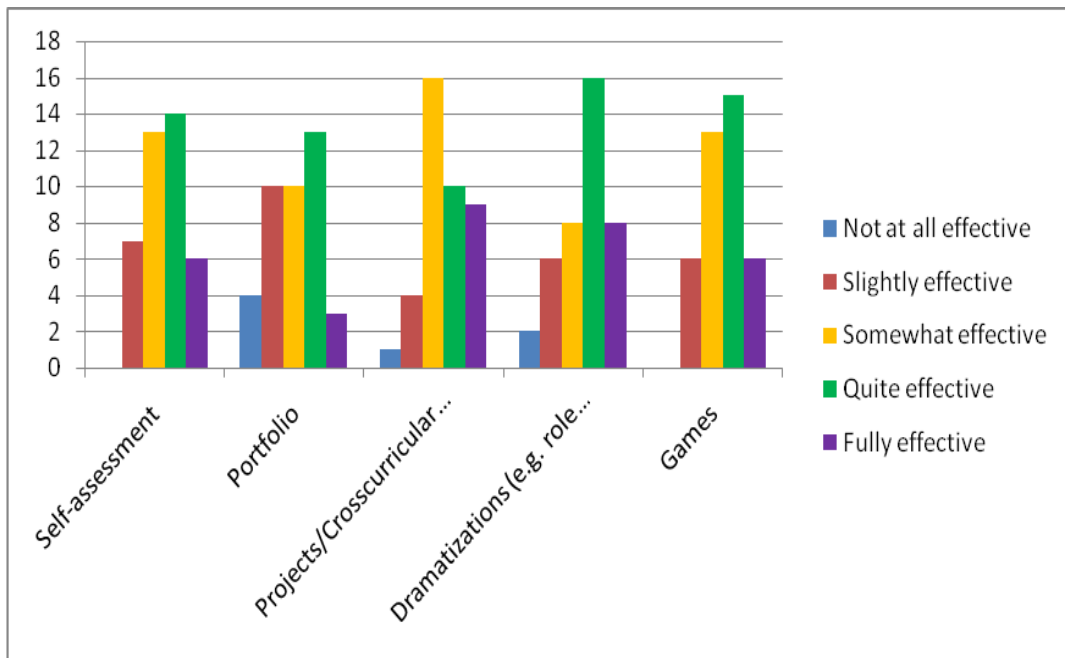


Figure 13: The effectiveness of alternative assessment methods used in the 4th Grade course book

In the 5th Grade course books

When it comes to the 5th and 6th grade course books, teachers did not respond favourably to the alternative assessment practices applied as demonstrated in Figures 14 and 15.

In the English 5th Grade course book, Projects/Crosscurricular projects and Dramatizations were recognized as the most effective methods in comparison to the other alternative assessment techniques, with 42,5% of the population identifying them as fully or quite effective (Figure 14). Surprisingly enough slightly effective was the most popular choice (32,5%) concerning Games followed by somewhat effective (27,5%). Based on the findings of the content analysis we can assume that this attitude perhaps derives from the limited use of games and the narrow variety of the ones included in the specific course book (see Appendix A, Table 5). The features that have received the fewest positive answers include Portfolios with 37,5% questioning the effectiveness of this practice and 40% characterizing it somewhat effective and self-assessment with 35% and 32,5% respectively.

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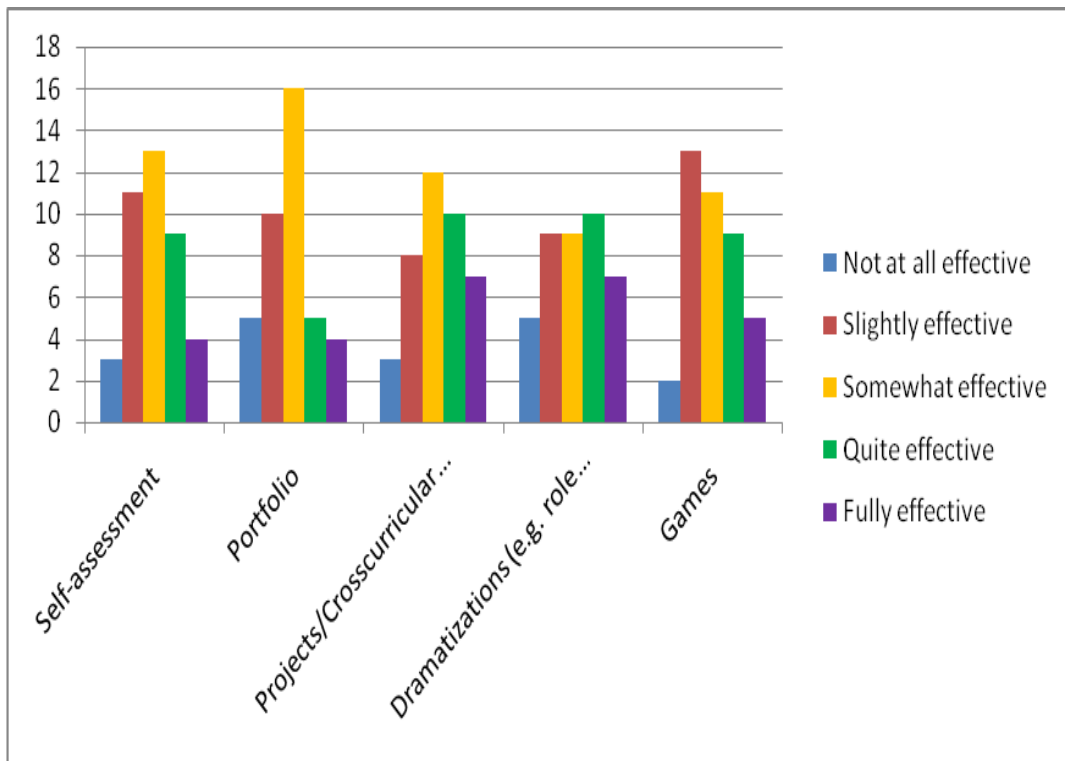


Figure 14: The effectiveness of alternative assessment methods used in the 5th Grade course book

In the 6th Grade course books

With regard to the English 6th Grade, teachers' dissatisfaction with the alternative assessment techniques used is reflected as illustrated in Figure 15. Portfolio comes first in lack of effectiveness with a percentage of 45% to choose it as **not effective** or **slightly effective** and 25% **somewhat effective** and self-assessment is ranked second with 35% and 22,5% respectively. There is a more positive reaction towards Projects/Crosscurricular projects and Games with 72,5% recognizing their effectiveness with answers varying from **somewhat effective** (being the most popular one) to **fully effective**. Even though almost one third of the participants (27,5%) challenge the effectiveness of dramatizations used in the course book, 37,5% believe they are **somewhat effective** and 35% express satisfaction.

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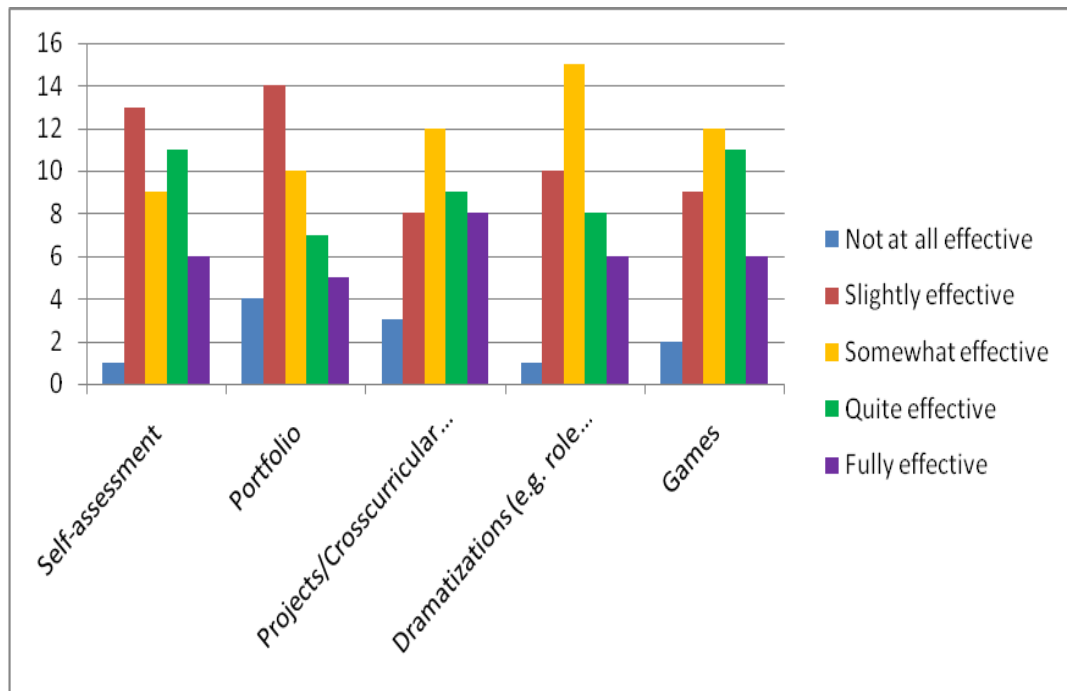


Figure 15: The effectiveness of alternative assessment methods used in the 6th Grade course book

5.1.4.4 Identifying the most effective alternative assessment methods integrated in the course books and their main merits as well as the least effective ones along with their shortcomings

To enlighten this query, the participants were asked to state the methods that proved to be the most effective and their main merits as well as the least effective ones along with their shortcomings.

Most of the teachers identified Projects as the most effective method of alternative assessment used in EFL course books focusing mainly on the fact that they are motivating, enjoyable and engaging and encourage cooperation among students. It was also stated that they promote discovery and interactive learning and “encourage self development and inquiry” by asking students to “take full responsibility of their work”. Games come second in the scale since most of the teachers acknowledge their stress-free and playful nature as a rather important element especially when teaching young learners (3rd, 4th Grades). It is perceived as a quite motivating, non-formal type of assessment that encourages cooperative learning and student participation in the learning process and “activates prior knowledge in a fun way”. Dramatizations are third in the teachers’ preferences,

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especially role playing and acting out stories in the 3rd and 4th Grades, as techniques that encourage cooperation and help students "interact as in real life situations", at the same time "developing oral fluency and vocabulary recall". Self-assessment (mainly through self-assessment tests at the end of each unit) was mentioned by four participants as an effective way to keep students motivated and reinforce self awareness without stress. It is surprising though that portfolio assessment was not voted by any participant.

This last finding is confirmed by the answers the participants gave to the question asking for the least effective methods. They rated portfolio in the third place regarding the lack of effectiveness characterizing it as a very demanding procedure for both students and teachers especially in the 5th and 6th Grade course books. Time constraints, lack of interest and familiarity with the specific method along with demotivating topics are identified as the basic hindering factors. No method in particular stands out as rather ineffective with the teachers' opinion varying and giving low percentages to different techniques. Few teachers commented negatively on the function of Dramatizations claiming that it is difficult for students to understand its purpose and find it as an opportunity to have fun and laugh. Concerns are expressed regarding the participation of shy students, in contrast to research supporting the opposite since it enhances learners' self-esteem (Kolovou & Kraniotou 2009, Zafeiriadou, 2009). Self-assessment comes second in lack of effectiveness since, in teachers' belief, self assessment tests at the end of each unit are not motivating and "seem like a continuation of homework assignment" or like test activities. The self assessment tasks encountered in the 5th and 6th Grade course books are identified as particularly ineffective with the explanation that they do not meet students' needs, they are difficult for the students to complete on their own and do not include a variety of tasks. Projects are portrayed by few participants as rather demanding for both students and teachers and time consuming especially in the last two grades in primary education. The excess of vocabulary required and the lack of interest on behalf of students are also mentioned. Games are described as not effective by only two participants claiming that the ones included in the 5th and 6th grade could be more interesting.

5.1.4.5 Suggestions for modifications/improvement

Taking into consideration the aforementioned concerns expressed by teachers about the alternative assessment method used in EFL course books, it is no surprise that the vast majority (82,5%) agree that changes are required (Figure 16). The vast majority of the respondents (87,5%) agree that the existing alternative assessment course book activities should be modified to better cater for the students needs. Almost the same significant percentage favours the integration of different types of alternative assessment activities and a 75% believes that a greater number of such activities should be included.

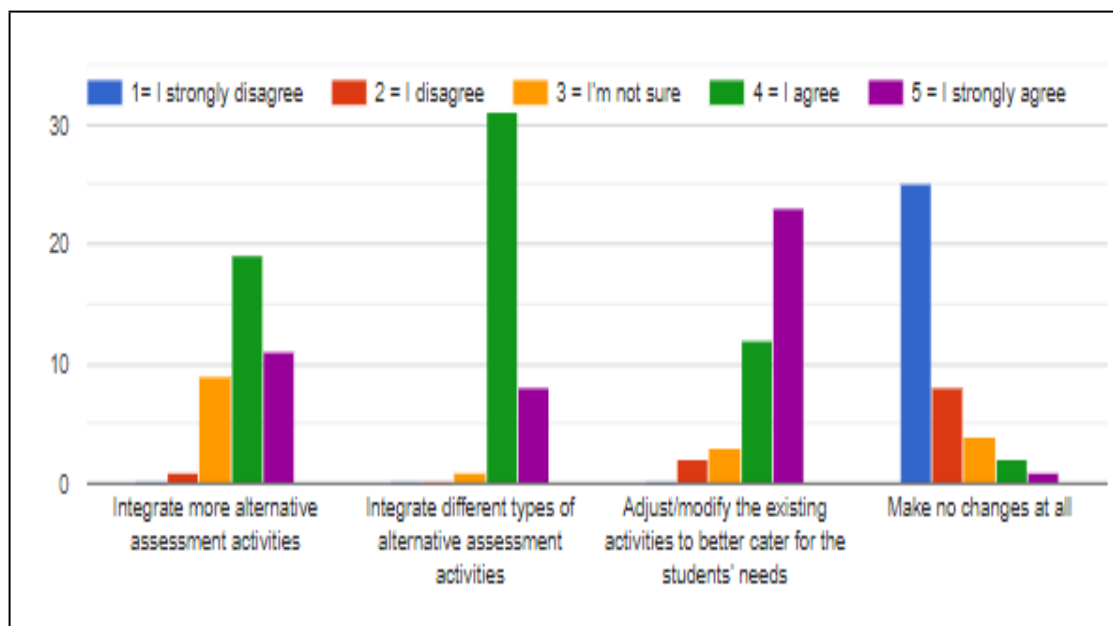


Figure 16: Suggestions for modifications/improvement

5.1.4.6 Briefly elaborating on the previous question

Teachers' opinions on the aforementioned issue were further highlighted when asked to briefly elaborate on their answers and give clarifications. Adaptations are suggested by the vast majority since the existing tasks are characterized as not inspiring and in some cases quite demanding. As a participant stated, “the existing tasks are not inspiring or engaging and content is to a large extent responsible for that”. Role play should be encouraged and ideas for games should be implemented. Self assessment and peer assessment should include a variety of tasks so that all students' needs are catered for and all skills are put into practice. It is argued that activities and topics should be simplified, adjusted to the learners'

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interests, needs, learning styles and real knowledge level and used to promote the productive use of language and practice all skills. In light of the above, the need for more and various methods of alternative assessment is expressed along with the necessity to incorporate modern-day projects, interesting games, more chances for project work as well as self assessment and peer assessment "so that students acquire a culture of assessment from an early age". The need to encourage cooperation and provide opportunities for more listening and speaking assessment tasks is also stressed. The 3rd Grade course book *Magic Book 2* is preferred by most teachers mentioning that "it is quite interesting for the students" and requires little modifications. On the other hand, the 5th and 6th Grade course books displeased the teachers in relation to the use of projects and portfolios which in their opinion should be less demanding and more interesting.

