Full Length Research Paper

A study on developing "An attitude scale for project and performance tasks for Turkish Language teaching course"

Tazegül DEMİR

Kafkas University, Faculty of Education, Department of Turkish Language Education, Kars, Turkey.

The main purpose of this study is to demonstrate the students' attitudes towards project and performance tasks in Turkish Lessons and to develop a reliable and valid measurement tool. A total of 461 junior high school students participated in this study. In this study, firstly the preparation of items, specialist be consulted (content reliability) of the scale operations carried out pre-trial application; on the data, after were carried out item-total correlations, exploratory factor analysis and Cronbach's alpha to determine the reliability analysis. As a result, the analysis was observed to compose of 27 items and one factor of the scale. This one dimension that describes 32.10% of the total variance, for complete of scale Cronbach's alpha internal consistency coefficient is 917. What is determined is that item-test correlations range ,652 and ,409. The scale of fit index values are respectively RMSEA = .050, CFI = .97, IFI = .97, GFI = .90, AGFI = .88, and SRMR = .044. By looking at the values obtained from the analysis, "The Attitude Scale of Project and Performance Tasks in Turkish Lesson" tasks of the project and performance of students in secondary schools in their attitudes towards Turkish lessons can be used to determine the validity and reliability can be said that a vehicle.

Key words: Teaching Turkish, project tasks, performance tasks, attitudes, the Attitude Scale of Project and Performance Tasks in Turkish Lesson.

INTRODUCTION

Innovations in the field of economy, technology, social and human activities appear each and every day and changes occur based on these innovations. As education develops and changes constantly, educational programs have a dynamic structure. Educational programs are redesigned from different perspectives after all these changes. On this issue, Akyol (2007) stated that the newly prepared programs cannot be the result of a new thinking. However, a new organization or structure can be a possible in the programs. Education is a field in which the outputs are seen as the latest – almost in twenty years. Therefore, it is not an easy task to provide a new idea or a method. Developing based on experiences is

both more reliable and more affordable. The newly prepared programs can be designed within the framework of different perspectives based on previous experiences." The changes in educational programs are mostly designed with a purpose of transferring the necessities of the age, scientific developments and conditions of changing world and country to the individuals and adapting the individual to the living conditions.

As known, Turkish language teaching programs were renewed and put into practice throughout the country starting from the 2005 to 2006 educational year. The students are more active with the help of constructivist approach in Turkish language teaching courses. In this

E-mail: tazeguldemir@gmail.com. Tel: 0090 505 779 72 54.

way, it was aimed at making students acquire the language through their own way of life. It was intended to make students develop their listening, speaking, reading and writing skills through activities and to make them use Turkish language accurately, in good form and effectively being aware of the opportunities and richness of Turkish language. Thus, the students will be able to gain love and awareness of language, will be more efficient in learning process and acquire the experiences that will prepare them for the life and future (MEB, 2005).

In Turkish language courses, the students are expected to reach a level in which they could express themselves in reading, listening, speaking and writing skills. Among these skills, reading and writing are the skills which the term "literacy" arises from and acquired at schools for the first time. Therefore, they are taught within the formal education and the measuring and evaluating these skills can be managed in formal and systematic ways. Hence, the levels of these skills will be a source throughout the students' academic life and will be effective throughout their lives. From this perspective, the educational attainments for these skills should be measured and evaluated precisely and the student should be informed about his development.

In Turkish language teaching programs, measuring whether the objectives and targets are reached or to what extent they are reached is as important as the teaching process; because unreliable measurement and evaluations cause the fall of examination concept. This results in the fact that students take upper level courses without constructing the sufficient infrastructure. The students without sufficient infrastructure are not expected to be successful in upper level courses. Therefore, the measurement and evaluation methods used in Turkish language teaching are quite important in making students reach a language skill level and constructing language awareness.

MEASUREMENT / EVALUATION / MEASUREMENT-EVALUATION TOOLS AND METHODS

Measurement can be defined as the "comparison" of the feature of an existence of an event to be measured with a scale that helps to measure this feature and determining what is the equivalent of that feature, in other words, how many scale units that the "size" of this feature is (Özçelik, 2011). The equivalence, the generalization of the units and the appropriateness of the units for the purpose are important for measurement. The measurement is a process in which the developments and achievements of the students are reported with quantitative results after implementing appropriate tools and methods (Oğuzkan, 1993). The measurement is a description process. With its broader meaning, the measurement is the process of reporting whether an object or objects have certain qualities or not, if they have, to what extent they have

been using symbols and especially numerical symbols (Tekin, 2003). Measurement is reporting the teaching activities with numerical data and evaluation is the interpretation of these numerical statements accor-ding to a scale. In this interpretation process, the objec-tives presented as attainments are taken as the scale. The measurement and evaluation methods to be used to evaluate the attainments should be consistent, be valid and affect the further learning processes in a positive way (MEB, 2005).

In a writing examination, assigning a numerical grade for each observable feature such as writing a title, paragraph, grammar rules, introduction, body part and conclusion can be given as an example for turning the observable features into formal qualities.

Evaluation is the process in which the measurement results are compared with a scale and a standard of judgment and therefore an agreement is reached (Yılmaz and Sumbül, 2003). It can be understood whether the educational inputs are sufficient or not only through evaluation. Evaluation contains the stages of measurement, scale and decision. Evaluation is the process of making inferences from the measurement results and coming to an agreement with the help of a scale. The scale can be an achievement standard to be determined to compare the measurement results, a norm or a previously determined judgment. The scale may change according to the context. This inconsistency is the result of the fact that the evaluation is subjective. The evaluation performance standards mean the learning output that is formed by objectives determined by the educators cooperatively. Tests are the whole methods and tools used for making decisions for measuring these output and evaluating the results (Çelik, 2005).

