

**ARE THE SKILLS REALLY INTEGRATED IN COURSEBOOKS?
A SAMPLE CASE-YES YOU CAN A1.2**

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MA THESIS

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**GAZI UNIVERSITY
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TELİF HAKKI ve TEZ FOTOKOPİSİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren altı (6) ay sonra tezden fotokopi çekilebilir.

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A Sample Case-Yes You Can A1.2

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**DERS KİTAPLARINDAKİ DİL ÖĞRETİM BECERİLERİ
GERÇEKTEN BÜTÜNLEŞİK Mİ? ÖRNEK BİR DURUM-YES YOU
CAN A1.2**

(Yüksek Lisans Tezi)

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ÖZ

Bu çalışmanın amacı Milli Eğitim Bakanlığı (MEB) tarafından basılan ders kitabı “Yes You Can A1.2” nin öğretim süreci sonunda öğrencilerde dört dil becerisinden herhangi birisinin diğerlerinden daha fazla gelişip gelişmediğini incelemektir. Bu alandaki aynı konu (bütünleşik beceri öğretimi) üzerinde yapılan çalışmalardan farklı olarak bu çalışma, ders kitaplarının dört dil becerisini eşit seviyede geliştirdikleri iddiasına rağmen ders kitaplarında bütünleşik dil becerisi öğretimi yanlılığı olup olmadığı tespit etmeye çalışmaktadır.

Bu amacı gerçekleştirmek için, öğrencilerin bu ders kitabını kullandıktan sonra dört dil becerisindeki yeterliliklerindeki değişimi tespit etmeyi amaçlayan bir ön test ve bir son test; ders kitabının dört dil becerisini geliştirmedeki etkililiğini tespit etmeyi amaçlayan bir öğrenci anketi ve öğretmen anketi geliştirilmiş ve Anadolu Liselerindeki 9. Sınıf öğrencilerine uygulanmıştır. Bunlara ek olarak, sonuçları üç temel üstüne oturtmak için öğrencilerle ve öğretmenlerle odak grubu görüşmesi yapılmıştır. Sonuçları yorumlamak için ortalama, standart sapma, frekans, yüzde ve içerik analizi yapılmıştır.

Araştırmanın bulguları öğrencilerin ders kitabının dört dil beceriyi geliştirmesi konusunda memnun iken, öğretmenlerin memnun olmadığını göstermiştir. Ayrıca, bulgular “Yes You Can A1.2” adlı ders kitabının dört dil beceriyi geliştirmesi dikkate alındığında okuma becerisi açısından baskın olduğunu ya da okuma becerisi yanlılığı olduğunu ortaya çıkarmıştır.

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(MA Thesis)**

**Doğan Demirci
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
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ABSTRACT

The purpose of this study is to investigate whether there is any one of the skills that is developed more than the other skills or not at the end of the teaching process of the coursebook “Yes You Can A1.2” published by Ministry of National Education (MONE). Differing from the previous studies on the same topic (integrated skills) in the field, this study tries to find out whether there is integrated skill bias in the coursebooks although they are prepared with the claim that they are integrating the four skills and aiming to develop all of the four skills equally.

In order to fulfill this aim, a pre-test and a post-test, which aim to see whether there is change in students’ proficiency in four skills after using the coursebook; a student questionnaire and a teacher questionnaire, which aim to determine the perceptions of the students and the teachers on the efficacy of the coursebook in terms of four skills, have been developed and administered to 9th grade students in Anatolian High Schools during 2013-2014 academic year. In addition, a focus group interview has been done both with the students and the teachers so as to triangulate the findings. Mean, standard deviation, frequency, percentage and content analysis has been used to identify and interpret the results.

The findings of this research indicate that students are content with the coursebook while teachers are not in terms of the efficacy of it in bettering students’ four skills. In addition, the results reveal that “Yes You Can A1.2” is a reading dominant or reading biased coursebook when its teaching of the four skills is taken into consideration.

Science Code :

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TABLE OF CONTENTS

TELİF HAKKI ve TEZ FOTOKOPİSİ İZİN FORMU	i
ETİK İLKELERE UYGUNLUK BEYANI.....	ii
Jüri Onay Sayfası	iii
ACKNOWLEDGEMENTS	iv
ÖZ.....	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF CHARTS	xiii
LIST OF ABBREVIATIONS	xiv
PART I	1
INTRODUCTION.....	1
1.1. Statement of the Problem	2
1.2. Aim of the Study	3
1.3. Significance of the Study.....	4
1.4. Assumptions.....	5
1.5. Limitations	5
1.6. Definitions	5
PART II.....	7
REVIEW OF LITERATURE.....	7
2.1. Brief History of English Language Teaching	7
2.2. Teaching English as a Foreign Language in Turkey	19
2.3. The Role of Coursebooks in ELT	24
2.4. The Role of Coursebook Evaluation in ELT	27
2.5. Common European Framework of Reference for Languages (CEFR)	29

2.5.1. Global Scale and Language Levels.....	31
2.5.2. The European Language Portfolio (ELP)	33
2.6. Teaching the Four Skills.....	36
2.6.1. Reading	36
2.6.1.1. Theories of Reading throughout the History and Today	37
2.6.1.1.1. Bottom-up Theory of Reading	38
2.6.1.1.2. Top-down Theory of Reading	39
2.6.1.1.3. Interactive Theory of Reading	41
2.6.1.2. Types of Reading.....	41
2.6.1.2.1. Extensive Reading	41
2.6.1.2.2. Intensive Reading	42
2.6.1.3. Stages of Reading	43
2.6.2. Listening	44
2.6.2.1. Theories of Listening throughout the History and Today	45
2.6.2.2. Types of Listening	47
2.6.2.2.1. Bottom-up Theory of Listening.....	47
2.6.2.2.2. Top-down Theory of Listening.....	47
2.6.2.2.3. Interactive Theory of Listening	48
2.6.2.3. Stages of Listening	49
2.6.2.4. The Differences between Listening and Reading.....	51
2.6.3. Speaking	52
2.6.3.1. Theories of Speaking throughout the History and Today.....	54
2.6.3.2. Accuracy vs. Fluency	55
2.6.3.3. Error Correction.....	56
2.6.4. Writing.....	57
2.6.4.1. Theories of Writing throughout the History and Today	58
2.6.4.1.1. Product-Oriented Writing.....	59
2.6.4.1.2. Process-Oriented Writing.....	60
2.6.4.2. Feedback	62
2.6.4.3. The Differences between Writing and Speaking.....	63
2.6.5. Integrating the Four Skills.....	64
2.6.5.1. Two Models Of Integrated-Skill Instruction	66
2.6.5.1.1. Content-Based Instruction (CBI).....	67

2.6.5.1.2. Task-Based Instruction (TBI)	68
2.6.5.2. Research on Integrating Four Skills and Coursebook Evaluation.....	70
2.7. Yes You Can A1.2.....	74
PART III.....	77
METHOD	77
3.1. Model of the Study	77
3.2. Participants	77
3.3. Data Collection Procedure.....	79
3.3.1. Pre-test and Post-test.....	79
3.3.1.1. Piloting of the Test	80
3.3.2. Questionnaires	81
3.3.2.1. Piloting of the Questionnaires.....	82
3.3.3. Focus Group Interviews.....	85
3.3.4. Procedure	85
3.4. Data Analysis	87
PART IV	89
DATA ANALYSIS AND THE INTERPRETATION OF THE FINDINGS	89
4.1. Comparison of the Pre-Test and Post-Test.....	90
4.2. Analysis and Comparison of the Student Questionnaire and Teacher Questionnaire.....	93
4.2.1. Analysis of the Items of the Questionnaires Related to the Reading Skill ..	95
4.2.2. Analysis of the Items of the Questionnaires Related to the Writing Skill ...	98
4.2.3. Analysis of the Items of the Questionnaires Related to the Listening Skill	100
4.2.4. Analysis of the Items of the Questionnaires Related to the Speaking Skill	103
4.2.5. Analysis of the Items of the Questionnaires Related to the Grammar	106
4.2.6. Analysis of the Items of the Questionnaires Related to the Content.....	109
4.2.7. Analysis and Comparison of the Items of the Questionnaires Related to the General Efficacy of “Yes You Can A1.2” in terms of Developing Four Skills ..	111
4.2.8. Analysis of the Items in the Questionnaires Related to the Integrated Skills Bias.....	113
4.3. Analysis and Comparison of the Student Interview and Teacher Interview...	115
4.3.1. Analysis of the Interviews in terms of the Reading Skill	115

4.3.2. Analysis of the Interviews in terms of the Writing Skill	116
4.3.3. Analysis of the Interviews in terms of the Listening Skill.....	116
4.3.4. Analysis of the Interviews in terms of the Speaking Skill.....	117
4.3.5. Analysis of the Interviews in terms of the Grammar	118
4.3.6. Analysis of the Interviews in terms of the Content.....	119
4.3.7. Analysis of the Interviews in terms of the Integrated Skills Bias.....	119
PART V	121
CONCLUSION AND DISCUSSION	121
5.1. Interpretation in the Lights of the Research Questions.....	121
5.1.1. To what extent is the coursebook effective according to the presentation of the four skills?	121
5.1.2. Is there a significant difference between the four skills of the learners before and after the process?	123
5.1.3. Is there a significant difference between the four skills in “Yes You Can A1.2”?	124
5.1.4. What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that is developed more than the other skills or not at the end of the teaching process?	126
5.1.4.1. Reasons according to the Students	126
5.1.4.1. Reasons according to the Teachers	127
5.2. Suggestions.....	128
5.2.1. Suggestions for the Teachers	128
5.2.2. Suggestions for MONE.....	129
5.2.3. Suggestions for Further Studies	130
5.3. Discussion of the Findings	130
5.4. Conclusion.....	133
REFERENCES.....	135
APPENDICES	145
APPENDIX 1: Yes You Can A1.2 Pre-Test/ Post-Test	146
APPENDIX 2: Yes You Can A1.2 Pre-Test/ Post-Test-Answer Key	154
APPENDIX 3: General Outcomes of A1.2	158
APPENDIX 4: Student Questionnaire-in English	161
APPENDIX 5: Student Questionnaire-in Turkish.....	164
APPENDIX 6: Teacher Questionnaire	167

LIST OF TABLES

Table 2.1: The Most Widely Spoken Languages in the World.....	20
Table 2.2: Chronical Priority of Foreign Language in Turkey	21
Table 2.3: Language Levels.....	31
Table 2.4: Common Reference Levels and the Global Scale	32
Table 2.5: Language Skills	33
Table 2.6: Four Language Skills.....	36
Table 3.1: Participants of the Study	78
Table 3.2: The Grades and Weighed Scores of Each Part in the Pre-test and Post-test	79
Table 3.3: Reliability Analysis of the Student Questionnaire-Piloting.....	83
Table 3.4: Reliability Analysis of the Teacher Questionnaire-Piloting.....	84
Table 3.5: Reliability Analysis of the Student Questionnaire-Main Study	84
Table 3.6: Reliability Analysis of the Teacher Questionnaire-Main Study.....	85
Table 4.1: Mean scores of the pre-test and post-test results of the students.....	90
Table 4.2: Frequency-Variance Analysis for Reading Skills in “Yes You Can A1.2” for Students.....	96
Table 4.3: Frequency-Variance Analysis for Reading Skills in “Yes You Can A1.2” for Teachers	97
Table 4.4: Frequency-Variance Analysis for Writing Skills in “Yes You Can A1.2” for Students.....	98
Table 4.5: Frequency-Variance Analysis for Writing Skills in “Yes You Can A1.2” for Teachers	99
Table 4.6: Frequency-Variance Analysis for Listening Skills in “Yes You Can A1.2” for Students.....	101
Table 4.7: Frequency-Variance Analysis for Listening Skills in “Yes You Can A1.2” for Teachers	102

Table 4.8: Frequency-Variance Analysis for Speaking Skills in “Yes You Can A1.2” for Students.....	104
Table 4.9: Frequency-Variance Analysis for Speaking Skills in “Yes You Can A1.2” for Teachers	105
Table 4.10: Frequency-Variance Analysis for Grammar in “Yes You Can A1.2” for Students.....	106
Table 4.11: Frequency-Variance Analysis for Grammar in “Yes You Can A1.2” for Teachers	107
Table 4.12: Frequency-Variance Analysis for Content in “Yes You Can A1.2” for Students	109
Table 4.13: Frequency-Variance Analysis for Content in “Yes You Can A1.2” for Teachers	110

LIST OF CHARTS

Chart 4.1: Variance of the mean scores of the pre-test and post-test results of the students	92
Chart 4.2: Percentage of increase in the parts of the test	93
Chart 4.3: The order of skills from the most important to the least important according to the students.....	94
Chart 4.4: The order of skills from the most important to the least important according to the teachers.....	95
Chart 4.5: Comparison of students' and teachers' opinions about the sufficiency of "Yes You Can A1.2" in developing four skills (Item 29).....	112
Chart 4.6: Comparison of students' and teachers' opinions about the appropriateness of "Yes You Can A1.2" in developing four skills (Item 30).....	112
Chart 4.7: The order of skills according to the duration that is spent on each of them from the most to the least in "Yes You Can A1.2" in English lessons from students' perspective	113
Chart 4.8: The order of skills according to the duration that is spent on each of them from the most to the least in "Yes You Can A1.2" in English lessons from teachers' perspective	114

LIST OF ABBREVIATIONS

ALTE	Association of Language Testers in Europe
CEFR	Common European Framework of Reference
CBI	Content-Based Instruction
CLL	Community Language Learning
CLT	Communicative Language Teaching
CoE	Council of Europe
ELP	European Language Portfolio
ELT	English Language Teaching
EU	European Union
GTM	Grammar Translation Method
ICC	International Certificate Conference
IELTS	International English Language Testing System
MEB	Milli Eğitim Bakanlığı
MONE	Ministry of National Education
NATO	North Atlantic Treaty Organization
SPSS	Statistical Package for Social Sciences
TBI	Task Based Instruction

PART I

INTRODUCTION

Using coursebooks in education especially in foreign language education is not a brand new idea because coursebooks are most widely used materials for educational needs and as a source of information throughout the history. In other words, having a coursebook in the trend of teaching and learning is a vital element and is looked upon as an indispensable vehicle in the foreign language teaching and learning, and selecting a proper book or providing a coursebook is of great importance both for the teachers and the students.

In the selection process of a coursebook in order to decide whether to use it in the ongoing lessons or in the upcoming years and whether to do necessary changes or not, it is crucial for teachers, coursebook designers or programme developers to assess its usefulness in certain classroom applications in varying periods. To state it differently, evaluation is the key to select the proper or appropriate coursebook. That's why; in order for better evaluation process, the features of the coursebooks and the approaches they are designed with need to be well known.

The primary approach that coursebooks are based on, as stated by Byrd (2001) is as follows: ELT coursebooks embody two kinds of information, which are thematic/topic content (family, school, etc) and linguistic content (grammar, vocabulary, skills) (As cited in Ezici, 2006, p. 2). Therefore, users of the coursebooks or students have the advantage of acquiring both linguistic knowledge, the ability to communicate and the ability to use the language functionally, as a result of which they better their four skills in the foreign language. This is the general feature of the coursebooks that are supposed to be similar all around the world.

In Turkey, as it is known, coursebooks are prepared by freelance writers, and published and delivered to the schools by the Ministry of National Education, so the Ministry of National Education is the main addressee and arbiter in designing, renewing and taking the suggestions into consideration in the process of publishing coursebooks. The innovation in the coursebooks published just before the beginning of the school year 2012-2013 by the Ministry of National Education is thought to be and claimed to be designed with the idea of integrating the four language skills (reading, writing, listening and speaking) in all the units of the coursebooks. However, the question is: Is it really like the way it is said? Moreover, there might be a bias in the process of integrating skills in these coursebooks, as a result of which there might be differences in students' skills development. To illustrate, while the writers or the programme developers of these coursebooks claim these coursebooks to be integrated enough, there might be one basic skill that might be developed more than other skills at the end of using the coursebooks. That's why; this study has been carried out in order to find whether there is any one of the skills that is developed more than the other skills or not at the end of the teaching process.

1.1. Statement of the Problem

In recent decades, a trend toward skill integration has blossomed. Curriculum and course designers, the Ministry of National Education in our case, have taken a language approach where reading, for instance, is treated as one of two or more integrated skills. The scholars have realized that by emphasizing what learners can do with the language, rather than using the forms of language or just learning the structures or the rules in a foreign language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom instruction. As Brown (2000) said, the richness of integrated-skill courses gives EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing (As cited in Vernier, Barbuzza, Del Giusti and Moral, 2008, p. 269). Therefore, the aim of the coursebooks is to help teachers' classroom instruction and students' learning process with this idea of integrating skills in practice. Nonetheless, the students might develop one of these four skills over other three as a result of coursebooks, classroom activities, teachers' way of instruction, etc. As a result, it is important to find the underlying reasons for any one of the skills' development over other skills if there were any of the skills that is developed more than the other skills or not at the end of the teaching process. That's why; the main purpose of this study is to

find whether there are any of the skills that is developed more than the other skills or not at the end of the teaching process.

1.2. Aim of the Study

The present study is a kind of post-use or reflective evaluation with more emphasis on integration of four language skills in coursebooks which have been published by the Ministry of National Education just in advance of the 2012-2013 academic year. Surely, the results will be of great help for policy makers, staff and for those who have a hand in writing materials according to school syllabus. Besides, this study will be helpful in understanding whether the coursebooks published by the Ministry of National Education really meet the expectations and needs of the students, teachers and programme developers, whose aim is to follow the recent ideas in English Language Teaching when the recent developments in the field are considered.

One of the recent innovations is that using an integrated skills approach enables the students to develop their ability in the use of two or more of the four skills within real contexts and in a communicative framework (Akar& Baturay, 2007, p. 17). The coursebooks which have been published and delivered to the schools by the Ministry of National Education just in advance of the academic year 2012-2013 are thought to be the application of this recent idea of four skills integration in English Language Teaching in Turkey. However, the researcher claims that there might be one skill which has been focused on more than other skills in the process of preparing these coursebooks or in the instruction of these coursebooks at schools. Therefore, this study aims to investigate whether there is any one of the skills that might be developed more than the other skills or not at the end of the teaching process.

In order to investigate this, the researcher has the following research questions, which need to be answered as a result of this study:

1. To what extent is the coursebook “Yes You Can A1.2” effective according to the presentation of the four skills?
2. Is there a significant difference between the development of the four skills of the students before and after the process?

3. Is there a significant difference between the development of the four skills in “Yes You Can A1.2”?
4. What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that is developed more than the other skills or not at the end of the teaching process?

1.3. Significance of the Study

It is hoped that this study will be a preliminary evaluation of the mentioned coursebook and it is also expected that the results of this evaluation study will reveal the areas that need to be revised and improved in that particular EFL coursebook “Yes You Can A1.2”. Furthermore, this study is believed to be an aid to the curriculum unit in the Ministry of Education as it will be the first time they will be provided with the experts from Department of English Language Teaching, English teachers and students’ assessment of one of the published coursebooks in terms of integrated skills and in other words in terms of the development of any one of the skills over others.

The significance of the choice of “Yes You Can A1.2” is that this coursebook has been published only recently and evaluating it in terms of integrating four skills will be an urgent need and of great value. The evaluation can provide a reference for the subsequent revisions and improvement of certain aspects of this coursebook and related material as well.

In addition to all these, it is claimed by the writers of Yes You Can A1.2 and by MONE that this coursebook develops all the four language skills in integration, but the researcher has a suspicion that this coursebook might not be developing all the four skills equally and in integration as claimed. Therefore, it will be an inquiry for an answer to this suspicion. In short, the reason why this coursebook has been chosen for evaluation is not only because of the fact that it is claimed to be prepared according to the principles of integrated skills and but because of the fact that it is also the widely used coursebook in high schools as it is delivered to all the schools by MONE.

1.4. Assumptions

In the process of conducting the questionnaires and interviews, it is assumed that all the teachers and experts participating in this study understand all the questions clearly and exactly enough to give credible answers. It is thought that they are in their best mood and answer the questions profoundly and correctly as they have already known that their answers will be valuable in the data collection and analysis of them. Besides, it is thought that subjects apply the curriculum appropriately and have lessons according to the curriculum requirements.

1.5. Limitations

It is possible to say that there are some limitations of this study, one of which is the generalizability and credibility of the data collected because the data has been collected mainly from Anatolian High Schools in Şuhut and it might be difficult to generalize the findings to nation-wide, to all of the teenagers in Turkey. As of the second limitation, students, teachers and experts may not be objective enough while answering the questions in the questionnaire and interview.

1.6. Definitions

Coursebook: A book which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course (Nemati, 2009, p. 91).

Materials Evaluation: The systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them (Tomlinson, 1998 as cited in Nemati, 2009).

Integrated Skills: Richards, Platt, and Weber (1988, p. 144) define the teaching of integrated skills in the *Longman Dictionary of Applied Linguistics*: "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing" (As cited in Hinkel, 2010, p. 120).

Integrated Skills Bias: The development of one of the four skills over others as a result of the effect of the coursebook, teachers, classroom activities, etc.

CEFR: “The CEFR (Common European Framework of Reference for Languages) is a common basis for the elaboration of language syllabus, curriculum guidelines, examinations, textbooks across Europe” (Demirel& Koç, 2011, p. 2).

Council of Europe: An intergovernmental organization with its permanent headquarters in Strasbourg, France, whose main goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for democracy, human rights and the rule of law (Tıraş, 2011, p. 8).

The European Language Portfolio: A language teaching and learning project which results from the work of the Council of Europe and the CEFR. It is a document which comprises a Biography, a Dossier and a Passport to facilitate language learning (Tıraş, 2011, p. 8).

PART II

REVIEW OF LITERATURE

In this chapter, first of all a brief history of approaches and methods in English Language Teaching (ELT) will be provided, then the role of coursebooks and the importance of coursebook evaluation will be discussed. And then, the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and its content will be dealt with. Teaching the four language skills (reading, listening, speaking and writing respectively) will be focused on one by one with its history, teaching principles, types and stages of teaching. As of the last, integrating these language skills and language components (vocabulary, grammar and pronunciation) as an addition to the teaching of four skills in integration will be explained in detail. The chapter continues with the studies conducted in coursebook evaluation and integrating four skills abroad and in Turkey. And the chapter concludes with some information about the coursebook “Yes You Can A1.2”.

2.1. Brief History of English Language Teaching

A brief look to the years beginning from mid-1880s until mid-1980s and even until now can easily show that foreign language teaching has always been the main concern to many so far. The reason why these years are so crucial in foreign language teaching is that those are the years during which a variety of methods have risen and declined in terms of popularity across the globe. It is quite clear that there has been a lot of effort for teaching foreign languages, specifically English because English has been the most widely learnt and studied language while it was Latin 500 years ago. “It is estimated that some 60 percent of today’s world population is multilingual and from both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception” (Richards& Rodgers, 2001, p. 3).

That's why; it is possible to say that people who have dealt with foreign language teaching issue have needed to meet this demand by finding an effective way of teaching the foreign languages. As these people's efforts fruited, historical accounts of ELT profession tend to describe a succession of methods, each of which was more or less discarded as a new method took its place (Larsen-Freeman, 2000; Richards& Rodgers, 2001 as cited in Brown, 2007, p. 14). In this section, those subsequent methods and approaches to foreign language teaching will be told, but first, we need to understand what method, approach and technique are.

"An approach, for Anthony (1963), was a set of assumptions dealing with the nature of language, learning, teaching" (As cited in Brown, 2007, p. 14). "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning" (Richards& Rodgers, 2001, p. 19). According to Brown (2007), "an approach defines assumptions, beliefs and theories about the nature of language and language learning" (Brown, 2007, p. 14).

"A method is overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach" (Richards& Rodgers, 2001, p. 19). According to Brown (2007), "method is described as an overall plan for systematic presentation of language based upon a selected approach" (Brown, 2007, p. 14).

The relationship between approach and method is pointed out in Richards& Rodgers (2001) as follows: "Within one approach, there can be many methods" (Richards& Rodgers, 2001, p. 19).

"A technique, for Richards& Rodgers (2001), is implementational-that which actually takes place in the classroom" (Richards& Rodgers, 2001, p. 19). For Brown (2007), "techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well" (Brown, 2007, p. 14).

Edward Anthony (1963) put approach, method and technique in the mentioned hierarchical order whereas Richards& Rodgers (1982) changed this hierarchical order and reshaped this formulation as approach, design and procedure, making 'method' and overarching term for this three (Richards& Rodgers, 2001, p. 154 as cited in Brown, 2007, p. 14).

As the definition of approach, method and techniques has been made clear, we can have a start by looking at the first applications of foreign language teaching. The first applications

of foreign language teaching methodology dates back to the times during which Latin language came up to the minds of Western people firstly when the foreign language teaching was the case. These languages were taught with a method called **Classical Method**, whose basic premise includes learning grammatical rules, memorizing vocabulary, translating and doing written exercises (Brown, 2007, p. 18). In the 16th century, the analysis of the grammar and rhetoric of Latin language gained importance and this became a model of foreign language teaching study between the 17th century and 19th century although it lost its popularity in the daily life of those days' community. As this method had been systematically used in language teaching in those days, structure teaching (grammar) became the main concern of 17th century-19th century coursebooks (Oflaz, 2009, p. 9). As a result, coursebooks included abstract grammar rules, vocabulary lists and several sentences for translation (Richards& Rodgers, 2001, p. 4).

The Classical Method began to be known and called as the **Grammar Translation Method** (GTM) in the 19th century. According to Brown (2007), "There was little to distinguish Grammar Translation Method from what had gone on in foreign language classrooms for centuries" (Brown, 2007, p. 18). As its name suggest, the main focus in this method is on mechanic teaching of grammar rules and expecting students to apply it to exercises such as filling in the blanks in sentences, making up new sentences and translating. As the translation has a lot of attention in this method, it is very usual to witness the use of native language of students basically. Students' goal of language study in this method is to learn a language to read its literature, so in terms of four skills; little or no attention is given to listening and speaking (Larsen& Freeman, 2000, p. 15 and Richards& Rodgers, 2001). GTM was very popular and is still widely used in many classrooms all around the world, but it can be said that it has no theoretical basis that offers a rationale or justification for its applications (Richards& Rodgers, 2001, p. 7). As its application did not help students develop their oral skills, it was very difficult for the scholars or teachers to find the justification for applying what GTM expects to the classroom. Hence, this led to changes in the minds of the people in the 19th century.

In the mid-19th century, increased opportunities and expectations for communication in Europe make people wish to develop their oral communication skills in foreign languages (Richards& Rodgers, 2001). This demand made language experts including C. Marcel, T Predengast and F. Gouin to turn their concern to a search for better ways to teach language for using it orally in daily communication. C. Marcel (1793-1896) gave importance to

meaning in language learning and stated the importance of reading skill over other skills (Oflaz, 2009, p. 9). T Predengast (1806-1886) was the first person to say that the uses of contextual and situational cues are important just like in child's using them while learning his/ her mother tongue (Oflaz, 2009, p. 9). F. Gouin (1831-1896) developed an approach to foreign language teaching by using his observations of children's acquiring their mother tongue, in which he states that language learning occurs as a result of accomplishing a series of simple related actions (Richards& Rodgers, 2001). This, which is widely known as Gouin's **Series Method**, is a method students are taught a 'series' of connected easily perceived sentences directly without translating into their mother tongue and conceptually without grammar rules or lengthy explanations (Brown, 2007, p. 20). Even though these people tried to create a new sense of foreign language teaching, they could not be said to be successful until they met with linguists. It was at that time when the **Reform Movement** broke out. At first, with the attempts of main reformists, Henry Sweet, Wilhelm Vietör and Paul Passy, The International Phonetic Association was set up and Phonetic Alphabet was created to make transcribing sounds possible in 1886. Soon, their attempts gave birth to **The Natural Method** which is also called **The Direct Method**. In contrast to GTM, reformers believed the necessity of oral based methodology (speaking) in foreign language teaching, so they thought that students should hear the language first before seeing it in written form (Kamhuber, 2010, p. 12). That's why; it was inevitable for the Direct Method to challenge what GTM had brought to the field. As for Larsen& Freeman (2000), in contrast to GTM, Direct Method has one simple rule: No translation in learning and teaching the foreign language (Larsen-Freeman, 2000, p. 23)... Instead of translation, the meaning is supposed to be conveyed directly in the foreign language through the use of demonstration and visual aids (Larsen-Freeman, 2000, p. 23). Therefore, it can be said that using demonstration and some visuals in the teaching and learning process is crucial in this method. Besides, Direct Method emphasizes that second language learning should be more or less like the first language learning, in which there are lots of oral interaction, spontaneous use of daily language; no translation and no lists of grammar rules (Brown, 2007). Despite the fact that it received a lot of attention and enjoyed popularity at the beginning of 20th century, Direct Method fell short of explaining some points especially about classroom applications. According to Richards& Rodgers (2001), the goal of teaching speaking or conversational skills at schools especially public ones was not practical due to restricted time for foreign language teaching and the teachers'

ineffectiveness in teaching and getting used to using native language in classrooms (Richards& Rodgers, 2001). These led the Direct Method to lose its effect in foreign language teaching soon. And the fall of Direct Method marked the beginning of ‘methods era’ (Richards& Rodgers, 2001, p. 14).