5.1.4.7 Factors influencing teachers' decision to implement alternative assessment

Figure 17 presents the hindering factors that may influence teachers' decision to implement alternative assessment in their classroom. A large number of students in the class and time limitations seem to be the primary reasons discouraging teachers to apply such methods in their teaching context and implies difficulties in terms of practicality. The same difficulty is identified by the majority of the participants in designing, administering and scoring alternative assessment methods but no particular reservations are expressed regarding the objectivity of the specific methods. Two more factors highlighted by a considerable number of the participants, as outlined in Figure 17, are lack of resources along with limited alternative assessment practices dictated by the course books. These findings confirm the answers the participants gave to the question asking for the changes required regarding the course books currently used since the need for more and various alternative assessment tasks was stressed (see Appendix C, Figure 16, p. 137). Lack of educational background on new assessment procedures and lack of adequate professional training moderately influences the participants. Lack of student motivation, teachers' insecurity to try something different as well as parents and students' preoccupation with tests and grades are not regarded as quite influential factors and come last with a respectable amount of respondents disagreeing with them. Even though teachers quite often use assessment practices

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in order to assign grades and inform students’ parents about their progress (see Appendix C, Figure 7, p.133), these factors do not seem to affect their decision to implement alternative assessment procedures. The aforementioned results are confirmed by previous studies (Chatziailatzidou, 2019; Deroukaki, 2020; Gkogkou, 2019; Tachatou, 2020; Zarali, 2019) especially regarding the two most important hindering factors but come partly in contrast concerning the lack of knowledge/training about new ways of assessing (Deroukaki, 2020; Gkogkou, 2019; Zarali, 2019) and parents and students preoccupation with tests and grades (Tachatou, 2020; Chatziailatzidou, 2019) that were highlighted as rather important hindering factors in some previous studies.

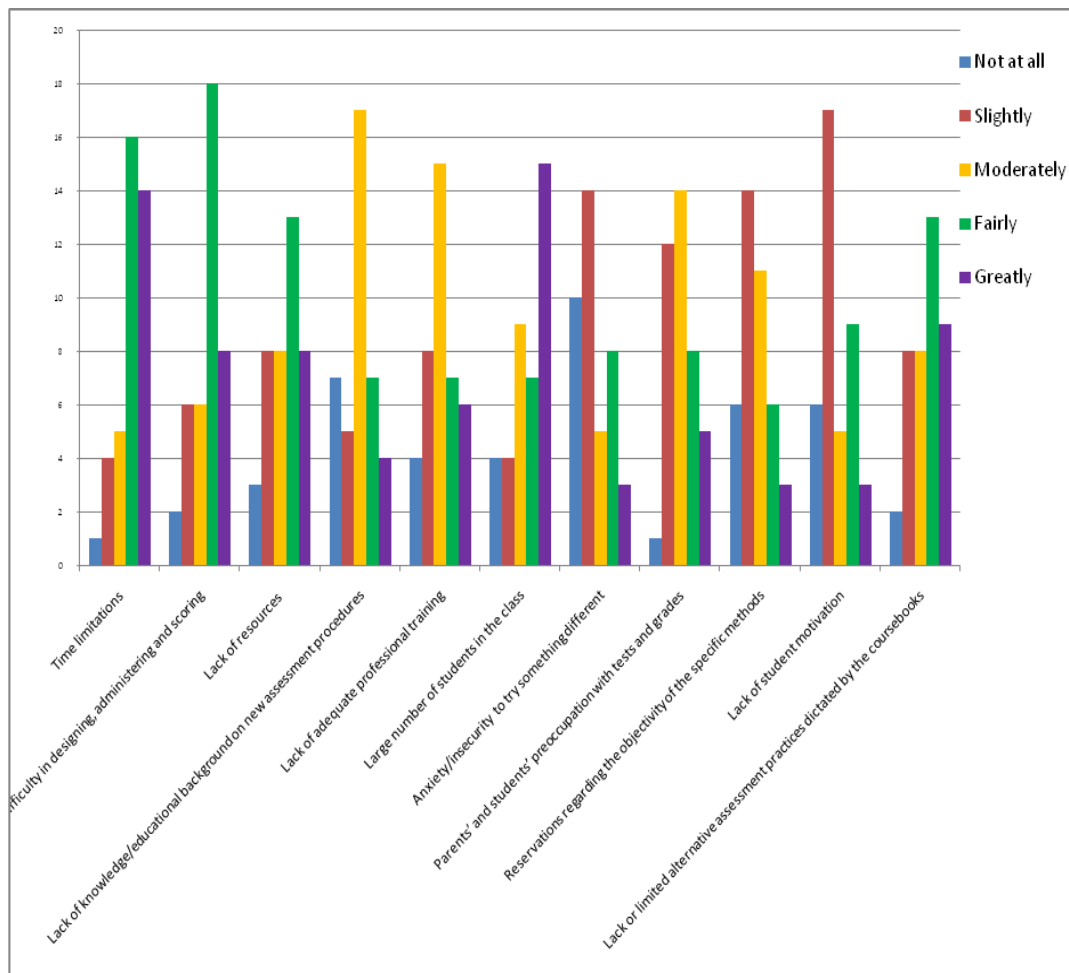


Figure 17: Factors influencing teacher's decision to implement alternative assessment

5.1.4.8 Time devoted to alternative assessment methods used in course books

In search of the teaching time devoted to alternative assessment methods used in the course books, Figure 18 demonstrates that 47,5% of the respondents use alternative assessment in a percentage of 11-20% of the teaching/learning process. What is more, 35% of the teachers voted a 1-10% and only 17,5% use alternative assessment in a percentage of 21-30%. It is clear therefore that alternative assessment is present in Greek state primary education but in a low percentage. Taking into consideration the finding in Figures 8 & 9 (see Appendix C, p.133-134) asking for the frequency of the alternative and traditional assessment methods used in the classroom, we can reach the conclusion that alternative assessment is used along with traditional types with the latter prevailing. Participants having attended post graduate programs seem to devote more time to alternative assessment practices (21-30%: 24%) compared to Bachelor's degree holders (21-30%: 7%).



Figure 18: Time devoted to applying the alternative assessment methods used in the EFL course books

5.1.4.9 Sufficiency of time devoted to alternative assessment

When asked about the sufficiency of the time devoted to alternative assessment procedures in regard to the students' needs, 22,5% are unsure, 15% believe it is enough while a high percentage (62,5%) stated that more time should be devoted to these practices in order to cater for the learners' needs, therefore acknowledging the necessity and contribution of alternative assessment in the learning process (Figure 19).

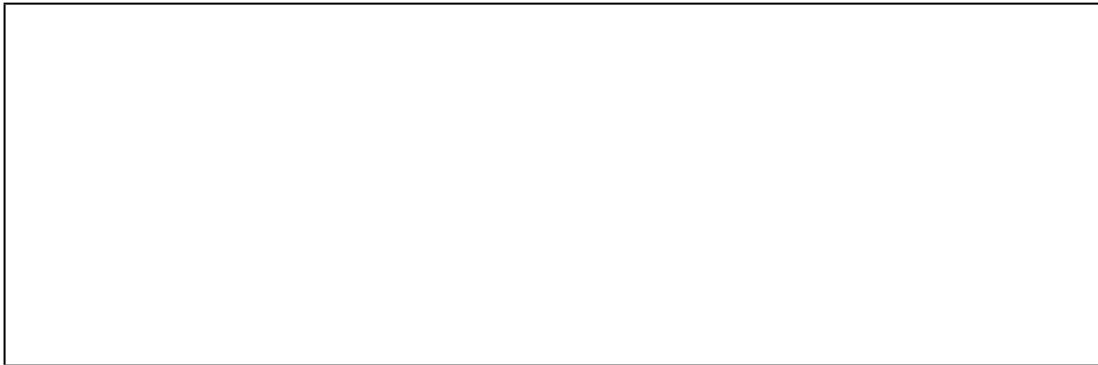


Figure 19: Sufficiency of time devoted to alternative assessment practices

5.1.4.10 Willingness to devote more time to alternative assessment

What is even more encouraging is the fact that the vast majority of the participants (81,6%) is willing to devote more time to alternative assessment methods with only 12,2% being unsure and 6,1% unwilling (Figure 20). Their answers confirm the positive attitudes towards the function of alternative assessment detected in Figure 10.



Figure 20: Willingness to devote more time to alternative assessment

Conclusion

In the present chapter, the alternative assessment methods used in EFL course books were presented and the findings elicited from the questionnaire were analyzed. Overall, the research yielded enlightening data, highlighting teachers' perception and practices in relation to alternative assessment in Greek state primary schools. Moreover, the shortcomings and merits of the tasks used in the aforementioned course books were revealed based on the participants' opinion and modifications were suggested.

Chapter 6: Discussion of the research findings, limitations of the study and suggestions for further research

Introduction

This final chapter focuses on summarizing and further analyzing the findings of the research in relation to the research questions as presented in Chapter 3. The limitations of the study are specified and suggestions for further research are made.

6.1 Discussion of the research findings and their implications.

Research Question 1: What methods of assessment do EFL teachers in Greek state primary schools use?

Regarding the first research question, the responses indicated an effort to balance summative assessment conducted mainly at the end of each unit or each semester and formative ongoing assessment during the lesson with the first one prevailing in percentages. Nonetheless, EFL teachers acknowledge the importance of assessment for learning and the fact that "instruction and formative assessment are indivisible" (Black & William, 1998, p.143) since identifying students' strengths and weaknesses and monitoring progress are named as the main aims of assessing. Although the vast majority of the participants are familiar with alternative assessment techniques and have positive attitudes towards them as they acknowledge their benefits and functions in EFL classroom, they seem to favour a mixed model combining traditional and alternative assessment methods. These findings seem to correlate with results of similar studies conducted on YLLs assessment within the Greek educational context (Chatziailatzidou, 2019; Deroukaki, 2020; Gkogkou, 2019; Tachatou, 2020). Almost all the respondents frequently employ traditional ways of assessment, tests prepared by the teacher, homework assignments, dictation, grammar and vocabulary tests. According to Pinter (2006) paper and pencil tests are preferred by the teachers because they are relatively easy to administer, correct and score, focusing on quantitative outcomes. The aforementioned findings partly contradict the principles of Greek EFL

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curriculum that promotes holistic, dynamic and cooperative processes of assessment and suggests alternative assessment procedures without rejecting the more traditional ones (Dendrinou & Karava, 2013). Assessing language knowledge is a dynamic field that requires various and multiple processes that complement one another (Shohamy et., al , 2017). The data gathered provide some promising signs that EFL teachers are willing to broaden and diversify their assessment practices.

Research Question 2: What are the most common alternative assessment methods EFL teachers implement in their classroom?

The questionnaire analysis showed that alternative assessment methods are applied in a much lower frequency compared to traditional assessment techniques. The most regularly used ones are games, self-assessment, projects, dramatizations and classroom observation but it is not specified whether the last one is structured. These findings partly coincide and may be justified based on the data collected from content analysis revealing the frequent occurrence of the aforementioned alternative assessment methods in EFL course books. Games are identified as the most effective technique which is in line with YLs characteristics. YLs assessment procedures need to be engaging and characterized by the elements of play, fun, entertainment and physical involvement all of them consisting essential features of an English for Young Learners class as Cameron (2001) and Bouniol (2004) point out. On the other hand, diaries/journals, debates, and interviews are never or rarely applied.

Research Question 3: Which are the alternative assessment methods integrated in English language course books in Greek state primary schools?

Based on the content analysis conducted, self-assessment, portfolio, projects, dramatizations and games are the most frequently encountered alternative assessment methods. Debate and story retelling are used only once in the 5th Grade course book. The principles of differentiated teaching, multiple intelligences, holistic assessment, learner autonomy, interactive and cooperative learning are suggested as teaching practices by the Teacher's book in each grade and the Integrated Foreign Languages Curriculum (Efremidou, Reppa, & Frouzaki, 2009;

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Dendrinou & Karava, 2013; Kolovou & Kraniotou, 2009). Taking into consideration the aforementioned findings and the teachers' perception analysis conducted by the questionnaire it can be inferred that the integration of more and various alternative assessment methods could be of great pedagogical value. The use of Diaries/Journals/Logs and Conferences/Interviews could enhance the communication and interaction between the teacher and the students and provide valuable feedback encouraging self-reflection and improvement (Brown, 2004; Worley, 2001). More opportunities for peer and self assessment could be provided both by the course books and the teachers in order to facilitate the development of learner's autonomy (Brown, 2004; Cameron 2004).

Research Question 4: What is EFL teachers' opinion concerning the effectiveness of alternative assessment methods used in the aforementioned course books?

On the whole, the research findings have brought forth the positive attitude of teachers towards the 3rd and 4th Grade course books, with games, dramatizations and projects dominating in their preferences. Yet, there are elements that require our attention primarily in relation to the alternative assessment methods in the 5th and 6th Grade course books since most teachers expressed their skepticism about their effective contribution to assessment. To be more specific, although the participants admitted employing alternative assessment procedures suggested by the course books, their responses indicated the need for improvement and modifications in English language learning material in primary education in order to meet students' needs and interests and deeply integrate alternative assessment practices. The necessity for a greater variety of alternative assessment methods and the adaptation of the existing ones was highlighted.

Research Question 5: What are the factors that prevent the implementation of alternative assessment in the foreign language classroom?

Practical issues, such as the large number of pupils in the class, time limitations, difficulty in designing, administering and scoring, lack of resources and limited alternative assessment practices dictated by the course books emerged as the most important factors influencing teachers' decision to implement alternative means of assessment. Taking into consideration teachers' opinions as depicted in

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questionnaire analysis indicating their concern about the encouragement of alternative assessment procedures by the Greek primary education curriculum and their integration in English language primary school textbooks (see section 5.1.4.1, p.44), the necessity for support and adjustments is highlighted not only in teaching practices but in foreign language learning education in general. More training, time and space for alternative assessment in the curriculum and EFL course books should be dedicated.

The results presented above help us draw several implications for various stakeholders, namely teachers, policy makers and course book designers revealing that there is certainly room for future research especially in light of the new syllabuses and the 'multiple book' that are going to be introduced in Greek state primary education in the following years (IEP). Teachers' responses and EFL course book content analysis indicate that a relatively narrow range of alternative assessment procedures are integrated in EFL classroom and modifications are required in order to meet students' characteristics. Hence, there is a need for a greater variety of alternative assessment methods to be introduced and adjustments to be made as far as the existing ones are concerned. Identifying the difficulties of implementation and use would provide a basis for eliminating hindering factors in order to move from a traditional classroom setting towards a more alternative one. As Black and Wiliam (1998, p. 9) suggest "all features in the education system that actually obstruct the development of effective formative assessment should be examined to see how their negative effects can be reduced". Practical issues, such as time constraints and large number of students in the class need to be taken into consideration by the stakeholders. Teaching materials should be evolving and exploited for assessment purposes that allow greater learner autonomy and encourage teachers to adapt to new methodologies and expand their range of assessment practices. Textbooks and syllabuses could be adapted and enriched with a greater variety of alternative assessment methods.