Measurement and evaluation are indispensable and supplementary part of education. The final stage in organizing educational activities is the evaluation. Before 2005, the measurement and evaluation activities in Turkish language teaching program were based on the information obtained by measurement tools like tests, written examinations and observation forms which were designed to determine the achievement levels of students. With the changes occurred in the program in 2005, measurement and evaluation were not taken as separate concepts, but taken as a concept including the evaluation and the measurement. According to the program, each measurement helps the evaluation process and it is the basis of evaluation. The measurements become meaningful through evaluation. On the other hand, an evaluation which is not based on measurements cannot be reliable. Moreover, the measurement and evaluation activities are carried out through the infor-mation obtained by means of methods and tools like level determination and chapter revision tests, written examinations, observation forms, project and performance tasks, peer evaluation while, before and after the learning process in order to determine the developments of
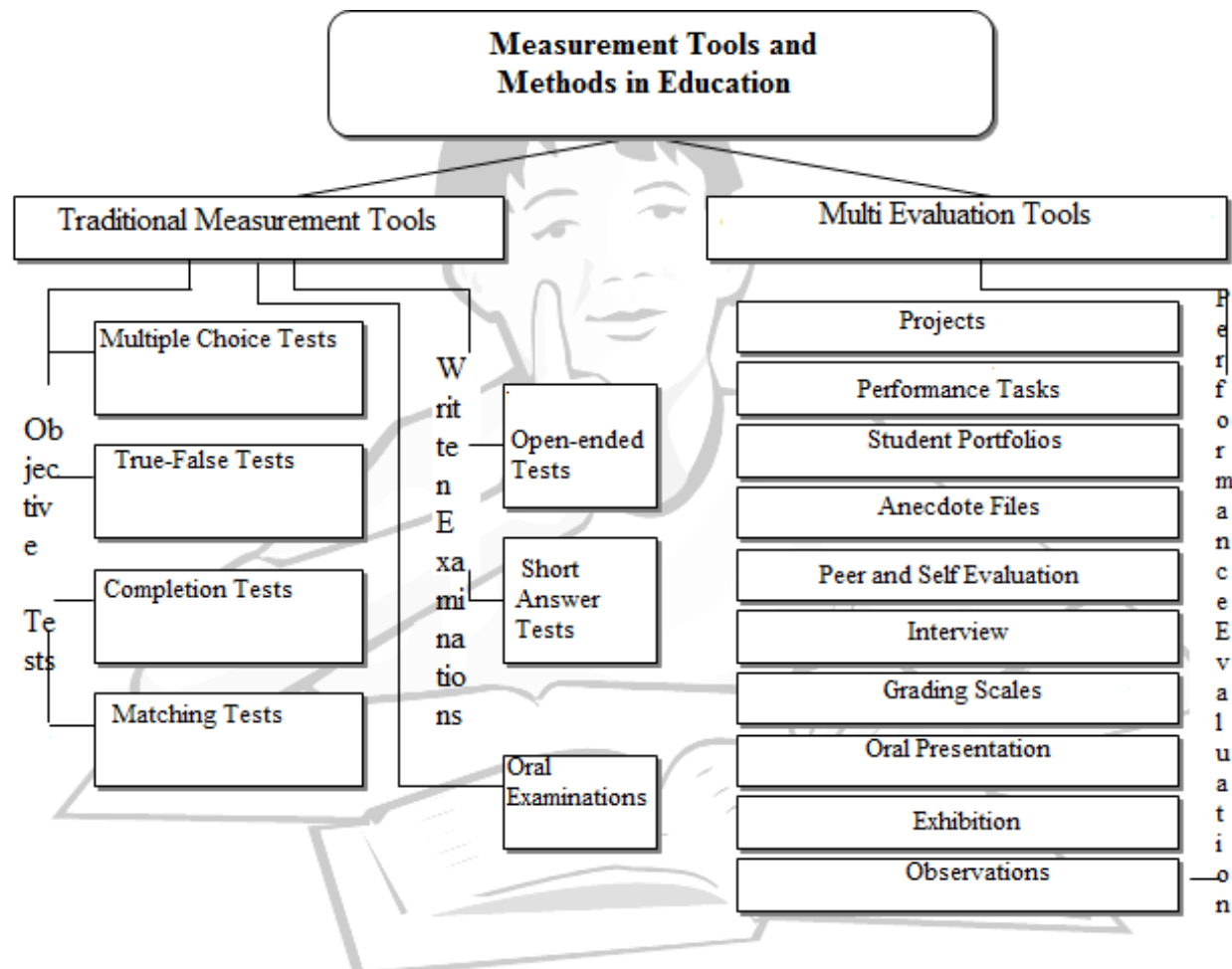
Figure 1. Measurement tools and methods in education

students within the learning objectives. In general, these tools and methods can be presented as shown in Figure 1. As it can be seen in Figure 1, the measurement tools and methods vary. As themeasurement and evaluation scattered in the process and there are many factors affecting the results, this diversity and differentiation is inevitable. Measurement and evaluation tools and methods are taken into account in many sources (Tekin, 2003; Airasian, 2001; Haladyna, 1997; Kubiszyn and Borich, 1993; Kuhn, 2004). The definition and features of measurement and evaluation tools and methods that teachers can use are presented in Table 1 (Source: http://iogm.meb.gov.tr). The teacher should choose tools and methods taking the physical conditions, the population of the class, course type, the objectives of the course, the level of the course, etc. into consideration. When Table 1 is examined in detail, the project and performance tasks in which the students are completely active are striking among the alternative evaluation methods. This is important as this shows that these two measurement and evaluation methods meet the require-ments of the constructivist approach.

