are increasingly being delivered electronically (Tomlinson, 2012) through digital cameras, mobile devices, and Tablet PCs and the new curriculum of English is designed to be in synch with the recent developments in education and provide learners with an up-to- date foundation for learning English. Material designers should opt for designing a variety of multimedia and online materials for both teachers and learners of English. In addition to online materials and   software, offline and/or hard copies of the materials such as audios/videos,   print screens of online posters/newspapers, DVDs consisting of movies, and interactive learning software which can also work offline should be provided for teachers and learners to prevent the challenges that can be faced as a result of power cuts or lack of/limited access to the Internet. Material designers should also offer guidelines to teachers of English on how to integrate technology into the English classrooms in the teachers' guides with specific video-tutorials and specific examples relevant to English classes. Online communities in which teachers of English can share ideas and materials locally and globally can also be created so that English teachers in Turkey can interact with colleagues in Turkey and around the world and the integration of technology which is an integral part of the 9th- 12th Grades Curriculum can be carried out effectively.

Assessment

The assessment in the   9th- 12th Grade English Curriculum traditional, and electronic assessment types. In order to assess the complex nature of language output of students, assessment types are also diverse in nature in curriculum. Any type of student output can be assessed in language classes, but the main assessment types suggested in the curriculum are evaluating listening/speaking skills via Discussion Time activities and/or Video Blogs (V-Iogs) and evaluating the integration of all four language skills as well as the other components of language such as lexis, structure, and pronunciation via Tech Pack, pen-paper in-class exams, or E-portfoIios. The use of E-portfolios is selected as one of the assessment strategies since E-portfolios extend the range of materials and activities that can be included (Walker & White, 2013) to evaluate learners'performances in language.

Tasks/Materials that can be incorporated into Assessment			
(9th - 12th Grades English)			
IDIOMS **PROVERBS OF** **THE WEEK**	DISCUSSION TIME	E-PORTOLIO ENTRY	VIDEO BLOG ENTRY

| Participation	Pen & Paper Tests	Teacher Observation
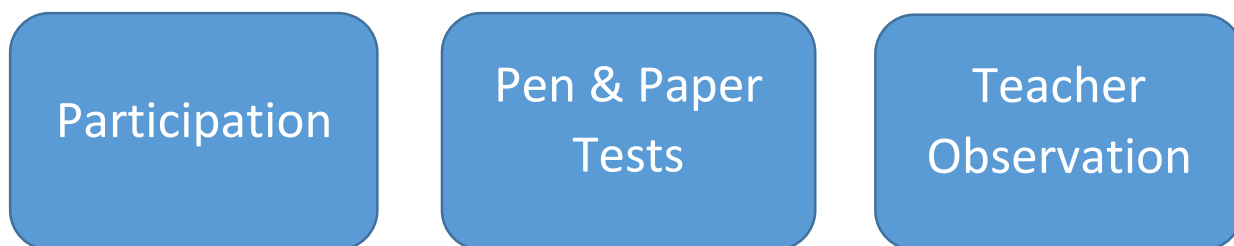
Whichever assessment tool is used, it is strongly recommended that the emphasis is given to designing communicative assessment tasks and assessing production of language in the implementation of the curriculum. Since 9th-12th English program is

mainly function and skills-based, it is important to assess learner performances via assessment tasks geared towards evaluating integrated skills. The criteria to select the appropriate assessment type and/or task can depend on the language skill to be assessed. In addition, one assessment type and/or task can be used to address and assess multiple/integrated skills in English. For example, to assess integrated skills in English learners can read a short passage on a current topic and/or listen to a short listening excerpt (or watch a short clip) and then write a short argumentative paragraph to defend their stand on the issue as well as talking to defend their points of view in three minutes. To assess speaking skill students can also select a random real life situation from a list given by the teacher and act it out in the form of a conversation in pairs or groups. In this way students can demonstrate both their listening and speaking skills. When applying such an assessment task, it is strongly recommended to give an evaluation rubric/checklist to the students beforehand and to video record the conversations for future reference and/or feedback sessions.