6.2 Limitations of the study and suggestions for further research

Despite careful planning, the specific study is not without certain limitations. The main one is that it constitutes a small case study. Although a considerable effort

was made to include a representative sample of the population, the number of the respondents was limited (55). A larger sample would have drawn more accurate and reliable results. Retrospectively, after analyzing the questionnaire findings, it became apparent to the researcher that there may be some flaws regarding the ordering and the structure of the questions. In an effort to investigate the topic holistically and highlight as many aspects as possible, some of the questionnaire items are rather long, demanding much information and a lot of thought and might therefore have been tiring for the respondents. A more experienced researcher might have foreseen these limitations and the drawbacks they entail, be more to the point and exploit teachers' beliefs and practices to the fullest.

In light of the above, some suggestions for further research could be put forward. First of all, a large scale research would allow for more definite and valid data to be collected. A greater variety of research methods, namely classroom observation along with students' questionnaire exploring their views on alternative assessment practices used in the classroom and the EFL course books, would provide a more extensive and comprehensible picture of the topic and incorporate awareness of learners' responses towards course book assessment procedures, classroom practices and difficulties encountered. Additionally, further research could more deeply explore and clarify teachers' skepticism regarding alternative assessment methods included in EFL teaching material since time constraints and research limitations were hindering factors in the present study.

Conclusion

The present study has attempted to shed light on the place that alternative assessment holds in Greek State Primary school classroom in relation to the course book materials and the teachers' practices and beliefs. In this vein a content analysis investigating the alternative assessment methods used in EFL language course books (3rd-6th Grades) was conducted followed by a questionnaire administered to a sample of 55 EFL teachers in Greek state primary schools. Overall, the research yielded important data highlighting the participants' assessment practices, revealing that they still continue to rely on summative, traditional means of assessment but at the same time depicting a shift towards

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alternative means of assessment. The questionnaire analysis has brought forth teachers' positive attitude towards the alternative assessment methods used in the 3rd and 4th Grade course books and their concerns regarding the ones applied in the 5th and 6th Grade materials. The research findings indicated the need for EFL materials for primary education to meet the demands of the curriculum and assist an assessment framework that integrates alternative methods. Furthermore, teachers need to be empowered to enrich and systematically examine their assessment practices and their effect on students' performance. As Tsagari and Sifakis (2014, p.220) point out, genuine language learning is further enhanced when "courseware development integrates learners' language and learning needs, teachers' readiness to integrate the course books' orientation, as well as current research on what constitutes adequate language learning".

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†DTF@FMJFM XO\G@LACF@OPH`MN@F@OPH +†X`."`AB@
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APPENDICES

Appendix A: Content analysis tables

TABLE 3: Alternative assessment methods used in Magic Book 2 (Activity book)

(based on Alexiou, T., & Matthaïoudaki, M., 2018a; 2018b & 2018c and

‡ W F K L A D F B M - ? @ G L B G T F @ <http://books.google.gr> and U G, references)

UNITS	Types/Methods of alternative assessment	Task instructions	Aims/Expected outcomes (based on the Teacher's book)	Pages
Unit 1: Kelly	Project	What can you open with your magic key? What can you find? Draw and write.	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere	Page 28
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour. A) How many stars for..? 1) The story, 2) Songs and rhymes, 3) Games and puzzles B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications	Page 28

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<p>Unit 2: Captain Cook</p>	<p>Project</p> <p>Unit evaluation task that can be used as diary</p>	<p>Aboriginal art. Complete the picture with another Australian animal.</p> <p>A rating scale with stars (A) . Colour the stars according to your liking. The more you liked the unit components, the more stars you need to colour</p> <p>A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.</p>	<p>To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere</p> <p>A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications</p>	<p>Page 36</p> <p>Page 36</p>
<p>Unit 3: The ant and the cricket</p>	<p>Project</p> <p>Unit evaluation task that can be used as diary</p>	<p>Create your season book (you can find it on page 103).</p> <p>A rating scale with stars (A) . Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour</p> <p>A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.</p>	<p>To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere</p> <p>A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for</p>	<p>Page 44</p> <p>Page 44</p>

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			modifications	
Unit 4: The weasel and the mole	Project	Design a project on healthy eating habits.	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere	Page 52
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications	Page 52
Unit 5: The animal school	Project	You are unique (I like...,I don't like...,My favourite colour, number, animal is..., My best friend is..)	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere	Page 60
	Unit evaluation task that can be used as diary	A rating scale with stars (A) . Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for	Page 60

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			modifications	
Unit 6: The emperor's new clothes	Project	Design your own spin wheel with clothes and colour them.	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere	Page 68
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications	Page 68
Unit 7: Arthur and his family	Project	What do you like most? Show it in a class poster.	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To promote group/pair work activities. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere.	Page 76
	Unit evaluation task that can be used as diary	A rating scale with stars(A) . Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class	Page 76

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		and say.	and allow for modifications	
Unit 8: Daedalus and Icarus	Project	Create your own theatre play	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere.	Page 84
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications	Page 84
Unit 9: Planet Recyclon	Project	Use recyclable things to create your own litter monster.	To use and consolidate language learnt in this unit both in written and oral form. To raise children's awareness of environmental issues To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere.	Page 92
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness	Page 92

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		B) Which are your favourite words and phrases? Write and say.	about aspects of teaching and learning in his class and allow for modifications	
Unit 10: The magic island	Project	The best things in life are not things. Create a poster to show what's good in your life.	To use and consolidate language learnt in this unit both in written and oral form. To use art to promote creativity. To develop fine motor skills. To create a relaxing, non-threatening classroom atmosphere.	Page 100
	Unit evaluation task that can be used as diary	A rating scale with stars (A). Colour the stars according to your liking. The more you liked the students components, the more stars you need to colour A) How many stars for...? 1) The story, 2) Songs and rhyme, 3) Games and puzzles. B) Which are your favourite words and phrases? Write and say.	A structured diary focusing on specific unit components. To give students the opportunity to express their beliefs and preferences related to coursebook unit components and learning processes. To raise teacher's consciousness about aspects of teaching and learning in his class and allow for modifications	Page 100
Units 1-10	Dramatization (Student's book)	As it is suggested by the Teacher's book stories can be used as a starting point for various activities including dramatization. Students are invited to act out the stories through role playing activities	To create an entertaining classroom atmosphere. To practice speaking skills in. To enhance students active participation in the learning process.	

MAGIC BOOK 2, STUDENT'S BOOK: GAMES

UNIT 1, Lesson 1: page 29, Activity 3: Listen and mime. Lesson 2: page 33, Activity 3: Let's play a game! (similar to 'Treasure Hunt' in terms of logic, hiding a magic thing drawn on a piece of paper and a student searching for it) and Activity 4: Let's collect magic things! (a board game played in pairs). Lesson 3: page 36, Activity 4: Draw your magic thing and play the game. (students draw

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'magic' things on a small piece of paper and put it in a bag. Each child blindfolded pulls out a magic picture and see if he/she can select his/her drawing).

UNIT 2, Lesson 2: page 43, Activity 4: Let's play "Captain Cook says!" (a variation of the 'Simon says' game to practice body parts, pairwork). Lesson 3: page 45, Activity 2: Let's play "Rock Paper Scissors", a hand game played by two people), page 46, Activity 3: Act it out! (students are allocated roles from the story of the unit).

UNIT 3, Lesson 1: page 50, Activity 4: Let's mime! (a student mimes and the others have to guess and say what he/she is doing). Lesson 2: page 53, Activity 3: Guess who (a student describes what a character of the story is wearing and another student guesses who that character is). Lesson 3, page 56, Activity 4: Let's play! (a board game).

UNIT 4, Lesson 1: page 60, Activity 3: Let's play! (each student mimes an activity depicted on a picture and act out a dialogue).

UNIT 5, Lesson 1: page 70, Activity 3: Henry says... (a version of the 'Simon says' game). Lesson 3: page 75, Activity 2: Let's play a memory game! (look at some pictures for 1 minute and then close the book and try to recall the items), page 76, Activity 3: I spy with my little eye... (one student says the first letter of the word he/she spies and the second pupil tries to find the word, pairwork or groupwork to recycle vocabulary) and Activity 4: Can you see the duck or the hare? (the students have to decide whether the picture shows a duck or a hare thus promoting visual perception).

UNIT6, Lesson 3: page 86, Activity 3: Let's play! (a hanging clothes board game to consolidate clothes and colour vocabulary).

UNIT 8, Lesson 1: page 100: Activity 3: Let's play! (a board game played in two groups).

UNIT 9, Lesson 1: page 110, Activity 4: The green game. Let's play! (the students listen to the teacher and if what he/she says is environmentally friendly behavior they stand up; if not they remain seated, to consolidate vocabulary and caters for the students need for movement).

Lesson 2: page 113, Activity: 4: Let's play! (a board game played in pairs to consolidate vocabulary items).

Lesson 3: page 115, Activity 2: Can you remember? (a memory game).

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UNIT 10, Lesson 3: Magic Gameland!, page 124, A. Memory game and B. Observation game

TABLE 4: Alternative assessment methods used in English 4th Grade Pupil's book
(based on Bratsoli, A & Diamantidou, A, 2009a; 2009b & 2009c and ‡ W F K L A D F B M-
? @ G L B G T F @ O Y [<http://books.oup.com/> (see references))

UNITS	Types/ methods of alternative assessment: Self assessment	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 1: Back to school	Strategy corner- Vocabulary	-When I find a word I don't know... -When I revise and try to learn new words... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 9
	Self- Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses.	Pages 19-20
Unit 2: What's your favourite hobby or sport?	Strategy corner- Reading	-When I read a text for the first time... -When I revise a text... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to	Page 21

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	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	facilitate successful learning To help students consolidate new language and identify their strengths and weaknesses.	Pages 31-32
Unit 3: This is where I live	Strategy corner-Listening	-When I do a listening task... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 33
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses.	Pages 43-44
Unit 4: Time	Strategy corner-Speaking	-When I do a Speaking task... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 45
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses.	Pages 55-56
Unit 5: Habits and	Strategy corner-Writing	-When I'm trying to write a text... Statements with Yes/No options are given and students	S: To develop students' self-awareness regarding the learning strategies they have acquired. To	Page 57

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customs		tick the answers they best fit each of them	help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses	Pages 67-68
Unit 6: Animals	Strategy corner-Grammar	-I like grammar because... -When I study grammar... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 69
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses	Pages 79-80
Unit 7: What are you doing?	Strategy corner-Songs and games	-I like it/don't like it when we are singing a song, because... -I like it/don't like it when we are playing a game, because... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to	Page 81

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	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	facilitate successful learning To help students consolidate new language and identify their strengths and weaknesses	Pages 91-92
Unit 8: Around the city	Strategy corner-Working in groups	-I like it when I work in a group because... -I don't like it when I work in a group because... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 93
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses	Pages 103-104
Unit 9: The school party	Strategy corner-Revising	When I revise... Statements with Yes/No options are given and students tick the answers they best fit each of them	S: To develop students' self-awareness regarding the learning strategies they have acquired. To help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	Page 105
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses	Pages 115-116
Unit 10: Enjoy your	Strategy corner-What I like best about	Put numbers from 1-10 (1=what I like best, 10=what I don't like at all)	S: To develop students' self-awareness regarding the learning strategies they have acquired. To	Page 117

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holidays!	learning English is		help the students identify the most successful and helpful strategies that facilitate their understanding and performance and assume responsibility for their own learning T: Drawing on the students' feedback the teaching process can be accordingly adjusted to facilitate successful learning	
	Self-Assessment test	Activities serving as a self-assessment tool suggested by the teacher's book to be done as classwork	To help students consolidate new language and identify their strengths and weaknesses	Pages 127-128
UNITS	Types/Methods of alternative assessment: Mini Portfolio	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.	Mini portfolio section, an open-ended dossier at the end of each unit	Circle the correct face and talk about what you can do (a self-assessment rating scale using smiley faces). It is suggested by the teacher's book that the learners can put examples of their work showing what they already know and what they can do	To help the students record their progress, realize to what extent they have achieved the learning goals and identify their strengths and weaknesses. To provide information to the students' parents regarding their progress in the language	Pages 20, 32, 44, 56, 68, 80, 92, 104, 116, 128
UNITS	Types/Methods of alternative assessment: Projects	Task instructions (briefly)	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 1, Lesson 3: This is my school	Crosscurricular Project	Work in groups. Interview your teacher(s) or headteacher and find information about your school. Make a poster about it	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other	Page 18

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			teachers. Crosscurricular link with School Life, Art	
Unit 2, Lesson 3: The Olympic Games	Crosscurricular Project	Work in groups and 1) find information about Olympic sports/famous athletes and make posters.2) Compare Olympic sports between the past and now.	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with Olympic Sports Studies, History	Page 30
Unit 3, Lesson 3: Let's talk about Greece	Crosscurricular Project	Work in groups, find information about places in Greece and make a poster	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with History and Environmental Studies.	Page 42
Unit 4, Lesson 3: Weather around the world	Crosscurricular Project	1) Work in groups. Find out about the weather in other parts of Greece and about climate, food, jobs and houses in different places in the world with different climatic conditions and make a collage/poster 2)Write your poem about your favourite season	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. 1) Crosscurricular link with Environmental Studies, Art, History 2) Crosscurricular link with Environmental Studies, Art,	Page 54

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			Language	
Unit 5, Lesson 3: Finding out about habits and customs	Crosscurricular Project	Work in groups. 1) Carry out a survey about children's habits and talk about similarities and differences and report your findings in class. 2) Find out about customs in Greece and in other countries on Christmas, Easter and other national holidays and report your findings in class	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. 1) Crosscurricular link with Language, Environmental Studies 2) Crosscurricular link with Language, Environmental Studies, School Life, History	Page 66
Unit 6, Lesson 3 Animals in danger	Crosscurricular Project	Work in groups. Find information about endangered species in Greece and around the world from books, magazines or websites. Make a leaflet with information and organize an "Environmental Day" at school.	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with Language, Environmental Studies	Page 78
Unit 7, Lesson 3: Tell me about your job	Crosscurricular Project	Work in groups. 1) Interview a professional in your area and make a poster about his/her job. 2) Write about an old, 'endangered' job and make a poster	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. 1) Crosscurricular link with Environmental Studies, language 2) Crosscurricular link with Environmental Studies, History	Page 90

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Unit 8, Lesson 3: Walking in the street	Crosscurricular Project	Work in groups.1) Draw large road signs and find out what they mean.2) Write road safety advice for pedestrians on a poster	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with Language, Environmental Studies	Page 102
Unit 9, Lesson 3: Recipes from around the world	Crosscurricular Project	Work in groups. Find a recipe from Greece or from another country and write the ingredients and the instructions on a poster	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with Language, Environmental Studies	Page 114
Unit 10, Lesson 3: Your yearbook	Crosscurricular Project	1) Make a yearbook. Interview one of your classmates and write about him/her. 2) Work in groups and write your English story	To revise and consolidate material introduced in the specific unit. To acquire a hands on experience from the world round them. To find and interact with information from various sources. To cater for students' inclinations, talents and interests and develop critical thinking. To encourage group work/pair work and cooperation. To allow for cooperation between the English teacher and other teachers. Crosscurricular link with Language, Environmental Studies	Page 125
UNITS	Types/ methods of alternative assessment: Dramatizati	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages

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	on			
Units1-10	Dramatization	As it is suggested by the Teacher's book, reading texts can be used as the basis for a variety of reading activities including dramatization (Teacher's book, p.13)	To develop speaking skills using the target language in different situations. To use authentic and communicative ways of practicing and assessing students' language skills	

GAMES

Students' Book

UNIT 1: Lesson 1, Activity 6: Let's play, Break my code (every letter has got a number. Can you break the code?), page 12.