Performance task

The main issue for effective learning is the method of constructing knowledge; and this can be achieved through assigning students with performance tasks (Marzano et al., 1993). Performance tasks are used in order to measure the high level of thinking skills of students. According to Chun (2012), students should separate the unrelated information with the appropriate one, invalid claims with valid ones and unreliable data with the reliable ones in order to accomplish the task. This is possible through performance tasks. Performance tasks are the tasks prepared to determine to what extent the students could use the information they learn in their daily lives. Moreover, these tasks can be used in order to motivate students besides making connections between the theory and practice (Chun, 2012). They show students how they could solve the problems in their daily lives and how they could use their knowledge and skills for solving problems. Performance tasks can be completed in a few days or in a few weeks. Therefore, they give the opportunities for students to work in long

Table 1. The measurement tools and methods in education and their uses

The measurement and evaluation tools and methods	What are they?	What are the Advantages?/What are their uses?	What are the Limitations/Negative Aspects	Notice
Self-evaluation	Evaluation is an individual's self-evaluation on a specific topic within specific standards.	It helps students participate actively in learning processes and enable them to consider themselves a part of the process. Moreover. it contributes to students' being aware of their strong and weak aspects and developing their skills of evaluating themselves in different perspectives.	Students might be biased during self-evaluation.	The results obtained through self. group. and peer evaluations should be used for grading.
Peer Evaluation	Peer evaluation is students' evaluating one another within specific standards.	It helps students improve their critical thinking skills and learn how to be tolerant of criticisms.	They may assign more points to their close friends. while they may give fewer points to their other friends. Moreover. they can give higher scores to each other upon agreement.	
Performance Tasks	Performance tasks are the short-term tasks that require students to reveal their existing knowledge and skills linking them with daily life.	* They help people to use knowledge and produce products that share the characteristics of real life situations. * Performance evaluation resources can be used repeatedly.	* It cannot be known for sure that the task completed belongs to the student as these tasks are longitudinal and completed at home. * Unfair evaluations or situations may occur when these tasks are planned without considering the facilities that students have.	It is advised to use the rubric and grading scales prepared in line with the tasks; however. it is of use to benefit from checklists. observation reports. self. group. and peer evaluations forms together with these tools.
Project Tasks	Project tasks are comprehensive and longitudinal performance tasks.	* They help teachers to observe and measure each and every part of the process when focused on the specific sections of the performance. * Students' development can be observed in a chart using the same evaluation tool.		
Student Product Dossiers	Student product dossiers are systematic and organized collections that prove students' efforts. success. and developments in a learning field within a specific time period (a semester or a year).	* They help improve high-level cognitive skills. * Moreover. it contributes to developing skills such as group work. using technology. and communication.	* The product dossier may contain a great amount of quality or poor quality knowledge if the content is not determined in advance.	

Table 1. Contd.

Rubrics	Rubrics are the scoring manuals used to evaluate the quality of a product. task. activity. or an answer.	* They make teachers' expectations of students concrete and clear. * They help students to understand what is expected of them and which standards that an acceptable performance task must meet.	Time and expertise are required to prepare rubrics.
Grading Scales	Grading scales are the tools that define performance related to the characteristic that is evaluated at various levels and help see to what extent the standards are met.	* They make teachers' expectations of students concrete and clear. * They are easy to prepare. * They can be used to measure different behavior.	* It takes time to observe; subjective perceptions. value judgments. and feelings may affect the results of observation.
Checklists	Checklists are the tools that include detailed information on the characteristics of the behavior expected of students and that are used to determine what lacks in students' performances.	* They help students or teachers observe in accordance with the standards that are determined in advance. * They provide detailed information on what is required to do about and how to compensate for the student's performance considering the incomplete behavior. * They provide information on the characteristics of the expected behavior as they indicate the performance standards. * Checklists can be used many times; they can be compared and contrasted with the previous checklists while observing the different or the same student behavior.	* They require teachers to make decisions about students' behavior according to only two standards. observable and non-observable. * Detailed information about the performance process cannot be obtained.
Concept Maps	Concept maps are the maps in which the relationship between the concepts in a unit or subject is reflected.	They are used to facilitate learning. to check learning process. and determine misconceptions. Concept maps * makes learning meaningful. * can be used repeatedly.	are difficult to prepare.
Open-ended Questions	These are the questions that require students to think about and remember the answer to the question and provide the written statements of the answer.	* They are easy to prepare. * They are used to measure higher-level thinking skills. students' skills of comprehending concepts as a whole. and their skills of written expression.	* It takes time to grade and students' subjective judgments may affect grading. * Content validity is low since the exam prepared through open-ended questions includes limited number of questions.

Table 1. Contd.

Short Answer Questions	These are the questions that students can answer through a number. a word. or a sentence.	* They are easy to prepare and grade. * A wide scope can be exemplified.	* They might be insufficient to measure high-level skills.
Multiple Choice Questions	These are the questions that require finding the answer to a question in the options provided.	They can measure different behavior and skills in a short time. They are easy to grade and objective. They are more often used to measure knowledge. cognitive skills and activities.	* It is difficult to prepare multiple choice questions particularly aimed at measuring high level cognitive skills. * They do not provide the opportunity to measure skills such as written expression.
Matching Questions	These are the kinds of questions that require elements of information provided and related to each other in two groups to be matched according to a certain statement.	They are easy to grade and objective.	* They might be insufficient to measure high-level skills. * They do not provide the opportunity to measure skills such as written expression.
True-False Questions	These are the questions that require determining whether a given sentence is true or false depending on the existing knowledge.		

hours, repeat, indicate their efficiency levels according to the grading scales rather than being limited with examination hours. Moreover, performance tasks affect the students' academic achievements, their knowledge and attitude and opinions about the course (Aksoy and Link, 2000). These assign-ments are appropriate for measuring students' actual performances (measurement and evaluation).