To assess reading and writing together, students can read a news article and write a short review or letter to the editor. Students can also read an informative report and fill in charts/graphs/forms to demonstrate their understanding. These assessment tools are suggested as examples. A variety of assessment tasks can be used in English classes as long as these tools reflect the dynamic, communicative, and interactive nature of language use in real-life. It is strongly recommended to give some weight to assessing speaking skill. Portfolios, projects, and other samples of students' work should have a weight in the overall grade so that language assessment fosters production in language rather than memorization or mechanical drills. Multiple assessment types and feedback sources should be incorporated into assessment to achieve variety to document students' achievements throughout the learning process.

Feedback Sources in Assessment: Similar to assessment types, feedback sources in the assessment process in the 9th- 12th Grades English Programs are **multidimensional.** Students of English get feedback from their teachers, peers, e-assessment tools, and/or parents in systematic, clear and meaningful ways. In addition, students are encouraged to be reflective in their own language learning and performance and self-evaluate their progress with the help of self-evaluation checklists, rubrics, and short reflection reports which can be carried out both online and offline.
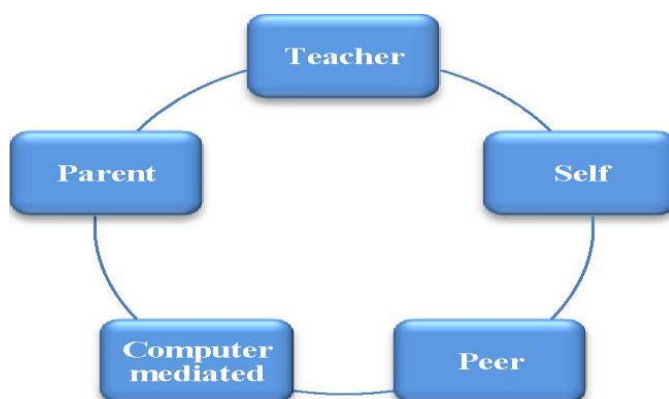
Above chart illustrates the parties to provide feedback on students" outputs in English. It is suggested that a combination of feedback providers is used throughout the semester at varying degrees depending on the nature of language output of the learners and language content.

Characteristics of English Teaching and Learning Environment (9th -12th Grades)

Students.
1. communicate in English in the classroom at all times.
2. are active participants who also provide input to each other during communicative activities.
3. constantly practice real-life English in various contexts to become effective communicators in English.
4. practice all four language skills in an integrated way and parallel to first language acquisition process.
5. are viewed as creative individuals who can produce language materials and tasks with the guidance of their teachers.
6. are encouraged to be autonomous in their own language learning inside and outside the classroom.

Teachers.
1. communicate in English in the classroom at all times and act as good role models for students.
2. use a variety of interaction types (individual work, pair work, group work, whole class) during the lessons.
3. present unfamiliar topics in English by building on what is familiar for students.
4. allow learners to discover meaning from context and/or given clues.
5. overlook students' mistakes or slips of the tongue during speaking activities and model the correct use of language instead or take notes to work on the mistakes later on as a whole class without referring to students' identities.
6. use praise and positive reinforcement in class to nurture the willingness and motivation for language learning.
7. give rationale behind language learning in general as well as specific language learning activities.
8. encourage and train learners to learn how to learn English autonomously.

Materials/Tasks.
1. are authentic in design and content as much as possible.
2. appeal to multiple senses of students to reinforce the intake of language via multiple channels.
3. address students' real-life language needs (e.g. survival English, academic English) as well as their interests.
4. are recycled across different units as well across different grades to foster permanent learning.
5. are supported with multimedia and instructional technology tools as much as possible to immerse students in authentic use of language.
6. support the presentation and practice of four language skills in an integrated way to reflect the complex, dynamic, and holistic nature of language.

Assessment.
1. serves the language learning goals, materials, and tasks, not vice versa.
2. is used to promote and check learning in English, not as a negative reinforcement instrument.
3. enables to assess authentic use of language with an emphasis on tools such as portfolios, projects, and/or communicative activities more than traditional assessment tools such as multiple choice, true/false, and/or fill-in-the blanks.
4. is geared toward assessing understanding, production, and use of analytical