Lesson 2, Activity 7: Let's play, What day is it? (Work in pairs, look at a timetable and think of a day. Your friend will ask you questions and try to find the day), page 16.

UNIT 2: Lesson 1, Activity 8: Let's play! Toss the ball! (guessing game played in two groups of students asking questions to guess the sport the other group has thought of involving learners in physical response that is throwing a ball in every turn), page 25.

Lesson 2, Activity 7: Let's play! Pantomime: What do you like? (played in two groups miming a hobby for the other group to guess), page 29

UNIT 3, Lesson 1, Activity 7: Let's Play! Find the country! (played in pairs, asking questions about the colour of the flag and trying to guess which one your classmate has thought of) page 37.

Lesson 2, Activity 6: Let's Play! Around Greece (a board game played in groups), page 40

UNIT 4, Lesson 1, Activity 8: Let's play! Bingo! (Bingo with months), page 49.

Lesson 2, Activity 5: Let's play! Crazy habits! (played in pairs, asking questions to find out the habits your classmate has ticked), page 52

UNIT 5, Lesson 1, Activity 4: Bingo (with adverbs of frequency), page 60.

Activity 7: Let's play! Crazy pairs (played in pairs writing habits on a slip of paper and exchange it with your partner to make pairs), page 61

Lesson 2, Activity 6: Let's play! Christmas bag! (pantomime acting out words related to Christmas), page 65

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UNIT 6, Lesson 1, Activity 4: Let's play! True or False? (similar to 'Simon says' in terms of logic, listen to your teacher and stand up if what he/she says is true or don't stand up if it is false) page 71.

Lesson 2, Activity 6: Let's play! Which animal is it? (played in pairs, asking questions to find out the animal your partner has thought of), page 77.

UNIT 7, Lesson 1: Activity 5: Let's play! Pantomime: "What am I doing?" (miming household jobs) page 84.

Lesson 2, Activity 5: Let's play! What's Peter doing? (played in two teams, asking questions to guess what Peter is doing at different places), page 88.

UNIT 8, Lesson 1, Activity 6: Let's play! Simon says!, page 96.

Lesson 2, Activity 6: Let's play! Treasure Hunt, page 101.

UNIT 9, Lesson 1, Activity 7: Let's play! Food chain (making a food chain with words starting from the letters of the alphabet tossing the ball to students), **Fast!** (played in two teams, aiming to finish your teacher sentences fast and correctly), page 108.

Lesson 2, Activity 7: Let's play! Sweet or salty? (a board game), page 113.

UNIT 10, Lesson 1, Activity 5: Let's play! Running dictation (played in two teams writing sentences using information from the board), Activity 6: Let's play! True or False (similar to 'Simon says' in terms of logic, listen to your teacher and put up your hand if what he/she says is true or put it on your desk if it is false) page 120, Activity 7: Let's play! Can you remember? (a memory game answering questions) page 121.

TABLE 5 : Alternative assessment methods used in English 5th Grade Student's book (based on Kolovou E., & Kraniotou A., 2018a; 2018b & 2009 and <http://www.azbooks.com> and UG, references)

UNITS	Types/ methods of alternative assessment:	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
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	Self assessment			
Unit 1: Internet friends around Europe	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 23-24
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage students to become aware of what they have learned throughout the unit, to identify and remedy weaknesses, to monitor their improvement over time	Page 24
	Learning strategies in English	I learn English because I like... A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 24
Unit 2: School life and the world around us	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 35-36
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 36
	Learning strategies in English: Vocabulary	If I don't understand a word... A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 36
Unit 3: Places	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 47-48
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or	To encourage learners to become aware of what they have learned throughout the unit, identify and	Page 48

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	Learning strategies in English: Working in groups successfully...	cannot do at the end of the unit A checklist is given to the students and they tick what is true for each of them	remedy weaknesses, to monitor their improvement over time To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 48
Unit 4: Christmas everywhere	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 59-60
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 60
	Learning strategies in English: To remember words & phrases...	A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 60
Unit 5: Ready for action	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 71-72
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 72
	Learning strategies in English: Reading	What I do to comprehend a reading passage. A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 72
Unit 6:	Self-	Activities completed by	To help students consolidate new	Pages

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Good, better, best!	Assessment test	the pupils serving as a self assessment tool	language, check their own performance and identify their strengths and weaknesses.	83-84
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 84
	Learning strategies in English: Listening	A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 84
Unit 7: Going back in time	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 95-96
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 96
	Learning strategies in English: Reading	Successful techniques A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 96
Unit 8: All about stories	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 107-108
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 108

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	Learning strategies in English: Drama	A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 108
Unit 9: Amazing people and places	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 119-120
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 120
	Learning strategies in English: Writing	A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 120
Unit 10: Summer is here!	Self-Assessment test	Activities completed by the pupils serving as a self assessment tool	To help students consolidate new language, check their own performance and identify their strengths and weaknesses.	Pages 131-132
	Now I can do section	A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit	To encourage learners to become aware of what they have learned throughout the unit, identify and remedy weaknesses, to monitor their improvement over time	Page 132
	Learning strategies in English: Strategies to get information	A checklist is given to the students and they tick what is true for each of them	To develop students' self-awareness of how they learn, to help them identify the most helpful learning strategies and encourage them to focus on their own preferences, performance and style of learning	Page 132

UNITS	Types/	Task instructions	Aims/expected outcomes	Pages
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	methods of alternative assessment: Portfolio		(based on the Teacher's book)	
Unit 1: Lesson 2 Internet friends	Portfolio	Use your answers for questions in ex. D (p.20, write 3 sentences talking about what you do in your school programme, your afternoon activities and during your weekends) to write about A Day in your Life. You can put it in your Portfolio	<u>Students:</u> To introduce the idea of the English Language Portfolio to the students. A language learning 'biography' dossier to help them identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 21
Unit 2: Lesson 1 Do you like computers? Lesson 2: Talking about habits- Good & Bad	Portfolio	Write a small paragraph for your portfolio about your habits. Include all or some of the things you discussed with your partner (a previous activity completed). Add comments about how you feel when you do these things. You can put a title to this work and add drawings or photos Setting up an interview with a famous person. Write 4 or 5 questions and add the answers you got. Use magazines, newspapers, encyclopedias, the Internet or the books for your Greek lessons. You can add drawings, magazine pictures or anything else that can make your writing look nice. OR Make a list of your good and bad habits on an	A language learning 'biography' dossier to help them identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 29 Page 33

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		cardboard to put it in the classroom		
Unit 3: Lesson 1 The place we live in	A project to work on as a Portfolio activity	Work in groups. Choose any of the issues mentioned above (by the WWF regarding the environment everyday problems in big cities). Make a poster for your class using drawings, magazine pictures, photos etc and various sources such as leaflets, WWF website. Illustrate the problem for your classmates and add your suggestions about possible solutions.	To encourage groupwork and consolidate language functions introduced in the lesson namely expressing opinions and making suggestions. A language learning 'biography' dossier to help students identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 41
Unit 4: Lesson 3 A Christmas song	Portfolio	Work in small groups. From magazines, catalogues, the Internet, collect photographs and other images which are related to Christmas and stick them on A4 sheets. Under each photo write where you got it from and say a few words about how the photo is related to Christmas. This could be either in a positive or in a negative way.	To encourage groupwork and consolidate vocabulary language functions and introduced in the lesson. A language learning 'biography' dossier to help students identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 58
Unit 5: Lesson 1 An ambitious class project	Portfolio	Work in pairs. Use all the ideas mentioned in the activities above (regarding environmental issues and recycling) to write a letter to an English-speaking of yours letting him /her know about the environmental work you are doing in your school. Let your partner check what you have written	To encourage pairwork and peer correction and consolidate vocabulary language functions and introduced in the lesson. A language learning 'biography' dossier to help students identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's	Page 64

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			progress	
Unit 9: Lesson 1 She has helped save gorillas	Portfolio	The school year is nearing the end. What three things do you want to be remembered for this year? (First the students think about their personal achievements and afterwards about the classroom achievements. A poster is made).	To encourage groupwork and consolidate vocabulary grammar and language functions and introduced in the lesson. A language learning 'biography' dossier to help students identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 113
Unit 10: Lesson 2 Tourists love visiting places Lesson 3 Myths and legends	Portfolio	Nadine is keeping a diary. She is writing about the places she has visited in Athens and also about the places she is going to visit the two following days. Fill in the spaces in her diary. Look at the table in the Appendix, Activity C, page 151, to help you. Work in groups. Collect information and pictures about gods from other civilizations from around the world. For example: Mexico (Aztecs), Peru (Incas), and Norway (Vikings). Stick the information you find on the cardboard and put it on your classroom wall.	To consolidate vocabulary grammar and language functions and introduced in the lesson. A language learning 'biography' dossier to help students identify and remedy their weaknesses and encourage them to compare and comment over time on their progress. <u>Teacher:</u> To give the teacher a good overview of the students' development <u>Parents:</u> To give the parents a summary of their children's progress	Page 128 Page 130
UNITS	Types/ methods of alternative assessment: Project/Cross curricular project	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages

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<p>Unit 1: Lesson 3: The United Kingdom</p>	<p>Project</p>	<p>Work in groups. A) Collect information about Greece or any other country you are interested in (geography, main cities, population, national flowers etc.) OR B) collect items and products (found in a supermarket) from various countries and display them drawing the map or the flag from each country and giving any other information you find necessary. (Appendix, page 134)</p>	<p>To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit.</p>	<p>Page 22</p>
<p>Unit 2: Lesson 1 Do you like computers?</p>	<p>Project</p>	<p>Work in groups/teams. A) One team will bring magazine pictures showing feelings which are positive and the other team feelings which are negative. Each team will act out their feelings and the other team will guess. At the end stick the pictures on the cardboard and write the words OR B) Collect pictures or draw food items and create your favourite Canteen Menu adding prices. Display it in the class and explain why you prefer these things on the menu.</p>	<p>To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit.</p>	<p>Page 29</p>
<p>Lesson 3 Customs around the world</p>	<p>Cross curricular project (cross-curricular link: Geography)</p>	<p>National customs in different countries. Work in small groups. Talk about manners and habits in your country and compare them with the habits in England. Think of unusual traditions or customs in your or other countries. Collect</p>	<p>Additionally, a cross-curricular approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.</p>	<p>Page 34</p>

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		information (from relatives, books etc) and material (pictures, texts, drawings etc.) and make projects. Present them on cardboards.		
Unit 3: Lesson 1 The place we live in	A project to work on as a Portfolio activity	Work in groups. Choose any of the issues mentioned above (by the WWF regarding the environment everyday problems in big cities). Make a poster for your class using drawings, magazine pictures, photos etc and various sources such as leaflets, WWF website. Illustrate the problem for your classmates and add your suggestions about possible solutions.	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit.	Page 41
Lesson 3 Talking about a town in Greece	Cross curricular project (cross-curricular link: Geography and History	Work in groups. Look at pictures of various cities around the world and look for information about these cities. Present the information in class using pictures and other interesting material.	Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	Page 46
Unit 4: Lesson 3 A Christmas song	Cross curricular project (cross-curricular link: Geography	Work in groups and A) find information about Christmas traditions in different countries. Present your work in class OR B) Describe one practical way you can make a difference and help children	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered	Page 58

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			teaching and maximizes school time This process facilitates the holistic approach to knowledge.	
Unit 5 Lesson 3 My work can make a difference	Cross curricular project (cross-curricular link: Environmental Studies	Work in groups. Imagine you are an English-speaking person who has moved to a new area and finds that some things regarding environmental concerns must change. Choose one of the following issues and make a project (prepare a poster, write to the Mayor)	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	Page 70
Unit 6 Lesson 3 A knowledge quiz	Cross curricular project (cross-curricular link: Geography, History, science, Arts	Work in groups. Make your own knowledge quiz and play the game in class.	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	Page 82
Unit 7 Lesson 3 Alexander the Great	Cross curricular project (cross-curricular link: History	Work in groups. Analysis of films made on Alexander the Great: a critical approach. Prepare a presentation on a famous figure in history. Use pictures and	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and	Page 94

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		short texts.	interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	
Unit 8 Lesson 3 A traditional story	Cross curricular project (cross-curricular link: Language)	Work in groups. Imagine that last Easter you visited another country. Write a story describing what you saw and what you did to send it to a friend of yours.	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	Page 106
Unit 9 Lesson 1 She has helped save gorillas	Cross curricular project (cross-curricular link: Sports)	Read about three famous people who have many sports records. Find other famous people who have many sports records. Write sentences and find photos.	To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge.	Page 113

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Lesson 3 Newspapers & Headlines		Work in groups. Make a class newspaper in English	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit	Page 118
Unit 10: Lesson 1 At the airport	Cross curricular project (cross- curricular link: Geography, Science, History	Work in groups. A) Organise a presentation of the Athens Internationals Airport. Talk about the area, the buildings, the number of passengers and flights, the airlines and the facilities. Use the information in the box below. B) Imagine a place and use your senses (what you can hear, smell etc) to "paint" a picture of the place.	To encourage groupwork and cooperation. To encourage research and the use of various sources to collect relevant information. To enable students to learn by doing in order to enhance their critical thinking and interactive skills. To revise and consolidate material introduced in the specific unit. Additionally, a cross-curricular-approach enhances the development of the student's ability to examine issues of everyday life more effectively, reduces knowledge-centered teaching and maximizes school time. This process facilitates the holistic approach to knowledge	Page 125
UNITS	Types/ methods of alternative assessment: Dramatizations	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 2: Lesson 1 Do you like computers?	Role play game	Activity E. Mark usually buys doughnuts in the school canteen. Do you have a canteen in your school? Do you like the canteen menu? Work in pairs to role play a dialogue at the school canteen between a student and the canteen owner	To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing.	Pages 27-28
Unit 3:	Role-play	Activity D: 1.Imagine	To create a pleasant classroom	Page

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<p>Lesson 2 "How can I get to.....?"</p>		<p>you live in Nea Ionia. You are outside the Youth Centre. One pupil gives directions from the Youth Center to Maditou street. Role-play the conversation. 2. Imagine you live in Nea Ionia and you are outside the Νηπιόκρηνη church. A passer-by asks you the way to the local stadium. Role-play the conversation with the passer-by. Use the map in Activity C.</p>	<p>atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing</p>	<p>43</p>
<p>Unit 4: Lesson 2 Kostas is in New York for Christmas</p>	<p>Role-play</p>	<p>Activity E: Buy a beautiful present. Kostas wants to buy some presents for his family and relatives back in Athens. He has maximum \$25 for each present. Role play a conversation between Kostas and John about this using the prompts given and the role-play cards.</p>	<p>To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing</p>	<p>Page 56</p>
<p>Unit 5: Lesson 1 An ambitious class project</p>	<p>Role-play</p>	<p>Activity C: Acting out activity. Your teacher has told you that one way of saving our environment is by not producing so much rubbish. Imagine you and your partner are Mark and Kostas. Which of the following actions could you take? The teacher will provide you with a model or alternatively you can create one of your own.</p>	<p>To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing</p>	<p>Page 62</p>
<p>Unit 6: Lesson 1 Choosing a</p>	<p>Role-play</p>	<p>Activity F: Kostas and Mark are talking to each other and finding out</p>	<p>To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to</p>	<p>Pages 76-77</p>