Developing understanding is among the most important objectives while designing a perfor-mance task. In traditional teaching, the students were always passive and listening. In this passive process, the students might lose their attention and they could not follow the course with the required attention. Furthermore, the difficulty of learning just by listening was also scientifically proved. The best learning method is learning by doing and experiencing. Performance tasks are also among the learning by doing and experien-cing tasks. For example, expecting a student to memorize the titles of all literary works causes the fall of learning process. However, it is much more appropriate to make students read some works so that the information becomes permanent and the learning process is accomplished; because, the student can integrate the information into his life.

Performance tasks can be in the form of making experiments and applied activities with written or oral tasks. The type of the task depends on the objective of the performance task. There is no time limitation for this task. The teacher decides on this. From this perspective, performance tasks are divided into two groups as short and long term tasks (Baconak, 2008).

A- Limited Performance Tasks

These tasks are limited in terms of its content and the activities can be simple tasks like speaking, singing, drawing, designing posters (Baconak, 2008). The advantages of limited performance tasks can be listed as they take little time, the evaluation and planning is simple, the tasks are

completed individually, more tasks can be assigned and students can complete their tasks without too much research and observation. Among the dis-advantages, it can be said that the product is evaluated instead of the process, it makes difficult to observe the students' skills, they are not appropriate for group works, they are generally carried out in the classroom and they limited the freedom of the students (Baconak, 2008).

B- Comprehensive Performance Tasks

These are the tasks in which the students should research from different sources and spend more time when compared to the limited performance tasks. For the comprehensive performance tasks, preparing a speech for creating awareness for the environment, preparing a program on the computer, researching the effects of global warming can be given as the example tasks (Baconak, 2008). The advantages of comprehensive performance tasks are more than the former. The advantages of comprehensive performance tasks can be listed as the students are freer while preparing their tasks, these tasks allow teachers to observe more skills, the process is evaluated as much as the product, students can research more, the tasks help students to develop their high level of thinking skills like researching and communication, they are appropriate for group work activities, students can exhibit their skills like choosing, organizing, combining and evaluating their information and ideas, the products can be developed after school, the grading scales can be used for evaluation, student can learn by doing and experiencing and this is appropriate for constructivist approach.

As for the disadvantages, it can be listed as these tasks take too much time and fewer tasks can be assigned, the skills should be recorded very carefully, following the process is quite difficult, much better conditions are required for researching and making experiments, the development of the task is complicated and longitudinal, the group members should share the task equally, it is difficult to evaluate students individually in group works and the evaluation, observation and grading of the task is difficult.

Project tasks

Project is students' producing something on different topics individually or as a group. In fact, every project task is also a performance task. However, they are more comprehensive and more longitudinal than the performance tasks. As in performance tasks, students can work individually or as a group. The topic of the tasks can be chosen by the students as well as by the teachers. The advantage of topic chosen by the students is that teachers might better know their students and the students might complete their tasks voluntarily and

willingly. The disadvantage of this is that some students might choose simple tasks. In this context, the teacher should make his choice taking his class into account. Moreover, teachers should help their students during the tasks; because teachers are facilitators in this context. They should help their students how and where they could carry out their research.

The students can prepare at least one project individually or as a group throughout an educational year. If they are volunteers, they can also prepare projects from different courses or more than one project from a specific course. The project grade of the students who completed more than one project from a course is calculated getting the mean of all projects.

As a result of studies, it was found that students completed most of their performance and project tasks through copy/paste method from the Internet. Teachers should take required precautions for this problem. Instead of getting everything from the Internet, the students should be advised to see the libraries, source people, newspapers and journals, historical and cultural places. In this way, the students can acquire the feeling and skill for research. Teachers have a great role in this issue.

If project tasks are used effectively, they might have a great contribution to teachers and education. They have many advantages listed as they develop students' problem solving skill, reading comprehension skills, research skills, social skills, independent learning and thinking skills, self-confidence and respect, self-discipline, the feeling of responsibility, personal skills and abilities, learning and examining a topic in detail.

THE AIM OF THE STUDY

The purpose of the study is to develop a reliable scale that indicates the secondary school (5th, 6th, 7th and 8th grades) students' attitudes towards project and performance tasks they completed in Turkish language course.

THE METHOD OF THE STUDY

Process

Research has been carried out on the following process steps: Developing items, obtaining expert views (content validity), piloting and the original application. While developing the scale, the following procedure was followed.

Developing Items

The first step of developing a scale for determining the attitudes of secondary school students towards project and performance tasks in Turkish language courses is to review the literature. After that, an item pool was created from the statements that revealed the attitudes towards project and performance tasks in Turkish language courses. The items were controlled in terms of grammar whether they were accurate in order not cause any confusion.

After these, 53 items were determined that could reveal the

Table 2. The numeric distribution on the participants

Class level	f	%	Number of schools
5th Grade	82	17.7	
6th Grade	105	22.7	
7th Grade	174	37.7	15
8th Grade	100	21.6	
Total	461	100.0	

attitudes of secondary school students towards project and performance tasks in Turkish language courses. It was paid attention to increase the number of items at first. As the purpose of the study was not developing a scale which was determined before, all items about the attitudes of students towards project and performance tasks in Turkish language course were taken into account and, finally, 53 items were determined.

Obtaining expert views (Content validity)

The content validity of the scale prepared was investigated at this stage. The success of a measurement tool in predicting individuals' behavior is largely dependent on its being reliable and valid (Büyüköztürk, 2004). Whether a measurement tool measures the variable it aims to measure and to what extent it measures this variable is defined as *validity*. There are three types of validity, namely, *content, convergent, and construct* (Tyler, 1971). Content validity is to determine whether the measurement tool covers a representative sample of the field indented to be measured through obtaining experts views on its suitability for the purpose specified (Karasar, 2009). The content validity of the study was checked in the study. The 53 items prepared were analyzed by eight experts, 4 of whom were working in the field of Turkish Education, and 2 of whom were working in the field of Measurement and Evaluation, excluding the researchers, in terms of format, narrative feature, whether or not there are statements that could lead to misunderstandings and whether they reflect the attitudes towards the projects and performance tasks completed in Turkish classes. The necessary changes were made considering the content and the format in line with the expert views and suggestions and the scale was prepared for the piloting study. The content validity of the scale was ensured following this procedure.