Twentieth century was a very active period in terms of methods and approaches. According to Oflaz (2009), especially the years between 1950s and 1980s witnessed the rise and fall of a number of methods in and approaches to foreign language teaching, some of which are:

- ✚ The Oral Approach and Situational Language Teaching
- ✚ The Audiolingual Method
- ✚ Communicative Approach
- ✚ The Humanistic Approaches
 - ❖ Silent Way
 - ❖ Community Language Learning
 - ❖ Suggestopedia
 - ❖ Total Physical Response
- ✚ The Natural Approach

The Oral Approach and Situational Language Teaching was developed by British linguists Harold Palmer and A.S. Hornby. Their main aim was to develop a more scientific oral approach to language teaching than Direct Method (Richards& Rodgers, 2001). In this approach, language teaching begins with the spoken language and everything is taught orally before presenting it in written forms; so it is quite clear that the target language is used in the classroom basically (Richards& Rodgers, 2001). One of the main principles of this approach is that new language points are taught by using situations; that’s why, it is also called Situational Language Teaching instead of the Oral Approach (Kamhuber, 2010, p. 22). Vocabulary is also one of the most important aspects of foreign language teaching and an essential component of reading proficiency in this approach, so reading and writing are introduced as soon as a sufficient amount of vocabulary and grammar knowledge is established (Richards& Rodgers, 2001, p. 37). In those days, the effect of this approach was also seen in the coursebooks, some of which are still being used in today’s language classes; a lot of coursebooks were published according to the principles of this approach and affected English Language Teaching.

The oral based approach had held a lot of attention among foreign language teachers, but most of the foreign language teaching community began to return to the applications of GTM as a result of Coleman Report (1929). That report stated that “it was not practical to teach oral skills, instead that reading skills should be the main focus” (Brown, 2007, p. 22). Nonetheless, after entering the World War II, the USA felt the necessity to teach soldiers the communicative skills immediately and use them as spies, translators and interpreters, which soon led the U.S Military to start intensive oral skills language teaching programs which came to be known as “Army Method” (Brown, 2007, p. 23). This method began to be called “**The Audiolingual Method**” in the 1950s. It can be said that this method comprises of a blend of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richards& Rodgers, 2001). As can be easily understood, this method bears the features of a mixture of several theories. Richards& Rodgers (2001) summarizes what one can find or see in a classroom in which the applications of these methods are applied:

Dialogues and drills form the basis of Audiolingual classroom. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures may be used to as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of the various kinds of drill and pattern-practice exercises (As cited in Oflaz, 2009, p. 11).

As can easily be seen from the excerpt above and mentioned before, some principles of Skinner’s (1957) behavioral psychology were also the principles of this method because according to the behavioral psychology how students acquire sentence structure and patterns of the foreign language was through conditioning-helping students to do anything in foreign language correctly through shaping and reinforcement (Larsen-Freeman, 2000, p. 35). In this method, there is partial or no grammar explanations and vocabulary learning is limited to dialogues and repetitive drills; however correct pronunciation is taken into consideration so students in this method are expected to produce error-free utterances (Brown, 2007). Although this method seems to expect students to use the language, it is seen that it expects students more than that.

The Audiolingual Method has enjoyed many years of popularity for a number of reasons and it has declined in the following years again for a number of some other reasons. These include its inefficiency in teaching long-term communicative proficiency (Rivers, 1964 as cited in Brown, 2007). Besides, in those years, several coursebooks were published under the principles of this method, some of which is widely used even today. After the popular

years of the Audiolingual Method, Noam Chomsky objected to the proceeds of this method in the 1960s.

In the early 1960s, Linguist Noam Chomsky claimed that language learning do not occur through habit formation as claimed in Audiolingual Method; on the contrary, people are able to create and understand utterance that they have never heard before (Larsen-Freeman, 2000, p. 53). Thus, according to Larsen-Freeman (2000), students were thought to be responsible for their own learning and they use their own thinking processes or cognition, which led people to use **Cognitive Approach** principles in language teaching in the early 1970s even though no language teaching method developed directly by using its principles- instead some innovative methods emerged (Larsen-Freeman, 2000, p. 53). These were the Silent Way, Total Physical Response, Counseling-Learning (Community Language Learning), Suggestopedia, Neurolinguistic Programming and Multiple Intelligences, which attracted some attention at first but didn't continue this to significant levels of acceptance (Richards& Rodgers, 2001). These methods and approaches to foreign language teaching are explained briefly in the following paragraphs.

“Gattegno's **Silent Way** is based on the premise that the teacher should be silent as much as possible in the classroom but the student should be encouraged to produce as much language as possible” (Richards& Rodgers, 2001, p. 81). This method gives more importance to students' producing some forms of language by benefiting from the silence of the teacher. Richards& Rodgers (2001, p. 81) gives a summary of this theory of learning in the following sentences:

- 1-Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- 2-Learning is facilitated by accompanying (mediating) physical objects.
- 3-Learning is facilitated by problem solving involving the material to be learned.

In the language classroom, silence is considered a tool to foster autonomy of the students and encourages them to do something (Larsen-Freeman, 2000, p. 61). As a result, the teacher uses a set of Cuisenaire rods-small colored rods of varying lengths and colors to introduce language elements including vocabulary, grammar, etc. (Brown, 2007, p. 29). The teacher is active in the classroom by using this kind of things in his/ her hand, which shows that the teacher does not benefit from his/ her voice; instead s/he benefits from materials other than his/ her voice.

As can easily be seen, Silent Way bears several innovative features. This is explained by Richards& Rodgers (2001, p. 88):

The innovations in Gattegno's Silent Way derive primarily from the manner in which classroom activities are organized, the indirect role the teacher is required to assume in directing and monitoring learner performance, the responsibility placed on students to figure out and test their hypotheses about how the language works, and the materials used to elicit and practice language.

Georgi Lozanov, the originator of **Suggestopedia**-also called as **Desuggestopedia**, was of the same opinion with Gattegno in that we can learn language at much faster rate than ordinarily transpires but why we are inefficient in that is the fact that we set up some psychological barriers to learning, which need to be desuggested in order to make use of our capacity better (Larsen-Freeman, 2000, p. 73). Desuggesting these barriers in any learning are extremely important and an aim that needs to be achieved in a foreign language classroom, too. And this is achieved through some activities carried out in soft, comfortable seats in relaxed states of consciousness (Brown, 2007, p. 27). In creating this kind of environment, we also see some innovative characteristic of Suggestopedia like the decoration, furniture, arrangement of the classroom, the use of music and the authoritative behavior of the teacher (Richards& Rodgers, 2001, p. 100). Therefore, it is possible to say that Suggestopedia is widely known for this kind of distinctive classroom atmosphere in which a variety of techniques, all of which enables teacher to positive suggestion and students to relaxation, are used.

Another method developed under the principles of Cognitive Approach and the affective domain in the 1970s was **Community Language Learning**, in other words **Counseling-Learning**, which was also affected by Carl Rodgers' humanistic psychology. Charles A. Curran, the originator of this method, says that students fear that they will look foolish if they are not successful in learning, so it is teachers' responsibility-as language counselors-to help students overcome their negative feelings and gain positive feelings to further their learning (Larsen-Freeman, 2000, p. 89). In order to relieve the students to help them gain positive feelings, CLL offers a procedure that can be followed in the foreign language classroom. With the help of this kind of a procedure in foreign language classrooms, students get relaxed and feel free to learn a foreign language with the help of their teachers. How this procedure takes place is explained by Richards& Rodgers (2001).

According to Richards& Rodgers (2001), the procedure for CLL is as follows:

...A group of learners sit in circle with the teacher standing outside the circle; a student whispers a message in the native language (L1) the teacher translates it into the foreign language (L2); the student repeats the message in the foreign language with the teacher's help; students reflect about their feelings (As cited in Oflaz, 2009, p. 13)...

The techniques CLT uses in the classroom applications are as follows: translation, group work, recording, transcription analysis, reflection and observation, listening and free conversation.

In addition to the contribution of the Cognitive Approach to foreign language teaching, in the 1960s and 1970s, research showed that language learning should start with understanding and then proceed to production, which give importance to listening comprehension; so these ideas led to the rise of a general approach called Comprehension Approach, one of which is James Asher's **Total Physical Response** (Larsen-Freeman, 2000, p. 107). "Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth" (Brown, 2007, p. 30). Besides, Asher reasoned that "the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)" (Larsen-Freeman, 2000, p. 108). That's why; teachers in foreign language classrooms should use some physical movement activities so as to clarify the points that students are expected to understand and they should insist on using the native language. Richards& Rodgers (2001) supported these ideas with the following remarks: "A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress and creates a positive mood in the learner, which facilitates learning" (Richards& Rodgers, 2001, p. 73).

In 1977 Tracy Terrell, a Spanish teacher outlined the basic principles of a new philosophy in language teaching which is called **the Natural Approach** (Richards& Rodgers, 2001). Soon, he began to study on this method with an applied linguist, Stephen Krashen. The principles and practices of the Natural Approach was made known to public with a book of these two joint forces in which Krashen's second language acquisition and Terrell's idea of using naturalistic principles in classroom implementation in language teaching in 1983 (Richards& Rodgers, 2001). The goal of the Natural Approach is to equip students with the communication skills that is necessary for everyday language situations like daily conversations, shopping, listening to the radio, etc (Brown, 2007, p. 31).

This approach also consisted of five hypotheses: the first of which is input hypothesis. In this approach to language teaching, it is thought that the teacher uses language that is a little bit above students' current language proficiency (of course with comprehensible input), acquisition will proceed naturally soon (Larsen-Freeman, 2000, p. 107). Therefore, in order for students to develop in the foreign language, what is taught to them needs to be above their current level of foreign language; otherwise, they cannot develop in the foreign language and stay on their current level. The second one is acquisition-learning hypothesis, which says that language proficiency can be achieved through two ways, which are acquisition (unconscious and natural way) and learning (conscious and formal way) (Oflaz, 2009, p. 13). The third one is the natural order hypothesis which says that some grammar structures are acquired earlier than the others (Oflaz, 2009). For example, present continuous tense should be taught before simple present tense because this is the natural way of acquiring the mother language. The fourth one is the monitor hypothesis which says that "we may call upon the learned knowledge to correct ourselves when we communicate, but that conscious learning has only this function (Richards & Rodgers, 2001, p. 181). The last one is the affective filter hypothesis which says that students' anxiety level should be reduced, which helps their self-confidence to be boosted (Larsen-Freeman, 2000, p. 107). "This hypothesis states that students with low affective filter seek and receive more input, interact with confidence and are more receptive to the input they receive" (Richards & Rodgers, 2001, p. 183). Thus, the main duty of the teacher is to keep the affective filter low as much as possible. Nonetheless, all of these cognitive methods fell short of finding the acceptable base and general acceptance for teaching foreign languages among teachers and educators though they attracted some attention (Richards & Rodgers, 2001 as cited in Kamhuber, 2010, p. 32).

So far, we have looked at and tried to understand a series of approaches and methods which were effective throughout a century or more. All these approaches and methods have some important theoretical assumptions in Brown's (2007) words. And all the periods in English Language Teaching have their specific features which also affected the way of foreign language teaching and learning. For example, while the 1940s and 1950s saw human beings as conditioned creatures, 1970s saw us as emotional creatures. Both of these beliefs shaped the way foreign language was taught and learnt.

Brown (2007, p. 45) summarizes this period between 1940s and 1990s as follows:

In the 1940s and 1950s, the profession was convinced that teachers could behaviorally program scientifically ordered set of linguistic structures into the minds of learners through conditioning. In the 1960s we were quite worried about how Chomsky's generative grammar was going to fit into our classrooms and how to inject the cognitive code of a language into the process of absorption. The innovativeness of the 1970s brought affective factors to the forefront of some language teaching methods. This period saw a focus on emotional and sociocultural factors operating within learners. The late 1970s and early 1980s saw the beginnings of **communicative approach**. The late 1980s and 1990s saw the development of approaches that highlighted the fundamentally communicative properties of language.

The years 1970s, 1980s and 1990s marked the beginning of understanding the importance of foreign language for communication. During the late 1970s and early 1980s, it was put forward that being able to communicate required more than linguistic competence-knowing the rules and linguistic structures; it required communicative competence (communicative ability)-performing certain functions such as promising, inviting and declining invitations in social context, etc. (Hymes, 1971 as cited in Larsen-Freeman, 2000, p. 121). That's why; this approach to language teaching has come into existence. That's why; it can be said that "**Communicative Language Teaching** (its name for practical applications) is based on a theory that the primary function of language use is the communication" (Brandl, 2007, p. 5). Larsen& Freeman (2000) also supports this view by stating that what is done in a language is done with a communicative intent, so that language is for communication (Larsen-Freeman, 2000, p. 121). With the advent of Communicative Language Teaching, the significance of using the language for communication has been understood and special care to communicative use of language has been given in the foreign language classrooms.

Communicative Language Teaching is an approach "whose aims are to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills (reading, writing, listening, and speaking) that acknowledge the interdependence of language and communication (Richards& Rodgers, 2001, p. 155). As the interdependence of language and communication is emphasized, both structural and functional development in language is given importance in this approach. According to Richards& Rodgers (2001), another characteristic feature of communicative language teaching is that it both pays attention to structural and functional aspects of language; thus, the emphasis in this approach is not just on the mastery of language forms; it is also on the processes of communication. We can also understand the relationship of structural and functional aspect of language from Thornbury's (2000) definition of communicative competence. Communicative competence for Thornbury (2000, p. 18)

“involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way” (As cited in Kamhuber, 2010, p. 36).

According to Richards& Rodgers (2001, p. 172), communicative language teaching has a diverse set of principles that can be used to support a variety of classroom procedures as follows:

- ✚ Learners learn a language through using it to communicate.
- ✚ Authentic and meaningful communication should be the goal of classroom activities.
- ✚ Fluency is an important dimension of communication.
- ✚ Communication involves the integration of different language skills
- ✚ Learning is a process of creative construction and involves trial and error.

According to Brown (2007, p. 46-47), communicative language teaching has seven characteristics:

- ✚ All the components of communicative competence (grammatical, discourse, functional, sociolinguistic, and strategic) are emphasized.
- ✚ Learners are engaged in pragmatic, authentic, functional use of language for meaningful purposes.
- ✚ Fluency and accuracy are two important principles underlying communicative techniques. At times fluency is emphasized more than accuracy so as to engage learners in meaningful communication. At other times students are expected to produce everything accurately.
- ✚ Students are supposed to use the language productively and receptively in unrehearsed contexts outside the classroom in their daily life.
- ✚ Students are brought up as autonomous learners who are aware of their own learning process.
- ✚ The teacher is seen as a facilitator and guide, not as an all-knowing person.
- ✚ Students in CLT classes participate in classroom activities actively.

In short, it can be said that Communicative Language Teaching is a unified but broadly based, theoretically well-informed set of tenets about the nature of language and of language learning and teaching (Brown, 2007, p. 46). It appeared at a time when language teaching in several parts of the world are planning and ready for a shift in language teaching; so it spread all around the world quite quickly and easily (Richards& Rodgers, 2001). Today, there are a number of various coursebooks and other supplementary

materials developed under the principles of CLT and used in language classrooms all around the world.

As can be understood by looking at the history of foreign language teaching, all the methods, approaches and techniques have provided the language teachers with some additional benefits and advantages, and even filled in the missing parts of the teaching principles.

As Richards& Rodgers states:

Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy. Some methods set out to teach the basic grammar and vocabulary of language. Others may define their objectives less in linguistic terms than in terms of learning, that is, in terms of the processes or abilities the learner is expected to acquire as a result of instruction (Richards& Rodgers, 2001, p. 24).

By looking at the development of methods and approaches, it is possible to say that foreign language teaching has evolved and changed through time; so have coursebooks. To sum up, it can be said that there has been a shift from methods whose main focus is on receptive skills to methods whose main focus is on productive skills in the history of language teaching and in the coursebook content and design (Kamhuber, 2010, p. 9).

2.2. Teaching English as a Foreign Language in Turkey

Located at the intersection of Europe and Asia and very close to Middle East Region and Africa, Turkey has a strategic importance in its region for most of the countries whether surrounding it or not. In its attempt to develop this strategic importance Turkey also became the member of some organizations acting worldwide such as the membership of North Atlantic Treaty Organization (NATO) and an associate membership of European Union (EU), which has made its strategic and geopolitical status even more significant. During this process, a need for communication, the need to exchange ideas by using a common language-English in recent context, arose. Why Turkish people try to learn a foreign language is because of the following two reasons according to some Turkish scholars:

As of the first, English language is needed to communicate with the foreign countries for economic, social and business relations to speed up the modernization and Westernization process of Turkey at the international context (Demirel, 1990 as cited in Kırkgöz, 2009, p.

666). As of the second, English language has an instrumental function for every member of Turkish society; that is, it serves as means of gaining access to better education and good job opportunities at the national and individual context (Kırkgöz, 2005b; Kızıltepe, 2000 as cited in Kırkgöz, 2009, p. 666). Especially the second reason draws the attention of many people in Turkey because all the people want to have a good career in their jobs and desire good living conditions in their life. This is generally accepted truth among the people not only in Turkey but also in any other countries all around the world.

In today's multicultural, multidimensional, contemporary and globalised context, English language yields a notable dignity in all around the world including our country, Turkey. The question is why English has become the dominant foreign language having been learned in Turkey. It is because of the same reason that is valid all around the world: In the years ahead, it has become the common language of most of the people. According to Crystal (1997), the long way English has passed throughout time is as follows:

In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth century and the early twentieth, it was the language of the leading economic power-the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first rank language in industries which affected all aspects of society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications (Crystal, 1997, p. 120).

With its dominant use in the industry, English language has begun to be used in all domains. And as of the second, whereas Mandarin and Spanish have the highest number of native speakers worldwide, English is one of the most widely spoken languages in the world and also it is the most widely used language as a lingua franca for communication among non-native speakers (British Council & TEPAV, 2013, p. 11). Table 2.1 shows the most widely spoken languages in the world (British Council & TEPAV, 2013, p. 11):

Table 2.1: The Most Widely Spoken Languages in the World

Language	Number of Speakers (Millions)	Number of Speakers (Millions) ²	Percentage of world population (approximate)
English	1000	365	16
Mandarin	1000	935	16
Hindu/ Urdu*	900	361	15
Spanish	450	387	7
Russian/ Belarusian	320	160	5

*Although Hindi and Urdu use different writing systems, these languages are branches of Hindustani and are orally mutually intelligible.

Number of Native Speakers (Millions)² Source: Encyclopedia Britannica Online Academic Edition

Another very striking reason to learn English comes from Gordon Brown (2008), the previous Prime Minister of England:

In total, 2 billion people worldwide will be learning or teaching English by 2020...English is our heritage, but it is also becoming the common future of human commerce and communication (Phillipson, 2009 as cited in Oral, 2010, p. 60).

The importance of learning English has been understood and uttered by several people, so this increased the desire of Turkey in the foreign language teaching field because developing in foreign language teaching area provides the countries with better facilities in all areas. Turkey's desire for modernization, and cultural and technological enrichment and keeping up the relations with the EU and United States led it to better foreign teaching and learning at all levels; that's why, Turkey has made several policy updates and changes so as to facilitate foreign language learning throughout the history. Especially after World War II, Turkey's accepting USA as a role model for modernization and westernization instead of Europe made English become the leading foreign language, preceding over French and German (Oral, 2010, p. 64). This change in terms of the importance given to the languages in different periods is shown in Table 2.2:

Table 2.2: Chronical Priority of Foreign Language in Turkey (Demircan, 1998, p. 116 as cited in Oral, 2010, p. 63)

Priority	1923-1950	1950-1980	After 1980
1	French	English	English
2	English	French	German
3	German	German	French

Although it was during the Tanzimat Period that English language was first introduced to Turkish education system in the second half of the 18th century, it wasn't until 1950s when English was integrated into school curriculum and policy making procedure for the first time (Doğançay& Aktuna, 1998 as cited in Damar, Gürsoy& Korkmaz, 2013, p. 97).

In the mid 1950s the first Anatolian High Schools, which still have a vital role in Turkish education system and in foreign language education, were established (Oral, 2010, p. 64). To give some information about these schools, the duration of education was 4 years (1 year long preparatory class and 3 year long high school education). The medium of education in courses such as Math and Science was English until 2002, but the Ministry of

National Education (MONE) changed this to Turkish in 2002 especially due to the lack of qualified teachers using English in their courses and the graduates' disadvantaged situation in the university entrance exam (Doğançay-Aktuna & Kızıltepe, 2005 as cited in Özşevik, 2010, p. 10). In the following years 1 year long preparatory class was also abolished by MONE.

After 1950s, Turkey has witnessed two major eras in which there were drastic changes in English language education policy: the first of which is the Foreign Language Education and Teaching Act (1983-1996), which laid the foundations of foreign language teaching at the level of secondary and high school education, and the period of ELT Curriculum Reform (1997-present) whose adjustment and standardization process is going on under the norms of EU (Kırkgöz, 2009, p. 665).

In 1997, Turkish Ministry of National Education (MONE) and Higher Education Council (YOK) made a decision to alter ELT curriculums at all levels of Turkish education (Yal, 2011, p. 4). Until that time, the education in Turkey consisted of 5+3+3 year long education time-5 year primary education, 3 year secondary education and 3 year high school education, all of which prepare students for higher education institutes (Kırkgöz, 2009, p. 674). The 1997 Education Reform extended the duration of primary education from 5 to 8 by combining primary and secondary education and changed the starting point of English courses from secondary education to 4th and 5th grades, to primary education, lowering the age of foreign language learning to 9-10 years (Kırkgöz, 2009, p. 674). It was at that time that English became a compulsory school subject for 4th and 5th grade students for the first time (Gürsoy et. all, 2013; Kırkgöz, 2009). The main aim behind this innovative idea was to make students expose to English more and more (Milli Eğitim Bakanlığı [MEB], 2001 as cited in Özşevik, 2010, p. 12). As the starting level of English instruction decreases, the amount of time students are exposed to foreign language at schools increases. Thus, it is thought that students will be better in foreign language after they graduate from their schools with the help of this exposure to foreign language more.

In 2005, the duration of all secondary schools were extended from 3 years to 4 years (Özşevik, 2010, p. 17). Besides, MONE ended the existence of intensive preparatory classes in Anatolian High Schools so as to achieve the standardization under the norms of EU (Özşevik, 2010, p. 17). Although the abolishment of intensive preparatory classes in Anatolian High Schools put a dent to foreign language development, it secured a unity in all the schools.

2012 was the year that we have witnessed the most recent change in ELT after several changes over the last 15 years. In 2012, MONE has made some revisions in the education system by changing the 5+3+3 to 4+4+4 (primary, secondary and high school) (Gürsoy et. all, 2013, p. 98). The starting age for schooling (from 7 to 5, 5 years of age) was lowered (MONE, 2013). Moreover, foreign language teaching policy has also been changed with this revision and the starting level of foreign language learning was lowered to 2nd grade (6.6 year old students) (Gürsoy et. all, 2013). It can be briefly said that the beginning of the process of 12 year compulsory education and the reform and revision of the foreign language teaching provide every Turkish student with good opportunities to upgrade their understanding of foreign language learning in the following years (British Council& TEPAV, 2013, p. 23). However, it is possible to claim that the results of this change will be seen in the upcoming years because it is a brand new change in foreign language teaching policy.

The new English language curriculum was organized in three axes: Instructional design, instructional materials, and assessment in language teaching, all of which emphasize the importance of listening and speaking over reading and writing (Gürsoy et. all, 2013, p. 98). The reason why there is a strong emphasis on oral skills is that according to findings by MONE, most of the students graduated from high school fall short of using the target language in their daily life for communication and interaction (MONE, 2013). Therefore, it is possible to say that this new curriculum adopts a communicative view to ELT and highlight the importance of fluent and meaningful communication like the previous language reform that happened in 1997 (Özşevik, 2010, p. 18). Another important feature of this new curriculum is that its basic principles have been set in such a way to reach the standards detailed in the “Common European Framework of Reference for Languages” in other words with the requirements of European Union (MONE, 2008 as cited in Özşevik, 2010, p. 19). The standards in the Common European Framework for Reference for Languages are also compatible with the features of the communicative view to ELT and it also put emphasis on using the language for meaningful communication.

To sum up, Turkey has had a variety of reasons to learn and teach English as foreign language in the recent years, has today and will have in the upcoming years because having people proficient in a foreign language, in today’s context proficient in English, has several benefits, some of which are as follows: It helps Turkey to connect to the rest of the world, gain a large sum of money from sectors such as tourism, science, trade, banking,

technology and so forth, gain access to many useful resources, and comply with the standards of European Union, by this way developing socially, culturally and economically in a more rapid way.

2.3. The Role of Coursebooks in ELT

It is beyond doubt that having and using instructional materials in the teaching and learning a foreign language situation is of great importance. To the question of what the instructional materials include, Tomlinson (1998) states that instructional materials refer to anything that can be used by teachers or learners to facilitate the learning of a language and they can be any kind including cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises, newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners; in other words, they can be anything that are used to increase the learners' knowledge and experience of the language (Tomlinson, 1998 as cited in Oflaz, 2009, p. 27-28). To classify all of these and to have a brief summary of instructional materials, we can have a look at Pakkan's (1997) categorization of them as follows: the coursebook, the supplementary materials (teacher's book and workbook or exercise book), and the supporting materials (visual, audio and audiovisual materials) (As cited in Oflaz, 2009, p. 29). Even though there seem to be a variety of things that can be used as instructional material while teaching or learning a foreign language, the most easily accessed, commonly used and preferred materials are coursebooks, which also have very crucial role in foreign language teaching. Coursebooks, in Ur's (1996, p. 183) definition, are "textbooks of which the teachers and usually each student has a copy, and which is in principle to be followed systematically as the basis for a language course."

As Richards & Rodgers states, the role of materials can change in different methodologies; for instance, whereas the role of coursebooks in functional/ communicative methodology might be to activate students' interpretation, negotiation and expression under interactive situations by focusing on understandable, relevant and interesting exchanges of information, it might be to care about different learning strategies of the students by allowing them to progress at their own rates of learning and by providing them opportunities for independent study, and for self-evaluation in an individualized

methodology (Richards& Rodgers, 2001). As can be seen, the role of the coursebook changes as the methodology of foreign language teaching changes.

It is also possible to have a broad view of this change in the role of coursebooks by looking at the changes in their roles throughout the history of ELT approaches and methodologies: Coursebooks also have changed as new approaches and new methods have been put forward. To illustrate during the times when Grammar Translation Method was popular all around the world, coursebooks was composed of structural patterns or a number of grammar rules and sentences for translation and during the Direct Method's popularity times they were composed of speech patterns and pronunciation works rather than focusing on grammar rules and translation whereas during the times when communicative competence gained popularity, all the coursebooks began to include communicative activities which focus the importance of meaning, interaction and communication (Titone, 1968 as cited in Kayaoğlu, 2011, p. 344).

As can easily be seen by looking at the history of coursebooks, they were arranged and redesigned according to the developments and to the needs of people as the main beneficial instructional material in language teaching and learning; so it is possible to say that they are the mostly preferred materials. Even though there were changes in methodologies, coursebooks carried on their popularity in ELT. However, the question is why coursebooks are so important in ELT. In order to provide some explanations to that question, Pakkan (2007, p. 7) lists some of the merits of the coursebooks that are effective in teachers' preferences of using coursebooks as follows (As cited in Oflaz, 2009, p. 36):

1. Coursebooks are designed and prepared by qualified people who are also experienced in the field of foreign language teaching and they are tested in pilot studies before publication.
2. Using a coursebook is advantageous in terms of consistency in the lessons which are taught by many different teachers; in terms of continuity between subsequent grades as they are generally published in series.
3. As the classroom atmosphere is not like real-life, teachers need some materials that will change this artificiality into reality, so coursebooks are good at for this aim. Besides, having good materials relieves the teachers because they may not always search for original ideas and materials for their courses.

4. Coursebooks help teachers to use the time in the classroom efficiently because they focus on important aspects of the language rather than trivial points by using coursebooks.

5. Coursebooks are not only important for teachers but they are also important for students because students feel better if they have concrete materials with them during the foreign language courses.

6. Coursebooks also provide students with a variety of exercises including drills for vocabulary, grammar patterns, pronunciation, four language skills, etc. for better retention.

The coursebooks also need to be taken into consideration with their demerits together with their merits. Richards (2001, p. 255-256) says that there are five potential negative effects of coursebooks (As cited in Jones, 2009, p. 5):

- ✚ They may contain inauthentic language.
- ✚ They may distort content.
- ✚ They may not reflect students' needs.
- ✚ They can deskill teachers.
- ✚ They are expensive.

As there are both advantages and disadvantages of coursebooks, selecting a suitable coursebook for teachers is not an easy job and it needs careful planning and attention. So in the selection process, teachers also need to take some points into consideration by powdering over their role in foreign language teaching. Cunningsworth (1995) suggests some basic guidelines in the selection procedure (As cited in Brown, 2007, p. 158 and in Richards& Rodger, 2001, p. 258):

- ✚ The coursebooks should correspond to learners' needs and match the aims and objectives of the language program.
- ✚ They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- ✚ They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
- ✚ They should have a clear role as a support for learning. Like teachers, they should mediate between the target language and the learner.

In short, as Cunningsworth (1995) states, coursebooks should meet learners' needs and demands, help students to use the language effectively, facilitate their learning process, and show a support for learning in order to be selected and used as instructional materials (As cited in Chien-Hung, Chung-Chieh& Wen-Cheng, 2011).

Given the fact that the education system is centralized and coursebooks are the main resources for foreign language learning and teaching in Turkey and in some other countries where English is not used for spoken interaction in daily life or English is considered the

foreign language and just is taught at some institutions in this centralized system, it is no surprise that government is also included in the procedure of coursebook selection or production. Therefore, coursebooks have been published and delivered to the state schools by MONE for about 18 years in Turkey.

2.4. The Role of Coursebook Evaluation in ELT

The importance of having and using a coursebook in the teaching and learning a foreign language situation has been a widely accepted hypothesis or even a fact according to many scholars in ELT; however, knowing that is not enough on its own. Selecting the ideal coursebook for their own language context is the key component that needs to be considered thoroughly by the instructors or teachers. Therefore, evaluating the coursebooks for better selection process is becoming more worthwhile than we have ever thought however complex, time-consuming and difficult that process is.