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present		more about each other's cities. Imagine you are Kostas and Mark is a classmate of yours. Each of you says two things which compare each other's cities.	experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	
Unit 7: Lesson 2 Past experiences	Role-play	Activity C: In pairs, one of you is the policeman and the other Jack Smith (a suspect interrogated about a robbery). Match and act out the questions and answers	To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 91
Unit 8: Lesson 1 Fairy tales	Prepared improvised drama	Activity G: A fairy tale: Act it out. The students listen to a fairy tale and in groups they decide which scene to dramatize and what to say. They act out the scene and if they wish they can use puppets for the characters. Activity H: 1) Write a play and perform a puppet show. Work in groups and write a story, prepare the dialogues and try them out using puppets. You can add it in your portfolio.2) Prepare a Karagiozis shadow puppet play, with puppets and stage.	To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 101
Unit 10: Lesson 1 At the airport	Role-play	Activity D: Mark's flight is finally here. Kostas and Nadine welcome him. Read the clues and act out the dialogue between Kostas, Nadine and Mark.	To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 123
Lesson 2 Tourists love		Activity E: It is Friday evening and the children want to find a nice	increase motivation and learning by doing	Page 128

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visiting places		restaurant for dinner. Look at the following and decide which the best choice for a healthy meal is. Discuss together with your classmates.		
UNITS	Types/ methods of alternative assessment: Debate	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 10: Lesson 2 Tourists love visiting places	Debate: Returning the Parthenon marbles	Activity C: Should the Parthenon marbles be returned to Greece or not? Now it is your turn to discuss and decide. You can start a debate between two group of students.	To encourage students to exchange opinions and practice speaking skills. To facilitate cooperative learning and the development of critical thinking skills.	Page 127
UNITS	Types/ methods of alternative assessment: Story retelling	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 8: Lesson 2 What an experience!	Story retelling	Activity C: Useful words to retell the story. You want to tell the story about what happened to Mark (you have read it in Activity B) to a friend. Work in pairs and rewrite the story using some of the vocabulary you learned above.	To practice writing and reading comprehension skills and consolidate vocabulary introduced in the unit. To prepare students for real life tasks such as selecting, organizing and conveying essential information	Page 103

Games: Student's Book

UNIT 3: Lesson 1, Activity E: Asking questions to find what your partner has written on role-play cards about a place he has visited, page 40. Lesson 2, Activity B: Game "Simon says...", page 42, Activity F: Game, Be a tourist (work in pairs and ask for and give directions), page 44.

UNIT 5: Lesson 1, Activity F: Quiz: "What a waste!" (a quiz about how energy will be saved completed in pairs), page 64. Lesson 3: A Recycling Board Game

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as a fun activity related to the cross curricular project of the lesson, pages 70,142, 143

UNIT 7: Lesson 2, Activity A: Let's play a detective game (look at the picture and answer questions), page 90.

UNIT 9: Lesson 2, Activity F: Game: Have you ever? (students submit 2 questions of things they would expect good pupils and citizens to have done. The pupil who has done the most things wins), page 117.

TABLE 6: Alternative assessment methods used in English 6th Grade Student's book (based on Efremidou, E., Reppa, E.Z. & Frouzaki, F., 2016a; 2016b & 2009 and ‡ W F K L A D F B M- ? @ G L B G T F @ O Y / [Z M N @ / O Y k s / @ a N U G, references)

UNITS	Types/ methods of alternative assessment: Self assessment	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 1: Lesson 1 Meeting the newcomers	Learning strategies: Learning new words	When I learn new words... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self- awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style	Page 3
	Self-evaluation section	Check yourself. Exercises completed by the pupils serving as a self assessment tool	To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.	Pages 11-12
	Now I can do section	Now tick what you can do A self-assessment	To encourage learners to become aware of what they	Page 12

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		checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)	have learned throughout the unit and monitor their improvement over time	
Unit 2: Lesson 1 At the supermarket	Learning strategies: Class interaction	When I speak English in class... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style	Page 17
	Self-evaluation section	Check yourself. Exercises completed by the pupils serving as a self assessment tool	To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.	Pages 23-24
	Now I can do section	Now tick what you can do. A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)	To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time	Page 24
Unit 3: Lesson 1 Old and modern Creatures	Learning strategies: Reading a text in English	When I read a text in English... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and	Page 27

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	<p>Self-evaluation section</p> <p>Now I can do section</p>	<p>Check yourself. Exercises completed by the pupils serving as a self assessment tool</p> <p>Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)</p>	<p>learning style</p> <p>To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.</p> <p>To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time</p>	<p>Pages 35-36</p> <p>Page 36</p>
<p>Unit 4: Lesson 2 An air pocket</p>	<p>Learning strategies: Writing a biography</p> <p>Self-evaluation section</p> <p>Now I can do section</p>	<p>When I write a biography... A checklist of learning strategies is given to the students in order to identify the ones that apply for them</p> <p>Check yourself. Exercises completed by the pupils serving as a self assessment tool</p> <p>Now tick what you can do A self-assessment checklist comprising can do statements. The</p>	<p>To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style</p> <p>To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.</p> <p>To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time</p>	<p>Page 45</p> <p>Pages 47-48</p> <p>Page 48</p>

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		pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)		
Unit 5: Lesson 2 Transportation	Learning strategies: Writing a letter	When I write a letter... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style	Page 57
	Self-evaluation section	Check yourself. Exercises completed by the pupils serving as a self assessment tool	To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.	Pages 59-60
	Now I can do section	Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)	To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time	Page 60
Unit 6: Lesson 1	Learning strategies: Anticipating and understanding while listening	a. Before I listen... b. While I am listening... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style	Page 66
	Self-evaluation	Check yourself.	To help students consolidate	Pages

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	<p>section</p> <p>Now I can do section</p>	<p>Exercises completed by the pupils serving as a self assessment tool</p> <p>Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)</p>	<p>new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.</p> <p>To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time</p>	<p>71-72</p> <p>Page 72</p>
<p>Unit 7: Lesson 2 Top stories on the radio</p>	<p>Learning strategies: Cooperation (working groups) in</p> <p>Self-evaluation section</p> <p>Now I can do section</p>	<p>When we work in groups we agree... A checklist of learning strategies is given to the students in order to identify the ones that apply for them</p> <p>Check yourself. Exercises completed by the pupils serving as a self assessment tool</p> <p>Now tick what you can do. A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)</p>	<p>To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style</p> <p>To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.</p> <p>To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time</p>	<p>Page 81</p> <p>Pages 83-84</p> <p>Page 84</p>

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<p>Unit 8: Lesson 1 Harmony, melody and rhythm</p>	<p>Learning strategies: Reading for gist</p> <p>Self-evaluation section</p> <p>Now I can do section</p>	<p>Exam techniques. When I match headings with paragraphs... A checklist of learning strategies is given to the students in order to identify the ones that apply for them</p> <p>Check yourself. Exercises completed by the pupils serving as a self assessment tool</p> <p>Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)</p>	<p>To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style</p> <p>To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.</p> <p>To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time</p>	<p>Page 86</p> <p>Page 95-96</p> <p>Page 96</p>
<p>Unit 9: Lesson 1 An Earth Day story</p>	<p>Learning strategies: Learning new words (refer back to Unit 1)</p> <p>Self-evaluation section</p>	<p>When I learn new words... A checklist of learning strategies is given to the students in order to identify the ones that apply for them</p> <p>Check yourself. Exercises completed by the pupils serving as a self assessment tool</p>	<p>To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style</p> <p>To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their</p>	<p>Page 98</p> <p>Page 107-108</p>

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	Now I can do section	Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)	strengths and weaknesses. To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time	Page 108
Unit 10: Lesson 2 The film Festival	Learning strategies: Practicing English	When I want to get extra practice in English... A checklist of learning strategies is given to the students in order to identify the ones that apply for them	To develop students' self-awareness of how they learn, to help them identify the learning strategies they use to process new information and perform tasks and encourage them to focus on their own preferences, performance and learning style	Page 114
	Self-evaluation section	Check yourself. Exercises completed by the pupils serving as a self assessment tool	To help students consolidate new language introduced in the unit, to give them feedback regarding their own performance and encourage them to be aware of their strengths and weaknesses.	Page 119-120
	Now I can do section	Now tick what you can do A self-assessment checklist comprising can do statements. The pupils tick what they can or cannot do at the end of the unit in relation to all four skills (speaking, reading, listening, writing)	To encourage learners to become aware of what they have learned throughout the unit and monitor their improvement over time	Page 120
UNITS	Types/ methods of alternative	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages

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	assessment: Project			
Unit 1: Lesson 3 A Geography project	Project	Work in groups. Write a report about Greece for the pupils of a European school who are visiting your country. Find photos, drawings, maps or whatever you like to attach.	To consolidate structures and vocabulary taught in the unit. To motivate students and involve them in group work. To encourage them search for information. To help them take control of their learning and create something of their own.	Page 10
Unit 2: Lesson 3 E-shopping	Project	Write an on-line order to buy presents	To consolidate structures and vocabulary taught in the unit and make practical use of them. To encourage students search for information. To help them take control of their learning and create something of their own.	Page 22
Unit 3: Lesson 3 Classroom theatre	Project	Prepare and perform the scene from "A midsummer night's dream"	To consolidate structures and vocabulary taught in the unit in an enjoyable way. To motivate students, encourage cooperation and familiarize them with theatre. To help them take control of their learning and create something of their own.	Page 34
Unit 4: Lesson 3 The fall of Icarus	Project	Work in groups. Find poems, pictures, paintings and information about the fall of Icarus and draw your own picture or write your own poem	To consolidate structures and vocabulary taught in the unit. To motivate students appreciate art and poetry and involve them in group work. To encourage them to search for information. To help them take control of their learning and create something of their own	Page 46
Unit 5: Lesson 3 The museum leaflet	Project	Make your own leaflet about a local museum	To consolidate structures and vocabulary taught in the unit. To motivate students and encourage them search for information. To help them take control of their learning and create something of their own	Page 58
Unit 6: Lesson 3 What the	Project	Write a job profile and make a poster of this job for your classroom	To consolidate structures and vocabulary taught in the unit. To motivate students and	Page 70

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future holds for you			involve them in group work. To encourage them search for information. To help them take control of their learning and create something of their own	
Unit 7: Lesson 3 Going for gold	Project	Make a poster and write about your personal records	To consolidate structures and vocabulary taught in the unit. To motivate students and encourage them set their own records. To encourage them search for information. To help them take control of their learning and create something of their own	Page 82
Unit 8: Lesson 3 The problem page	Project	Write an advice letter	To consolidate structures and vocabulary taught in the unit. To teach students the layout of a letter and the use of language of advice. To help them take control of their learning and create something of their own	Page 94
Unit 9: Lesson 3 The Awful 5	Project	Acting in a play: The Awful 5	To consolidate structures and vocabulary taught in the unit. To entertain students, motivate and involve them in group work. To encourage them search for information. To help them take control of their learning and create something of their own	Page 106
Unit 10: Lesson 3 A film review	Project	Work in groups and write a film review to be published in the school magazine	To consolidate structures and vocabulary taught in the unit. To motivate students and involve them in group work. To encourage them search for information. To help them take control of their learning and create something of their own.	Page 118
UNITS	Types/ methods of alternative assessment: Dramatizations	Task instructions	Aims/expected outcomes (based on the Teacher's book)	Pages
Unit 1: Lesson 1 Meeting the	Role-play	Activity 3.B: Role-play an interview between a reporter and a pupil	To consolidate Present Simple. To create a pleasant classroom atmosphere and reduce	Page 5 Role cards

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newcomers		from another country	anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	p.135 & 138
Unit 2: Lesson 1 At the supermarket	Role-play	Activity 3.B: Role-play. A shop in the classroom. Form two groups, shopkeepers and customers and act out this activity	To practice negotiating skills. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts and in real life situations. To engage students in collaborative work and increase motivation and learning by doing	Page 17
Lesson 2 At the mall		Activity 4.B: The school bazaar. A dialogue between a customer and a student selling things at the school bazaar.	To engage students in collaborative work and increase motivation and learning by doing	Page 21
Unit 3: Classroom theatre	Acting out a scene of a play	Activity 1. B :Prepare and perform the scene from "A midsummer night's dream"	To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 34
Unit 4: Lesson 1 A day at the museum	Role-play	Activity 3.A:Role-play. Talking about Icarus. Asking and answering questions about Icarus myth.	To consolidate Past Simple and Past Continuous. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 41
Unit 5: Lesson 2 Transportation	Role-play	Activity 3. A: Visiting the museum. In pairs assume the roles of the museum assistant and the London visitor asking for and giving directions/information	To practice the language of asking for and giving directions/ information. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with	Page 55

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			language in different contexts and in real life situations. To engage students in collaborative work and increase motivation and learning by doing	
Unit 6: Lesson 1 Talking about jobs and careers	Role-play	Activity 3.A: Role-play. Finding out about the job. In pairs act out a telephone dialogue between a candidate for a job and Mr. Antonakis to ask and answer questions to get information about the job.	To consolidate the use of modal verbs. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts and in real life situations. To engage students in collaborative work and increase motivation and learning by doing	Page 65
Unit 7: Lesson 2 Top stories on the radio	Role-play	Activity 3.A: Interview with a famous Paralympics champion (one student being the reporter and the other a famous Paralympics champion) Activity 3.B: Act out a dialogue between you and your friend Betty. You haven't seen each other for a long time and you want to find out about other's whereabouts.	To practice Simple Past, Present Perfect and Present Perfect Continuous. To motivate students to respect people with disabilities. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 81 Role cards on page 139&141 Page 81
Unit 9: Lesson 1 An Earth Day story	Role-play	Activity 3.A: Work in pairs, one student being a young reporter and the other the man of the story. Ask and answer questions to find out what had happened.	To practice Past Perfect Simple. To create a pleasant classroom atmosphere and reduce anxiety. To help students feel more free to experiment with language in different contexts. To engage students in collaborative work and increase motivation and learning by doing	Page 101
Lesson 3 The Awful 5	Acting out a scene of a play	Activity A: Prepare and perform a scene from "The Awful 5"		Page 106

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PORTFOLIO ASSESSMENT

WORK TO BE INCLUDED IN THE PUPILS' PORTFOLIOS

- Unit 1 – Lesson 3 –Activity 1. C: A report about Greece, page 10
- Unit 2 – Lesson 2 – Activity 5: Writing a poem describing a favourite thing based on your senses page 21.
- Unit 2 – Workbook –Activity D: A shopping list for your birthday party, page 16
- Unit 3 – Lesson 1 – Activity 3. C: What am I like? What do other people think of me?, page 29
- Unit 3 – Lesson 3:Activity 1.B: Photos of the performance ("A midsummer nights dream") / Recording (DC/DVD), page 34
- Unit 4 - Lesson 2 –Activity 3. B: Biography of Igor Sikorsky, page 45
- Unit 4 –Lesson 3 – Project / pictures / poem about the fall of Icarus, page 46
- Unit 5 –Lesson 1 – Activity 3. D: What did you use to do when you were 5? Photo, drawing, written information, page 53
- Unit 5 – Lesson 2 – Activity 3: E. A letter describing a visit to a museum or a place of interest, page 57
- Unit 5 – Lesson 3 –Activity B: A leaflet about a local museum, page 58
- Unit 6 – Lesson 2 – Activity 3. C: New year's resolutions, page 69
- Unit 6 – Lesson 3 – Activity B: Project. A profile of your favourite job, page 70
- Unit 7 – Lesson 3 – Activity C: Your personal record, page 82
- Unit 8 – Lesson 1 – Activity 3. C: An e-mail to a friend regarding the Museum of Popular Instruments, page 89
- Unit 8 – Lesson 2 – Activity 3. C: Class survey about the things pupils would like to spend their pocket money on, page 93
- Unit 8 –Lesson 3 –Activity B: An advice letter, page 94
- Unit 9 – Lesson 1 –Activity 3. B: What had happened? (a copy of the letter), page 101
- Unit 9 – Lesson 2 –Activity 3. B & D: A report about endangered species & A project to sensitize about environmental issues, page 105
- Unit 9 – Lesson 3 –Activity B: Project (photos of the performance (The Awful 5) / Video recording), page 106
- Unit 10 – Lesson 1 –Activity 3. D: Signs for an evening event at school, page 113

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Unit 10 –Lesson 3 –Activities A& B: A film review, page 118

Retrieved from: Efremidou, E., Reppa, E.Z. & Frouzaki, F.(2009). English 6th Grade-Teacher's book, p. 8-9

GAMES

Student's Book

UNIT 1: Lesson 2, Activity 4: A GAME: Charades (group work, asking questions to find out the activity a student from the other group is miming), page 9.