Piloting

A group of 50 students enrolled at various schools in the central town of Kars were asked to determine whether the items in the draft scale developed in line with experts 'opinions and suggestions reflect the attitudes towards the projects and performance tasks completed in Turkish classes. Following the piloting of the draft scale, necessary changes on the items of the scale were made taking students' opinions and suggestions on each and every item.
A 5-point Likert style measurement form was prepared for these items by the researcher. Thus, a structure was developed, in which students could provide answers for each item at five sub levels. For the attitudes provided in the tool, the positive items were scored as 5-4-3-2-1, while the negative items were scored as 1-2-3-4-5. Thus, specific attitude scores were obtained for each data collection tool. Higher scores mean that students adopt higher attitudes towards the projects and performance tasks completed in Turkish classes.

Participants

The criteria suggested by Tabachnick and Fidell (2001) for the

factor analysis were used to determine the number of the participants. According to these researchers, for factor analysis, 300 people are evaluated as *"good"*, 500 people as *"very good"*, and 1000 people as *"perfect"*.

Table 2 provides the numeric distribution of the class levels of the participants that they are enrolled at. As indicated in Table 2, the data were collected from 461 students enrolled at 6th, 7th, and 8th grades of 15 schools during 2011 to 2012 academic year in the central town of Kars and it can be stated that the number of the participants is *"good"* for factor analysis.

The fact that the participants were from various classes (5th, 6th, 7th, and 8th grades) contributes to the study in various perspectives. The variance of the representational power of the participants and the scale will be larger for the similar groups in terms of age. Although the rations might be different at each grade level, it can be said that the situation can be considered acceptable within the scope of the research.

FINDINGS AND INTERPRETATION

The analyses conducted on the data discussed above were conducted to determine the original scale items and the properties of these items. First, the items were selected from these 53 items based on the total correlation and 26 items that indicated correlation below. 30 in total were excluded from the factor analysis. The item total correlation (ITC) of the 27 items left is provided in Table 3. The highest score that can be obtained from "the Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course" consisting of 27 items (1, 2, 5, 7, 8, 9, 11, 12, 14, 19, 20, 21, 22, 29, 34, 35, 37, 39, 43, 46, 47, 48, 49, 50, 51, 52, 53) is 135, while the lowest attitudes score is 27.

Factor analysis was conducted to reveal the most suitable structure among 27 items intended to be used in the real application of the tool. The items included in the structure revealed by the factor analysis were subject to item analysis.

Factor Analysis

The aim of the analysis is to select the items that will compose the meaningful whole among many items that are believed to be related to the secondary school students' attitudes towards the projects and performance tasks. As the aim of the study is not to develop a multi-dimensional measurement tool, all the possible items that might be of quality to reveal attitudes while writing the items.

To ensure the validity of the scale, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) was conducted within the construct validity. EFA aims to obtain meaningful constructs from many variables (items) that can account for these constructs in few numbers (Büyüköztürk et al., 2004). Confirmatory factor analysis (CFA) is, on the other hand, aimed at determining to what extent the factors composed of various variables based on a theoretical perspective are in alignment with the real data. In CFA, many fit indexes are used to determine the

Table 3. The item total correlations of the ıtems of the scale

Item	ITC	Item	ITC	Item	ITC	Item	ITC	Item	ITC
I46	.605	I34	.594	I53	.591	I49	.590	I8	.578
I50	.570	I2	.564	I52	.556	I48	.534	I39	.537
I12	.531	I7	.525	I19	.525	I11	.524	I1	.516
I22	.519	I51	.511	I14	.508	I9	.496	I37	.492
I5	.481	I47	.479	I35	.473	I20	.453	I29	.414
I43	.404	I21	.371						

Table 4. Kmo and bartlett test results of "the attitude scale for project and performance tasks for turkish language teaching course"

KMO Measurement of Sampling Adequacy		.941
	Chi-Square	3.8463
Bartlett's Test of Sphericity	sd	461
	p	.000

Table 5. Eigen Values of Factors and Variance Ratios

Factor	Total weighted squared values		
	Eigenvalues	Variance explained %	Total %
1	8.668	32.105	32.105

suitability of the model tested (Büyüköztürk et al., 2004).

Rather than using the construct to be obtained in measuring at different axes, it was planned to use the basic elements that composes the same construct. On the other hand, it was not aimed at inquiring the fitness of items with a predetermined construct, but rather the focus was on uncovering what existed empirically; thus, Principal Components Analysis was found to be more appropriate (Tabachnick and Fidell, 2001). The source mentioned above as well as the other sources in this area (Tatlıdil, 1992), analyzed Principal Components Analysis and Principle Axis Analysis under factor analysis and sources referred to the original names only in case of differentiation because there is not any difference between these two techniques except the decision on which kind of variance is mathematically to be used. When the number of the participants is increased, the effect of this difference on the results is minimized (Hovardaoğlu, 2000).

Of 53 items, 26 items that indicated correlation below .30 in total were excluded from the factor analysis. 27 items left were categorized under one factor and there was not any item excluded. More information is provided on this factor as follows.

The findings on the construct validity of the scale

Exploratory Factor Analysis

KMO and Bartlett Test results were considered in order to determine the suitability of the data obtained from "the Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course" within CFA. Table 4 provides KMO and Bartlett Test results. In order for the

data to be suitable for factor analysis, Bartlett test results should be meaningful and KMO (Kaiser-Meyer-Olkin) chi-square value is to be found over .50 (Ayşegül and Çevik, 2003: 428). KMO chi-square value which is over .80 indicates that the data collected are more suitable for factor analysis. As can be seen in Table 4, KMO value is .941. Bartlett test results are also meaningful.