Why the evaluation of the coursebooks is vital is because of many reasons stated by several scholars in ELT field. These reasons can be listed as follows:

- ✚ Preparing and writing materials for their own course is a challenging and difficult job for teachers (McDonough and Shaw, 1998 as cited in Özdemir, 2007, p. 9).
- ✚ Inappropriate choice of coursebooks may cause students and teachers to become bored with the courses (Hutchinson and Water, 1987 as cited in Özdemir, 2007, p. 10).
- ✚ It is not an easy job to bring together authentic and stimulating materials in the coursebooks (McDonough and Shaw, 1998 as cited in Özdemir, 2007, p. 10).
- ✚ Whereas coursebooks may fit in a teaching situation with a group of students, they may also not fit into another teaching situation with another group of students (Richards& Rodgers, 2007, p. 256).
- ✚ The selection of any coursebook is a difficult decision making process, which involves some administrative, educational, financial and sometimes even political decisions (Sheldon, 1998 as cited in Wen-Cheng et. all, 2011, p. 92).
- ✚ There are a lot of coursebooks in the market and deciding which one best suit to your teaching situations needs some consideration (Cunningsworth, 1995, p. 14).

- ✚ The weaknesses and strengths of any coursebooks that has already been in use should be determined in order to strengthen the weakness of that coursebooks (Cunningsworth, 1995, p. 14).

In different programs and in different education systems in different countries, one of the reasons aforementioned precedes the others. Cunningsworth (1995) classifies these education systems in three categories. In the first category, the syllabus is set centrally and officially approved coursebooks are sent to the schools for instruction, in which teachers have little opportunity to adapt or change; that's why, we see the teachers as the practitioner of what is given to them (Cunningsworth, 1995, p. 10). In the second category, the teachers are free to choose whichever coursebook or instructional material they want, in which there is one main coursebook teachers are not stick to strictly (Cunningsworth, 1995, p. 10). In the third category, the syllabus is set initially but there aren't any coursebooks that have been decided for use; it is teachers' responsibility to bring some materials according to the requirements of the syllabus (Cunningsworth, 1995, p. 10). Turkey fits into the first category among all these three because MONE sets the syllabus and decides the coursebooks that will be used in schools, so teachers' responsibility is to just use the coursebook in their courses. Even when the coursebook selection is done by the government (MONE), teachers still should know how to evaluate the instructional materials and should also evaluate the coursebooks they use in order to determine the weak sides of them and make the necessary adaptations for their teaching situation or in order to make better use of the coursebooks in the classrooms (Ezici, 2006). This, as for McDonough and Shaw (1998), also helps teachers gain some insights about the organizational structure of the coursebooks and keep up with the developments and new language materials in the ELT field (As cited in Özdemir, 2007, p. 10). Therefore, in order to be aware of what is going on in the English Language Teaching field, teachers should also develop themselves in the evaluation processes of the coursebook they use. Besides, they should also be good at adapting or changing the activities in the coursebooks according to the necessities of their courses and their students.

Just knowing the evaluation processes is itself not enough; when to evaluate coursebooks also needs great consideration. Cunningsworth (1995) and Mc Grath (2002) suggest similar types of coursebook evaluation processes as a response to this question: pre-use evaluation, in-use evaluation and post-use evaluation. In the pre-evaluation, we try to guess the potential of the coursebook in question as we have not used it yet, which leave as without

any evidence about that book (Cunningsworth, 1995). In the in-use evaluation, the coursebook is evaluated while it is being used by many teachers at the same time (Cunningsworth, 1995). In the post-use evaluation, the coursebook is assessed after a period of time of use, which is done to decide whether to use the coursebook or not in the upcoming years (Cunningsworth, 1995). All of these evaluation types can be used so as to evaluate a selected coursebook either separately or jointly.

Ellis (1997) also has his own classification for coursebook evaluation; he distinguishes two types of coursebook evaluation, which are predictive evaluation and retrospective evaluation (Ellis, 1997, p. 36). Predictive evaluation is done to determine which coursebook to use; teachers use this type of evaluation to decide which materials best fits into their own teaching situation (Ellis, 1997, p. 36). After the coursebooks have been used for some time, a retrospective evaluation, which also serves as a means of testing the validity of the predictive evaluation, is done to determine whether the coursebooks have worked out or not in that particular teaching situation (Ellis, 1997, p. 37). Ellis' categorization can be considered similar to Cunningsworth's categorization because both of them state that the coursebooks can be evaluated before they are used and after they are used. Cunningsworth adds Ellis' categorization the in-use evaluation process as an addition.

To sum up, it can be said briefly by Sheldon's (1988) words that "It is clear that coursebook assessment is fundamentally, a subjective, rule-of-thumb activity, and that no neat formula grid or system will ever provide a yardstick" (As cited in Ezici, 2006, p. 17). Therefore, in order to assess today's coursebooks, especially the ones designed by MONE, we should also have some information about the philosophy lying under the preparation on them, which is known as the Common European Framework of Reference for Languages (CEFR).

2.5. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was created by the Council of Europe (CoE) in 2001, which was declared as the European Year of Languages by the Language Policy Division of the Council of Europe. In the development of the CEFR, the overall aims of the CoE have the principle

significance. The overall aims of the Council of Europe are as follows in three basic principles (Council of Europe, 2001, p. 2):

- ✚ The rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding.
- ✚ It is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination.
- ✚ Member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies.

Bearing in mind the objectives of the CoE, the primary purpose of CEFR is “to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (Council of Europe, 2001, p. 1). By means of common basis for all of these, CoE aims to create a unity in all these areas all around Europe. “CEFR also describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p. 1). Not only has the language been dealt with in CEFR but also the cultural context in which the language blossom is the topic of concern (Council of Europe, 2001, p. 1). As can be seen, CEFR almost everything necessary for foreign language teaching and learning in a detailed way.

CEFR is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe and it also provides the means for educational administrators, course designers, teachers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the needs of the learners (Council of Europe, 2001, p. 1).

CEFR addresses not only to teachers but also to administrators at schools, programme developers, students, examining organizations, etc. by providing them with modern language teaching recommendations, interconnecting the efforts of people dealing with foreign language teaching and learning. And this guideline to foreign language teaching and learning is even more than that as can be seen in the following quotation:

Moreover, by providing a common basis for the explicit description of objectives, content and methods, the Framework enhance the transparency of courses, syllabuses and qualifications, thus promoting international cooperation in the field of modern languages and the provision of objective criteria for describing language proficiency (Levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis are also defined in CEFR) facilitate the mutual recognition of qualifications gained in different learning contexts (Council of Europe, 2001, p. 1).

While achieving all the stated goals, CEFR also aims to be comprehensive, transparent, coherent, open, dynamic and non-dogmatic (Council of Europe, 2001, p. 18). Nothing is secret or static in this guideline and everything bears a dynamic nature so that the principles agreed on could be changed if necessary.

2.5.1. Global Scale and Language Levels

For years and even centuries, people have been dealing with the teaching, learning and assessing the languages in the wide diversity of different techniques. As happened in the long history, there are a lot of efforts for defining the best ways of teaching, learning and assessing currently, too; however, it is not as easy as it seems, especially when we try to assess the proficiency levels of students in different countries because what is considered an upper-intermediate level in one country can be considered an intermediate level in another country (Longman & Pearson, 2002, p. 4). That's why; comparing these levels among them also becomes really difficult for everyone. In order to provide a solution to this problem, CEFR tries to standardize the language levels across languages internationally. Thus, in an effort to provide everyone with common reference points in across languages, CEFR has introduced common reference levels (Martyniuk, 2010, p. 3). These language levels have been determined with the lengthy studies and researches of several organizations including ALTE (Association of Language Testers in Europe), ICC (International Certificate Conference), IELTS (International English Language Testing System) and DIALANG and other responsible organizations of European Union and Council of Europe.

In an effort to provide teachers, curriculum designers, students, etc. a global scale has been designed in order to specify language levels (Dağ, 2008, p. 19). In this global scale, language levels are categorized in three groups as follows (derived from CoE):

Table 2.3: Language Levels

Basic User	A1-Breakthrough
	A2-Waystage
Independent User	B1-Threshold
	B2-Vantage
Proficient User	C1-Effective Operational Proficiency
	C2-Mastery

In order to clarify the Table 2.3 for everyone and to make it more comprehensible for non-specialists, teachers and curriculum designers and to ensure the unity, CoE have also used some language descriptors (can do statements) in each level. That's why; CoE created the global scale for languages across the globe (Council of Europe, 2001, p. 24).

Table 2.4: Common Reference Levels and the Global Scale

Basic User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/ herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Proficient User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

These language descriptors have not been developed accidentally; they have been developed to serve for a variety of things. With the help of these descriptors, foreign language learners can state what they can do and what they will do themselves without getting help from some other people like their teachers or instructors.

These language descriptors which are used to separate and define the language levels are used for several purposes according to Demirel& Koç (2011) as follows:

Firstly, they are used for stating “can do” statements, in such a way that learners can state what they can do in the target language. Secondly, they are used for setting individual learning goals and also the whole-class goals. Learners can state their learning objectives by using “can do” statements and then evaluate themselves by the end of the unit or the term whether they have attained these learning objectives. Finally, they are used for designing the textbook. (Demirel& Koç, 2011, p. 11-12).

In this global scale, language skills have been designed and categorized as follows in order to provide language learners with a self assessment grid. This table has been derived from CoE:

Table 2.5: Language Skills

UNDERSTANDING	Listening
	Reading
SPEAKING	Spoken Interaction
	Spoken Production
WRITING	Writing

With the global scale, learners have the opportunity to define their language levels and also their future language learning objectives and in life-long learning process both for the teachers and curriculum designers (Dağ, 2008, p. 20).




In accordance with all the things mentioned about CEFR, another very significant project of CoE and European Commission, which deals with the education and culture policies of Europe, is European Language Portfolio (ELP).

2.5.2. The European Language Portfolio (ELP)





The European Language Portfolio is the application of Common European Framework of Reference for Languages, which can be defined as a 260-page document describing language skills at six Common Reference Levels along with various other aspects of foreign language teaching and learning (Demirezen& Bakla, 2007, p. 81). It is a document which is designed based on the CEFR language descriptors. It is a document which helps learners to develop as the plurilingual and inter-culturally competent citizens of Europe; in

other words, it is a document which shows the linguistic competence in different languages and contacts with other cultures and language learning processes of each language learner (Demirel& Koç, 2011, p. 9). The portfolios, which can be paper-based or online, are designed so as to encourage students to become more conscious of their own language learning, to monitor their learning process, to promote their creativity and help them to explore their interests and understand their profiles as language learners, and use them to take control of their language learning (Longman & Pearson, 2002, p. 11). All types of portfolios share these similar purposes. In addition, they have some common goals.

The common goals of these portfolios can also be summarized as follows (Demirel& Koç, 2011, p. 14):

-  To develop the ability of European citizens to communicate with each other across linguistic and cultural boundaries,
-  To promote mutual understanding, respect and tolerance
-  To enhance mobility and cooperation.

According to Dağ (2008), there are also some other objectives of the portfolios. These can be listed as follows:

-  To help and motivate the language learners to multiply their learning of foreign languages.
-  To provide the transparency, equality and convenience among the citizens from different countries.
-  To contribute the constitution of European identity.
-  To provide a platform for the learners to present their languages, language levels and skills thanks to the CEFR language levels descriptors of CoE (Dağ, 2008, p. 14).

As can easily be understood, the objectives in these portfolios are also stated in relation to the four basic language skills of listening, reading, speaking and writing (Demirel& Koç, 2011, p. 14).

It is possible to say that the ELP is basically designed to encourage everybody to learn more languages, to improve learning and the ability to assess one's own competence, to facilitate mobility within Europe by documenting language skills in a clear and internationally comparable way and to contribute to mutual understanding within Europe through the ability to communicate in a number of languages and through experience of other cultures (Demirel& Koç, 2011, p. 10).

In addition to its different contributions to foreign language teaching, the ELP also helps foreign language learners with its three sections, all of which have different functions. Thus, the European Language Portfolio consists of three parts which are the language passport, the language biography, and the dossier. *The Language Passport* is the first part of the ELP in which students reflect on their language learning experiences, define their language needs, describe and tell their experiences across cultures in detail and prepare a

plan for the process of language learning (Longman & Pearson, 2002, p. 11). *The Language Biography* is the part where the students describe their language learning process and their experiences in this process in great detail, with the help of which they can have a general view of their own language learning style and their objectives (Longman & Pearson, 2002, p. 11). In this part, language learners describe their language development process as autonomous learners. *The Dossier* is the part of the portfolio where students form a collection of their language learning works either by selecting their best pieces or providing some activities from their coursebooks, workbooks and some other materials including audios, videos, etc. (Longman & Pearson, 2002, p. 11). The Dossier is a kind of a file in which students accumulate what they have done in their foreign language courses. These can be every kind of product students have studied on.

To give a brief summary of the European Language Portfolio, Little, Goullier& Hughes (2011) provides us with a well developed short paragraph as follows:

ELP reflects all of the major concerns of Council of Europe modern languages projects since the 1970s. It is based on the belief that language learning should have a communicative purpose; it provides a means of reporting L2 proficiency that transcends the limitations of national systems of grading; it encourages learners and authorities of all kinds to value partial competences; it emphasizes the importance of plurilingualism and cultural exchange; and it supports the development of learner autonomy, partly out of a commitment to democracy in education and partly because learner autonomy is the most likely guarantee of lifelong learning (Little, Goullier& Hughes, 2011, p. 24).

CEFR not only encourages language learners but it also encourages authorities dealing with the foreign language teaching issues in their countries. That's why; CEFR plays a key role in the education policies of the countries in Europe and in the world today and has urged some of them to adapt their foreign language teaching policies under the terms of CEFR (Taylor& Jones, 2006 as cited in Cambridge, 2006, p. 4). Meanwhile, since the publication of CEFR in 2001 and even before that Turkey has had close relations with the European Union and its educational institutions like Council of Europe (Demirel& Koç, 2011, p. 9). Therefore, it is no surprise that Turkey has also benefited from the innovations or the projects of these organizations and has also helped them to develop and to enhance their quality more and more not only by organizing seminars, conferences, etc. but also by developing curriculums or coursebooks with the guidance of these innovative ideas.

2.6. Teaching the Four Skills

The fact that the main purpose of language learning and teaching is to be able to use it effectively while communicating in daily life is widely accepted in all circumstances all around the world; that's why, what happens in daily life in terms of language use needs to be applied to language teaching situation: As in daily life, we read, write, listen and speak, teaching these four skills (reading, writing, listening and speaking) in accordance with the language components (grammar, vocabulary and pronunciation) takes greater attention in today's world. These four skills can be categorized as receptive ones and productive ones; reading and listening being the receptive skills, which means that these skills provide language learners with written or spoken language, and speaking and writing being the productive skills, which means that these skills necessitates language users to produce something in foreign language (Harmer, 1985, p. 16). These skills can be summarized in the following table (Harmer, 1985, p. 16):

Table 2.6: Four Language Skills

SKILL / MEDIUM	Written	Speech
RECEPTIVE	Reading and Understanding	Listening and Understanding
PRODUCTIVE	Writing	Speaking

When the modern language teaching approaches are looked upon, all the language skills shown in the table above are given balanced importance and none of them are suggested to be focused on or dealt with more than the other in the language learning and teaching situations (Ayyürek, 2008, p. 1). Thus, first of all, all the four skills will be dealt with one by one in the following parts and then integrating these skills in the language learning and teaching context will be focused on in the latter pages.

2.6.1. Reading

Of all the four language skills, reading is one of the ways of getting the language input, which makes it a key component or key skill for language learning and teaching situation to teach or develop. According to a significant amount of literature, reading is not a passive process; rather it is an active process of communication in which language learners

approach to for a reason (Carrell, 1989; Carroll, 1980; Grabe, 1988; Nuttal, 1982; Robinson, 1980 as cited in Ertekin, 2010, p. 12). For Harmer (1985), people in real life read for a reason, too: They read because they want to, they read because they have a purpose in doing so, they read because the text interests them and they read maybe because the thing they are reading will be for their benefit (Harmer, 1985, p. 143). These reasons also form the characteristics of reading. When the characteristics of reading are taken into consideration, it can be stated as follows (Mendi, 2009, p. 9):

Reading is purposeful since the reader has a definite purpose to read the text. Reading is interactive as the reader benefits not only from his/her background knowledge but also from the information in the text. Reading is also interactive since many skills operate together simultaneously in reading process. Reading is 'comprehending' in the sense that the fluent reader expects to understand the written work instead of questioning whether or not he/she will comprehend the text. In addition, reading develops gradually since the reader becomes fluent after a long-term effort and gradual improvement. Finally, reading is flexible because the reader employs a number of reading strategies to comprehend the text efficiently.

For Goodman (1988), reading is more than these. It is a meaning making process and it involves some interaction between the reader and the text and in this process the reader constructs meaning from the text by using some mental activities, in other words strategies for comprehension (Goodman, 1988). Casanave (1988) supports Goodman's definition by emphasizing the importance of meaning and defines reading as a process in which readers use some strategies to make sense of what the text says (As cited in Ertekin, 2010, p. 12). For Eskey (1988), it is more than making sense of the text, too; it is making sense of the world and it is a cognitive process in which readers connects their background information to the text to comprehend the text. As can be seen from the views of all the scholars, reading is an active process and it necessitates readers to do some mental activities while reading.

2.6.1.1. Theories of Reading throughout the History and Today

Reading has always attracted the attention of many scholars and researchers, so there are varying ideas about in reading foreign language in the history. In the 1970s, due to the introduction of information processing theories in psychology to reading two major models of reading to came into existence: the skills view which is bottom-up theory and the psycholinguistic view which is top-down theory (Ertekin, 2010, p. 13). The distinction between the bottom-up and top-down theories, led by Goodman's (1970) work, was the main topic of interest in those years (Brown, 2007, p. 358). This distinction is even

discussed today. Nonetheless, as these theories were widely criticized by many scholars, educators and psychologists, a blend of these theories, the interactive theory of reading came into existence in the late 1970s.

2.6.1.1.1. Bottom-up Theory of Reading

Bottom-up reading theory, which advocates that teaching symbols, grapheme-phoneme correspondences, syllables and lexical recognition should be focused on in the text first, then that comprehension would be derived from the sum of the parts, was considered the best method to teach reading by reading specialists a half-century ago (Brown, 2007, p. 358). Goodman (1970, p. 70) calls this model as ‘The Common Sense Notion’ which is, in other words, that ‘reading is a precise process involving exact, detailed, sequential perception and identification of letters, words, spelling patterns and larger language units’ (As cited in Ayyürek, 2008, p. 14). In bottom-up theory of reading, which is also called as ‘data driven model’, reading is a process of decoding information, which includes identifying letters, word phrases and sentences respectively so as to comprehend what the text says. To state it differently, the process of reading involves decoding what the author of the text wants to say by means of recognition of printed letters and words and sentences (Carrell, 1989, p. 2). Eskey (1986) also states that the readers process what they read ‘by moving their eyes from left to right across the page’, by which they identify letters in the text, gradually combine them to form words, phrases, clauses and sentences (Eskey, 1986, p. 11). Similar to Eskey, Barnett (1989) supports him by saying that reading is a process in which “Small chunks of texts are absorbed, analyzed and gradually added to the next chunk until they become meaningful” (Barnett, 1989, p. 13). In sum, word recognition takes place in advance of comprehension in this theory of reading (Hudson, 2007, p. 35). In short, readers in this reading theory starts from dealing with small pieces in the texts, by gradually moving to dealing with bigger pieces so as to comprehend what the text says.

As is the case for all kinds of theories, bottom-up theory also has some disadvantages. In this method, readers are supposed to form longer units by bringing small units together, which may lead them to read what they are supposed to but not to understand what the text says or the author of that text intends to say and which may also slow the readers of the text as they are supposed to start reading the text by dealing with smaller units first because decoding each letter separately to form words, phrases, clauses respectively takes some

time of the reader (Nunan, 1991 as cited in Ertekin, 2010, p. 14). The scholars claim that this kind of reading requires a large amount of time and spending such a long time should be worthwhile. Another objection to this theory comes from Goodman and Burke who claim that in some situations readers can make sense of the text without decoding the letters to form words (Nunan, 1991 as cited in Ertekin, 2010, p. 14). Hence, readers sometimes do not feel obliged to deal with the smallest units in the texts; instead they try to understand the texts holistically.

To have a better understanding of this theory, Nuttall's metaphor can be examined. Bottom-up theory of reading, in Nuttall's (1996, p. 16-17) view, can be likened to the image of a scientist who elaborates on every detail of the text with his/ her magnifying glass or microscope (As cited in Ayyürek, 2008, p. 14). That's why; in this theory of reading, readers like scientists search smaller details in the reading texts with their magnifying glasses or microscopes because they need the smallest pieces in order to interpret the texts.

2.6.1.1.2. Top-down Theory of Reading

The demerits of the bottom-up theory of reading have paved the way for the emergence of top-down theory of reading, which is also called 'hypothesis-driven model'. The starting point of this theory of reading is its objection to the idea that identifying letters to form words, phrases and sentences respectively is a way of efficient reading. Instead, this theory states that the readers need to make predictions and hypotheses about the content of the text by relating the new information to their prior knowledge or their background knowledge via using as few linguistic clues as possible in order for efficient reading (Sarar, 2008, p. 55-56). In his description of this theory, which is an active reading process rather than passive-it involves an interaction between the reader and the text-, Goodman (1970, p. 70), one of the scholars who is known to promote this theory of reading, states as follows:

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses. More simply stated, reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guess which are right the first time. (As cited in Ayyürek, 2008, p. 15).

In the psychological game, readers are active in selecting enough of the reading text to comprehend the text instead of focusing on the smallest details. According to Barnett (1989), “the reader uses general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text; the reader samples enough of the text to confirm or reject these guesses in this psycholinguistic guessing game” (Barnett, 1989, p. 13).

The top-down theory of reading is influenced by **schema theory**, which puts an emphasis on the importance of readers’ background knowledge in the process of reading and which claims that readers make use of their background knowledge while reading a text so as to comprehend it, which makes the interaction between the text and the background knowledge crucial (Carrell, Divine& Eskey, 1988). The interaction between the text and the readers’ background knowledge is important for comprehension in this theory of reading. Besides, as Carrell (1988) states, “the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information”, which restrains readers from decoding every single utterance while reading (Carrell, Divine& Eskey, 1988, p. 76).

To have a better understanding of this theory, Nuttall’s metaphor for this theory can be examined. The top-down theory of reading, in Nuttall’s (1996, p. 16-17) view, can be likened to the taking an eagle’s eye view of a landscape below (As cited in Ayyürek, 2008, p. 14). As can be understood, seeing the whole is important in this theory.

In spite of the fact that this theory of reading has great contributions to develop efficient reading techniques, it has some disadvantages, which is the case almost for all kinds of methods and theories. Eskey (1988) criticized this method in that it undervalues ‘the perceptual and the decoding dimensions of bottom-up theory of reading and it overvalues linguistic and background knowledge instead so as to comprehend the text (Eskey, 1988, p. 93). By grounding his ideas about theory of reading with these statements, Eskey (1988) says that for an effective reading, a blend of the bottom-up theory of reading and top-down theory of reading need to be used while reading. Hence, readers should develop both ‘their bottom-up recognition skills’ and ‘top-down interpretation skills’ (Eskey, 1988, p. 95). This view leads to the idea of using these theories in integration as ‘interactive theory of reading’.

2.6.1.1.3. Interactive Theory of Reading

The fact that both bottom-up theory of reading and top-down theory of reading have some shortcomings or deficiencies in leading readers to effective reading bring about the rise of interactive theory of reading. This theory proposes two kinds of interaction, the first of which is between the reader and the text and the second of which is of the bottom-up theory and the top-down theory. The former puts an emphasis on readers' world knowledge since it claims that readers assign meaning to the text with the help of their background knowledge whereas the latter puts an emphasis on the fact that the identification and decoding skills in bottom-up theory and the interpretation skills in top-down theory are necessary for the effective reading process (Cohen, 1990 as cited in Ertekin, 2010, p. 16). In the interactive theory, the qualifications of good readers include both being good at decoding and interpreting the text (Carrell and Eisterhold, 1983 as cited in Ertekin, 2010, p. 16).

Interactive theory of reading, as for Eskey (1988), refers to the interaction between information provided both via lower level processing (bottom-up theory's decoding of the text) and via higher level processing (top-down theory's interpretation or analysis of the text), both of which depend upon prior knowledge and certain types of information processing skills (Eskey, 1988, p. 96). Readers in this theory of reading make use of both bottom-up and top-down theories of reading by benefiting from their existing schemata.

In short, it can be said that interactive theory of reading is a blend of bottom-up theory of reading and top-down theory of reading and it maximizes their merits while minimizing their demerits. With the emergence of interactive theory of reading, a combination of the ideas of the bottom-up and top-down theories of reading are still used in the context of interactive theory of reading even though they have lost their influence today (Brown, 2007, p. 358).

2.6.1.2. Types of Reading

2.6.1.2.1. Extensive Reading

Extensive reading, in Simensen's (2007, p. 149) words, means "silent reading and reading for pleasure and enjoyment. A global understanding of the text, i.e. without grasping every

part of it, is normally aimed at in extensive reading” (As cited in Bakke, 2010, p. 17). Thus, extensive reading, which is carried out for general understanding of usually somewhat longer texts like books, long articles, essays, newspapers, etc., helps students not to overanalyze or look up words they do not know to have a complete understanding of what they read; instead they read for pleasure (Brown, 2007, p. 373). Everything read for pleasure is considered as extensive reading.

Extensive reading is also beneficial for readers in the long run due to its pedagogical value because it is based on the assumption that exposing learners to a large quantity of interesting and meaningful materials will make learners develop better command of foreign language (Hafiz& Tudor, 1989, p. 5 as cited in Alyousef, 2005, p. 145). By the help of this language input gained from extensive reading in a period of time, students develop insights about the semantic, syntactic and other clues in the text (Ayyürek, 2008, p. 9). This is also similar to Krashen’s Input Hypothesis in Natural Approach in that it says students need to have enough of foreign language by reading and listening so as to speak or write.

2.6.1.2.2. Intensive Reading

Intensive reading, in Simensen’s (2007, p. 149) words, means reading carefully to remember the details and understand all the words and meanings (As cited in Bakke, 2010, p. 17). In intensive reading, students focus on structure, discourse markers, dictionary meanings of the words, linguistic and semantic details in text they read, in other words they focus on every detail in the text. Therefore, it is possible for readers to get the author’s intended meaning and understand the text in detail.

Intensive reading is the kind of reading that is mostly used by teachers while performing reading activities. In this type of reading, short texts are used to provide examples for the special aspects of the lexical, syntactic, or discoursal systems of the foreign language taught and to provide the basis for the targeted reading strategy practice (Hafiz& Tudor, 1989, p. 5 as cited in Alyousef, 2005, p. 146-147). The reason of using short texts may be due to the fact that longer texts are difficult to analyze and take longer time to study in great detail.

2.6.1.3. Stages of Reading

Contemporary approaches in the reading divide the reading instruction into three phases: pre-reading, while reading and post-reading.

In **pre-reading stage**, establishing a purpose before reading to make the learners ready for the upcoming reading activity is of primary concern (Cahyono& Widiati, 2006, p. 45). If students know the purpose of reading a text, it is easier for them to benefit from it. Hedge (2000) lists the benefits of the pre-reading as follows:

In the pre-reading stage, students can be encouraged to do a variety of things such as become oriented to the text, tune into the content of the text, review their own experiences in relation to the topic, activate existing cultural knowledge and become familiar with some of the language in the text (Hedge, 2000, p. 210).

Zhang (1993, p. 5), also adds briefly that “comprehension is facilitated by explicitly introducing schemata through pre-reading activities” (As cited in Alyousef, 2005, p. 149). It should also be noted that students who are doing some pre-reading activities in reading instruction perform better than other students who are not doing these activities and these students become able to interpret what they reading in the latter phases better since their internal schemata is activated with the use of pre-reading activities (Ayyürek, 2008, p. 25). Therefore, in this phase, “teachers can spend some time on introducing a topic and encourage students for skimming, scanning, predicting, by this way activating their schemata” (Brown, 2007, p. 375). Moreover, teachers can make use of other language skills in this stage so as to prepare students to reading.

In the **while reading stage**, integrating the new information with the students’ prior knowledge so that they can apply it to new situations in their life is of primary concern (Cahyono& Widiati, 2006, p. 45). The aim of this phase in reading instruction is to make students become able to tackle with the texts by developing the linguistic and schematic knowledge of the students (Alyousef, 2005, p. 150). In this stage, students get the core of the reading text they have just read. In order to make students to be actively engaged in the reading process, which is the main purpose of the emergence of while reading activities, Hedge lists some activities that can be used in this phase (Hedge, 2000, p. 210): In the while reading stage, students can be provided with the activities requiring them to be active in the reading by carrying out some activities like following the order of the ideas in the text, reacting to the opinions expressed, understanding the information the text contains, asking themselves questions, making notes, confirming expectations or prior knowledge or predicting the next part of the text.

In this phase, teachers can do a variety of things. They can “ask students to tick a list of expectations or find answers to their own questions, give students questions to stop and think about or provide a chart for them to fill in with points of information” (Hedge, 2000, p. 210).

In the **post-reading stage**, giving students opportunities to synthesize the basic information in the text so as to have an overall understanding of what they have read (Cahyono& Widiati, 2006, p. 45). In other words, this stage assists students in connecting what they have read with their own ideas and experiences with the help of a variety of activities just as it happens in real life situations (Davies & Pearse, 2000, p. 93). With the help of this stage, students are helped to find the similarities, differences of what they have just read with the daily life occurrences. In this stage, they also understand how they have read will be beneficial in their daily life. Thus, in this phase, “teachers can make use of comprehension questions, consider vocabulary study, make students identify the author’s purpose, make them discuss the author’s line of reasoning, examine grammatical structures with students, or steer students toward a follow-up writing exercise” (Brown, 2007, p. 375).