UNIT 3: Lesson 2, Activity 3.B: A GAME: Do it our way (group work, miming in the way told and guessing), page 33.

UNIT 7: Lesson 1, Activity 3.C: LET'S PLAY! (Bingo), page 77.

UNIT 8: Lesson 1, Activity 3.A: A GAME (to start a chain using type 1 conditional), page 88.

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Appendix B: The questionnaire

Investigating alternative assessment practices in the foreign language classroom of Greek state primary schools

Dear Colleagues,

My name is Spyridoula Zani and I am an English teacher in Greek state primary education. I am currently working on my dissertation at the Hellenic Open University (M.Ed. in Teaching English as a Foreign/ International Language).

My research revolves around Alternative Assessment and this questionnaire is addressed to English Foreign Language teachers working in Greek State Primary Schools. Its aim is to investigate the alternative assessment methods used in English language course books in primary schools and unveil English teachers' practices and their perceptions regarding alternative assessment. Through the data collected some findings will emerge that could contribute to future improvement of assessment practices that will benefit both teachers and learners.

Your contribution to my research is invaluable and I would really appreciate it if you could devote 10-15 minutes to complete this questionnaire. The information provided is strictly confidential and anonymous and will only be used for the purposes of this research. Completion of the questionnaire is voluntary and means that you agree to participate in the research. For any questions or further information do not hesitate to contact me (zanispyridoula@gmail.com).

Thank you in advance for your time and cooperation!

Kind Regards,

Spyridoula Zani

* Required

A. Teacher's Profile

Please click on the appropriate answer

1. Gender *

Female

Male

Prefer not to say

2. Age *

a. 21-30

b. 31-40

c. 41-50

d. 51-60

e. 61+

3. Academic qualifications *

a. Bachelor's Degree

b. Master's Degree (in progress)

c. Master's Degree (completed)

d. PhD (in progress)

e. PhD (completed)

B. Professional training on alternative assessment

4. Are you familiar with alternative methods of assessment? *

Please click on the appropriate answer

a. Yes

b. No

c. Not sure

5. If yes, when were alternative assessment methods introduced to you? *

Please click on the appropriate answer/answers (multiple answers are acceptable)

a. During my university studies

b. During my post-graduate studies

c. Through seminars and training programs

d. Through personal study/research

e. Through discussion with colleagues

f. Through the EFL curriculum

g. Through the coursebook guidelines in primary education

h. Other (please specify).....

C. Assessment practices

6. When do you assess your students? * (1=never, 2=rarely, 3=sometimes, 4=often,5=always)]

Please click on the appropriate answer

- a. During the lesson
- b. At the end of the lesson
- c. At the end of each unit
- d. At the end of each semester
- e. At the beginning of the school year
- f. At the end of the school year

7. Why do you assess your students? *

(1=never, 2=rarely, 3=sometimes, 4=often, 5=always)]

Please click on the appropriate answer

- a. To assign grades each semester
- b. To monitor progress
- c. To identify students' strengths and weaknesses
- d. To identify students' learning styles
- e. To motivate students
- f. To improve, modify, adjust my teaching methods, practices and strategies
- g. To inform the students' parents about their progress

8. How often do you use the following conventional types of assessment in your classroom? *

1= never, 2= rarely, 3=sometimes, 4=often, 5= always

Please click on the appropriate answer

- a. My own-made tests based on my students' level and needs
- b. Tests supplied by the teacher's book
- c. Homework assignment
- d. Grammar tests
- e. Vocabulary tests
- f. Short quizzes on vocabulary and/or grammar
- g. Oral tests
- k. Dictation

9. Do you use any of the following alternative assessment methods in your teaching practices? *

1=never, 2= rarely, 3=sometimes, 4=often, 5=always, 6=I don't know this method

Please click on the appropriate answer

- a. Portfolios
- b. Self-assessment
- c. Peer-assessment
- d. Story-telling
- e. Games
- f. Journals/ Diaries
- g. Classroom observation
- h. Questionnaires
- i. Interviews
- j. Projects
- k. Dramatizations
- l. Debate

10. If you use any of these methods write the ones that proved to be the most effective in your teaching

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11. If you use any of these methods write the ones that proved to be the least effective in your teaching

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D. Alternative assessment and English language course books

12. To what extent do you agree with the following statements? *

(1= I strongly disagree, 2= I disagree, 3= I'm not sure, 4=I agree, 5=I strongly agree)

Please click on the appropriate answer

1. Alternative assessment methods encourage students' active participation in the learning process

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2. Alternative assessment emphasizes both the process and the product of students' learning
3. Alternative assessment encourages cooperation among students
4. Alternative assessment is an ongoing process that provides useful input on students' progress
5. Alternative assessment helps students self-monitor their progress and assume responsibility for their own learning
6. Alternative assessment is beneficial for instruction since it provides teachers with valuable information about the effectiveness of the teaching methods and techniques.
7. Alternative assessment is easy to prepare, administer, score and analyze.
8. Alternative assessment is less reliable and objective than more traditional ways of assessment
9. Alternative assessment is less stressful than other means of assessment
10. Alternative assessment can be easily integrated into EFL classroom
11. Alternative assessment is encouraged by the Greek primary education curriculum
12. Alternative assessment techniques are integrated in English language primary school textbooks (3rd-6th grade)

13. Do you use activities from the English course books that promote alternative assessment? *

Please click on the appropriate answer

- a. Yes
- b. No
- c. Not sure

14. If yes, how effective are in your opinion the alternative assessment methods used in English language course books in primary education (3rd-6th grade)? *

1=Not at all effective, 2= Slightly effective, 3=Somewhat effective, 4=Quite effective, 5=Fully effective 6)

Please click on the appropriate answer

a) in the 3rd Grade course books

- a. Self-assessment (through unit evaluation tasks)
- b. Games
- c. Dramatizations (e.g. role play, acting out stories)
- d. Projects

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b) in the 4th Grade course books

- a. Self-assessment
- b. Portfolio
- c. Projects/Crosscurricular projects
- d. Dramatizations (e.g. role play, acting out stories)
- e. Games

c) in the 5th Grade course books

- a) Self-assessment
- b) Portfolio
- c) Projects/ Crosscurricular projects
- d) Dramatizations (e.g. role play, acting out stories)
- e) Games

d) in the 6th Grade course books

- a) Self-assessment
- b) Portfolio
- c) Projects/ Crosscurricular projects
- d) Dramatizations (e.g. role play, acting out stories)
- e) Games

15. Mention the one/ones that proved to be the most effective and its/their main advantage

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.....
.....

16. Mention the one/ones that proved to be the least effective and its/their main disadvantage

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.....
.....

17. A) If you had the opportunity to make any changes regarding the alternative assessment methods used in your course books which of the following would you do? *

1=Strongly disagree, 2=Disagree, 3=I'm not sure 4=Agree, 5=Strongly agree
Please click on the appropriate answer

- 1. Integrate more alternative assessment activities

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2. Integrate different types of alternative assessment activities
3. Adjust/modify the existing tasks to better cater for the students' needs
4. Make no changes at all

B) Please elaborate briefly on your answer (for instance: how many alternative assessment tasks should be included in each unit, what other alternative assessment techniques could be used, what modifications you would made regarding the existing tasks)

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18. To what degree do the following factors influence your decision to implement alternative assessment methods in your classroom? *

1=Not at all 2=Slightly, 3=Moderately, 5=Fairly, 6=Greatly

Please click on the appropriate answer

- a. Time limitations
- b. Difficulty in designing, administering and scoring
- c. Lack of resources
- d. Lack of knowledge/educational background on new assessment procedures
- e. Lack of adequate professional training
- f. Large number of students in the class
- g. Anxiety/insecurity to try something different
- h. Parents' and students' preoccupation with tests and grades
- i. Reservations regarding the objectivity of the specific methods
- j. Lack of student motivation
- k. Lack or limited alternative assessment practices dictated by the coursebooks

19. Approximately what is the percentage of the time in your classroom devoted to applying the alternative assessment methods used in your course book? *

Please click on the appropriate answer

- a. 1-10% of the teaching/learning process
- b. 11-20% of the teaching/learning process
- c. 21-30% of the teaching/learning process
- d. No time at all

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20. In your opinion is the time devoted to alternative assessment practices in your classroom enough to cater for your students' needs? *

Please click on the appropriate answer

- a. Yes, it meets my students' needs
- b. No, more time should be devoted to alternative assessment practices in my classroom.
- c. Not sure

21. Would you be willing to devote more time to alternative assessment procedures? *

Please tick the one that applies

Yes

No

Not sure

Thank you very much for your time and cooperation!!

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Appendix C: Figures of the questionnaire results