Eigenvalues criteria were used to determine the number of factors that could reveal the correlations between the items in less numbers and in the most effective way (Büyüköztürk et al., 2004). Bryman and Cramer (1999) states that factors with eigenvalues of 1 or higher should be considered as major factors. In this vein, the eigenvalues of the scale factors are provided in Table 5. As indicated in Table 5, the single factor composed of twenty seven items accounts for 32.105% of the total variance and the eigenvalues is found to be 8.668. Büyüköztürk (2005:125) explains that it is difficult to keep a high proportion of explained variance in behavioral sciences, that it is sufficient for variance ratio in single factor-scales to be 30% and over, and adds that in multi-factor scales, the variance explained should be more than this value. In this regard, the variance ratio that is explained through "the Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course" can be considered an indication that the suitability of this measurement tool in determining students' attitudes towards the projects and performance tasks in Turkish classes is at an acceptable level.

The factor loadings are provided in Table 6. As can be seen in Table 6, the loading values of the item included in the single factor range from .652 to .409. As a result of the factor analysis conducted, the loading values of the items grouped under single factor were found to be .40 and over. Sheskin (2004) states that the factor loading value which is found to be .40 and over in small samples, and .30 and over in large samples is considered meaningful. Similarly, Tavşancıl (2002) also explains that

Table 6. The findings of the factor analysis of "The Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course"

Item No	Single Factor
I46	.652
I34	.643
I53	.641
I49	.638
I8	.627
I50	.620
I2	.618
I52	.603
I48	.583
I39	.582
I12	.581
I7	.577
I19	.574
I11	.572
I1	.568
I22	.561
I51	.558
I14	.556
I9	.542
I37	.535
I5	.532
I47	.522
I35	.516
I20	.498
I29	.457
I43	.446
I21	.409

Table 7. Model-data fit ındexes

Model Data Fit Index	Value
Comparative Fit İndex (CFI)	0.97
Incremental Fit İndex (IFI)	0.97
Normed Fit İndex (NFI)	0.95
Non Normed Fit İndex (NNFI)	0.97
Goodness of Fit (GFI)	0.90
Adjusted Goodness of Fit Index (AGFI)	0.88
Standardized RMR (SRMR)	0.044
90 Percent Confidence Interval for RMSEA	0.050

Table 8. The findings of the reliability analysis of "The Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course"

Factor	Cronbach Alpha reliability coefficient
1	.917

the cut-off point for factor loadings can be between .30 and .40. Tabachnick and Fidell (2001), on the other hand, states that as a rule, .32 or over factor loadings can be used. Although the lowest factor loading value was found to be .40 as a result of the analyses, the great majority of the items (23 items) had values of .50 and over, which might be interpreted as factor loading values that are quite good.

Confirmatory Factor Analysis

The fit indexes obtained through CFA conducted to deter-mine the construct validity of the Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course were analyzed and it was found that the Chi-square value (x^2=896.15, sd=461, p=0.00) was statistically significant. The model data fit indexes are provided in Table 7. When the values in Table 7 were considered, all the model data fit indexes indicate values that are acceptable as criterion values. According to some researchers (McDonald and Moon-Ho, 2002; Schermelleh-Engel et al., 2003; Thompson, 2000), GFI, AGFI and CFI values over .90 indicate that there is an acceptable goodness of fit and values over .95 provide a good goodness of fit. In others such as RMSEA and RMR, the fact that the values in question are below .95 indicates a good goodness of fit, while the values below .80 provides an acceptable goodness of fit. Therefore, the values of goodness of fit obtained within the current study indicate that the model provides an acceptable goodness of fit.

Figure 2 is the diagram related to the confirmatory factor analysis conducted to verify that the scale is composed of a single construct within the scope of the model-data fit indexes. As indicated by the diagram, the levels of the item values in predicting the latent variable representing the single factor range from 0.51 to 0.84.

Based on the diagram and the values in Table 8, all the model data fit indexes indicate values that are accep-table as criterion values. In this vein, it can be put forward that the single-factor structure of the Attitude Scale for Project and Performance Tasks for Turkish Language attitudes towards the project and performance tasks in Turkish classes.