2.6.2. Listening

Listening, despite sometimes ascending and sometimes descending in terms of its significance throughout the history, is one of the key skills and is a necessity while teaching or learning a foreign language. It is the first language skill out of the four skills that anyone acquires first in advance of the other three skills. As Lundsteen (1979) states “Children listen before they speak, speak before they read, read before they write; thus one’s speaking, reading and writing directly or indirectly dependent on the ability to listen” (Lundsteen, 1979, p. 11). Rost (2002) also agrees to that and states that “if nothing unusual happens; all of us manage to acquire our first language primarily through listening, which shows a strong connection between listening and acquiring the first language” (Rost, 2002, p. 81). Not only children but adults also spend most of their time in listening while communicating. As Rivers and Temperley (1978) state “it has been estimated that the time adults spend in communication activities 45 percent is devoted to listening, only 30 percent to speaking, 16 percent to reading and a mere 9 percent to writing” (Rivers& Temperley,

1978, p. 62). As can be seen even adults spend most of their time in communication to listening.

As an important language skill, listening is key to development in English language teaching and learning, but as it is a complex process, the question what the listening is and how it is defined has some varying answers from different scholars in the field. Rivers and Temperley's (1978) definitions of listening is that "Essential to all interaction is the ability to understand what others are saying" (Rivers & Temperley, 1978, p. 62). Underwood's (1989) definition is that "Listening is the activity of paying attention to and trying to get meaning for something we hear" (Underwood, 1989, p. 1). Allen and Corder (1974) gives a broader definition or understanding of what is included during the listening process as follows: It is "understanding a speaker's accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says" (Allen & Corder, 1974, p. 93).

2.6.2.1. Theories of Listening throughout the History and Today

Throughout the history, listening has sometimes increased and sometimes decreased in popularity. One of the most striking features of listening skill throughout the history is that it has been seen as a passive skill; that's why, it has not attracted great attention and even it has been neglected in foreign language teaching and learning. However, as Littlewood states, it is not like as thought. Littlewood (1981) states "Listening has often been called a passive skill and that this is misleading because listening demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and nonlinguistic sources" (Littlewood, 1981, p. 66). Rost (2002) supports this view by saying that "Although it is often ignored in language analysis, the listener has a subtle but powerful role in conversation, shaping the meaning of the interaction in collaboration with the speaker" (Rost, 2002, p. 50). Besides he also supports his idea of learners' active involvement in the listening process as follows: "Listening is primarily a cognitive activity, involving the activation and modification of concepts in the listener's mind" (Rost, 2002, p. 62). More recently, Gephart (2006) has also explained this view more or less with the similar statement: "Listening is not a passive activity. Rather, listening places many demands on us. When we participate in face to face or telephone exchanges we need to be receptive to others, which include paying attention

to explanations, questions and opinions” (Gephard, 2006, p. 148). As can be seen, people are active in producing messages and understanding the others. During the years of 1960s, till when the listening skill was neglected, this descending status of listening skill turned into an ascending one. In approaches and methods like Silent Way, Cognitive Approach, Desuggestopedia and even Audio Lingual Approach, the primary emphasis was on developing speaking skills rather than listening skills (Irgatoğlu, 2010, p. 16-17); however, the trend started in the early 1970s by Asher, Postovsky, Winitz and especially Krashen brought a new perspective about the role of listening which is listening for understanding rather than Audio Lingual Method’s listening for speaking (Feyten, 1991 as cited in Malkawi, 2010, 771). In 1960s and 1970s, the idea that the language learning should start with comprehension, in other words listening, then go on with oral production or speaking after a sum of language input is received held the primary focus among the scholar mentioned above (Irgatoğlu, 2010, p. 16-17). In those years, it was understood that foreign language learners should develop their listening skill and should get benefit from it to produce something in the foreign language. Moreover, Newmark and Diller (1964) uttered the “need for systematic development of listening comprehension not only as a foundation of speaking, but also as a skill in its own” (As cited in Fantahun, 2003, p. 15). As it is clearly seen, it was also understood that listening skill on its own should be developed in the foreign language teaching and learning process. Richards (2008) summarizes the developments that happen after those years as follows:

The changed status of listening was partly prompted by Krashen's emphasis on the role of comprehensible input, in triggering language development, which lies at the heart of his Natural Approach. In the 80s and 90s applied linguists also began to borrow new theoretical models of comprehension from cognitive psychology. It was from this source that the distinction between bottom-up processing and top-down processing was derived, a distinction that led to an awareness of the importance of background knowledge, and schema in comprehension. And listening came to be viewed as an interpretive process (Richards, 2008 , p. 18).

Moreover, scholars in the field of teaching listening did not benefit from just one field; they also benefited from other fields and added to their repertoire of teaching listening in time. As Richards (2008) says:

At the same time the fields of conversation analysis and discourse analysis were revealing a great deal about the organization of spoken discourse and lead to a realization that written texts read aloud could not provide a suitable basis for developing the abilities needed to process real-time authentic discourse. Authenticity in materials became a catchword and part of pedagogy of teaching listening (Richards, 2008, p. 18).

In short, authentic use of foreign language in daily life started to be paid attention in those times, so authenticity in teaching language skills was gaining importance.

2.6.2.2. Types of Listening

As one can easily understand from Richards' statements, three types of listening comprehension have been focused on throughout the history, which are bottom-up, top-down and a blend of these two.

2.6.2.2.1. Bottom-up Theory of Listening

Bottom-up theory of listening views the listening comprehension as a process of decoding, which includes the analysis of sounds, words, clauses, sentences and the text respectively and step by step (Richards, 2008, p. 4). In bottom-up theory, sounds, words, intonation, grammatical structures and other components of spoken language are focused on while trying to comprehend the final message of the text we listen (Brown, 2007, p. 312). As can be seen, the features of bottom-up theory for reading and listening are almost the same: Both of them study the language materials in detail first to see the whole at the end. Several traditional listening activities can be put under the category of bottom-up theory; for example, dictation, cloze listening, the use of multiple choice questions after listening the text and such activities that require close and detailed recognition while processing the input (Richards, 2008, p. 5).

2.6.2.2.2. Top-down Theory of Listening

Top-down theory, unlike bottom-up theory, views listening comprehension as a process of using background knowledge in comprehending what you listen (Richards, 2008, p. 7). For Richards (2008), this background knowledge might be any of the following: "knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of 'schemata' or 'scripts'-plans about the overall structure of events and the relationship between them" (Richards, 2008, p. 7). As can be seen, this theory of listening make use of the existing knowledge of the hearers in understanding what they listen. The center of attention in this theory, for Brown (2007), is on the activation of schemata, on deriving meaning, on global understanding and on the interpretation of the text (Brown, 2007, p. 312). In top-down theory, as Harmer (2001, p. 201) states and supports Brown, "The reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listeners' schema allow

them to have appropriate expectations of what they are going to come across” (Harmer, 2001, p. 201 as cited in Irgatoğlu, 2010, p. 38). Therefore, seeing the whole is emphasized in this theory.

The use of top-down theory in listening teaching can be said to start in the early 1960s when cognitive psychologists emphasized the importance of background knowledge (Richards& Rodgers, 2001). The contribution of this background knowledge to listening comprehension came to be known as **schema theory**. Rost (2002) also talks about the schema in that: Listening is mainly a cognitive activity which involves the activation and modification of concepts in the listener’s mind. Because of the evolutionary causes, the conceptual that the listener brings to the text comprehension is organized in ways that allow him to activate it efficiently. As a way of referring to activated portions of conceptual knowledge, cognitive psychologists and linguists often consider modules of knowledge as schemas (Rost, 2002, p. 62). The definition of schema by Anderson and Lynch (1988) gives a clear summary about the usefulness of schemas in comprehension: “A schema is a mental framework of knowledge and experience that allows learners to incorporate what they hear into what they know”, which helps them to comprehend what they listen easily” (Anderson& Lynch, 1988 as cited in Irgatoğlu, 2010, p. 35). Hence, it would be difficult for learners to comprehend and interpret what they listen if they did not have enough knowledge beforehand.

In short, top-down theory goes from meaning to language while bottom-up theory goes from language to meaning (Richards, 2008, p. 7). As can easily be understood while one of these theories focuses mainly on language, the other holds its focus mainly on meaning; that’s why, both of them fall short of explaining what really happens while comprehending what you listen in daily life.

2.6.2.2.3. Interactive Theory of Listening

Both the notions that are brought by bottom-up theory and by top-down theory are not good enough in understanding what you listen. That’s why; combining bottom-up and top-down listening as they are in real life where both of these processes occur together become the key in teaching listening (Richards, 2008, p. 10).

In daily life, people tend to use both of these processes in getting the message while listening to the other people or getting interacted with them. Richard (2008) illustrates this with the following example (Richard, 2008, p. 10):

For example, an experienced cook might listen to a radio chef describing a recipe for cooking chicken to compare the chef's recipe with her own. She has a precise schema to apply to the task and listens to register similarities and differences. She makes more use of top-down processing. However, a novice cook listening to the same program might listen with much greater attention trying to identify each step in order to write down the recipe. Here, far more bottom-up processing is needed.

As obviously seen from this example, students need to use both of these theories in listening. They need to use bottom-up theory for hearing the sounds, holding them in their working memories for a few seconds to make the connections that leads them to interpret what they have just heard before new information comes; they also need to use top-down theory for including their background knowledge to determine the meaning of what they have heard (Brown, 2006, p. 3). It is seen that students get benefit from both of these theories; however, teachers should balance the use of these theories in listening by providing both meaning focused (top-down) and language focused (bottom-up) activities to students so as to develop the listening skills of their students (Newton, 2009, p. 42). Hence, it is seen that balanced and appropriate use of the blend of the bottom-up theory and top-down theory is recommended for better comprehension in listening activities. If teachers failed in the appropriate use of these in foreign language instruction, they might not get what they want.

2.6.2.3. Stages of Listening

The cognitive view generally accepted by several scholars today in language teaching sees both the listening comprehension and reading comprehension similar to each other (Brown, 2006, p. 3). Thus, a typical listening lesson, like reading lessons, consists of three parts: pre-listening, while-listening and post-listening, all of which may contain activities that combine both bottom-up and top-down theory of listening (Field, 1998 as cited in Richards, 2008, p. 10). Both of the reading and listening courses in today's foreign language classroom are designed in three stages. The first of them is the pre-listening stage.

Pre-listening stage is always designed as a preparation for the upcoming listening event in a way that "they make the context explicit, clarify purposes and establish roles, procedures

and goals for listening” (Rost, 1990, p. 232 as cited in Irgatoğlu, 2010, p. 22). This phase is the place where the students understand what they are going to come across, who they are going to come across in the listening activity and why they come across such a listening activity. Therefore, the necessary knowledge that will be for the benefit of the students while listening the text is provided for the students with the aim of activating students’ schemata and by this way making use of their background knowledge in the process for better comprehension. Underwood (1989) lists some pre-listening activities as follows: “activities, including the teacher giving background information, the session, written exercises, following instructions for the while-listening activity, and students reading something relevant, the students looking at pictures, discussion and answer consideration of how the while-listening activity will be done” (Underwood, 1989, p. 31).

While-listening stage is generally designed in a way so as to encourage listeners to make connections with their background knowledge, find out the intended message of the speaker, make inferences and interpretations about the things they listen and focus mainly on comprehension rather than on unknown words, etc., by this way helping students to elicit the message clearly (Irgatoğlu, 2010, p. 25). In this stage, students do not focus on trivial points that do not have any importance in comprehending; instead they focus on the parts that will ease their understanding of what they are listening. Underwood (1989) also states the role of while-listening activities similarly: “As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language” (Underwood, 1989, p. 45). In this phase, students are expected to concentrate on understanding what they listen comprehensibly and on getting what the speaker really wants to say.

Post-listening stage aims to help students to analyze, evaluate, synthesize and organize what they have heard by linking it with their prior knowledge and to enhance their understanding of what they hear (Irgatoğlu, 2010, p. 28-29). In this stage, students make the necessary connections with what they listen and the daily life. The advantages and purposes of post-listening activities are not limited with this; there are also some other advantages and purposes for both the students and the teachers.

Underwood (1989) expands the purpose of post-listening activities by providing us with a list (Underwood, 1989, p. 74-75):

- ✚ Check whether the learners have understood what they need to understand;
- ✚ Reflect on why some students have failed to understand or missed parts of the message;
- ✚ Give students the opportunity to consider the attitude and manner of the speakers in the listening text;
- ✚ Expand on the topic or language of the listening text, and perhaps transfer things learned to another context.

In addition to the list provided above, another very striking benefit of the post-listening activities is that they help us to integrate listening activities with the other language skills or language components because a while-listening activity is usually followed by a speaking or writing activity which also includes the use of fluent or accurate vocabulary, pronunciation and grammar.

2.6.2.4. The Differences between Listening and Reading

No matter how similar they seem, listening and reading instruction is different in several points. Field (1998) gives a brief summary of a list of differences between reading and listening (As cited in Hagen, 2011, p. 2):

- ✚ While reading has some blank spaces between words, words are connected in spoken English. Moreover, speakers drop sounds, blend them or replace them with other sounds most of the time.
- ✚ Reading has a standardized spelling system but there is a lot of variability in spoken language.
- ✚ The listeners do not have the luxury of stopping at any time and go back to check for understanding whereas the readers have.
- ✚ The spoken language is not as carefully ordered as written language because there are hesitations, mispronunciations, rephrasing, and tangents which put more demands on the listeners in the spoken language.

Together with their similarities and differences, reading and listening hold an important place in foreign language teaching. The general purpose of these skills is to provide students with meaningful and authentic activities which are staged in three phases and which help students to comprehend what they read or what they listen. Besides, these activities lead students to better use and better understanding of the use of these skills in

their daily life, and by this way encourage them to get the necessary input for the productive skills (speaking and writing).

2.6.3. Speaking

Speaking, among all the four skills, is the first skill that comes to our minds when we talk about the nature of communication. It is because of the fact that people in their daily life listen and speak more often than they read and write (Önal, 2010, p. 7). Lawtie (2004) also states the similar view and compares speaking with writing as follows: “Speaking is fundamental to human communication. Just think of all the different conversations you have in one day and compare it with how much written communication you do in one day. Which do you use more?” (Lawtie, 2004 as cited in Türk, 2009, p. 1). According to Lawtie (2004), people speak more than write in their everyday life. Even sometimes there may also be several days that we spend without writing anything. Speaking is also thought as the basic means of human communication; that’s why, the ability to speak a language is thought to be synonymous with knowing that language (Lazaraton in Murcia, 2001, p. 103). As can be understood clearly, developing speaking skills in foreign language teaching is necessary like all the other skills, even more than them. Then, the definition of speaking is also important for understanding its necessity.

Speaking, as for Yörük (1990, p. 1), is “the way which a person tells his/her feelings and thoughts to another person or to a community” (As cited in Tıraş, 2011, p. 3). In another definition, speaking is defined as a method or verbal means of communicating or conveying messages to other people (Owens, 1988, p. 3). As for Florez (1999), “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended and evolving” (Florez, 1999, p. 1). Although there are various definitions of speaking skill, the main point researchers emphasize is that speaking is a meaning construction process for communicating with other people.

Speaking, as the main way of conveying what you feel and what you think to other people, is important for human beings. Even when people do not have any opportunity to write or read something in their daily life, they always find something to say either in their mother language or in a foreign language. That’s why; speaking is a really important skill that needs to be developed and paid attention.

Yaman (2001) provides a list for the importance of speaking in our daily life as follows (As cited in Tıraş, 2011, p. 3):

- ✚ Speaking is the nature of being a human being and it is a biological need of humans.
- ✚ Speaking is needed for learning and speaking is needed to teach, too.
- ✚ We need speaking in order to be able to live in society.
- ✚ Speaking is the shortest way of interacting with the people around us, strengthening the ties or sometimes ending them.
- ✚ Humans tell their feelings and thoughts by speaking since they are the entities who think.

Speaking is a necessity in our life in several ways but it is not as easy as it is thought; it is a complex skill in Harmer's (1969, p. 81) words. As Harmer (1969) states, "Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates" (As cited in Tıraş, 2011, p. 9). Then, where does its complex nature come from? Burns & Joyce (1999) explains its complex nature as follows: "It is a complex process because learning to speak a language involves developing a number of complex skills different types of knowledge about how and when to communicate" (Burns & Joyce, 1999, p. 2). Hughes also states it similarly and gives the reason for the complex nature of speaking: "It overlaps with a considerable number of other areas and activities" (Hughes, 2002, p. 6). As speaking skill requires a mixture of several areas and activities, it is no surprise for its complex nature. These areas and activities that is involved in speaking skill is listed by Kaplan (2002): "Speaking involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and the process involved, and how these can be developed" (Kaplan, 2002, p. 27). As for Bygate (1991), "The ability to speak the language derives from the systematic study of grammar, phonology and lexicon" (Bygate, 1991, p. 56). As can be understood, students need a number of different abilities in order to speak in the foreign language. Another striking statement about the complex nature of speaking and its ties with other language areas comes from Shumin (2002) as follows:

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact (Shumin, 2002, p. 204).

Because of this complex nature, students find speaking difficult. For Nunan (2002), the reason of this, in a narrow sense, is that speaking needs oral communication that consists of not only one discrete skill-speaking; it also necessitates the use of listening together with speaking (As cited in Zeytin, 2006, p. 1). Not only students find it difficult to develop their speaking skill, but also teaching speaking becomes a challenging and a hard task for foreign language teachers.

Hughes (2010) explains the difficulty in conducting speaking activities as follows:

When the spoken language is the focus of classroom activity there are often other aims. For instance, a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge, or to develop productive skills, or to raise awareness of some socio-linguistic or pragmatic point for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood (Hughes, 2010, p. 6).

Thus, a speaking activity carried out in the foreign language classrooms is not done just with an aim of speaking in the foreign language; it is also done so as to develop other communication skills in students.

2.6.3.1. Theories of Speaking throughout the History and Today

Throughout time the importance and the priority given to speaking has changed as new approaches and new methods have come into existence. With the introduction of Situational Language Teaching (SLT), which goes back to 1920s and 1930s and which was widely accepted until 1960s, speech was put at the heart of language and for this speech to occur, structure was put at the heart of the speech, in other words speaking (Tıraş, 2011, p. 15). With the introduction of Audiolingual Method in United States in the 1950s, in fact, speaking was thought to gain importance; however, it wasn't as expected because ALM in nature put emphasis on correct pronunciation and accurate use of structures rather than natural, spontaneous and fluent use of language as it was in daily life.

Until the late 1960s, language was considered “a system of rule-governed structures that were hierarchically arranged” (Nunan, 1999, p. 246). This also shaped the way foreign language was taught and learnt. Students were expected to memorize prescribed rules and structures in order to achieve foreign language proficiency; moreover, correct use of the language was extremely important and it was strongly emphasized in language classes. That's why; speaking and fluent use of language for communication was not the goal of foreign language instruction. Richards (2008) summarizes the process as follows:

Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition-based methodologies of the 1970s (Richards, 2008, p. 2).

It wasn't until 1980, when the Communicative Language Teaching emerged; speaking was considered a real priority in foreign language teaching. With the emergence of Communicative Language Teaching, speaking has gained what it deserves in terms of its significance for communication in daily life.

As Richards (2008) states about Communicative Language Teaching:

Communicative Language Teaching led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. (Richards, 2008, p. 2).

As can easily be seen from Richards' statements, Communicative Language Teaching not only focuses on speaking as a discrete skill; as Hedge (2000) states: "Learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual appropriacy are equally important goals" (Hedge, 2000, p. 120).

With the advances in foreign language teaching so far, speaking skill has gained relatively high importance and has begun to be considered a priority for learning the language and using it communicatively. As Richards & Rodgers (1990, p. 1) states: "Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study" (As cited in Ömür, 2010). This move towards oral proficiency in the recent years has increased the importance of developing speaking skills in foreign language classes.

2.6.3.2. Accuracy vs. Fluency

The issue of whether accuracy or fluency is more significant in foreign language teaching began to be complicated in the 1980s, when the effect of Communicative Language Teaching was felt in the field. With the influence of CLT, fluency became the goal of foreign language teaching because some teachers left their accuracy based considerations with an aim to teach language naturally so as to simulate the children's first language acquisition; that's why, they began to focus on meaningful language rather than linguistic content (Brown, 2007, p. 323). In order to make a distinction between fluency and accuracy, their definition or what they are need to be made clear.

Fluency is described as "the ability of the speaker to produce indefinitely many sentences conforming to the phonological, syntactical and semantic exigencies of a given natural language on the basis of finite exposure to a finite corpus of that language" (Leeson, 1975,

p. 136). Lennon (1990) differentiates between two types of fluency; the first of which is the broad sense and the second of which narrow sense: In the broad sense, fluency is viewed as an umbrella term for oral proficiency and as the highest point on a scale that measures spoken command of a foreign language; in the narrow sense fluency is viewed as isolatable component of oral proficiency describing learners who are fluent but grammatically inaccurate or fluent but lack a wide and varied vocabulary (As cited in Tıraş, 2011, p. 32-33). As can be understood from these definitions, students might be fluent in foreign language even though they are not very good at its grammar, vocabulary, etc. For Hedge (1993, p. 175-176), fluency has two meanings, too. The first is “the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation”, which is the general understanding of fluency in foreign language teaching; the second is “natural language use”, which comes up as a result of meaning focused speaking activities in which there is adequate error correction and some strategies are used to make meaning clear (As cited in Celce-Murcia, 2001, p. 104). Making the meaning or comprehensibility clear without unnecessary hesitation is the goal of fluency based speaking courses.

Accuracy is defined as the use of correct structures in which utterances do not include errors having effects on the phonological, syntactic, and semantic or discourse features of a language (Bryne, 1988 as cited in Lan, 1994, p. 3). Accuracy based speaking courses can be considered as error free courses.

In the 1970s and 1980s, with fluency’s becoming more significant than accuracy, natural teaching of language began to be important and students are expected to use the language fluently instead of learning grammar rules even without paying attention to accuracy; however, the language the students use were not comprehensible even though it was fluent (Brown, 2007, p. 323). As a result, both accuracy and fluency have begun to be viewed as very crucial and significant in foreign language teaching since then and today.

2.6.3.3. Error Correction

Making errors is inevitable and maybe a necessity in foreign language learning. By making errors, students learn in fact. They begin to develop a sense of foreign language because they reduce the misuses of language by making errors and learning from correcting these errors. That’s why; which errors need to be corrected and how they should be corrected is

quite important. However, too much error correction does not mean that students make few errors than before; instead an over-emphasis on error correction produce students who become deterred from using and experimenting with new language (Cambridge English Language Teaching, 2008 as cited in Türk, 2009, p. 28-29). Celce-Murcia (2001) describes what kind of errors to correct or to treat and how they should be corrected in foreign language teaching as follows:

In the meaning-centered activities, explicit error correction will probably be out of place because it disrupts communication. Teachers may note errors that occur at these times for some later instruction to the class as a whole or to the individual students. During accuracy-based activities, the basic decision is to be made is whether to treat any actual error or to ignore it, which will depend on several factors, including the error being made and the context in which it occurs (Celce-Murcia, 2001, p. 110).

In short, it is the teacher who will decide what errors to treat and how to treat them in a way not to reduce students' desire in foreign language learning. In the use of these error correction techniques, a balanced approach between accuracy and fluency is suggested in order not to distract learners' attempts to communicate, especially during fluency activities (Hedge, 2000, p. 291).

2.6.4. Writing

Writing, with English's becoming a lingua franca or global language, is a must in foreign language teaching. Writing enjoys a special status because people communicate a variety of messages to a close or distant, known or unknown readers via writing especially in today's technological world in which the interaction takes the form of internet based communication (Olshtain in Celce-Murcia, 2001, p. 207). Throughout the history, researchers have described writing in differing ways. Zamel (1982) describes writing as "a process through which meaning is created" (Zamel, 1982, p. 195). Harris& Hodges (1995) define the process of writing as follows: It is "the many aspects of the complex act of producing a written communication; specifically, planning or pre-writing, drafting, revising, editing and publishing" (Harris& Hodges, 1995, p. 285). Another definition of writing by Grinnell (2003) is that "Writing is a learned process of shaping experiences into text, allowing the writer to discover, develop, clarify, and communicate thoughts and feelings" (Grinnell, 2003, p. 14). A more recent definition comes from Thornton (2010), who defines writing as "a part of the literacy instruction in which ideas and thoughts are presented in a written form" (Thornton, 2010, p. 12). The common point that is made in all of the definitions of writing is that we write our thoughts, ideas and feelings via using

some learned and planned strategies. Another point that is emphasized in definitions is the complex nature of writing skill. According to Bell & Burnaby (1984), writing is an extremely complex cognitive activity because writers are expected to control a variety of things simultaneously, including content, format, sentence structure, vocabulary, punctuation, spelling and letter formation at the sentence level and cohesion and coherence factors beyond the sentence level (As cited in Abraszad Tehrani, 2010, p. 7). Controlling such a lot of things while writing is not an easy job and it is very complicated. Because of its complex nature, Chastain (1988) states that it is possible to write only if students are able to have sufficient control of the writing system and grammar to be understood (Chastain, 1988, p. 244). Brown (2004) supports the complex nature of writing and talks about:

... the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose. (Brown, 2004, p. 218)

Complex though writing is, it is possible to develop writing skills. As Caswell & Mahler (2004) states: “Writing is a developmental process that each student can successfully experience at different levels when it is approached systematically” (Caswell & Mahler, 2004, p. 4). Even despite systematic teaching of writing skill, it is sometimes impossible for every student to develop their ability in writing.

2.6.4.1. Theories of Writing throughout the History and Today

Writing skill is considered the last skill taken into consideration in terms of the significance it receives in the foreign language teaching field for a variety of reasons, one of which is the order of the skills the children pass through during their first language acquisition: first listening, then speaking, and then reading and as of the last writing. As the psycholinguist Lenneberg (1967) notes:

Human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us. Just as there are nonswimmers, poor swimmers and excellent swimmers, so it is for writers (As cited in Brown, 2007, p. 390).

That’s why; it is possible to say that not everyone can be a good writer especially unless s/he gets sufficient education and practice in writing. As writing skill can be developed and learners can become good writers if they get the appropriate training in writing, the

question how this training or writing instruction should be has always attracted the attention of a variety of researchers, as a result of which has come a variety of ways of teaching writing into existence. Nonetheless, two of these ways of teaching writing (product-process) has been influential in foreign language teaching although a variety of approaches and methods have been put forward. As Sünnetci (2008) summarizes:

Earliest approaches to writing were based on the notion of controlled or guided writing due to the dominance of audio-lingual approach which emphasized the primacy of spoken language. The prevalent approach, based on behavioral theory of learning between 1940s and 1960s, was the controlled approach focusing on sentence-level structure. Nevertheless, rhetorical functions which take textual manipulation beyond sentence level to discourse level came to the fore in mid 1960s. This development led teachers to focus on teaching such types of text or products as descriptions, narratives, definitions, exemplification, classification, comparison and contrast, cause and effect, and generalizations (Sünnetci, 2008, p. 5).

It was not until 1970s that writing skill was considered as a process in which students can process any information for writing well. As Sünnetci (2008) states:

In 1970s, the process approach emerged from the studies of cognitive psychology claiming writing to be a recursive process rather than a linear one and to have discovered the processing skills of good writers (Sünnetci, 2008, p. 5).

With the effect of cognitive psychology, teachers began to move from product-oriented writing approach to process-oriented writing approach.

2.6.4.1.1. Product-Oriented Writing

Until 1970s, the product-oriented approach to writing, which is also called ‘traditional approach’, was the dominant approach in writing instruction. Prior to this date, during when the student-centered learning began to appear and be applied in language teaching with the effect of Communicative Language Teaching, just the end product of writing was taken into consideration by the language instructors. In product-oriented writing, “the focus of the class was on the model and on the students' finished text, or product which would be graded by teachers with a focus on correcting linguistic errors rather than responding on students' ideas” (Shih, 1999, p. 22). Teachers could not find enough time to comment on students' ideas in their works since they focuses mostly on linguistic side of their works. In this approach, “Students are presented with rules of traditional writing about what constitutes good writing, and are expected to produce texts that observe those rules” (Caudrey, 1997, p. 5). “There is no teaching about how the content of an essay is to be created and developed” (Roebuck, 2001, p. 209). Instead of the development process of writing, the things produced by students are cared about.

Product-oriented writing, as Nunan (1995) states, is “imitating, copying and transforming models of correct language” (Nunan, 1995, p. 87). In this approach, students are expected to work on model texts and duplicate these model texts by using the linguistic structures they have just learnt. A typical instruction in this approach is as follows:

The regular process of a typical product-oriented classroom includes describing various features of an essay outlined by the teacher, assigning a writing topic, and teachers’ marking students’ papers in terms of spelling, grammar and punctuation after students’ writing their papers out of class time (Sünnetci, 2008, p. 6).

As can easily be understood, the main concern of the teachers and by this way students is the end product and it is only the end product that is evaluated. That’s why; the supporters of this approach focus on “the knowledge about the structure of a language” and see “writing development as mainly the result of the imitation of the input in the form of texts provided by the teacher” (Badger& White, 2000, p. 154).

As the product-oriented approach emphasizes form over other considerations of writing skill, it has also been criticized. That’s why; an alternative approach which is named as process-oriented writing and which focuses on the question of ‘why’ and ‘how’ rather than ‘what’ has been developed and supported by some researchers.