Figure 1: Gender

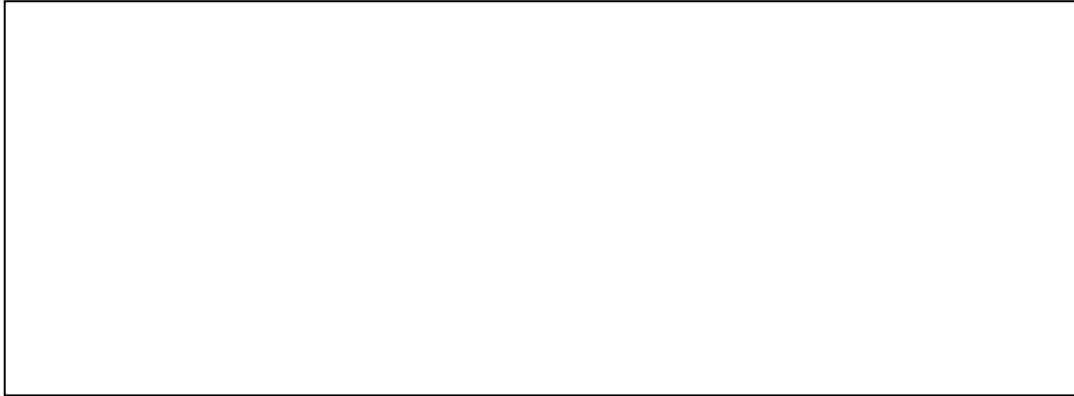


Figure 2: Age



Figure 3: Academic qualifications

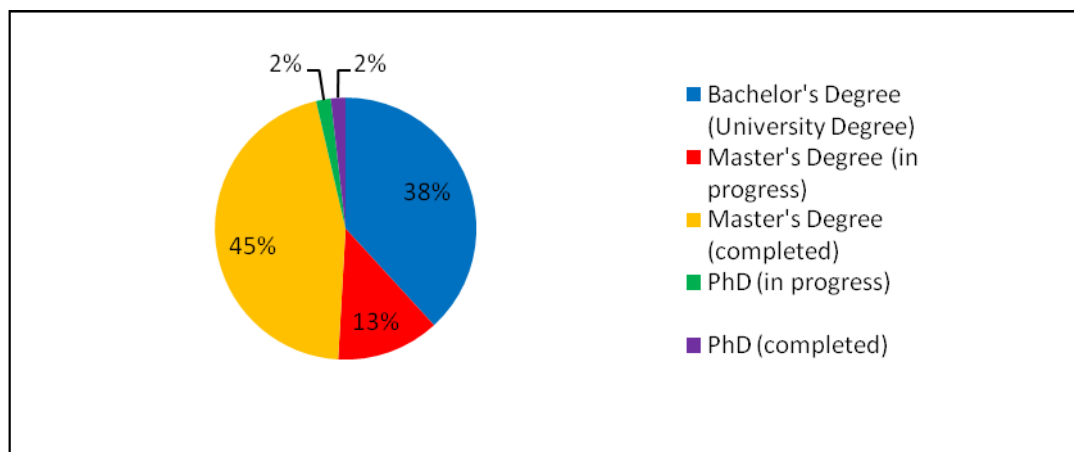


Figure 4: Familiarity with alternative methods of assessment

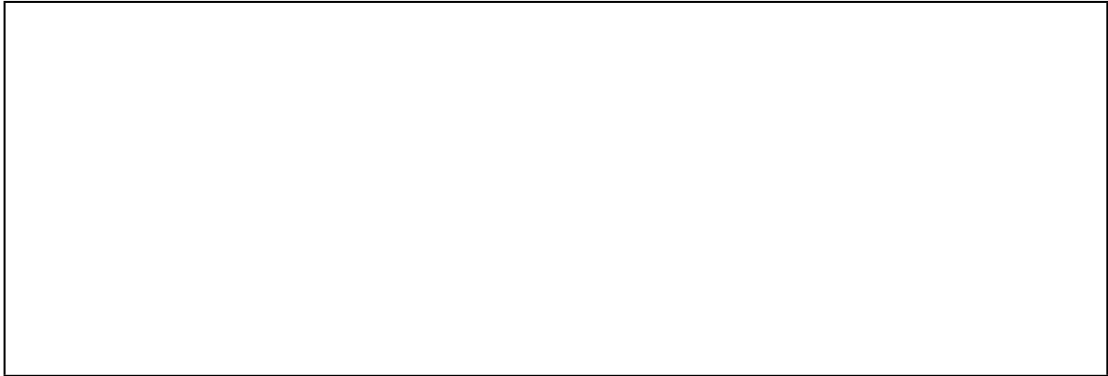


Figure 5: Training in alternative assessment

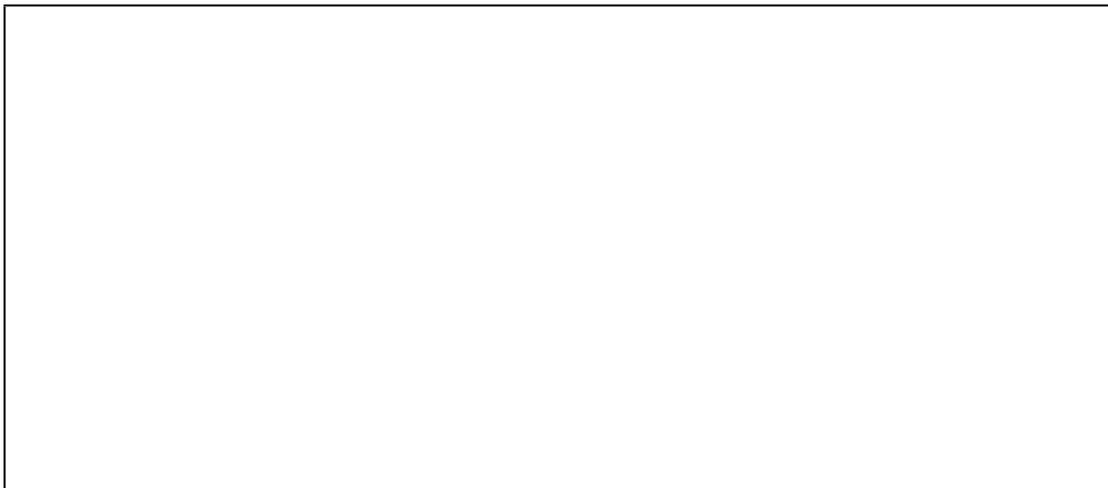


Figure 6: Frequency of assessment

Figure 7: Reasons for assessing students

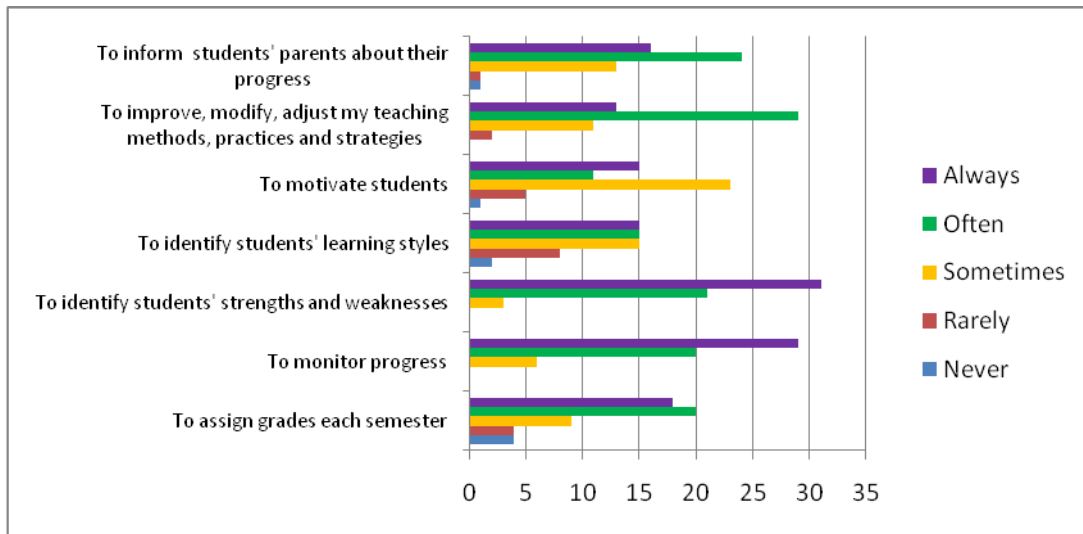
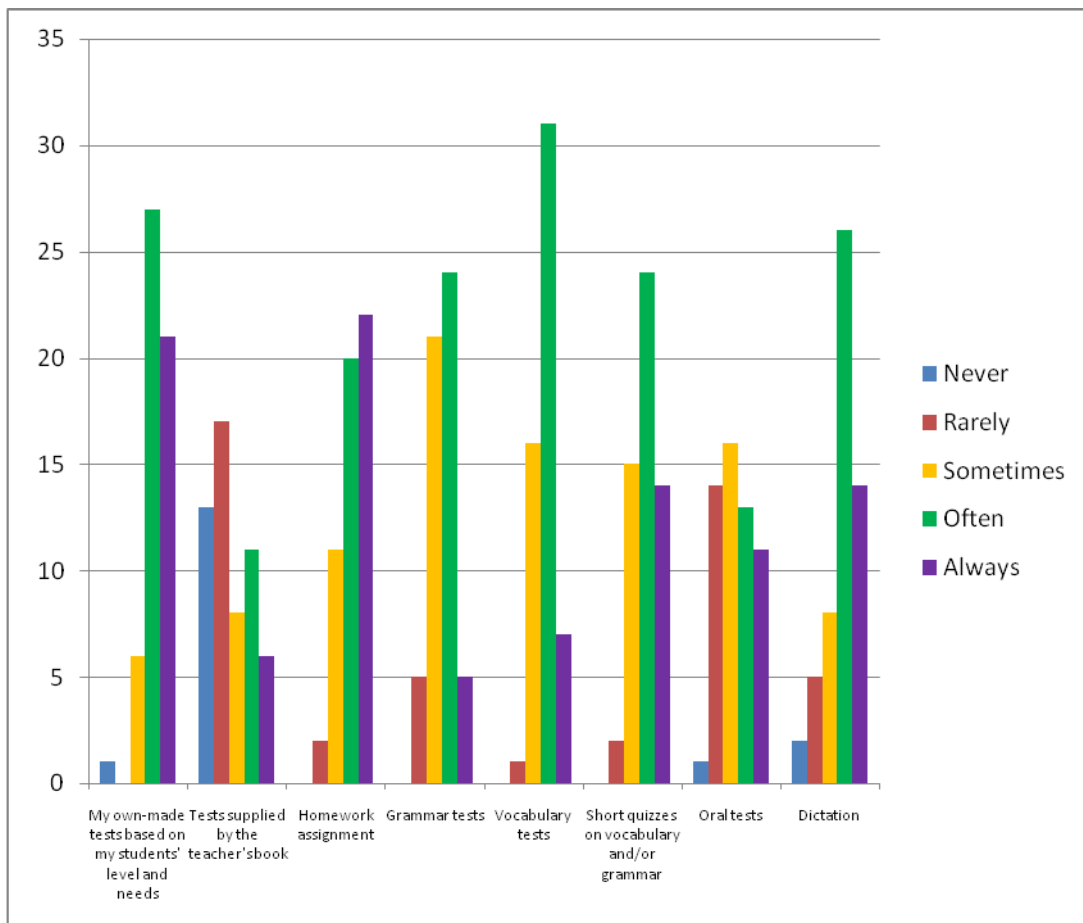


Figure 8: Conventional types of assessment used



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Figure 9: Alternative assessment methods implemented

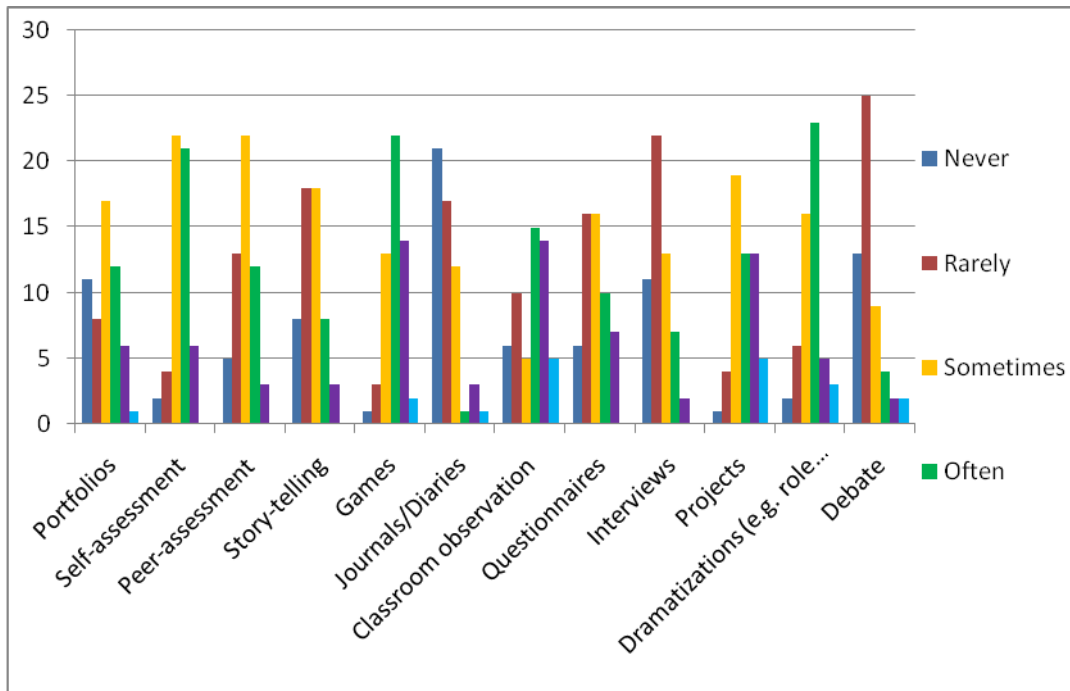
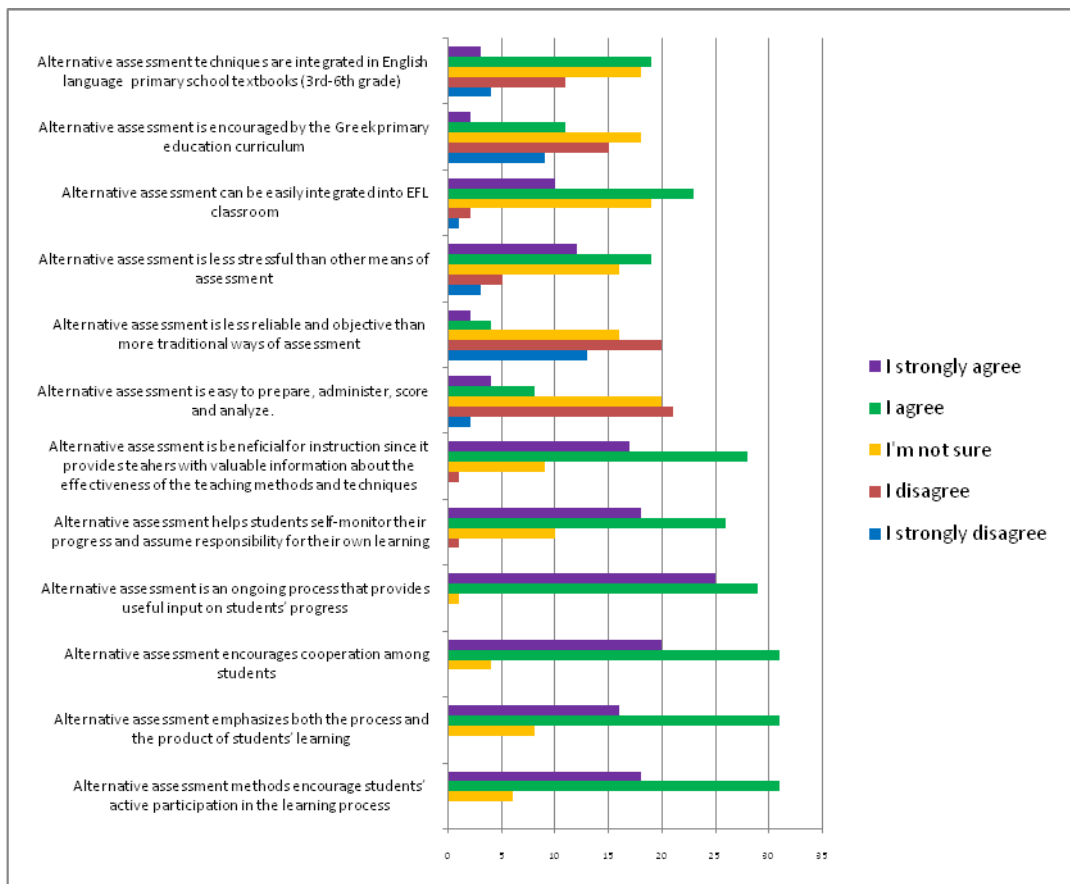


Figure 10: Teachers' opinion on alternative assessment



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Figure 11: Use of alternative assessment activities from the EFL course books

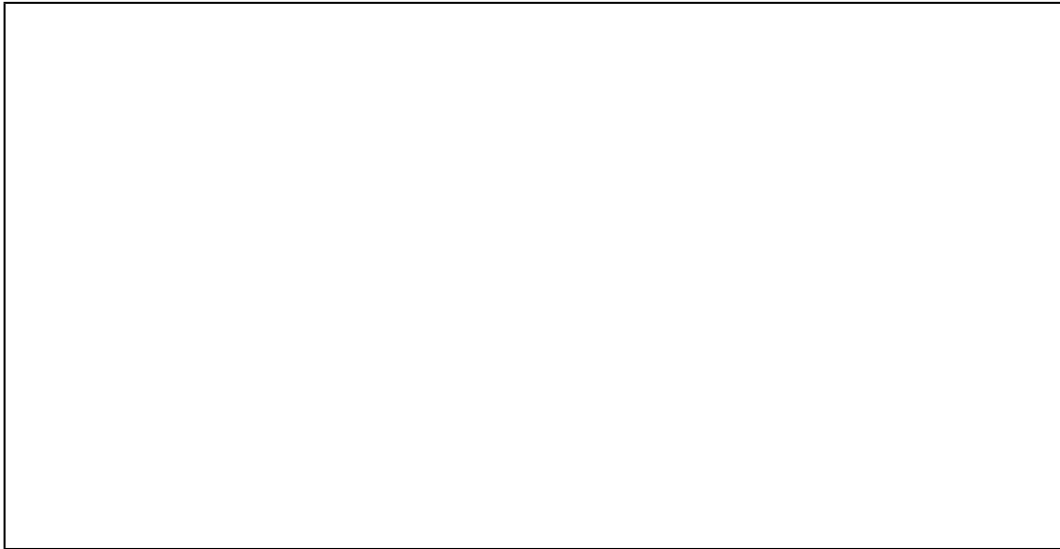
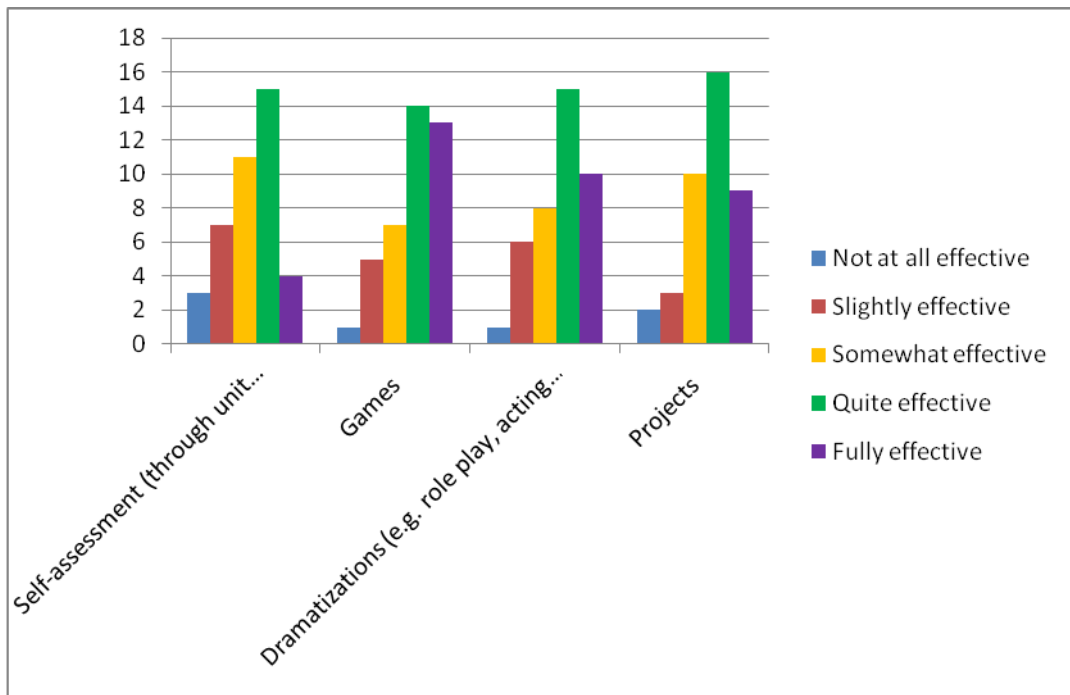