The findings of the reliability analysis of the scale

Cronbach Alpha Reliability coefficient was calculated to determine how accurately the scale measured what it intended to measure (for this scale, the students' attitudes towards the project and performance tasks in Turkish classes. According to Büyüköztürk et al. (2008), this coefficient is a measure of the consistency of scores of the items with the total test scores. This coefficient is very reliable when it is between .60 and .80; and when it is between .80 and 1.00, it is a highly reliable scale
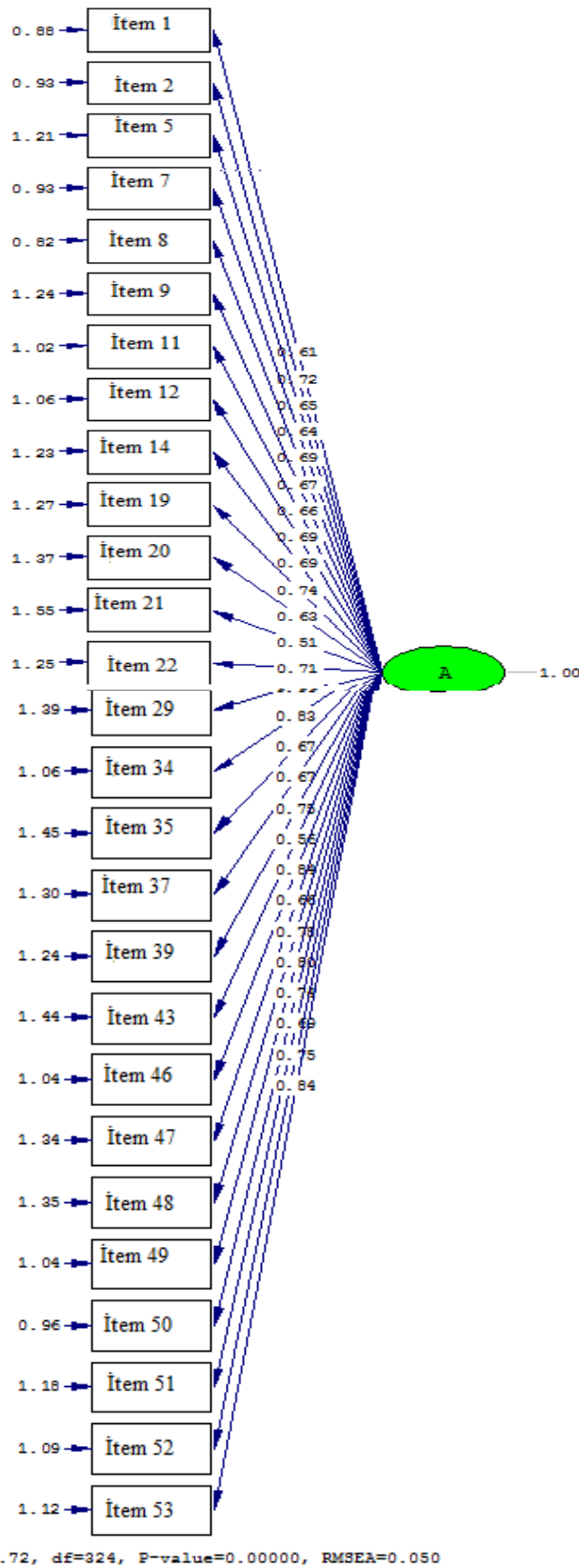
Figure 2. The path diagram and factor loadings related to the attitude scale for project and performance tasks for Turkish language teaching course.

(Akgül and Çevik, 2003:436). In this regard, the findings of the reliability analysis of the scale are in Table 8. The Cronbach Alpha reliability coefficient was determined as .917 for the whole of the scale. This result can be considered as a proof that the scale is reliable and the internal consistency of the scale at one dimension is quite high.

RESULTS AND DISCUSSION

When both project and performance tasks are used appropriately, they will make a great contribution to greatly contribute to students and teaching Turkish. They have many advantages listed as they develop students' problem solving skill, reading comprehension skills, research skills, social skills, independent learning and thinking skills, self-confidence and respect, self-discipline, the feeling of responsibility, personal skills and abilities, learning and examining a topic in detail. Moreover, project and performance tasks help students gain the basic skills that are aimed to be improved in all teaching processes. These are the skills of critical thinking, creative thinking, communication, inquiry-questioning, problem-solving, using information communication technologies, entrepreneurship, and using Turkish accurately, effectively and fluently. These tasks play an important role in improving the basic skills because they are activities that make students active, that are carried out by students, and the project tasks can be conducted as longitudinal activities. In this perspective, it can be stated that the basic skills are similar to the aims and attainments particularly in Turkish classes and any activity done to improve these skills can also help improve language skills. Thus, project and performance assignments include situations and tasks that help students transfer their knowledge and skills into action, taking students' individual differences into consideration. The study conducted by Yılmaz and Benli (2011) also supports this explanation. The study revealed that the performance tasks assigned by teachers were useful, led students to think, provide permanent learning, improved students' inquiry and critical thinking skills, and that students stated they could associate what they learned with daily life.

It is of utmost importance that project and performance assignments be the types of assignments that students can be interested in, enjoy and lead them to gain skills since each and every project and performance task that adopt these characteristics will lead students to adopt positive attitudes towards these tasks. In this way, these tasks will prevent students from considering them as drudgery and help realize the real aims of these project and performance tasks. In this regard, students' attitudes towards project and performance tasks are of great importance. Considering all these, the current study was conducted to develop "The Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course" and a reliable and valid scale was obtained to

determine secondary school students' attitudes towards the project and performance tasks in Turkish classes.

The statistical findings related to the Attitude Scale for Project and Performance Tasks for Turkish Language Teaching Course can be summarized as follows: The scale has been found to include a single-factor structure with the eigenvalue over 1. There are 27 items in total existing in   a single factor. It was determined that this single factor accounted for 32.105 of the total variance of the scale and the factor loading values of the items in the factor components ranged from .652 and .409. Moreover, α reliability coefficient of the scale was determined as .94. The fit indexes of the scale are determined as RMSEA=.048, CFI=.97, IFI=.97, GFI=.90, AGFI=.88, and SRMR=.044. Considering all these findings, it can be stated that The Attitude Scale for Project and Perfor-mance Tasks for Turkish Language Teaching Course is a reliable and valid scale that can be used by the researchers.

When the related literature is analyzed, it is seen that there are various studies that investigate students' project and performance assignments in their mother tongue classes. There are also other studies that focus on views, perceptions and expectations regarding performance tasks. In their study, Belet and Girmen (2007) investi-gated the effectiveness of the performance assignments in mother tongue classes and found that a majority of the performance assignments met the criteria in terms of subjects, format, and content and language expression. However, it was further determined that the creativity criterion determined for the content of the assignments were the lowest, the performance assignments were copied and pasted from the Internet or the other written sources, some of the assignments were written by some-one else rather than the student, some of the students did not contribute to the group work perfor-mance assignments, all the students were given the same performance assignments within taking their individual differences into consideration, and that all these are the factors that reduce the effectiveness of the performance assignments. Gömleksiz et al. (2010), in their study aimed at determining students' view of the project and performance tasks in the curriculum of mother tongue education offered in the second grade of primary education, determined that the Turkish teaching curri-culum was generally effective in using the project and performance tasks that are among the alternative measurement and evaluation tools. Coşkun et al. (2009) found that the performance tasks in Turkish classes led students to do research and contributed to their development.