2.6.4.1.2. Process-Oriented Writing

With the advent of Communicative Language Teaching in the 1970s and 1980s, there became a shift of focus from product-oriented writing instruction to process-oriented writing instruction. This has led to a great shift from correct form and accuracy to individual levels of fluency and expression (Sünnetci, 2008, p. 7). The traditional approach which sees writing as happening in a linear fashion has faded away, leaving its place to process approach which emphasizes the recursive and cyclical fashion in writing, where “writers are constantly planning (pre-writing) and revising (re-writing) as they compose (write)” (Flower& Hayes, 1981, p. 367). Cooper (1986) also states as follows supporting the idea that writing is a process: “The writing process is a recursive cognitive activity involving certain universal stages as prewriting, writing and revising” (Cooper, 1986, p. 364). In other words, instead of focusing on the final product, the stages of writing in the process take greater attention.

There is also a shift from the questions such as “What have you written?” and “What grade is it worth?” to “How will you write it?” and “How can you improve it?” (Furieux, 2000,

p. 1 as cited in Çiftci, 2011, p. 2). Today, as Hyland (2003) states, “Few teachers now see writing as an exercise in formal accuracy, and most set pre-writing activities, require multiple drafts, give extensive feedback, encourage peer review, and delay surface correction” (Hyland, 2003, p. 17). Thus, writing in this view considers writing as reformulating ideas, thoughts and feelings by the students throughout the process to have a better final product. As a result of this view, the role of teachers and students has also shifted.

The process-oriented writing approach enables students to make the necessary decisions in their writing process ‘by means of discussion, tasks, drafting, feedback and informed choices, thereby encouraging students to be responsible for making improvements themselves’ (Jordan, 1997, p. 168 as cited in Sünnetci, 2008, p. 8). Therefore, the role of teachers as providing excellent models or examples of writing in the traditional approach has changed to that of the teachers as a facilitator who provides students with feedback while students are writing and who encourages them to ponder over their own writing from multiple perspectives. Silva (1990) summarizes the role of the teachers of process-oriented writing as follows:

The teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics) (Silva, 1990, p. 15).

In short, in this approach students do not write with a purpose to give their piece of writing to their teacher to find their errors, correct them and give a mark to them as a result; instead they write with a purpose to give it to their teacher in order to get feedback so that they could make the necessary revisions to their first drafts; that’s why, feedback gets considerable attention in the process-oriented writing.

To sum up, both of the approaches to writing has been used in writing instruction for so long with the aim of improving students’ writing skill, so it is the teacher who is supposed to decide which of the mentioned approaches s/he should use for better development of his/her students’ writing skill by keeping the course objectives, the students, and the context in mind. As it is clear, teachers have a very functional role in guiding their students to write well developed pieces by considering several points. Teachers help students consider the key points in writing good things. While guiding our students, we need to

know the fact that both the process and the product should be our goal in teaching writing. As the teachers of English, we should also keep Brown's (2007) statements in mind:

The product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing. Without the final product firmly in view, we could quite simply drown ourselves in the sea of revisions. Process is not the end; it is the means to the end (Brown, 2007, p. 393).

In short, both the process and the product are important in teaching writing. Without process, product would not be as good as desired; without product, process does not draw the attention it deserves.

2.6.4.2. Feedback

Feedback is the keystone of the process-oriented writing instruction. Feedback is defined by Kluger & DeNisi (1996) as "actions taken by (an) external agent(s) to provide information regarding some aspect(s) of one's task performance" (Kluger & DeNisi, 1996, p. 255). In other words, it is the input provided by the readers, teachers or the evaluators to the writer in order for him/ her to revise his/ her piece of writing.

Elbow (1981) considers feedback a vital element of process-oriented writing, stressing the importance of it as follows:

No matter how productively you managed to get words down on paper or how carefully you have revised, no matter how shrewdly you figured your audience and purpose and suited your words to them, there comes the time when you need feedback. Perhaps you need it for the sake of revising: you have a very important piece of writing and you need to find out which parts work and which parts don't; so you can rewrite it carefully before giving it to the real audience (Elbow, 1981, p. 237).

Feedback, as a must in writing, can also be provided in two ways: either written or oral. Written feedback is defined as "written from a reader to a writer with the effect of providing information to the writer for revision" whereas oral feedback is defined as "oral input from a reader to a writer with the effect of providing information to the writer for revision" (Keh, 1990, p. 294). As can be understood, feedback can be given in different ways, but Muncie (2000) states that "whatever form feedback takes, it can have the positive effect of producing improvements in learners' writing ability" (Muncie, 2000, p. 52).

2.6.4.3. The Differences between Writing and Speaking

Even though speaking and writing seem the variants of the same linguistic system, there are some considerable differences between them that needs to taken into consideration while teaching, learning and testing these skills (Önal, 2010, p. 19). First of all, the students use full, complex, and well-organized sentences in writing while they have a tendency to use incomplete, simple, and loosely organized sentences in speaking (Önal, 2010, p. 19). This is because we have enough time for thinking while writing something but we do not have this luxury while speaking. As of the second, the most important between speaking and writing, as for Harmer (1985), is as follows:

This difference concerns the need for accuracy. Native speakers constantly make mistakes when they are speaking. They hesitate and say the same thing in different ways and they often change the subject of what they are saying in the mid-sentence. A piece of writing, however, with mistakes and half-finished sentences, etc. would be judged by native speakers as illiterate since it is expected that writing should be correct. From the point of view of language teaching, therefore, there is often greater pressure for written accuracy than there is for accuracy in speaking (Harmer, 1985, p. 48).

Çakır (2008, p. 1414) states on the same issue as follows:

While speaking, the students struggle to make up sentences like those of a book. Almost few native speakers of English speak in perfect sentences. Bookish delivery is appropriate to books, exactly to written medium of language. The participants in the written communication do not see each other. The reader is not able to ask any question to the writer of the book when he does not understand a given point. The nature of written communication involves relatively longer and grammatically perfect sentences (As cited in Önal, 2010, p. 20).

As of the third, as the nature of speaking skill, as stated by Thornbury (2005), it takes place in real time where there is no time for detailed planning or revising what you want to say (As cited in Uztosun, 2013, p. 35) whereas writing language is permanent and can be processed over and over any time the reader wants.

As of the fourth, it can be said that spoken language has some advantages over written language in that it is possible to benefit from a variety of devices such as stress, intonation, volume, pitch and pausing, which are not available in written language, to comprehend the intended message of the speaker (Bailey, 2006, p. 125). It is not possible to find this kind of devices in writing; you are on your own waiting to be read by a group of readers whom you have not known yet.

As of the last, as a disadvantage when compared with speaking skill, writing process puts greater demands on the text because writing lacks immediate feedback from the readers; that's why, it is the writer who is supposed to anticipate the readers' reactions and write their piece of writing by taking the expectations of the readers into consideration, which is

not an as easy job as it is in spoken interaction, where speakers have the advantage of getting immediate feedback from the people they are speaking (Olshtain in Celce-Murcia, 2001, p. 207).

Together with their differences and similarities, writing and speaking skills are quite important in foreign language teaching as the productive skills and they need to be given the adequate significance.

2.6.5. Integrating the Four Skills

Daily use of English necessitates the interconnection of all the four skills (listening, reading, speaking, and writing) and the language components (vocabulary, grammar and pronunciation); in other words, a must for communicating with the others in everyday life requires us to use the four skills in integration and in a simultaneous way rather than using in isolation. As Cunningsworth (1984) says “In the actual language use, one skill is rarely used in isolation... Numerous communicative situations in real life involve integrating two or more skills” (Cunningsworth, 1984, p. 86)... For example, when you are speaking in daily life, you cannot claim that you are also not listening the other people who are listening and sharing their ideas with you. Hersan Z.M (1998, p. 22) points out in an attempt to illustrate one of these communicative situations as follows:

Nowadays, communication is the major aim for learning a foreign language. In daily life, these skills are seen in integration, for example, after reading a letter, usually an answer to this letter is written. So in the classroom the activities should be taught in integration in order to arrive at ease in communication. (As cited in Akar& Baturay, 2007, p. 17).

Moreover, that person may even talk about the letter s/he has written to another friend, to his/ her mum and dad, etc.

Similarly, Harmer (1983, p. 47) states that teaching the skills in isolation is ridiculous and illustrates the use of skills in daily life as follows:

Someone who listens to a lecture may take notes and then write a report of the lecture. The same person might also describe the lecture to his friends or colleagues and follow it up by reading an article that the lecturer suggested (As cited in Akar& Baturay, 2007, p. 20).

However, for over the past decades, just one of these four skills has always attracted greater attention than others at periods in foreign language teaching. Instead of teaching the skills in integration, often it was just one or two of the skills which were focuses on and paid more attention. At those times, segregated teaching of the four skills was holding an important place in foreign language teaching situations. Then, what the segregated-skill

instruction is needs to be clarified to have a better understanding on the integrated-skill instruction of today's foreign language teaching context.

In **segregated-skill instruction**, “the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning” (Mohan, 1986 as cited in Oxford, 2001, p. 2). This is just the opposite of what the daily use of language necessitates and contradictory to the natural way of language acquisition. According to Widdowson (1978, p. 144), even though “the separated teaching of language skills is probably more administratively convenient, as in ‘divide and rule’, language comprehension and production does not in fact take place in discrete units” (As cited in Hinkel, 2010, p. 118). Teaching language skills or the foreign language in this way-in isolation-was very popular until 1970s; however, as early as 1970s several researchers (Corder, 1971; 1978; Kaplan, 1970; Stern, 1992) recognized that foreign language or skills cannot be taught in isolation as effectively as it can in integration (Hinkel, 2010, p. 118). Besides, it was also noted that it is impossible to make clear-cut distinctions among the additional benefits of each language skill to the other language skills. As Oxford (1996) states, “Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills” (As cited in Oxford, 2001, p. 1). Peregoy& Boyle (1997) supports this view by stating that “The four language skills have complex relationships of mutual support. Practice in any one process contributes to the overall reservoir of second language knowledge” (Peregoy& Boyle, 1997, p. 102). In other words, it means that as one skill develops, it is an inevitable fact that the other skill will have some benefits from this skill in its own development process. Besides in reality, as Hinkel (2010) notes, “it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation” (Hinkel, 2010, p. 118). As it was understood that segregated-skill instruction fell short of explaining the natural way of language acquisition or language learning, a trend toward integrated-skill instruction has sprung in recent decades. There are some other reasons for integrating the four language skills. Several scholars in foreign language teaching field have understood the importance of integrating four language skills in foreign language instructions.

Brown (2007) lists several reasons for integrating the four skills as follows (Brown, 2007, p. 286):

- ✚ Production and reception are quite simply two sides of the same coin.
- ✚ Written and spoken language often (but not always!) bears a relationship to each other; to ignore that relationship is to ignore the richness of the language.
- ✚ For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
- ✚ By attending primarily to what learners can do with language, and only secondarily to the forms of the language, we invite any or all of the four skills.
- ✚ Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

In other words, in the natural language learning process, it is impossible to separate the four skills from one another because the nature of communication involves the process of receiving and sending messages, and written and spoken language have a relationship in which they constitute a prerequisite for one another; that's why, we as teachers of foreign language should get benefit from this natural process instead of putting a dent in it. Hence, how the integration of skills as it is in daily life or in natural communication can be achieved is explained by Oxford (2001, p. 2) step by step as follows:

- ✚ Learn more about the various ways to integrate language skills in the classroom.
- ✚ Reflect on their current approach and evaluate the extent to which the skills are integrated.
- ✚ Choose instructional materials, textbooks, and technologies that promote the integration of four skills, as well as the associated skills of syntax, vocabulary, and so on.
- ✚ Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.

In order to learn more about the forms of integrated-skill instruction suggested by Oxford (2001), two models of integrated-skill instruction will be briefly discussed in the following section.

2.6.5.1. Two Models Of Integrated-Skill Instruction

Two models of integrated-skill instruction are content-based instruction that stresses learning content via foreign language, and task-based instruction that stresses doing tasks that necessitates communicative language use, both of which benefit from a variety of materials, coursebooks and technologies in foreign language teaching (Oxford, 2001, p. 2). While content-based instruction uses content for learning a foreign language, task-based instruction uses tasks.

2.6.5.1.1. Content-Based Instruction (CBI)

In content-based instruction, “students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies” (Oxford, 2001, p. 2). According to Brinton, Snow and Wesche (1989), CBI is defined as “the integration of particular content with language teaching aims. More specifically it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material” (Brinton, Snow and Wesche, 1989, p. vii as cited in Brown, 2007, p. 55). In this approach, the foreign language works as the medium or means to convey the content of interest and relevance to the learner rather than the immediate object of the study (Vernier, et al., 2008, p. 269). The main objective is learning the content of interest, but foreign language serves as a medium for this.

Content-based instruction, which benefits from the Communicative Language Teaching principles, is based on two central principles as follows (Richards & Rodgers, 2001, p. 207):

- 🌈 People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- 🌈 CBI better reflects learners’ needs for learning a second language.

Since the main focus of CBI is on teaching a content area, the four language skills and language components are dealt with because students need to use all of these in integration to have better results in the content area. Richards & Rodgers (2001) supports the contribution of content-based instruction to teaching skills in integrations as follows (Richards & Rodgers, 2001, p. 208):

In the content-based class, students are involved in activities that link the language skills, because this is how the skills are generally involved in the real world. Hence students might read and take notes, listen and write a summary, or respond orally to what they have read or written. And rather than viewing grammar as a separate dimension of language, in CBI grammar is seen as a component of other skills. Topic or theme-based courses provide a good basis for an integrated skills approach because the topics provide coherence across skill areas and focus on the use of language in connected discourse rather than isolated fragments.

As can be understood, students actually do what they are doing in daily life in the foreign language classroom either by reading or writing and either by listening and speaking. They integrated all the skills as in their daily life. As it is seen, the main aim of content-based classes is to integrate the content and the language skills. While doing this, it uses some

different models. Scarcella& Oxford (1992) puts forward three general models of content-based instruction. These are theme-based, adjunct and sheltered (Oxford, 2001, p. 2):

The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). This is the most useful and widespread form of content-based instruction today and it is found in many innovative ESL and EFL textbooks. In **the adjunct model**, language and content courses are taught separately but are carefully coordinated. In **the sheltered model**, the subject matter is taught in simplified English tailored to students' English proficiency level.

In all of the content-based instruction models, integrating the four language skills is the expected outcome and purpose. However, in today's foreign language teaching programme, coursebooks and classes, the theme-based model is seen the most useful one; that's why; it is the most widespread model of content-based instruction. This is easily understood if looked at the coursebook designs. The coursebooks prepared by today's writers are designed in several interesting topics or themes. Students study on these topics or themes by using the foreign language as a medium to convey their ideas.

2.6.5.1.2. Task-Based Instruction (TBI)

Task-based instruction, which is considered one of the most prominent perspectives within the Communicative Language Teaching framework, “puts the use of tasks at the core of foreign language teaching” (Brown, 2007, p. 50). This approach focuses on the notion of ‘task’ as a central unit of planning and teaching (Richard& Rodgers, 2001, p. 224). The foreign language courses are designed around tasks in this approach. That's why; what ‘task’ is gains importance in this approach although it has a variety of definitions by different scholars. Skehan (1996b, p. 20) defines the term ‘task’ as follows (As cited in Richards& Rodgers, 2001, p. 224):

Tasks... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So, task-based instruction takes a fairly strong view of communicative language teaching.

Nunan (1989, p. 10) offers the following definition (As cited in Richards& Rodgers, 2001, p. 224):

The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

As for Brown (2000), as task is “any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those students who undertake the task” (Brown, 2000, p. 83).

As can easily be understood from the definitions of the task, this approach bears the features of Communicative Language Teaching. During the times when the CLT appeared, there were limited opportunities for foreign language learners to have meaningful communication through activities, so it can be said that there was a need or a call for communicative and integrated activities. Task-based instruction is the outcome of and a reply to this need and call. “The need for integrated activities led to the evolution of the task-based instruction that gained currency in the early to mid-1980s” (Hinkel, 2010, p. 119).

Task-based instruction, which is probably the most widely adopted model of integrated language teaching today and is thought to be very close to classroom simulation of real life (Hinkel, 2010, p. 119), is a well-integrated approach to teaching foreign language that expects teachers to organize the classroom environment around some practical tasks students use and engage in ‘out there’ in the real world (Brown, 2007, p. 288). In this approach, the priority is the functional purposes of these practical tasks that language learners will use in their daily life; not the forms of language (Brown, 2007, p. 288). Students are encouraged to focus on communicative use of the language rather than form or grammar. Feez (1998, p. 17) summarizes the key assumptions of this approach as follows (As cited in Richards& Rodgers, 2001, p. 224):

- ✚ Process is focused on instead of product.
- ✚ Purposeful activities and tasks are the main elements and they put emphasis on meaning and communication.
- ✚ Students learn the foreign language by engaging in communicative and purposeful activities and tasks.
- ✚ Activities and tasks can be two kinds: the tasks that students may need in their real life and the tasks that have some pedagogical purposes in the foreign language classrooms.
- ✚ The activities and tasks are designed in terms of their difficulty.
- ✚ The difficulty of tasks is dependent on a number of variables. These are learners’ previous experience, the complexity of the tasks, the language necessary for the tasks and the degree of support available.

To sum up, content-based instruction and task-based instruction are the two of the advocates of integrated skills approaches. The common contributions of these approaches are as follows (Vernier et. all, 2008, p. 272):

Learners are exposed to authentic language, are challenged to interact naturally in the language, and gain a picture of the complexity of the English language for communication. As the language becomes a means whereby students interact with people, they develop their communicative competence. For teachers, these approaches allow them to track their students' progress in multiple skills at the same time. As opposed to just dissecting language forms, teachers who endorse CBI or TBI can promote the learning of real content, which highly motivates students of various ages and backgrounds.

To conclude the debate about the use of segregated or integrated approaches in teaching the four skills, Oxford's (2001) image of tapestry is a very good example that provides foreign language teachers some insight about this common debate: If the tapestry is woven well with the contributions of varying factors in language teaching including the use of four language skills and language components, then it becomes easier for us to have better process, better products and better use of foreign language in real life (Oxford, 2001, p. 2). Consequently, it is the language teacher who will achieve this.

2.6.5.2. Research on Integrating Four Skills and Coursebook Evaluation

Teaching the language skills and language components is a broad area for the researchers and there are several varying studies in foreign language teaching. Besides, there are also several coursebooks that claim to integrate the four language skills and language components in themselves, which leads us to carry on evaluation studies of these coursebooks. However, in Turkey this is not the case as expected; there are limited studies on coursebook evaluation and on integrating the four skills, some of which will be told in detail in this part.

Coşkuner (2002) conducted a macro evaluation study for the overall effectiveness of 'English for Business Studies' with the participants at Başkent University on the basis of nine criteria which are aims and needs of the English learners, layout and physical appearance, language and readability, design and organization, content and coverage, encouraging learner interaction in the classroom, presentation and practice of vocabulary, developing learner autonomy, and developing four language skills and communicative abilities. The study was conducted with a group of 189 students who studied the coursebook and 10 instructors who taught the coursebook during 2001-2002 academic year. The researcher used questionnaires and the interviews in the study. The findings as a

result of this research revealed that the coursebook was effective in terms of layout and physical appearance, language and readability, design and organization, content and coverage, and presentation and practice of vocabulary whereas it is not effective in terms of developing learner autonomy and developing listening skills among four language skills. On the basis of the results, it was suggested that the weaker areas could be strengthened via adaptation and substitution processes.

Öztürk & Yurttagüller (2003) prepared a report for the Ministry of National Education (MONE) and they concluded that the Turkish coursebooks were not appropriate in terms of several features including content, language use, layout and physical appearance, authentic, interesting and up-to-date topics, and in terms of methodology. As a result of the findings of the report, in order to solve the problems of the coursebooks, it was suggested that they need to be evaluated periodically.

Özdemir (2007) carried out a study which aims to find out how the fourth grade students in public schools and the fourth grade English teachers evaluated the English coursebook 'Time for English 4' in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. In an effort to fulfill this aim, the researcher used a student questionnaire, a teacher questionnaire and a teacher interview, all of which were designed by the researcher. The participants in this study were 102 fourth-grade students and 15 students from 13 public primary schools. As a result of this study, it was found out that both the teachers and the students were content with the coursebook. However, students found two problems about the instructions and the songs in the coursebooks, and the teachers found four problems namely the teacher's book, the number of vocabulary items, the number of units, and the presentation of the language items.

In another study carried out by Nemati (2009), it was aimed to evaluate English pre-university coursebook in India with respect to general criterion as well as vocabulary teaching. In order to fulfill this aim, the researcher used a questionnaire and interview. The researcher examined different coursebook evaluation checklists by reviewing the literature and he chose the best acceptable criterion while preparing the questionnaire. Besides he also kept the vocabulary criteria in mind. In this study, 26 university teachers from different schools in the country took part. The selected coursebook was evaluated by the teachers through the questionnaire and the interview and the suitability of the vocabulary and its presentation sequence (if the words were from mostly used to least used or not)

were discussed and studied. As a result, it was found out that the coursebook was thought to be appropriate by the teachers. Besides it was found out that the vocabulary teaching in it is systematic according to the selected criterion.

Ezici (Çakıt) (2006) carried out a macro level evaluation research on the coursebook 'New Bridge to Success' to assess the effectiveness of it on the basis of eleven criteria from the perspectives of both the teachers and the students. The data was collected through the use of a questionnaire applied to 336 students and interviews done with 8 teachers. According to the findings, both the teachers and the students felt negative about the most of the characteristics of the coursebook. Besides, both of the participant groups mentioned that the reading passages needed simplification in terms of vocabulary load and structures, level of the coursebook needed to be made appropriate for that particular age group and that the materials in the coursebook need to consider the style preferences of the visual, auditory and kinesthetic students. On the contrary, it was found out that the coursebook was up-to-date and helpful for the students to understand the lesson.

In another study carried out by Aytuğ (2007) on the same coursebook, teachers' attitudes towards the evaluation of the coursebook 'New Bridge to Success' for 9th grades and teachers' perceptions on the main characteristics of a model ELT high school coursebook were investigated. In order to fulfill this aim, the researcher distributed the questionnaire to 60 teachers and made interviews with the 12 teachers in 2006. Besides, the coursebook was used as the core material so as to analyze the data in terms of determining the correspondences and discrepancies between the annual reports of this coursebook and teachers' reports. The findings showed teachers' evaluations depicted agreement and disagreement considering the features of the coursebook and that the researcher's own observations of the coursebook also corresponded to the teachers' evaluations. It was also found out that there were also discrepancies between the participants' responses and the analysis of the coursebook done by the researcher.

In another study on the same coursebook New Bridge to Success for Grade 9 Elementary, Dilek (2009) investigated vocabulary teaching aspects of reading texts in this coursebook. In order to conduct this study, she distributed a questionnaire to both students and teachers. With the help of the questionnaires, it was aimed to find out how students and teachers evaluate the coursebook according to the reading skill, how they evaluate the reading texts according to vocabulary teaching aspect, the techniques which the teachers use to teach vocabulary while reading, the techniques the students use when they come across with an

unknown word and the techniques the students use in order to learn a new vocabulary. The results of the study revealed that both the teachers and the students are negative about most of the characteristics of the reading texts and vocabulary aspects of the coursebook.

In their study on integrating the four language skills, Baturay& Akar (2007) aimed to identify and show the differences between teaching reading in a discrete skill program, in which reading is taught separately and traditionally, and in an integrated skills program, in which reading is taught in an integrated manner. They assessed reading in a different point of view, which caused a new category of the skills to come into existence: grammatical integration, functional integration, and thematic integration. They investigated a few randomly selected coursebooks which are used at schools and colleges in Turkey to find out to what extent they were integrated. Throughout the study, they underpinned this new evaluation model of integrating skills. As a result of the study, the researchers proposed an ideal model for integrating the four language skills in the units in coursebooks.

Oflaz (2009) conducted a descriptive study to investigate teachers' belief on the 5th grade coursebook 'Time for English' so as to find out to what extent the coursebook presented the principles of constructivism. To reach this goal, the researcher applied a teachers' questionnaire to 140 English language teachers in different state primary schools in Gaziantep. As a result of the study, the data indicated that the coursebook did not enable the teachers and the learners to teach and to learn the foreign language with the principles of constructivism. Moreover, teachers expressed their dissatisfaction about the number of the vocabulary items, the presentation of geographical features, the language levels in the first units of the coursebook and the inadequacy of the teachers' book and the supporting materials.

Tavil& Demirbaş (2010) conducted a study in order to compare the efficacy of the two coursebooks 'Time for English' and 'My English' for the 5th grades in developing learners' communicative competence. In this study conducted at 4 primary schools in 4 different cities in Turkey in the first term of the academic year 2009-2010, a questionnaire was developed and administered so as to find out the students' communicative competence regarding the four skills. The findings of the study revealed that 'Time for English' is better than 'My English' in developing students' communicative competence.

In a similar study, Solak (2011) carried out a study to evaluate the coursebook 'Spot on English' for 6th, 7th, and 8th grades with the help of a coursebook evaluation checklist. This

checklist consisted of four parts, which are practical considerations, content, vocabulary, grammar and methodology. At the end of the study, it was found out that students' book was appropriate while teachers' book needed some adjustments and additions.

As of the last, in a recent study on coursebook evaluation conducted by Taylan (2013), the effectiveness of the coursebook 'Breeze 9' was tried to find out in terms of the categories including aims, grammar teaching, communicative activities and its presentation, and needs and interests. In order to collect the data, a questionnaire was administered to 135 students and 30 teachers. The finding revealed that there was not a consensus on the effectiveness of the coursebook in terms of the mentioned criteria: the students claimed that the coursebook is high effective while the teachers claimed just the opposite. That's why; the researcher suggested that the coursebook needed to be revised in terms of the mentioned criteria.

2.7. Yes You Can A1.2

"Yes You Can A1.2" and the all the other levels of this coursebook were designed, published in 2012 by MONE (Ministry of National Education) according to the principles of the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and have been being distributed to the public high school students since the beginning of 2012-2013 academic year.

Yes You Can including all its levels is an outcomes-based coursebook which means that this book enables students to acquire certain outcomes set by the curriculum; in other words, all the activities carried out throughout the course serves this purpose. "Students are expected to be able to use these outcomes rather than use the grammar rules without context" (Yes You Can Teacher's Book, 2012, p. 11).










The main purpose of this coursebook and its methodology is summarized in Yes You Can A1.2 Teacher's Book as follows (Yes You Can A1.2, 2012, p. 11):

Yes You Can develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks, vocabulary, language study, performance tasks, games, fun corners and quizzes. Since the methodology of Yes You Can is communicative, almost all the activities are designed to meet students' needs and they address students' feelings to promote active learning. Grammar teaching is acquired through skills and activities. The ultimate aim of the set of textbooks (from A1 to C1) is to bring up students as independent and proficient users of four skills.

This coursebook designs language skills in two main categories, receptive ones and productive ones. Receptive Skills (listening and reading) sections in the book are arranged in five parts: pre-activities, while activities, specific information activities, linguistic activities and post-activities. Developing speaking skills stands at the core attention of this book: “Yes You Can encourages students to use the language orally and to focus on fluency rather than accuracy” (Yes You Can A1.2 Teacher’s Book, 2012, p. 12). Writing skill also attracts great attention as a productive skill in this book. In addition to the skills, vocabulary teaching is considered to be one of the strengths of this book because it introduces new words in a meaningful context.

As a contribution of The European Language Portfolio (ELP) in CEFR, students are also expected and encouraged to keep language portfolios in which they are supposed to collect and put in projects, posters, CDs, stories, compositions, evaluation sheets, quizzes, pictures, realia, school play scripts and any other work of theirs.

In general what this coursebook contains is listed in Yes You Can A1.2 Teacher’s Book as follows (Yes You Can A1.2, 2012, p. 11):

-  Communicative methodology,
-  Student-centered activities,
-  Four skills (integrated) with authentic texts, dialogues, activities and guiding,
-  Contextual vocabulary and grammar teaching,
-  Games, poems, jokes and cartoons authentic photos, illustrations and comics,
-  Self-check sections at the end of each theme,
-  Peer correction charts where necessary,
-  Activities aim to promote general knowledge and cultural awareness.
-  Supportive components: Workbook, Teacher’s Book and audio recordings.

What is specifically included in the Student’s book is explained as follows (Yes You Can A1.2, 2012, p. 11):

Student’s Book has been written to attract students’ attention with interesting topics, daily language components, dialogues, photos and illustrations. There are six themes. Each theme consists of three contents. Each content includes both general and common outcomes, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So, the more students are exposed to those skills the more they learn how to use the language. ‘Keep in Mind!’ sections provide a summary to the language studied. The Student’s Book also aims to promote cultural understanding, human rights, active citizenship and respect to the environment.

In short, what is claimed in Yes You Can A1.2 by its free-lance writers is that this coursebook has been prepared with aim to develop four language skills in integration via attractive themes or topics, examples of daily use of language, dialogues, designs, photos, illustrations, etc. Instead of teaching grammar, this coursebook claims that it develops grammar by means of studying four language skills.

PART III

METHOD

3.1. Model of the Study

The study is both qualitative and quantitative in nature. A mixed and experimental study has been carried out in the research process according to a mixed design. Mixed method research design is defined by Creswell (2006) as follows: Mixed method is a method which “focuses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies” (Creswell, 2006, p. 5). Therefore, the reason why the mixed method has been chosen for this study is to mix the qualitative and quantitative data to have better and more reliable results. In this study a pre-test, a post-test, a student questionnaire, a teacher questionnaire, a student interview and a teacher interview have been used.