Figure 12: The effectiveness of alternative assessment methods used in the 3rd Grade course book



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Figure 13: The effectiveness of alternative assessment methods used in the 4th Grade course book

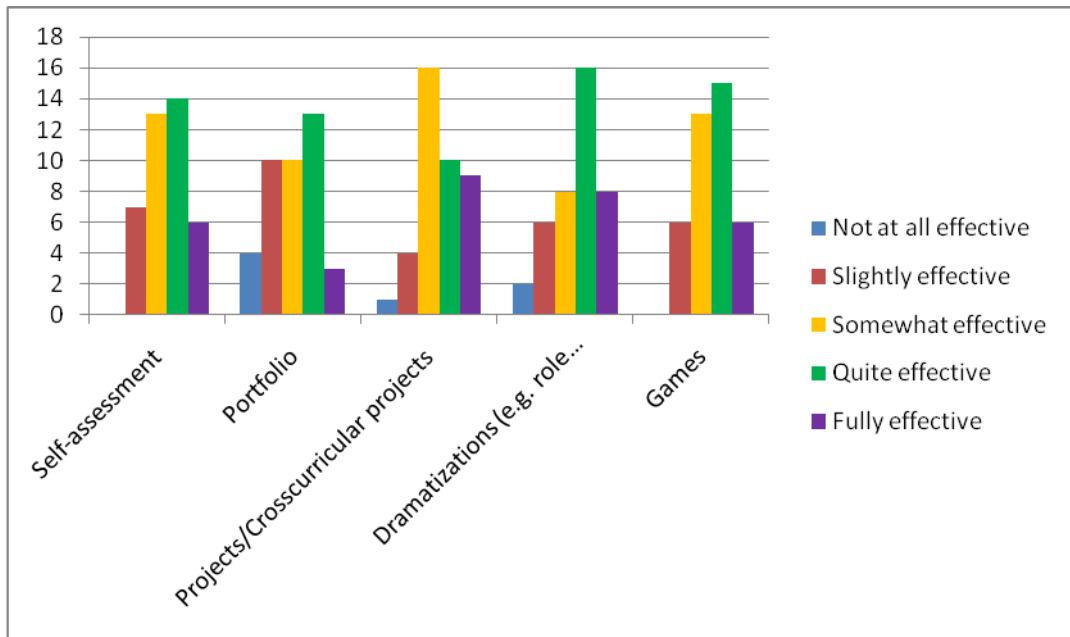
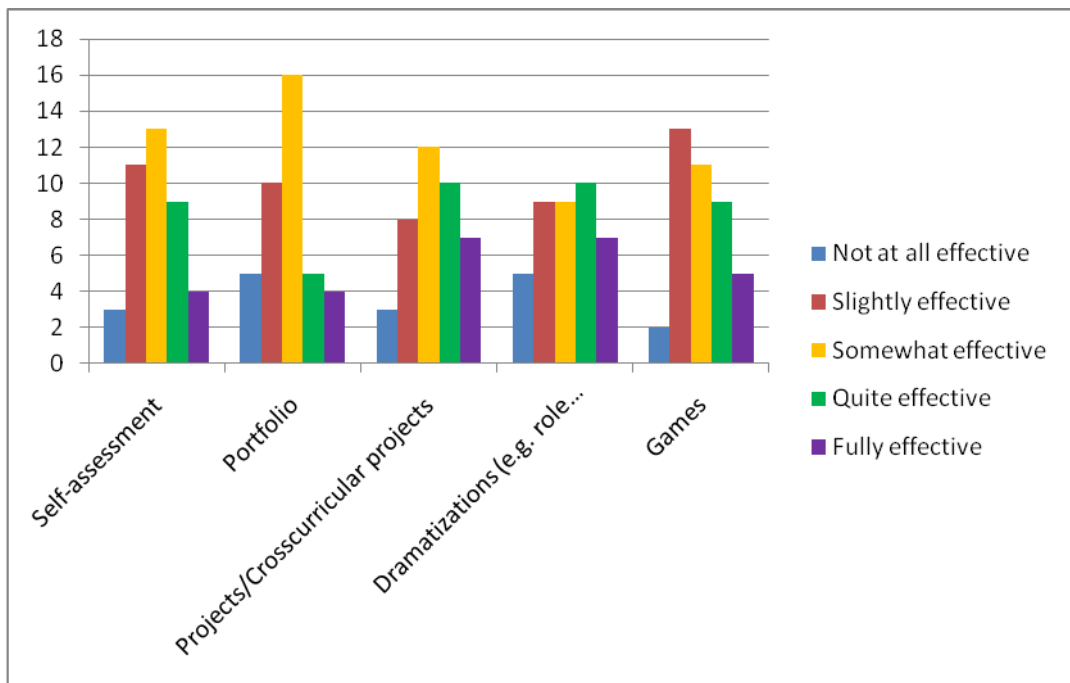


Figure 14: The effectiveness of alternative assessment methods used in the 5th Grade course book



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Figure 15: The effectiveness of alternative assessment methods used in the 6th Grade course book

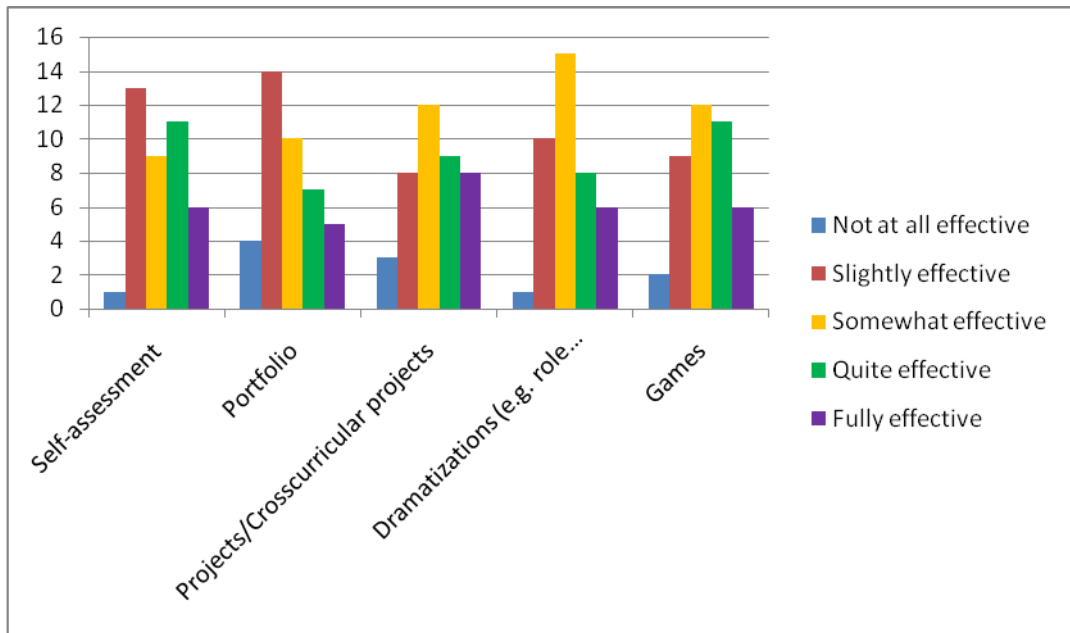


Figure 16: Suggestions for modifications/improvement

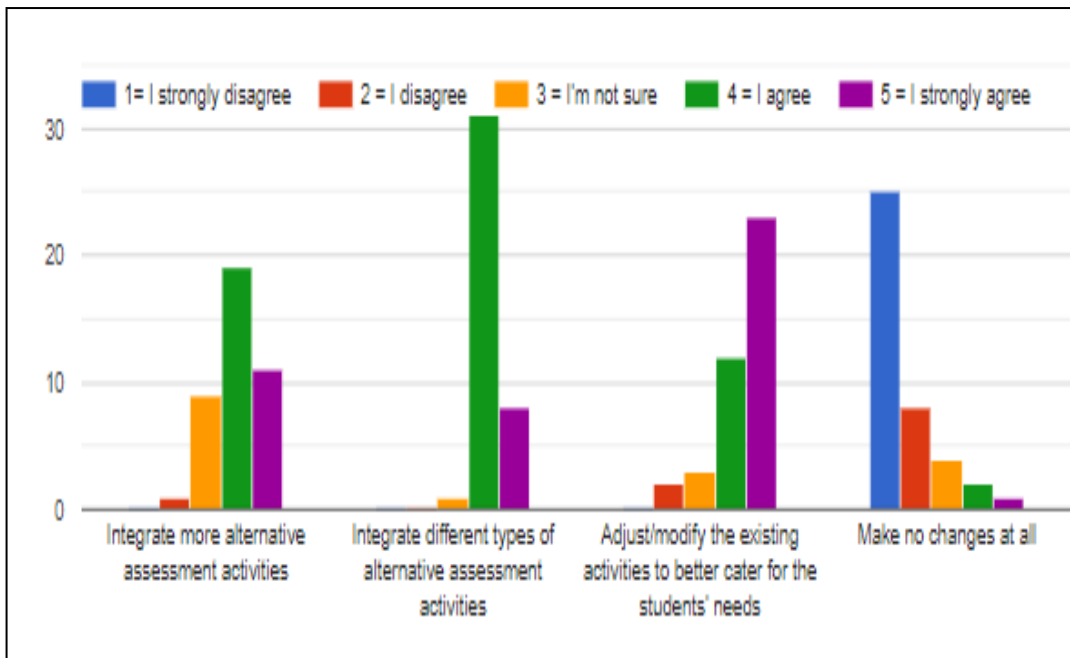


Figure 17: Factors influencing teacher's decision to implement alternative assessment

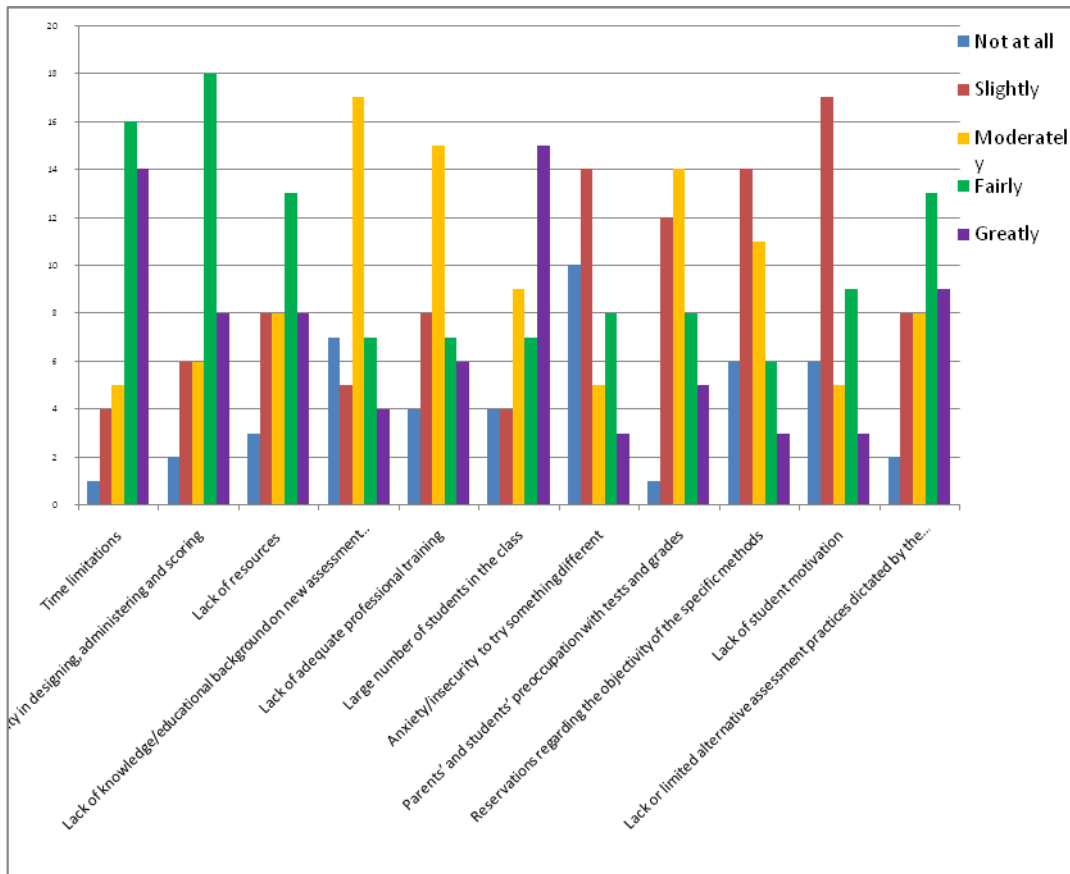


Figure 18: Time devoted to applying the alternative assessment methods used in EFL course books



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Figure 19: Sufficiency of time devoted to alternative assessment practices

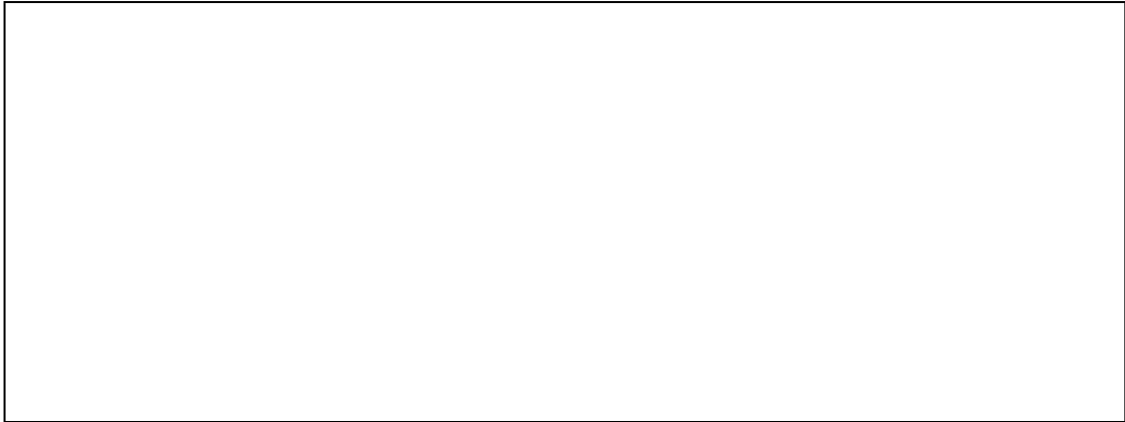


Figure 20: Willingness to devote more time to alternative assessment



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Author's Statement:

I hereby expressly declare that, according to the article 8 of Law 1559/1986, this dissertation is solely the product of my personal work, does not infringe any intellectual property, personality and personal data rights of third parties, does not contain works/contributions from third parties for which the permission of the authors/beneficiaries is required, is not the product of partial or total plagiarism, and that the sources used are limited to the literature references alone and meet the rules of scientific citations.