The fact that there is not any study conducted to deter-mine how students perceive project and performance tasks in mother tongue education and what their attitudes towards these tasks has been the determining factor that leads this study to be conducted. In this respect, it is believed that the current study conducted to develop "The Attitude Scale for Project and Performance Tasks

for Turkish Language Teaching Course" will contribute to the field and mother-tongue teaching.

REFERENCES

Airasian PW (2001). Classroom assessment: Concepts and application. New York.

Aksoy T and Link CR (2000). A panel analysis of student mathematics achievement in the US in the 1990s: does increasing the amount of time in learning activities affect math achievement?, Economics of Education Review, 31 (19), 261-277.

Akyol, H (2007). New curriculum available Turkish teaching methods, Ankara: Kök Publishing.

Baconak A (2008) Fen ve teknoloji performans değerlendirme formlarına yönelik oluşturulan web tabanlı programın etkinliğinin araştırılması, Yayınlanmış Doktora Tezi, Karadeniz Teknik Üni., Fen Bilimleri Enstitüsü, Trabzon.

Bryman A, Cramer D (1999). Quantitative data analysis with spss release 8 for windows, London and New York, Taylor ve Francis e-Library, Routledge.

Büyüköztürk Ş, Akgün Ö, Kahveci Ö, Demirel F (2004). The Validity and Reliability Study of the Turkish Version of the Motivated Strategies for Learning Questionnaire Educational Sciences: Theory Pract. 4(2):231-239

Buyukozturk S (2005). Data analysis for the social sciences handbook (2th Edition). Ankara: PegemA Publishing. 04742251257.

Büyüköztürk Ş, Akgün Ö, Kahveci Ö ve Demirel F (2008). The Validity and Reliability Study of the Turkish Version of the Motivated Strategies for Learning Questionnaire Educational Sciences: Theory & Practice 4 (2), November, 231-239

Belet ŞD, Girmen P (2007). The effectiveness of papers used in the performance of Turkish language course. 16. National Congress of Educational Sciences, Gaziosmanpaşa University pp.5-7.

Çelik, D (2005). How It Should Be Measurement and evaluation in schools, Ankara: Ministry of Education Publishing.

Chun M (2012). Performance tasks and the pedagogy of broadway, Change: Magazine Higher Learn. 44(5):22-27

Coşkun E, Gelen İ, Kan MO (2009). Evaluatıon of teachers and students' opınıons about performance assıgnments gıven ın turkısh courses. Mustafa Kemal University J. Soc. Sci. Institute 6:22-55.

Gömleksiz MN, Sinan AT and Demir S (2010), Students' Perceptions Of The Realization Process Of Project And Performance Tasks Of Primary School Turkish Language Course (Case Of Malatya City)", Turkish Studies International Periodical For the Languages, Literature and History of Turkish or Turkic Volume 5/3 Summer, pp.1320-1349.

Haladyna TM (1997). Writing test items to evaluate higher order thinking. USA: Allyn & Bacon.

Hovardaoğlu S (2000). Statistics for the Behavioral Sciences Ankara: Hatipoğlu Publishing.

Karasar N (2009). Scientific research method. Ankara: Nobel Publishing.

Kubiszyn T and Borich G (1993). Educational testing and measurement: Classroom application and practice, Harper Collins College Publishers, Fourth Edition. McGraw-Hill.

Kuhn L (2004). Student Perceptions of School Counselor Roles and Functions.Unpublished Master's Thesis. University of Maryland, Baltimore.

McDonald RP, Moon-Ho RH (2002). Principles and prantice in reporting structural equation analyses. Psychol. Methods 7(1):64-82

MEB (2005). Elementary Turkish Curriculum and Guidance (6, 7, 8. Class). Ministry of Education, Ankara: Directorate of State Books.

Schermelleh-Engel K, Moosbrugger H, Müler H (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. Methods Psychol. Res. Online 8(2)23-74

Sheskin DJ (2004). Handbook of parametric and nonparametric statistical procedures. Third edition.Boca Raton: ChapmanveHall/ CRC.

Tabachnick BG, Fidell LS (2001). Using multivariate statistics (4th Ed.). Boston: Allyn and Bacon.

Tatlıdil H (1992). Multivariate Statistical Analysis, Ankara: Hacettepe

Universty Publishing.

Thompson B (2000). Ten commandments of structural equation modeling. In: Grimm LG, Yarnold PR (Eds.), Reading and understanding more multivariate statistics. Washington, D.C: American Psychological Association pp.261-283.

Tavşancıl E (2002). Measurement and data analysis with SPSS attitudes. Ankara: Nobel Publishing.

Tekin, H. (2003). Educational Measurement and Evaluation, Ankara: Yargı Publishing.

Tyler LE (1971). Test and measurement, Second Edition Prentice- Hall.

Oğuzkan, F. (1993), Terms of Education dictionary, Ankara: Emel Publishing.

Özçelik, D. A. (2011). Measurement and evaluation, Ankara: PegemA Publishing.

Yılmaz M, Benli N (2011). Primary 1 Evaluation of the performance levels in terms of teachers' opinions tasks. Buca College of education Journal, 30, 250-265.

Yılmaz, H. ve Sümbül. H. (2003). Instructional Planning and Evaluation, Ankara: Mikro Publishing.

http://yunus.hacettepe.edu.tr/~tonta/courses/spring2008/bby208/bby208-12-faktor-analizi.ppt. (Access Date: 20/01/2012).

http://www.istatistikanaliz.com/faktor_analizi.asp (Access Date: 20/01/2012).

http://www.kaliteofisi.com/dosyalar/spss.pdf (Access Date: 20/01/2012).