3.2. Participants

The participants of the study are 9th grade and 10th grade students who study “Yes You Can A1.2” in different types of schools including the Anatolian High Schools, High Schools and Multi-program High Schools, and English Language Teachers who teach “Yes You Can A1.2” in their schools. In the selection process, the schools that use “Yes You Can A1.2” for English instruction have been searched by the researcher, so the schools have been determined after some periods of inquiry. In selecting the participants of the study, the convenience sampling method was used because the target population was large and not accessible. That’s why; all the participants were from easily accessible schools and were selected on the voluntary basis. The participants of this study can be summarized as shown in the Table 3.1 in the following page:

Table 3.1: Participants of the Study

	STUDENTS			TEACHERS		
	Female	Male	TOTAL	Female	Male	TOTAL
Piloting of the test	105	126	231	-	-	-
Piloting of the Questionnaire	63	52	115	8	7	15
Test-Main Application	69	18	87	-	-	-
Questionnaire-Main Application	88	33	121	75	31	106
Focus Group Interview	14	11	25	5	4	9

A total number of 231 students at three different high schools, whose names are Şanlıurfa Gap Anatolian High School, Karaman TOKİ Anatolian High School and Kahramanmaraş Tanır Multi-level High School, participated in the piloting of the test during the academic year 2012-2013. The test was applied to 105 students from Şanlıurfa Gap Anatolian High School, 109 students from Karaman TOKİ Anatolian High School and 17 students from Kahramanmaraş Tanır Multi-level High School.

In the piloting of the student questionnaire, 115 students filled in the questionnaire. 90 of them were 10th grade students, having studied “Yes You Can A1.2” in their 9th grade, from Şuhut Teachers’ Training Anatolian High School (Şuhut Zafer Anatolian High School, with its new name as a result of the schools’ transformation process in Turkey) and 25 of them were 10th grade students, having studied “Yes You Can A1.2” in their 9th grade, from Şuhut High School.

In the piloting of the teacher questionnaire, 15 teachers who had taught “Yes You Can A1.2” from different public high schools in Turkey participated.

For the main study, the test was administered to a total number of 87 (69 female, 19 male) 9th grade students from Şuhut Teachers’ Training Anatolian High School.

For the main study, the questionnaire was applied to a total number of 121 students and 106 teachers. 87 of the students were from Şuhut Teachers’ Training Anatolian High School and 34 of the students were from Şuhut Girls’ Vocational High School. The teachers were from different public high schools in Turkey and they taught “Yes You Can A1.2” at least one semester. Considering the profiles of the teachers participating in the questionnaire, the range of the teaching experience of these participants differentiates between 1 to 25 years. The teachers filled in the questionnaire online.

The focus group interviews were conducted both with the students and the teachers. The students were randomly selected 25 (13 female, 12 male) 9th grade students from Şuhut Teachers' Training Anatolian High School among the participants of the main application of the student questionnaire and the test. The teachers participating in these interviews were from different high schools in Şuhut, Afyonkarahisar, again among the participants of the teacher questionnaire. The number of the teachers participating in the focus group interviews is low due to the fact that the number of the English teachers in Şuhut, who were easily accessible for this kind of interview, is limited.

3.3. Data Collection Procedure

In this study, the researcher designed and administered the following instruments to collect data: a pre-test and post-test, a student questionnaire, a teacher questionnaire, a student interview and a teacher interview.

3.3.1. Pre-test and Post-test

This achievement test (Appendix 1: Yes You Can A1.2 Pre-Test/ Post-Test) was prepared by the researcher in order to identify and test students' ability in four language skills. That's why; the test was prepared under five categories: listening, reading, writing, speaking and function. Each of the five categories was graded in a balanced way as follows:

Table 3.2: The Grades and Weighed Scores of Each Part in the Pre-test and Post-test

	LISTENING			READING				FUNCTION		WRITING		SPEAKING		
PARTS	1st	2nd	3rd	1st	2nd	3rd	4th	1st	2nd	1st	2nd	1st	2nd	3rd
GRADE (points)	5	6	9	2	7	6	5	5	15	12	8	8	4	8
Weighed Score	20			20				20		20		20		

As can easily be understood from the Table 3.2, all of the four skills and the function part were given equal value and graded in 20 points. The total grade in the exam is 100 points.

The test was also prepared by taking the ‘can-do-statements’-provided by CEFR-of the coursebook “Yes You Can A1.2” into consideration. In other words, it can be said that the test was prepared according to the principles and general outcomes (Appendix 3: General Outcomes of A1.2) of CEFR for “Yes You Can A1.2”. The reason why all the questions were prepared in this perspective is that the coursebook itself was prepared according the principles of CEFR.

Besides, there are different types of questions in the test including multiple-choice, true-false, open-ended, ticking, filling in the blanks, filling in the forms, writing a paragraph, etc. because the more various the type of the questions is, the more it is for the benefit of students who has different learning styles and intelligence types.

Reading, writing and speaking parts were evaluated by two graders and their average point were taken into consideration and for the assessment of this type of open-ended questions, speaking and writing parts, criterion for the open-ended questions, a speaking rubric adapted from a website and a writing checklist were prepared by the researcher in order for the evaluators to see what they evaluate in all these parts clearly. As a result of the main application, the correlations between the graders of the reading parts, writing parts and the speaking parts of the test were calculated and were found to be above 0,90; which is relatively high and it shows that the criterion, rubrics and checklists have worked well.

3.3.1.1. Piloting of the Test

To ensure the reliability and the validity of the test, it was developed in the light of opinions and advice of the experts from Department of English Language Teaching and it was piloted at the end of the second term of the 2012-2013 academic year with the relevant parties-with a total number of 231 (105 female, 126 male) 9th grade students in three public high schools. These are Şanlıurfa Gap Anatolian High School, Karaman TOKİ Anatolian High School and Kahramanmaraş Tanır Multi-level High School. During the piloting process, the necessary duration for completing the test effectively was determined as 60 minutes except for the speaking part.

The reliability and validity of the test were checked by a statistician. Cronbach’s Alpha scores for all of the parts were calculated for the reliability analysis. The alpha coefficient was found for each of the parts and the alpha coefficient scores for all the part were between 0,613 and 0,80, which shows that the test was reliable and acceptable for the

classroom use. And the correlations between the graders of the reading parts, writing parts and the speaking parts of the test were found to be above 0,90; which is again relatively high and it shows that the criterion, rubrics and checklists have worked well. Besides, according to the suggestions of the statistician, the version of the test that was used in the main application was formed with the help of the supervisor by making the necessary changes. These changes include some changes in some of the questions without leaving it out from the test and directly leaving out the questions. In this perspective, 2nd question in the listening part was redesigned as the results of the item analysis of the test showed that the item discrimination is low. In the reading part in which there are some open-ended questions about the timetable, one of the questions was left out of the test because its item discrimination score was lower than needed. In the function part in which there are multiple choice questions, three questions were redesigned and three questions were left out of the test. In the parts of the test where there are questions expecting students to write or speak something, nothing was changed because the correlation scores between the graders were found to be extremely high.

3.3.2. Questionnaires

Considering time restrictions, questionnaires can be regarded as one of the most useful instruments to obtain data in a short period of time, so in order to gather data about students' and teachers' perceptions on the efficacy of "Yes You Can A1.2" in terms of four skills, two questionnaires (Appendix 4: Students' Questionnaire and Appendix 6: Teachers' Questionnaire) were developed by the researcher. Before the preparation of the questionnaires, the literature was reviewed so as to identify the statements and questions about the coursebook evaluation on integrating the four skills. Statements and questions which were used in the questionnaires were designed by looking at the related literature. And then, a pilot study was conducted to assess and identify the clarity of the items in the questionnaires and to ensure the reliability and the validity of the questionnaires.

The questionnaires consisted of three-point Likert-scale items, rating questions and an open-ended item since these types of items are a useful and effective means of obtaining data about people's perceptions and opinions. The response continuum was "agree, neutral, disagree". The original version of the questionnaires was prepared in English, but the student questionnaire was translated into Turkish by two English teachers working at

public schools. Two other English teachers working at public schools translated back the Turkish version into English. The aim for such a back translation is to ensure that the items are understandable and clear for all of the participants who will participate in the study. After that, the student questionnaire was administered in Turkish because it was thought that the students would have some difficulty in understanding the statements and the questions and even would misunderstand and might provide the researcher with incorrect data.

The initial draft of the student questionnaire consisted of 78 questions in 17 parts. After the piloting, some of the parts of the student questionnaire and by this way of teacher questionnaire were removed in order to increase the reliability and validity. Moreover, it was also tiresome and time-consuming for students and the teachers to fill in such a long questionnaire, which would also affect the reliability score of the questionnaires in a negative way. The final draft of the student questionnaire which was used in the main study consisted of 39 statements or questions in 12 parts. The final draft of the teacher questionnaire which was used in the main study consisted of 51 statements or questions in 13 parts. With the exclusion of one part in the teacher questionnaire and the question that asks the years of experience of the teachers, the student questionnaire and the teacher questionnaire consisted of the same questions. The reason of this is to ensure the balance between the teachers and the students understanding of the items and to compare the results of them for identifying the similarities and the differences between students' and teachers' answers; that's why, the language used for each of the items in the questionnaire was not changed.

3.3.2.1. Piloting of the Questionnaires

First of all, opinions and advice of the experts from Department of English Language Teaching were taken to determine the items for the questionnaires. After the construction of the initial drafts of the questionnaires, the necessary changes were made according to the opinions and advice of the experts from Department of English Language Teaching and according to suggestions of the supervisor. After the assessment of the questionnaires by the supervisor, the pilot study was conducted with a total number of 115 (63 female, 52 male) 10th grade students in two public high schools, Afyonkarahisar Şuhut Teachers' Training Anatolian High School and Afyonkarahisar Şuhut High School during the 1st term

of the 2013-2014 academic year. The questionnaire was piloted with the 10th grade students because it was impossible to administer the questionnaire to the 9th grade students who would participate in the main study. The aim of the pilot study was to find out to what extent the items were clear and comprehensible according to the participants of the study. Timing, the clarity of instructions and the usability of the three-point-likert scale to obtain and analyze data was also examined by means of the pilot study. During the piloting, the researcher was with the students to see whether there were any drawbacks of the questionnaire.

After the data was collected, the data was analyzed via IBM Statistical Package for Social Sciences (SPSS) 21 to find out the reliability and the validity of the questionnaires.

Table 3.3: Reliability Analysis of the Student Questionnaire-Piloting

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,917	,917	70

In order to find out the internal consistency of the items in the questionnaires, Cronbach Alpha was calculated to be 0,917 for the overall sections in the student questionnaire. This meant that there was a high internal consistency between the items in the student questionnaire in the pilot study.

After the initial analysis of the student questionnaire, the researcher decided to remove the parts of the questionnaire that are related to four language skills and language components in general use, not directly related to the four skills integration in “Yes You Can A1.2”. In other words, just the statements and the questions related to “Yes You Can A1.2” were included in the main application of the questionnaire.

As can be seen in the Table 3.4 in the following page, in order to find out the internal consistency of the items in the questionnaires, Cronbach Alpha was calculated to be 0,948 for the overall sections in the teacher questionnaire. This meant that there was a high internal consistency between the items in the teacher questionnaire in the pilot study.

Table 3.4: Reliability Analysis of the Teacher Questionnaire-Piloting

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,948	,943	41

As can be seen from the Table 3.3 and 3.4, the reliability of both of the questionnaires is higher than 0,70. If the Cronbach's Alpha is higher than 0,70; this means that these questionnaires have high reliability.

In the factor analysis, Kaiser-Meyer-Olkin (KMO) value was found to be 0,657. This value shows that factor analysis can be done to this questionnaire. When item statistics was done mean was 1, 702 and variance was 0,548. So it could be said that items check a common subject, and there was a high internal consistency between the items.

As a result of the piloting, some of the items were revised and reworded. Based on the comments students had made at the end of the questionnaire and based on the reliability and factor analysis, the questionnaires were designed and became ready for the main application.

After the main study, the reliability analysis of the student questionnaire and teacher questionnaire was also calculated and shown in the Table 3.5 and Table 3.6:

Table 3.5: Reliability Analysis of the Student Questionnaire-Main Study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,948	,948	30

As can be seen in Table 3.5, Cronbach Alpha was calculated to be 0,948 for the overall sections in the student questionnaire, which meant that there was a high internal consistency between the items in the student questionnaire in the main study.

As can be seen in Table 3.6 in the following page, Cronbach Alpha was calculated to be 0,922 for the overall sections in the teacher questionnaire, which meant that there was a high internal consistency between the items in the teacher questionnaire in the main study.

Table 3.6: Reliability Analysis of the Teacher Questionnaire-Main Study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,922	,920	41

3.3.3. Focus Group Interviews

9 teachers (5 female, 4 male) working at different public high school in Şuhut, Afyonkarahisar and 25 students (14 female, 11 male) were interviewed to obtain qualitative data so as to support or supplement the quantitative data obtained via the questionnaires. The interview questions were prepared by the researcher considering the key points in the student and teacher questionnaires. The interview questions aimed to gather data about the points which were not emphasized much in the questionnaire and to elaborate on the key issues about the four skills integration in “Yes You Can A1.2”. It also aimed to elicit the opinions and ideas of the students and the teachers they wanted to share with the researcher. Besides, the focus group interviews were used for triangulating the study through gathering detailed information about the questionnaires.

The interview questions were piloted by one of the teachers having taught and one of the students having studied the coursebook “Yes You Can A1.2” during 2012-2013 academic year in order to have some ideas about and decide on the issues such as pacing, tape-recording, clarity and the comprehensibility of the questions.

3.3.4. Procedure

The data collection procedure took place during the academic years 2012-2013 and 2013-2014.

In the 2012-2013 academic year, the piloting of the achievement test was done with a total number of 231 (105 female, 126 male) 9th grade students in three public high schools, which are Şanlıurfa Gap Anatolian High School, Karaman TOKİ Anatolian High School and Kahramanmaraş Tanır Multi-level High School. As a result of the piloting process, the test was revised for the main study which would be carried out during the 2nd term of the academic year 2013-2014. The reason why the study was carried out in the 2nd term is that the selected coursebook and by this way the selected level was appropriate for use in the

2nd term. Generally, in the 1st term of the academic year, A1.1 level was preferred and in the 2nd term, A1.2 level was used as a continuation of the previous level.

In the 1st term of the academic year 2013-2014, the piloting of the student questionnaire was done. For this, the questionnaire was administered to a total number of 115 (63 female, 52 male) 10th grade students in two public high schools, Afyonkarahisar Şuhut Teachers' Training Anatolian High School and Afyonkarahisar Şuhut High School. After the data was collected, the questionnaire was analyzed by using IBM Statistical Package for Social Sciences (SPSS) 21. As a result of the analysis, necessary changes were made and the final form of the questionnaire which would be administered in the main study was formed. In the lights of the data gathered from the analysis of the student questionnaire, the teacher questionnaire was also adjusted prior to its pilot study.

At the beginning of the 2nd term of the 2013-2014 academic year, the pre-test was applied to a total number of 87 (69 female and 18 male) 9th grade students from Şuhut Teachers' Training Anatolian High School. At the end of the term, the post-test was applied to the same group. After the students finished the post-test, the student questionnaire was administered to the group. At the end of the session, the questionnaires were collected and checked by the researcher lest there should be invalid or blank items that risked the reliability of the study. It was found out that 71 of them filled in the questionnaire appropriately and eagerly. Meanwhile, a colleague from Şuhut Girls' Vocational High School applied to 50 students in her school, all of whom participated in the study voluntarily. The reason why the questionnaire was applied to an additional group of students was to increase the generalizability of the findings.

Immediately after the administration of the student questionnaire, a focus group interview with the randomly selected 25 (13 female, 12 male) 9th grade students from Şuhut Teachers' Training Anatolian High School among the participants of the main application of the student questionnaire and the test was conducted and recorded by means of an audio recorder program on a smart phone by the researcher.

On the same day, a focus group interview with a group of 9 teachers (5 female, 4 male) from different high schools in Şuhut, Afyonkarahisar, again among the participants of the teacher questionnaire was also conducted and recorded by means of an audio recorder program on a smart phone by the researcher.

At the end of the 2nd term of the 2013-2014 academic year, the teacher questionnaire was filled in online by 106 (75 female, 31 male) teachers from different public high schools in Turkey who taught “Yes You Can A1.2” at least one semester, by this way who were familiar with the coursebook. In order to reach the teachers, the online platforms and ELT groups on Facebook were used. The questionnaire was designed on Google Forms and was shared on the platforms of these ELT groups at some intervals to attract the attention of English teachers working at public high schools and having taught the coursebook “Yes You Can A1.2”. Approximately in 2 month time, the number of the teachers filling the questionnaire exceeded 100, which is thought to be enough for the generalizability of the findings.

3.4. Data Analysis

The data were analyzed both quantitatively and qualitatively. While the tests and the questionnaires were analyzed quantitatively using programmes such as Microsoft Excel and IBM Statistical Package for Social Sciences (SPSS) 21, the interviews were analyzed qualitatively.

For the analysis of the pre-test and the post-test, the points students get from the multiple-choice questions, true-false questions in the tests were calculated by the researchers and the fill-in the blank questions, open-ended questions, writing parts, speaking parts in the tests were assessed by two different teachers and their points were calculated by the researcher and the data was entered into the Microsoft Excel by the researcher to make the necessary calculations. After that, this data was analyzed by a statistician to find out the reliability and the validity of the test results for this study. After it was proved to be reliable via the analysis on SPSS, the points students get from each part in the tests were calculated and the mean scores of their points were calculated using the computer programme ‘Microsoft Excel’ by the researcher.

For the analysis of the questionnaires (quantitative data), IBM Statistical Package for Social Sciences (SPSS) 21 and Microsoft Excel were used and necessary calculations were carried out via SPSS and Microsoft Excel. The data in the questionnaire were analyzed using mean scores, frequencies, and percentages. For each part of the student questionnaire and the teacher questionnaire, the mean scores, standard deviations, frequencies and percentages of the of the answers ‘agree-neutral-disagree’ among the total group were

calculated by using IBM Statistical Package for Social Sciences (SPSS) 21 and they were tabulated and charted by using Microsoft Word and Microsoft Excel. In addition to these, IBM Statistical Package for Social Sciences (SPSS) 21 was also used to calculate the reliability scores of the both of the questionnaires. The items were coded to IBM Statistical Package for Social Sciences (SPSS) 21 as: 1 for 'agree', 2 for 'neutral' and 3 for 'disagree'. The questionnaire data were presented in tables and charts.

For the final form of the data analysis, a four-way analysis of the data was carried out by combining the results of the pre-test and post-test comparison, questionnaires, interviews and the researcher's in-depth analysis concerning the integration of the four skills in "Yes You Can A1.2". The aim of such a design for the study is to triangulate the study to find out whether the students' test results, the teachers' and students' answers to the questionnaire and to the interview questions are consistent with one another or not.

Qualitative data collected via interviews were transcribed, content-analyzed and grouped according to the common points related to the four skills statements and questions that existed in the questionnaires. After that, the student interview data and the teacher interview data were compared with one another.

PART IV

DATA ANALYSIS AND THE INTERPRETATION OF THE FINDINGS

This study was carried out so as to investigate whether there is any one of the four skills that is developed more than the other skills or not at the end of the teaching process of the coursebook “Yes You Can A1.2” published by MONE. In order to investigate this, the researcher has the following research questions, which need to be answered as a result of this study, in mind:

1. To what extent is the coursebook “Yes You Can A1.2” effective according to the presentation of the four skills?
2. Is there a significant difference between the development of the four skills of the learners before and after the process?
3. Is there a significant difference between the development of the four skills in “Yes You Can A1.2”?
4. What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that is developed more than the other skills or not at the end of the teaching process?

In the light of these research questions, the results obtained from the pre-test and post-test, student questionnaire, teacher questionnaire, focus group interview with students and focus group interview with teachers have been analyzed, entered into the computer and their frequencies, percentages, mean scores and standard deviations have been calculated by means of IBM Statistical Package for Social Sciences (SPSS) 21. And then, the results have been presented in tables and charts in this chapter in order to have a clear view of the findings.

4.1. Comparison of the Pre-Test and Post-Test

First of all, the mean scores of the pre-test and post-test results of the students will be presented in the Table 4.1 to see if the students have developed in any of the four skills:

Table 4.1: Mean scores of the pre-test and post-test results of the students

	LISTENING		READING		FUNCTION		WRITING		SPEAKING		TOTAL	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
MEAN	9,20	11,02	8,77	10,74	12,24	13,31	13,05	14,20	11,69	13,55	54,94	62,82
SD	3,92	4,01	4,41	3,68	3,19	2,77	2,68	2,65	3,36	3,90	13,19	12,78

In the Table 4.1, the mean scores and the standard deviations of the pre-test and post-test results of the students are shown. While the mean score for listening is 9,20 points in the pre-test, it has increased to 11,02 in the post-test. The mean score for reading is 8,77 in the pre-test and it is 10,74 in the post-test. The mean score for writing is 13,05 in the pre-test while it is 14,20 in the post-test. Whereas the mean score for speaking is 11,69 in the pre-test, it is 13,55 for the post-test. In the function part, the mean score for the pre-test is 12,24 and the mean score for the post-test is 13,31. When the pre-test and post-test results of the students are compared, it is clear that there is an observable increase in the scores of the students in average. When the total mean scores have been examined, it is seen that the mean score for the pre-test is 54,94 points and the mean score for the post-test is 62,82 points, which shows that there is 14,34 % increase in the students' test results after using the coursebook "Yes You Can A1.2" for one term. When all the areas (listening, reading, writing, speaking, and function) of the tests are examined one by one, again it can be said that students have developed in all the areas of the test after using the coursebook "Yes You Can A1.2" for one term, which can be a sign for the success of "Yes You Can A1.2" in developing the four skills and language components because students' test results in each of the areas of the test have increased after one term of instruction with this coursebook.

The standard deviation provided in the tables shows us how much students got farther from the mean score because the standard deviation can be defined as a set of values which show how much variation there is from the mean (average). If the mean and standard deviation of each of the parts are interpreted together, it can be said that in the listening

part of the pre-test, students failed to do even at least half of the questions in average while in the listening part of the post-test they answered more than half of the questions correctly. By looking at the standard deviation of the listening part in pre-test and the post test which are 3,92 and 4,01 respectively; it can be said that 95% of the students got between 1,36 points and 17,04 points out of 20 points whereas in the post-test they got between 3 points and 19,04 points out of 20 points, which also shows us the slight increase in the listening part of the tests.

In the reading part of the pre-test, students failed to do even at least half of the questions in average while in the reading part of the post-test they answered a little more than half of the questions correctly. By looking at the standard deviation of the reading part in pre-test and the post test which are 4,41 and 3,68 respectively; it can be said that 95% of the students got between 0 point and 18,10 points out of 20 points whereas in the post-test they got between 3,38 points and 18,10 points out of 20 points, which also shows us the increase in the reading part of the tests.

In the function part of the pre-test, students did more than half of the question correctly, which shows that students are already good at grammar and structure and in the function part of the post-test they increased their points in average. By looking at the standard deviation of the function part in pre-test and the post-test which are 3,19 and 2,77 respectively; it can be said that 95% of the students got between 5,86 points and 18,62 points out of 20 points whereas in the post-test they got between 7,77 points and 18,85 points out of 20 points, which also shows us some increase in the function part of the tests. However, what is striking in the function part is the fact that students are already extremely good at grammar and structure.

In the writing part of the pre-test, students performed very well because the mean of their writing points is already high; nevertheless, they increased their performance in writing in the post-test in average. By looking at the standard deviation of the writing part in pre-test and the post test which are 2,68 and 2,65 respectively; it can be said that 95% of the students got between 7,69 points and 18,41 points out of 20 points whereas in the post-test they got between 8,90 points and 19,50 points out of 20 points, which also shows us the increase in the writing part of the tests.

In the speaking part of the pre-test, students performed fairly well in average while in the post-test they increased their scores. By looking at the standard deviation of the speaking

part in pre-test and the post-test which are 3,36 and 3,90 respectively; it can be said that 95% of the students got between 4,97 points and 18,41 points out of 20 points whereas in the post-test they got between 5,75 points and 20 points out of 20 points, which also shows us the increase in the speaking part of the tests.

The increase in all of the parts of the test can also be seen in the following chart:

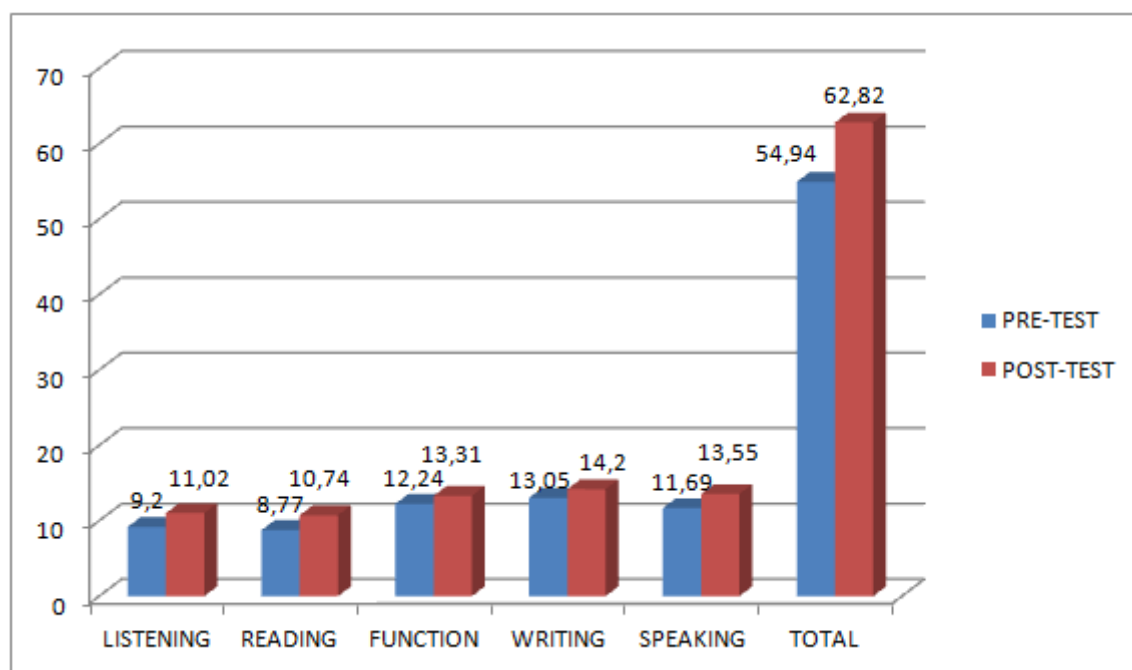


Chart 4.1: Variance of the mean scores of the pre-test and post-test results of the students

On the left bar in the Chart 4.1, the results of the pre-test are shown and on the right bar, the results of the post-test are shown. Thus, it is clear that students have developed in all of the areas of the test when the pre-test and post-test are compared with one another. To what extend students have increased their scores is shown in percentage in the Chart 4.2 for each of the parts in the test.

As can be seen in the Chart 4.2 in the following page, students have increased their points in reading part 22,46 %, in listening part 21,73 %, in speaking part 15,91 %, in writing part 8,81 % and in the function part 8,74 % respectively. The order of the increase is as shown in the chart. That's why; it is possible to say that students have more increase in the reading part. After reading, students have increased their listening scores, speaking scores and writing scores respectively. As of the fifth and the last, students increased their points in the function parts. This order of increase can show that this coursebook develops mostly

reading, then listening, speaking, writing and function respectively. The reason for this might be the fact that almost all of the parts and the units of the coursebook “Yes You Can A1.2” starts with the reading activities.

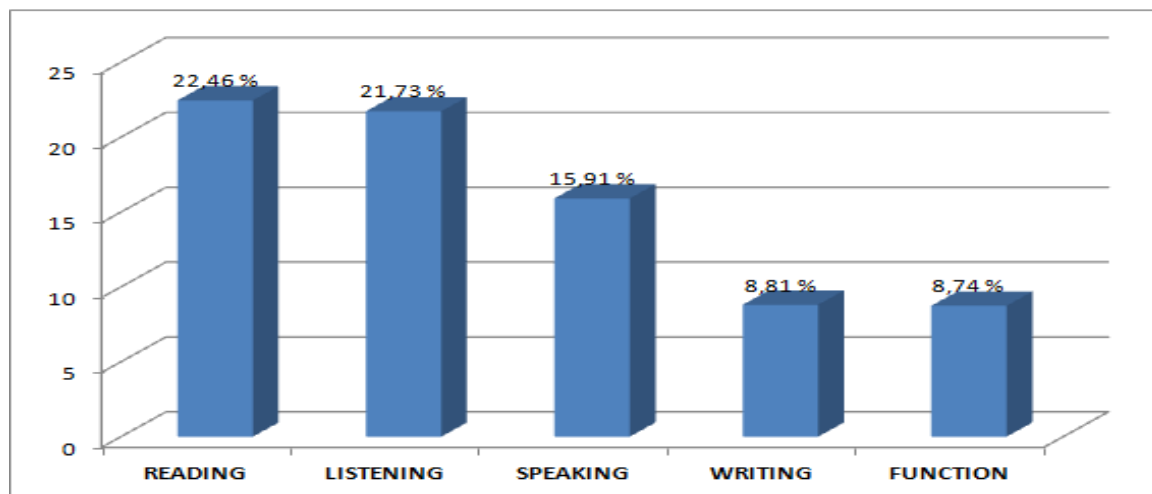


Chart 4.2: Percentage of increase in the parts of the test

To sum up, it can be said that the coursebook is good at developing all of the four skills and language areas when the pre-test and post-test results of the students are compared, however, the degree of the increase in terms of skills development changes. In order to see the reasons of this difference among four skills development, the results of the analysis of the student questionnaire and the teacher questionnaire will be provided in the following pages.

4.2. Analysis and Comparison of the Student Questionnaire and Teacher Questionnaire

First of all, the students and the teachers were asked to order the four skills (reading-writing-listening-speaking) from the most important to the least important in terms of students' needs while learning a foreign language. The order of skills for students according to their importance is shown in Chart 4.3.

As can be seen from the Chart 4.3 in the following page, the most important skill for students in terms of their language needs is speaking; the second most important skill is writing; the third most important skill is reading and the fourth important skill is listening. 52,07 % (63 out of 121) of the students put speaking in the first place as the most

important skill whereas 38,84 % (47 out of 121 students) of the students put listening skill as the least important skill among the four skills. Besides, there are a high percentage of students (32,23 % which means 39 out of 121 students) who consider reading skill an important skill in the second place in addition to considering it as the third important skill. This is also notable in the writing skill; 27,27 % of the students (33 out of 121) also consider writing as the third important skill.

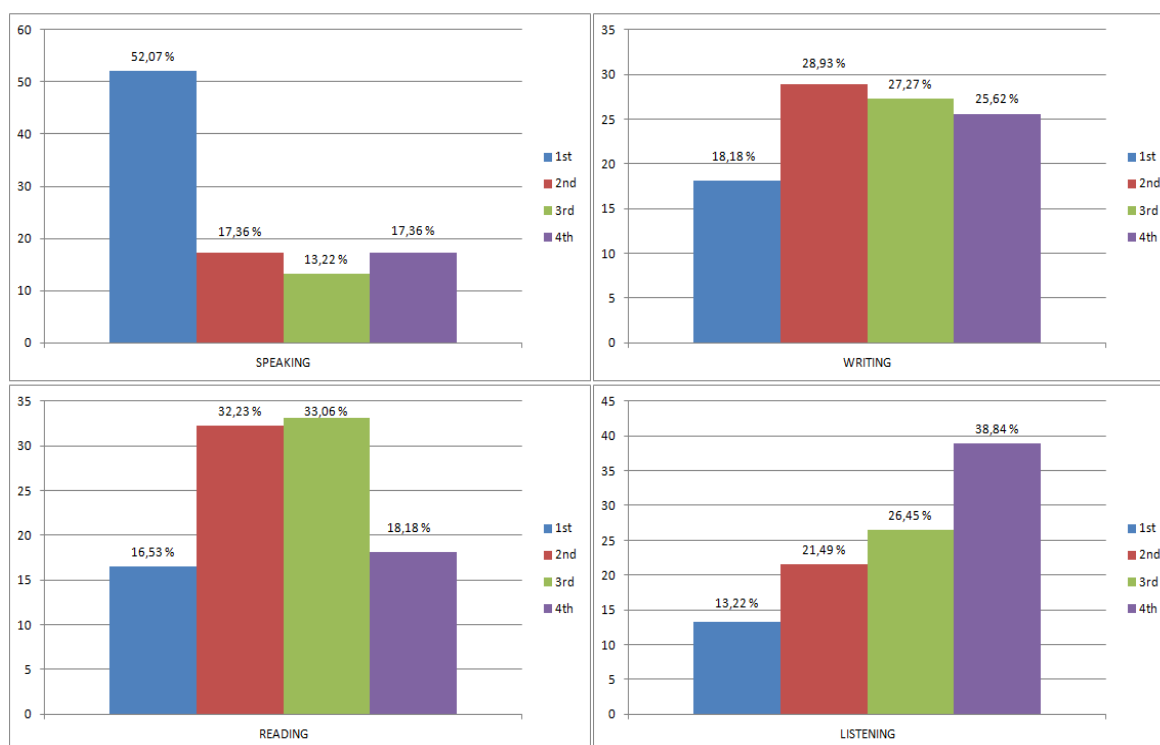


Chart 4.3: The order of skills from the most important to the least important according to the students

In order to see if there is any difference between the teachers' and students' point of view about the order of four skills in terms of their importance for students' language needs, what teachers think about this also needs to be taken into consideration. That's why; the order of skills for teachers according to their importance is shown in Chart 4.4.

As can be seen from the Chart 4.4 in the following page, the most important skill for teachers in terms of their language needs is speaking. 63,21 % of the teachers (67 out of 106) consider the place of speaking the leading skill for the students' language needs. 47,17 % of the teachers (50 out of 106) consider listening as the second most important skill; 43,40 % of the teachers (46 out of 106) consider reading as the third most important

skill. For more than half of the teachers (54,72 % which means 58 out of 106 teachers), writing skill is important in the fourth place; in other words, the least important skill.

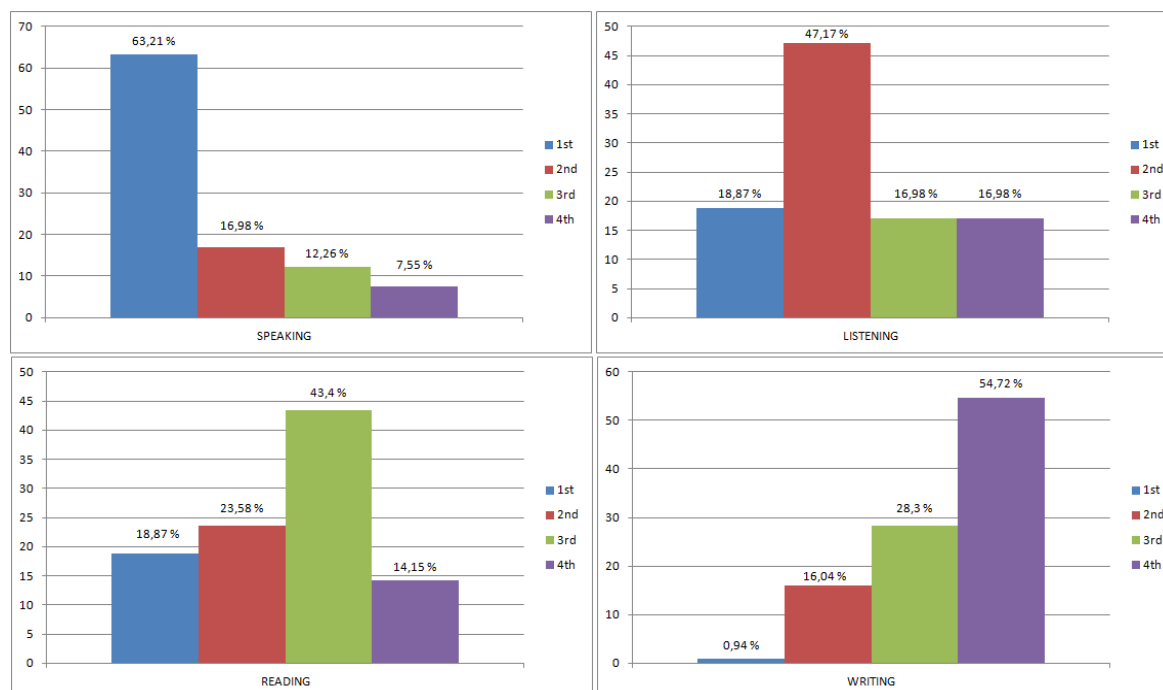


Chart 4.4: The order of skills from the most important to the least important according to the teachers

Both the students and teachers mostly state that speaking skill is important for students' language needs; this may be because we learn a language with an aim to use it for communicating with the other people in daily life and speaking is the dominant skill that is used in everyday communication among people to interact with each other-it is the nature of humankind to speak.

4.2.1. Analysis of the Items of the Questionnaires Related to the Reading Skill

In both the student questionnaire and the teacher questionnaire, this part has 4 items related to the effectiveness of "Yes You Can A1.2" in developing the reading skills.

As can be seen in the Table 4.2 in the following page; the 1st, 2nd, 3rd and 4th items in the questionnaire were asked in order to understand what students think about the overall performance of the coursebook in developing reading skills. For the 1st item, 72,7% of the students (88 out of 121) agree that this book helps them better their ability to read and

understand English while only 6,6% (8 students) disagree with this item. 52,1% of the students (63) state that the activities, tasks, games, etc. are adequate to better their reading skills in English. 58,7% of the students (56) state that the level of the reading activities is appropriate for them. And these activities also appeal to their interest because 46,3% of the students (56 students) agree with this item in the questionnaire.

Table 4.2: Frequency-Variance Analysis for Reading Skills in “Yes You Can A1.2” for Students

Item No	READING -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
1	This book helps us better our ability to read and understand English.	1,33	0,599	88	25	8	f
				72,7%	20,7%	6,6%	%
2	The activities, tasks, games, etc. are adequate to better our reading skills in English.	1,66	0,778	63	35	23	f
				52,1%	28,9%	19%	%
3	The level of the reading activities is appropriate for us.	1,51	0,672	56	43	22	f
				58,7%	31,4%	9,9%	%
4	Reading activities appeal to our interest.	1,71	0,755	56	43	22	f
				46,3%	35,5%	18,2%	%
TOTAL		1,55	0,701	283	134	67	f
				58,4%	27,6%	13,8%	%

As it is seen in the Table 4.2; in total, 283 out of 484 answers of the students to these four items related to the reading skill in the coursebook (58,4% of the answers) indicate that students feel positively about the effectiveness of “Yes You Can A1.2” in developing their reading skill.

In the Table 4.3 in the following page, the 1st, 2nd, 3rd and 4th items in the questionnaire were asked in order to understand what teachers think about the overall performance of the coursebook in developing reading skill of the students. For the 1st item, 55,7% of the teachers (59 out of 106) disagree that this book helps students better their ability to read and understand English while 22,6% (24 teachers) agree with this item and 21,7% (23 teachers) stay neutral for this item. As for the 2nd item which has been prepared to identify if the activities, tasks, games, etc. are adequate to better the learners’ reading skills in English, 67,9% (72 teachers) state their opinions negatively for this item whereas only 16

teachers agree and 18 teachers stay neutral for this item. 44,3% (47 teachers) do not find the activities appropriate for the learners. As of the last, 70 teachers (66%) do not think that the reading activities appeal to the learners' interest.

Table 4.3: Frequency-Variance Analysis for Reading Skills in “Yes You Can A1.2” for Teachers

Item No	READING -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
1	This book helps students better their ability to read and understand English.	2,33	0,824	24 22,6%	23 21,7%	59 55,7%	f %
2	The activities, tasks, games, etc. are adequate to better the learners' reading skills in English.	2,52	0,745	16 15,1%	18 17%	72 67,9%	f %
3	The level of the reading activities is appropriate for the learners.	2,10	0,882	36 34%	23 21,7%	47 44,3%	f %
4	Reading activities appeal to the learners' interest.	2,54	0,691	12 11,3%	24 22,6%	70 66%	f %
	TOTAL	2,37	0,785	88 20,7%	88 20,7%	248 58,4%	f %

As it is clear in the Table 4.3; in total, 248 out of 424 answers of the teachers to these four items related to effectiveness of this coursebook in developing the reading skill (58,4% of the answers) indicate that the teachers feel negatively about the effectiveness of “Yes You Can A1.2” in developing students' reading skill; in other words, more than half of the teachers do not think that this coursebook is effective in terms of developing reading skill.

It is a striking fact that most of the teachers disagree with all of the four items about reading skill whereas students agree with this item; most of the students think that this coursebook is effective in terms of developing reading skill, which is just the opposite of what teachers state about the coursebook. This may be resulted from the fact that teachers are more experienced than students in evaluating the effectiveness of a coursebook. Moreover, students do not have an opportunity to see various coursebooks or various reading activities provided in the coursebooks. This makes it nearly impossible for the students to make a comparison among a number of different coursebooks. However, teachers have the opportunity to compare and contrast different types of reading activity

parts in the coursebooks and different coursebooks. In order to compare the opinions of students and teachers, mean of the answers can also be compared with each other. While the mean score of the students is 1,55; the mean score of the teachers is 2,37. Students' mean score is close to the agree (1 in SPSS) column while teachers' is close to the disagree (3 in SPSS) column. The standard deviation for both of the questionnaires is close to each other and quite large. A large standard deviation indicates that the answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.2. Analysis of the Items of the Questionnaires Related to the Writing Skill

In both the student questionnaire and the teacher questionnaire, this part has 4 items related to the effectiveness of “Yes You Can A1.2” in developing the writing skills.

Table 4.4: Frequency-Variance Analysis for Writing Skills in “Yes You Can A1.2” for Students

Item No	WRITING -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
5	This book helps us better our ability to write in English.	1,48	0,696	76	31	14	f
				62,8%	25,6%	11,6%	%
6	The activities, tasks, games, etc. are adequate to better our writing skills in English.	1,71	0,779	59	38	24	f
				48,8%	31,4%	19,8%	%
7	Writing activities help us improve our proficiency.	1,52	0,707	72	34	15	f
				59,5%	28,1%	12,4%	%
8	The level of the writing activities is appropriate for us.	1,49	0,696	75	32	14	f
				62%	26,4%	11,6%	%
TOTAL		1,55	0,719	282	135	67	f
				58,2%	27,8%	13,8%	%

As it is seen in the Table 4.4; the 5th, 6th, 7th and 8th items in the questionnaire were asked in order to understand what students think about the overall performance of the coursebook in developing writing skills. For the 5th item, 62,8% of the students (76 out of 121) think that “Yes You Can A1.2” helps them better their ability to write in English; however, 11,6% of the students (14 students) think just the opposite and 25,6% (31 students) stay

neutral, which shows that students are of the opinion that this coursebook is helpful to them in developing their writing skill. 48,8% of the students (59 students) state that the activities, tasks, games, etc. are adequate to better our writing skills in English while 31,4% of the students (38 students) stay neutral about this. 59,5% of the students (72 students) think that writing activities in “Yes You Can A1.2” help them to improve their proficiency in writing. Only 12,4% (15 students) state just the opposite, which is quite a low percentage. 62% of the students (75 students) pinpoint that the level of the writing activities in this coursebook is appropriate to their level; in other words, most of the students say that they are able to do what they are supposed to do in the writing activities in the coursebook. In total, 282 out of 484 answers of the students to these four items related to the writing skill in the coursebook (58,2% of the answers) indicate that students feel positively about the effectiveness of “Yes You Can A1.2” in developing their writing skill.

Table 4.5: Frequency-Variance Analysis for Writing Skills in “Yes You Can A1.2” for Teachers

Item No	WRITING -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
5	This book helps students better their ability to write in English.	2,55	0,691	12	23	71	f
				11,3%	21,7%	67%	%
6	The activities, tasks, games, etc. are adequate to better the learners' writing skills in English.	2,56	0,676	11	24	71	f
				10,4%	22,6%	67%	%
7	Writing activities help students improve their proficiency.	2,43	0,743	16	28	62	f
				15,1%	26,4%	58,5%	%
8	The level of the writing activities is appropriate for the learners.	2,36	0,772	19	29	58	f
				17,9%	27,4%	54,7%	%
TOTAL		2,47	0,720	58	104	262	f
				13,6%	24,5%	61,7%	%

As it is seen in the Table 4.5; the 5th, 6th, 7th and 8th items in the questionnaire were asked in order to understand what teachers think about the overall performance of the coursebook in developing writing skill of the students. For the 5th item, 67% of the teachers (71 teachers) point out that “Yes You Can A1.2” does not help students better their ability to write in English. Only 11,3% of the teachers (12 teachers) point out that this book helps

students better their ability to write in English. As for the 7th item which has been prepared to identify if the activities, tasks, games, etc. are adequate to better the learners' writing skills in English, 67% of the teachers (71 teachers) think that the activities, tasks, games, etc. in this coursebook are not adequate to develop writing skill of the students while only 11 teachers state just the opposite and 24 teachers stay neutral. More than half of the teachers-62 teachers-(58,5%) are of the opinion that writing activities do not help students improve their proficiency in writing skill. 54,7% of them (58 teachers) see the level of the writing activities inappropriate for the students. In total, 262 out of 424 answers of the teachers to these four items related to effectiveness of this coursebook in developing the writing skill (61,7% of the answers) indicate that the teachers feel negatively about the effectiveness of "Yes You Can A1.2" in bettering students' writing skill; in other words, more than half of the teachers do not think that this coursebook is effective in terms of developing writing skill.

Students and teachers hold different opinions in this part of the questionnaire, too. While students see this coursebook effective in terms of bettering their writing skill, teachers think just the opposite. According to most of the teachers (61,7%), this coursebook is ineffective in helping students better their writing skill in English. This may be because of the fact that teachers are more experienced than students in evaluating the effectiveness of a coursebook. Besides, students might not understand what is meant when the writing skill is the topic of interest because they may think that everything they write in the classroom is considered as writing. And in order to compare the opinions of students and teachers, mean of the answers can also be compared with each other. While the mean score of the students is 1,55; the mean score of the teachers is 2,47. Students' mean score is close to the agree (1 in SPSS) column while teachers' is very close to the disagree (3 in SPSS) column. The standard deviation for both of the questionnaires is almost the same and quite large. A large standard deviation indicates that the answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.3. Analysis of the Items of the Questionnaires Related to the Listening Skill

In both the student questionnaire and the teacher questionnaire, this part has 5 items related to the effectiveness of "Yes You Can A1.2" in developing the listening skills.

As can be seen in Table 4.6 in the following page, the 9th, 10th, 11th, 12th and 13th items in the questionnaire were asked in order to understand what students think about the overall

performance of the coursebook in developing listening skills. For the 9th item, 59,5% of the students (72 out of 121) state that this coursebook helps them better their ability to listen and understand English, 23,3% stay neutral whereas only a small amount of students (16 out of 121) do not think that this coursebook is helpful for them in developing their listening comprehension skill. 47,1% of the students (57 students) state that the activities, tasks, games, etc. are adequate to better their listening skills in English. However, 1 out of 5 students (approximately 20%) disagree with this item. A large amount of the students (55,4%) think that the activities in the coursebook improve their proficiency in English. Only 10,7% (13 students) do not think so. Again a large amount of the students (58,7%) think that the level of these activities is okay for them. Only a small percentage of students (11,6%) think that the level of the activities is inappropriate for them. The item that listening activities appeal to students' interest is agreed by 42,1% of the students (51 students) while there are also 28 students (23,1%) who state they do not like the book.

Table 4.6: Frequency-Variance Analysis for Listening Skills in “Yes You Can A1.2” for Students

Item No	LISTENING -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
9	This book helps us better our ability to listen and understand English.	1,53	0,719	72	33	16	f
				59,5%	27,3%	13,2%	%
10	The activities, tasks, games, etc. are adequate to better our listening skills in English.	1,73	0,782	57	39	25	f
				47,1%	32,2%	20,7%	%
11	Listening activities help us improve our proficiency.	1,55	0,682	67	41	13	f
				55,4%	33,9%	10,7%	%
12	The level of the listening activities is appropriate for us.	1,52	0,696	71	36	14	f
				58,7%	29,8%	11,6%	%
13	Listening activities appeal to our interest.	1,80	0,788	51	42	28	f
				42,1%	34,7%	23,1%	%
TOTAL		1,62	0,733	318	191	96	f
				52,5%	31,5%	15,8%	%

As it is seen in the Table 4.6; in total, 318 out of 605 answers of the students to these four items related to the listening skill in the coursebook (52,5% of the answers) (more than half of the answers) indicate that students feel positively about the effectiveness of “Yes You Can A1.2” in developing their listening skill.

Table 4.7: Frequency-Variance Analysis for Listening Skills in “Yes You Can A1.2” for Teachers

Item No	LISTENING -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
9	This book helps students better their ability to listen and understand English.	2,42	0,767	18	25	63	f
				17%	2,6%	59,4%	%
10	The activities, tasks, games, etc. are adequate to better the learners' listening skills in English.	2,52	0,745	16	18	72	f
				15,1%	17%	67,9%	%
11	Listening activities help students improve their proficiency.	2,49	0,720	14	26	66	f
				13,2%	24,5%	62,3%	%
12	The level of the listening activities is appropriate for the learners.	2,45	0,744	16	26	64	f
				15,1%	24,5%	60,4%	%
13	Listening activities appeal to the learners' interest.	2,53	0,664	10	29	67	f
				9,4%	27,4%	63,2%	%
TOTAL		2,48	0,728	74	124	332	f
				13,9%	23,3%	62,6%	%

As can be seen in the Table 4.7, the 9th, 10th, 11th, 12th and 13th items in the questionnaire were asked in order to understand what teachers think about the overall performance of the coursebook in developing listening skill of the students. For the 9th item, 59,4% (63 teachers) do not believe that this coursebook helps students better their ability to listen and understand English. Only 17% (18 teachers) state the opposite and think that this coursebook is fine. A large amount of the teachers (67,9%) think that the activities, tasks, games, etc. are inadequate to better the learners' listening skills. 62,3% (66 teachers) state that the listening activities do not help students improve their proficiency in English. And 60,4% of the teachers state the inappropriateness of these activities for their students. Moreover, 63,2% (67 teachers) say that their students do not like the listening activities in the coursebook. In total, 332 out of 530 answers of the teachers to these five items related to effectiveness of this coursebook in developing the writing skill (62,6% of the answers) indicate that the teachers feel negatively about the effectiveness of “Yes You Can A1.2” in bettering students' listening skill; in other words, more than half of the teachers do not think that this coursebook is effective in terms of developing listening skill.

Students and teachers do not have similar opinions in this part of the questionnaire, too. While students see this coursebook effective in terms of bettering their listening skill,

teachers think just the opposite. According to most of the teachers (62,6%), this coursebook is ineffective in helping students better their listening skill in English. The reason of this may be the difficulty of the listening texts because the teachers often want activities or coursebooks which they can use in their classroom easily and effectively. Since teachers think that the listening recordings are not appropriate for their students' level, it may be difficult for them to apply these activities in their classroom. As a result, they do not have positive opinions about the listening parts of Yes You Can A1.2. Besides, from teachers' point of view, the activities do not appeal to students. Since teachers are of the opinion that the students do not like the activities, they might also feel some difficulty in attracting their students' attention in the listening activities of this coursebook.

If the mean of the students' answers and the teachers' answers is compared, the difference can also be clearly seen: Mean of the students' answers (1,62) is close to agree (coded '1' in SPSS) column while mean of the teachers' answers (2,48) is close to disagree (coded '3' in SPSS) column. The standard deviation for both of the questionnaires is very close to each other. A large standard deviation indicates that the answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.4. Analysis of the Items of the Questionnaires Related to the Speaking Skill

In both the student questionnaire and the teacher questionnaire, this part has 5 items related to the effectiveness of "Yes You Can A1.2" in developing the speaking skills.

As can be seen in Table 4.8 in the following page; the 14th, 15th, 16th, 17th and 18th items in the questionnaire were asked in order to understand what students think about the overall performance of the coursebook in developing speaking skills. For the 14th item, 66,9% of the students (81 out of 121) point out that this coursebook helps them better their ability to speak in English. Only 22,3% (27 students) stay neutral and 10,7% (13 students) disagree with this item. Almost half of the students (49,6%) point out that the activities, tasks, games, etc. are adequate to better their speaking skills in English. More than half of the students (55,4%) state that these activities improve their proficiency in English and (53,7%) state that the level of the activities is good for them. Nearly half of the students (47,9%) state that they like the speaking activities in the coursebook.

Table 4.8: Frequency-Variance Analysis for Speaking Skills in “Yes You Can A1.2” for Students

Item No	SPEAKING -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
14	This book helps us better our ability to speak in English.	1,43	0,681	81	27	13	f
				66,9%	22,3%	10,7%	%
15	The activities, tasks, games, etc. are adequate to better our speaking skills in English.	1,68	0,764	60	39	22	f
				49,6%	32,2%	18,2%	%
16	Speaking activities help us improve our proficiency.	1,56	0,693	67	40	14	f
				55,4%	33,1%	11,6%	%
17	The level of the speaking activities is appropriate for us.	1,58	0,703	65	41	15	f
				53,7%	33,9%	12,4%	%
18	Speaking activities appeal to our interest.	1,69	0,751	58	42	21	f
				47,9%	34,7%	17,4%	%
TOTAL		1,58	0,718	331	189	85	f
				54,7%	31,2%	14%	%

In total, 331 out of 605 answers of the students to these four items related to the listening skill in the coursebook (54,7% of the answers) (more than half of the answers) indicate that students feel positively about the effectiveness of “Yes You Can A1.2” in developing their speaking skill.

As can be seen in the Table 4.9 in the following page; the 14th, 15th, 16th, 17th and 18th items in the questionnaire were asked in order to understand what teachers think about the overall performance of the coursebook in developing speaking skill of the students. For the 14th item, a large percentage of the teachers (67%) (71 out of 106) point out that this coursebook does not help students better their ability to speak in English. Only a small percentage (9,4%) think the opposite. Again a huge number of teachers (77 out of 106) point out that the activities, tasks, games, etc. are inadequate to better the learners’ speaking skills in English. Moreover, 71 teachers (67%) point out that the speaking activities do not help students improve their proficiency. 67 of them (63,2%) point out that the level of the speaking activities is not appropriate for the students. And most of the teachers (67,9%) think that students do not like the speaking activities. In general, only 51 teachers (9,6%) point out that this coursebook is good in terms of developing speaking skills.

Table 4.9: Frequency-Variance Analysis for Speaking Skills in “Yes You Can A1.2” for Teachers

Item No	SPEAKING -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
14	This book helps students better their ability to speak in English.	2,57	0,661	10 9,4%	25 23,6%	71 67%	f %
15	The activities, tasks, games, etc. are adequate to better the learners' speaking skills in English.	2,60	0,699	13 12,3%	16 15,1%	77 72,6%	f %
16	Speaking activities help students improve their proficiency.	2,59	0,629	8 7,5%	27 25,5%	71 67%	f %
17	The level of the speaking activities is appropriate for the learners.	2,50	0,707	13 12,3%	26 24,5%	67 63,2%	f %
18	Speaking activities appeal to the learners' interest.	2,61	0,610	7 6,6%	27 25,5%	72 67,9%	f %
	TOTAL	2,57	0,661	51 9,6%	121 22,8%	358 67,5%	f %

As it is clear in the Table 4.9; in total, 358 out of 530 answers of the teachers to these five items related to effectiveness of this coursebook in developing the speaking skill (67,5% of the answers) indicate that the teachers feel negatively about the effectiveness of “Yes You Can A1.2” in bettering students’ speaking skill; in other words, most of the teachers do not think that this coursebook is effective in terms of developing speaking skill.

Students and teachers have different opinions in this part of the questionnaire, too. While students see this coursebook effective in terms of bettering their speaking skill, teachers think just the opposite. According to most of the teachers (67,5%), this coursebook is ineffective in helping students better their speaking skill in English. The reason of this may be the difference between what students and teachers expect from speaking activities in the coursebooks. Students expect to say something in English; students are generally content with just this, but teachers expect much more than that in terms of development in speaking. If the mean of the students’ answers and the teachers’ answers is compared, the difference can also be clearly seen: Mean of the students’ answers (1,58) is close to agree (coded ‘1’ in SPSS) column while mean of the teachers’ answers (2,57) is very close to disagree (coded ‘3’ in SPSS) column. The standard deviation for both of the questionnaires is close to each other and large enough. A large standard deviation indicates that the

answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.5. Analysis of the Items of the Questionnaires Related to the Grammar

In both the student questionnaire and the teacher questionnaire, this part has 4 items related to the effectiveness of “Yes You Can A1.2” in developing the grammar (structure) knowledge of the students and in teaching grammar in integration with the four skills.

Table 4.10: Frequency-Variance Analysis for Grammar in “Yes You Can A1.2” for Students

Item No	GRAMMAR -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
19	Grammar in this book is acquired through skills and activities by us.	1,45	0,658	77	33	11	f
				63,6%	27,3%	9,1%	%
20	This book focuses on fluency rather than accuracy.	1,68	0,741	58	43	20	f
				47,9%	35,5%	16,5%	%
21	Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).	1,42	0,692	84	23	14	f
				69,4%	19%	11,6%	%
22	The level of the grammar activities is appropriate for us.	1,57	0,705	67	39	15	f
				55,4%	32,2%	12,4%	%
TOTAL		1,53	0,699	286	138	60	f
				59%	28,5%	12,3%	%

In the Table 4.10; the 19th, 20th, 21st and 22nd items in the questionnaire were asked in order to understand what students think about the overall performance of the coursebook in developing the grammar (structure) knowledge of them and in teaching grammar in integration with the four skills. For the 19th item, 63,6% of the students (77 out of 121) remark that grammar in “Yes You Can A1.2” is acquired through skills and activities whereas only a small number of students (11 of them) think just the opposite. As a support to this item, for the 21st item, 69,4% (84 students) state that language areas are embodied in four skills. In other words, most of the students are of the opinion that the grammar activities in this book is provided in integration with the four skills. For the level of these grammar activities (22nd item), more than half of the students (55,4%) state that it is

appropriate for their English proficiency level. 47,9% (58 students) think that the main focus in this coursebook for the grammar activities is on fluency rather than accuracy. However, 35,5% (43 students) stay neutral for this item. This may be due to the fact that they do not understand what fluency and accuracy mean. In total, 286 out of 484 answers of the students to these four items related to the grammar in the coursebook (59% of the answers) (more than half of the answers) indicate that students feel positively about the effectiveness of “Yes You Can A1.2” in developing their grammar (structure) knowledge and in teaching grammar in integration with the four skills.

Table 4.11: Frequency-Variance Analysis for Grammar in “Yes You Can A1.2” for Teachers

Item No	GRAMMAR -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
19	Grammar in this book is acquired through skills and activities by the students.	2,24	0,790	23 21,7%	34 32,1%	49 46,2%	f %
20	This book focuses on fluency rather than accuracy.	2,53	0,678	11 10,4%	27 25,5%	68 64,2%	f %
21	Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).	2,26	0,759	20 18,9%	38 35,8%	48 45,3%	f %
22	The level of the grammar activities is appropriate for the learners.	2,09	0,867	35 33%	26 24,5%	45 42,5%	f %
	TOTAL	2,28	0,773	89 20,9%	125 29,4%	210 49,5%	f %

In Table 4.11; the 19th, 20th, 21st and 22nd items in the questionnaire were asked in order to understand what teachers think about the overall performance of the coursebook in developing the grammar (structure) knowledge of the students and in teaching grammar in integration with the four skills. As can be seen from the table above, for the 19th item, 46,2% of the teachers (49 out of 106) state that grammar in this book is not acquired through skills and activities while 32,1% (34 teachers) stay neutral for this item. Only 21,7% (23) teachers agree to this item. For the 21st item which is similar to the 19th item, 45,3% (48 out of 106) disagree to the idea that language areas in this coursebook are embodied in four skills. Again only a small percentage of the teachers (18,9%) agree to

this item. To both of the items, teachers oppose. However, teachers who agree that grammar activities are appropriate for their learners are more than the other items with 33%. The percentage of the teachers who think that the level of activities is not appropriate is also high with 42,5%. As of the last for the grammar items, most of the teachers (64,2%) point out that this coursebook focuses on accuracy rather than fluency, which is just the opposite of what students think. In total, 210 out of 424 answers of the teachers to these four items related to the grammar in the coursebook (49,5% of the answers) (almost half of the answers) indicate that teachers feel negatively about the effectiveness of “Yes You Can A1.2” in developing students’ grammar (structure) knowledge and in teaching grammar in integration with the four skills.

Students and teachers dissent about the effectiveness of this coursebook in developing students’ grammar (structure) knowledge, too. While students see this coursebook effective in terms of developing their grammar (structure) knowledge and in teaching grammar in integration with the four skills, teachers think just the opposite. According to almost half of the teachers (49,5%), this coursebook is ineffective in helping students better their grammar (structure) knowledge in English. This may be because of teachers’ mostly focusing on grammar subjects in their courses as they think that this coursebook is not sufficient in providing teachers and students with enough activities in grammar or structure. Consequently, students think that they have enough exercise in grammar or structure because they are exposed to this kind of activities by their teachers. However, this is not the outcome of the coursebook; instead it is the outcome of the classroom applications of the teachers. As teachers see the ‘Keep in Mind’ boxes, which are prepared with an aim to provide students with necessary grammar knowledge, inadequate, they start teaching grammar points in the foreign language and doing a number of mechanical activities.

If the mean of the students’ answers and the teachers’ answers is compared for the items related to the grammar part, the difference can also be clearly seen: Mean of the students’ answers (1,53) is close to agree (coded ‘1’ in SPSS) column while mean of the teachers’ answers (2,28) is close to disagree (coded ‘3’ in SPSS) column. The standard deviation for both of the questionnaires is large. A large standard deviation indicates that the answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.6. Analysis of the Items of the Questionnaires Related to the Content

In both the student questionnaire and the teacher questionnaire, this part has 3 items investigating the appropriateness of the content of “Yes You Can A1.2” in terms of students’ needs, interests and expectations in addition to its relation with the integration of four skills.

Table 4.12: Frequency-Variance Analysis for Content in “Yes You Can A1.2” for Students

Item No	CONTENT -STUDENT QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
23	Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).	1,46	0,707	80	26	15	f
				66,1%	21,5%	12,4%	%
24	The topics in this book attract our attention.	1,67	0,755	60	40	21	f
				49,6%	33,1%	17,4%	%
25	The activities in this book meet our needs.	1,70	0,802	62	33	26	f
				51,2%	27,3%	21,5%	%
TOTAL		1,61	0,754	202	99	62	f
				55,6%	27,2%	17%	%

As it is seen in the Table 4.12; the 23rd, 24th and 25th items in the questionnaire were asked in order to investigate the appropriateness of the content of “Yes You Can A1.2” in terms of students’ needs, interests and expectations in addition to its relation with the integration of four skills from students’ point of view. For the 23rd item, most of the students (66,1%) (80 out of 121) agree with the statement that the contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing). Only a small percentage of the students (12,4%) disagree with it while 21,5% stay neutral for this item. The topics in this coursebook attract the attention of almost half of the students (49,6%) while nearly one third of all of the students (33,1%) stay neutral and do not share whether they agree with this item or disagree. More than half of the students (51,2%) state that the activities meet their needs and expectations. However, 21,5% (26 students) state that this book is not good at meeting their needs. In total, 202 out of 383 answers of the students to these four items related to the content in the coursebook (55,6% of the answers) (more than half of the answers) indicate that students feel positively about the appropriateness of the

content of “Yes You Can A1.2” in terms of their needs, interests and expectations in addition to its relation with the integration of four skills.

Table 4.13: Frequency-Variance Analysis for Content in “Yes You Can A1.2” for Teachers

Item No	CONTENT -TEACHER QUESTIONNAIRE	Mean	SD	Agree	Neutral	Disagree	
23	Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).	2,02	0,866	38	27	41	f
				35,8%	25,5%	38,7%	%
24	The topics in this book attract students’ attention.	2,57	0,689	12	21	73	f
				11,3%	19,8%	68,9%	%
25	The activities in this book meet students’ needs.	2,67	0,594	7	20	79	f
				6,6%	18,9%	74,5%	%
TOTAL		2,42	0,716	57	68	193	f
				17,9%	21,3%	60,6%	%

As it is seen in the Table 4.13; the 23rd, 24th and 25th items in the questionnaire were asked in order to investigate the appropriateness of the content of “Yes You Can A1.2” in terms of students’ needs, interests and expectations in addition to its relation with the integration of four skills from teachers’ point of view. For the 23rd item, some of the teachers state their opinions positively and some of them state negatively: 35,8% of the teachers (38 out of 106) state that contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing) and 38,7% (41 out of 106) state the opposite of this item. And 25,5% (27 teachers) stay neutral for this item. A large percentage of the teachers (68,9%) think that the topics in the coursebook do not attract their students’ attention; in other words, that students do not like the topics in the coursebook. Approximately three fourth of the teachers (74,5%) think that this coursebook fail to meet students’ needs. Just 7 teachers think that it meets students’ needs and expectations. In total, 193 out of 318 answers of the teachers to these four items related to the content in the coursebook (60,6% of the answers) indicate that teachers feel negatively about the appropriateness of the content of “Yes You Can A1.2” in terms of their needs, interests and expectations in addition to its relation with the integration of four skills.

Students and teachers hold different views about the content of the coursebook, too. While students see this coursebook appropriate in terms of in terms of their needs, interests and

expectations in addition to its relation with the integration of four skills, teachers think just the opposite. According to most of the teachers (60,6%), this coursebook is inappropriate in terms of their needs, interests and expectations in addition to its relation with the integration of four skills. If the mean of the students' answers and the teachers' answers is compared, the difference can also be clearly seen: Mean of the students' answers (1,61) is close to agree (coded '1' in SPSS) column while mean of the teachers' answers (2,42) is close to disagree (coded '3' in SPSS) column. The standard deviation for both of the questionnaires is quite large. A large standard deviation indicates that the answers of both the students and the teachers are far from the mean, which also increases the reliability of the answers.

4.2.7. Analysis and Comparison of the Items of the Questionnaires Related to the General Efficacy of “Yes You Can A1.2” in terms of Developing Four Skills

To have a brief summary about the effectiveness of the coursebook in developing the four language skills in general, two more questions were added to both of the questionnaires. 29th item investigates whether the coursebook is sufficient in terms of bettering the four skills of the students. Thus, Chart 4.5 shows whether the students and teachers find “Yes You Can A1.2” sufficient in terms of teaching four language skills or not. The reason why the percentage of the students' and teachers' answers to the 29th item is given together is to make it possible to easily compare the opinions of these two groups. 30th item investigates whether the coursebook is appropriate in terms of bettering the four skills of the students, so Chart 4.6 shows whether the students and teachers find “Yes You Can A1.2” appropriate in terms of teaching four language skills or not. These charts were prepared with an aim to reveal if the students and teachers hold similar views or different views about the effectiveness of the coursebook in bettering the four skills of students.

As can easily be seen in Chart 4.5 in the following page, students and teachers have totally different opinions about the effectiveness of “Yes You Can A1.2” in developing the students' four skills. Nearly half of the students (47,1%) think that this coursebook is sufficient in terms of teaching four language skills while 38,8% stay neutral for this item. However, teachers think just the opposite. According to a large percentage of teachers (82,1%) this coursebook is not sufficient in terms of teaching four language skills.

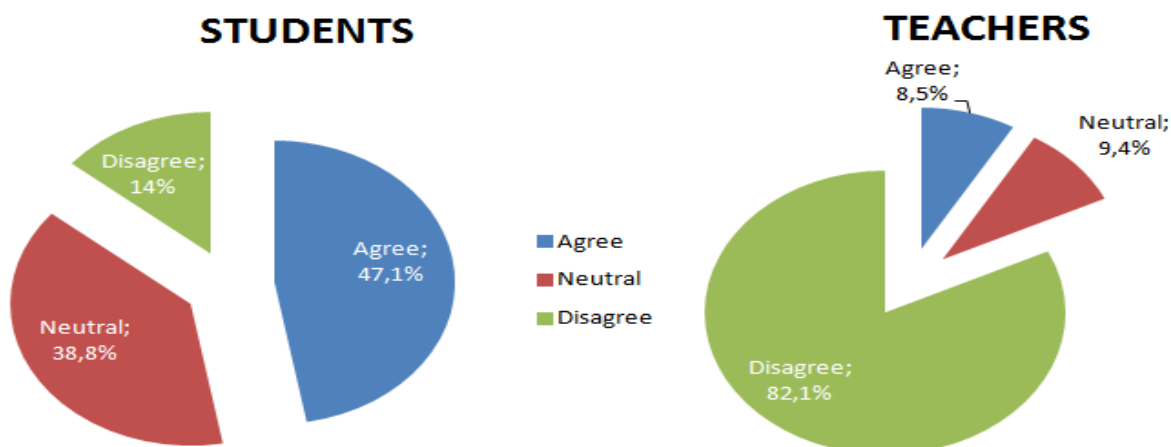


Chart 4.5: Comparison of students' and teachers' opinions about the sufficiency of “Yes You Can A1.2” in developing four skills (Item 29)

As can easily be seen in Chart 4.6, students and teachers have totally different opinions about the appropriateness of “Yes You Can A1.2” in developing the students’ four skills. More than half of the students (52,1%) pinpoint that this coursebook is appropriate in terms of teaching four language skills. Moreover, 36,4% of the students stay neutral for this item. However, teachers have totally different opinion about this item. For 75,5% of the teachers, this coursebook is not appropriate in terms of bettering four language skills of the students. Only 7,5% of the teachers state that this coursebook is appropriate.

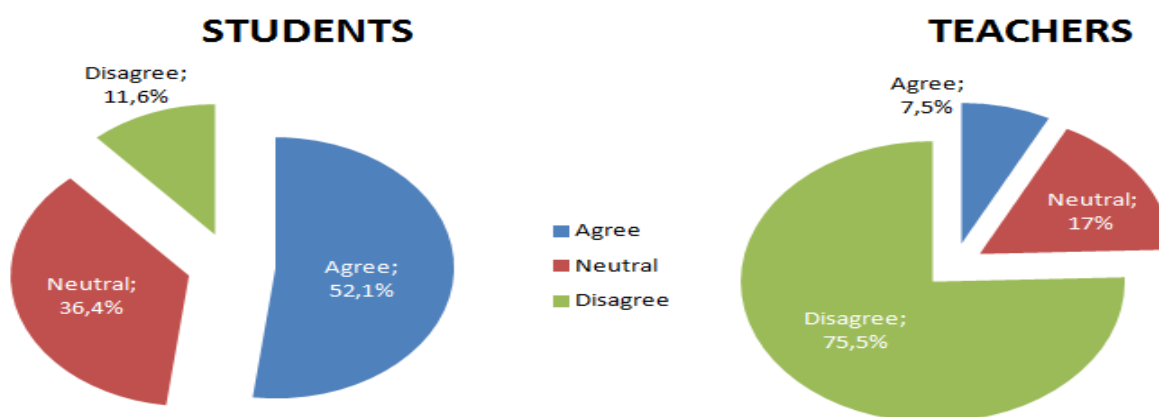


Chart 4.6: Comparison of students' and teachers' opinions about the appropriateness of “Yes You Can A1.2” in developing four skills (Item 30)

To sum up, while 47,1% of the students think that “Yes You Can A1.2” is sufficient in terms of bettering their four skills, only 8,5% of the teachers are of the same opinion-most

of them think it is not sufficient. While 52,1% of the students think that “Yes You Can A1.2” is appropriate in terms of bettering their four skills, there is only a small group of teachers (7,5%) who think it is appropriate.

4.2.8. Analysis of the Items in the Questionnaires Related to the Integrated Skills Bias

This part of the questionnaire requested both the students and the teachers to order the four language skills (listening, speaking, reading, and writing) according to the duration that is spent on each of them from the most to the least in “Yes You Can A1.2” in English lessons.

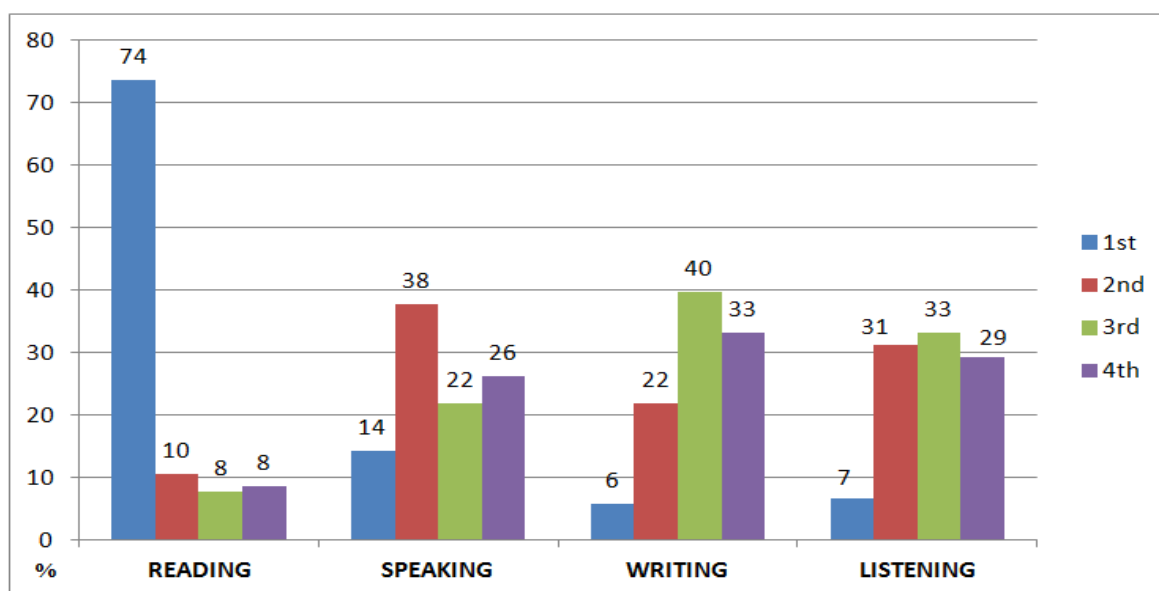


Chart 4.7: The order of skills according to the duration that is spent on each of them from the most to the least in “Yes You Can A1.2” in English lessons from students’ perspective

As can easily be understood from the Chart 4.7, most of the students (74%) rank the reading skill in the 1st place, which signals the probability that “Yes You Can A1.2” is a reading skill dominant book. And for the speaking skill, 38% of the students rank it the 2nd skill. For writing, 40% of the students consider its place as the 3rd one; however, there are a group of 33% students who consider its place as the 4th skill. And as of the last, students seem to get confused about the duration that is spent on listening skill in this coursebook: 31% of the students rank it the 2nd, 33% rank it the 3rd and 29% rank it the 4th skill

according to the duration that is spent on it from the most to the least in “Yes You Can A1.2” in English lessons.

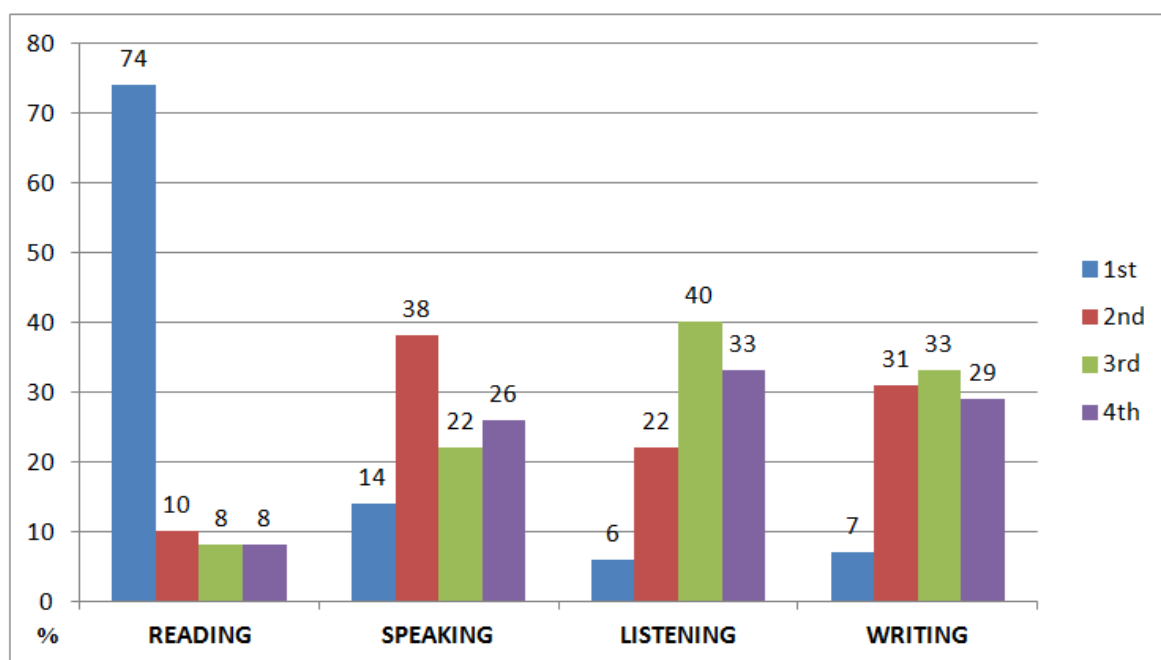





Chart 4.8: The order of skills according to the duration that is spent on each of them from the most to the least in “Yes You Can A1.2” in English lessons from teachers’ perspective

As can easily be understood from the Chart 4.8, like students, most of the teachers (74%-the same percentage of the teachers) also rank the reading skill in the 1st place, which increases the probability that “Yes You Can A1.2” is a reading skill dominant book. And for the speaking skill, 38% of the teachers rank it the 2nd skill. For listening, 40% of the teachers consider its place as the 3rd one; however, there are a group of 33% teachers who consider its place as the 4th skill. And as of the last, teachers seem to get confused about the duration that is spent on writing skill in this coursebook: 31% of the teachers rank it the 2nd, 33% rank it the 3rd and 29% rank it the 4th skill according to the duration that is spent on it from the most to the least in “Yes You Can A1.2” in English lessons. When the answers of the students and the teachers to this part of the questionnaires are compared, it is very striking that even the percentages of the answers in all of the four skills come up exactly the same. Both the students and the teachers, although the number of students and teachers participating in the questionnaires are different, state that most of the time in “Yes You Can A1.2” is spent on the reading skill, and then speaking skill respectively. However, although the percentages are the same, students and teachers hold different

views for the duration that is spent on listening skill and writing skill. While students say that the least duration that is spent in “Yes You Can A1.2” is on listening skill, teachers say it is on writing skill.

4.3. Analysis and Comparison of the Student Interview and Teacher Interview

First of all, both the students and the teachers were informed about the study and the students and the teachers were reminded of the questions in the questionnaires and the interviews were conducted in the lights of the research questions and the following questions:

-  To what extent is the coursebook effective according to the presentation of the four skills?
-  Is this coursebook able to develop all of the four skills of the students equally or does it develop any one of the skills more than the other skills or not at the end of the teaching process?
-  If it was the case, what would be the underlying reasons that lie behind the development of one of the four skills over others?

In order to answers these questions, all of the four skills were talked about one by one first and in terms of integrated skills bias lastly.

4.3.1. Analysis of the Interviews in terms of the Reading Skill

Most of the students assert that there are a lot of reading texts in the coursebook and that they are really boring. Apart from that, some of them state that the reading texts do not attract their attention.

For most of the teachers, there are a lot of good reading texts but the activities are not enough. One of the teachers says that “Reading parts are not so bad”. The other teachers support this by stating that there is nothing wrong with the reading texts, that they are colored and that they attract students’ attention. For most of the teacher, there is also nothing wrong with the level of the reading texts; they are appropriate for students’ level. However, according to one of the teachers the reading texts are generally magazinish and there are not many texts that develop students’ culture. Together with the merits and

demerits of the texts, there is significant increase in students' reading skill development according to all of the teachers.

If we compare students' and teachers' opinions about the reading skill in this coursebook, it can be said that teachers state that this coursebook may be acceptable whereas students feel neutral about it. The students are generally content with what is provided to them.

4.3.2. Analysis of the Interviews in terms of the Writing Skill

Most of the students stated that writing activities are boring, too. And one of the students added the following "We did the writing activities perfunctorily". However, there are also a number of students who say that the writing activities are designed with an aim to encourage them to do and develop their writing skill, so they have done the activities systematically. Students also mentioned that they need to try first in order to write something, and for this they need to see some examples. One of them say the following "If we can see some good examples of writing texts in reading parts, I think we can write in English".

For most of the teachers, there are some big problems in writing parts of the coursebook. For example, it says that "write about one of your neighbors, imaginary school, etc." Consequently, students find the writing parts difficult and they do not know what to do as they are left completely free to write. One of the teachers suggests as a solution to this problem as follows: "Writing parts can be semi-controlled or controlled instead of free-writing". As a support for the statement "We did the writing activities perfunctorily", one of the teachers underlined that "The writers put the some of the writing parts to some units perfunctorily".

If we compare students' and teachers' opinions about the writing skill in this coursebook, it is possible to say that more or less students and teachers hold similar views about it. However, it is the teachers who mostly feel negative about the writing parts of the coursebook.

4.3.3. Analysis of the Interviews in terms of the Listening Skill

Almost all of the students highlighted that the most boring parts and activities of the coursebook is the listening parts because they do not understand the recordings, the

pronunciation of the speakers is really bad, and the speed of the recordings is extremely high. In addition to these, students also mentioned that their teachers find it difficult to reach the recordings on EBA (Education and Informatics Network-“Eğitim Bilişim Ağı” in Turkish) because the listening recordings are not arranged according to their order of appearance in the coursebook. Even some of the students point out that “This leads our teachers to become fed up and not to do the listening activities in the book as a result.

Like students, almost all of the teachers also highlighted that students have difficulty in doing the listening activities because they do not understand the recordings and the speed of the recordings is extremely high for their current proficiency level. That’s why; as one of the teachers states, teachers make them listen to the texts sentence by sentence and slow down the speed of the recordings. Some of the teachers added that they cannot finish the book if they do all the listening activities like this, so they do not do all the listening activities as they are supposed to. In addition to those, all of the teachers are also complaining about EBA due to the same reasons students have put forward.

If we compare students’ and teachers’ opinions about the listening skill in this coursebook, it is possible to say that more or less they have similar ideas about it.

4.3.4. Analysis of the Interviews in terms of the Speaking Skill

Like their opinions about all of the other activities, students do not have good feelings about the speaking activities, too. Students generally uttered parallel statements about the speaking parts: they cannot speak due to their limited vocabulary. Some of the students also pinpointed that they have not done the speaking activities during the English lessons. That’s why; they expect some good speaking activities in which there are some daily routine occurrences to see in their coursebook and in their classroom. To the question whether they like the speaking activities, one of the students provided the researcher with a shocking reply as follows: “I even do not remember that we have done some speaking activities”. Although most of the students say that the coursebook is good at developing their speaking skills, they claim that they do not carry out the speaking activities as it is expected.

Most of the teachers stated that speaking activities do not attract students’ attention and they do have nothing in common with the daily life; that’s why, you cannot force students to even say something in English. Like writing activities, speaking activities also expect

students to speak freely without enough guidance according to all of the teachers, so the teachers added that speaking activities can be successful only if they work really hard to guide students and control them.

If we compare students' and teachers' opinions about the speaking skill in this coursebook, it can be said that teachers are negative about the coursebook and students are neutral because they claim that they do not do the speaking activities effectively.

4.3.5. Analysis of the Interviews in terms of the Grammar

According to most of the students, this book includes same grammar subjects with the ones they have learnt in the primary school and these students asserted that they are mostly taught tenses in grammar. Some of them stated that they learnt only 4 tenses in two terms because the grammar subjects in the "Yes You Can A1.1" and "Yes You Can A1.2" are exactly the same. Several students also said that the grammar activities in the coursebook are not enough for them so they did some additional grammar activities that their teachers provided. As they did so many additional activities, they said that they developed their grammar knowledge. Almost all of the students pointed out that they cannot find anything to study during the exam time because little grammar is taught in this coursebook.

According to most of the teachers, there is not so much grammar in this coursebook, which leads them to find additional grammar activities to stiffen students' grammar knowledge. They also talked about the inadequacy of the "Keep in Mind" boxes in teaching grammar subjects. Despite the fact that some of the teachers talked about the inadequacy of grammar subjects in this coursebook, one of the teachers added the following "Teaching grammar is not the solution itself. Can you teach grammar? I have taught the grammar subjects twice. Now go and ask them. They do not know anything." As a reply to this teacher, another teacher stated in the following "Nevertheless, this coursebook should have placed more emphasis on grammar and vocabulary."

If we compare students' and teachers' opinions about the grammar parts in this coursebook, it can be said that both students and teachers feel negative about this coursebook in general. Despite the fact that students think they develop their grammar knowledge, the reality is not as they think so. The reason why students develop is most probably because of the additional activities carried out in the classroom by their teachers.

Consequently, the reason of their development in grammar is due to the classroom applications of the teachers; not due to the effect of the coursebook.

4.3.6. Analysis of the Interviews in terms of the Content

Most of the students emphasized that the content of this coursebook is not appropriate for them. According to them, the content is not supported with colorful pictures, which demotivates them in using this coursebook. When students are asked what is missing in the coursebook, they listed several things including songs, games, puzzles, all of which are already included in this coursebook. This signals the probability that these do not attract students attention or interest, so they request new things and want the book to be a lot more colorful than now. Although they answer positively to the questionnaire, the underlying facts have come into existence in the interviews and have shown that the students do not like the content parts so much.

Most of the teachers stated that the content of this coursebook does not attract students' attention because even the characters in them are the ones students are now familiar with in their daily life. One of the teachers also illustrated this in the following "There is a family tree activity in which the children of the foreign stars like Tom Cruise, Jennifer Lopez, David Beckham and Angelina Jolie are used as an example. Even I do not know who their children are. Is it possible for my students to know that? That's why; I did the activity but by adjusting the activity with Turkish stars. If I cannot adjust the activities of this kind, I sometimes do not teach them."

If we compare students' and teachers' opinions about the content in this coursebook, it can be said that both students and teachers stated they feel the necessity of attracting and interesting content in the coursebook in general.

4.3.7. Analysis of the Interviews in terms of the Integrated Skills Bias

As a last step of the interview, the researcher asked both the students and the teachers whether this coursebook is able to develop all of the four skills of the students equally and there is any one of the four skills that is developed more than the other skills or not at the end of the teaching process. Students highlighted that this coursebook is not so good at achieving this goal and it is reading dominant. Teachers also emphasized that this

coursebook is extremely reading biased but there are also some speaking and writing activities sprinkled inside the book by the writers perfunctorily.

To sum up, the students and teachers having participated in the tests, questionnaires and interviews showed that Yes You Can A1.2 is not good at developing all the four language skill at equal levels as expected and as thought. Moreover, Yes You Can A1.2 is one skill biased and according to the cumulative data gathered from the participants this dominant skill is reading.

PART V

CONCLUSION AND DISCUSSION

This chapter presents the discussion of the research questions and conclusions in the lights of the research questions. By this way, this chapter is an overall view of why this study has been done.

5.1. Interpretation in the Lights of the Research Questions

As aforementioned in the previous parts, this thesis has four research questions, so the analysis and the interpretation will be done under four headings.

5.1.1. To what extent is the coursebook “Yes You Can A1.2” effective according to the presentation of the four skills?

This research question aims to reveal whether the coursebook is effective in terms of bettering students’ four language skills or not and whether there is progression or regression in their four skills. Besides, it aims to find out to what extend there is increase or decrease in students’ four skills development. In order to find out the answer of this research question, the researcher make use of a pre-test and post-test comparison, a student questionnaire and a teacher questionnaire comparison, and a student interview and a teacher interview comparison.

First of all, the students’ pre-test results were at normal levels; it can easily be seen that most of the students could only get approximately half of the points in each part of the tests, which means that students could just answer nearly half of the questions correctly while they answered the other half wrong. When the mean of the students’ points in the pre-test (54,94 out of 100) is examined, it is clearly seen that students answered a little

more than half of the questions in average before using the coursebook “Yes You Can A1.2”. When the mean of the students’ points in the post-test (62,82 out of 100) is examined, it is seen that there is almost 8 points increase in students’ test results in average after using the coursebook “Yes You Can A1.2”, which signals the fact that this coursebook helps learners better their four language skills in general.

As this coursebook helped students increase their test points in all of the four skills and in the function part after they used it for one term, it is possible to say that “Yes You Can A1.2” is effective in terms of helping students better their four skills and grammar knowledge. The test results showing the effectiveness of this coursebook are also supported by the students in the questionnaire and the interview. When the questionnaire findings are examined for each of the parts in the questionnaire (reading-writing-listening-speaking-grammar-content), it is seen that students are inclined to state their positive feelings for all of these parts of the questionnaire, which signals that they are content with the coursebook and the efficacy of it in terms of developing four language skills. Moreover, almost half of the students find this coursebook sufficient and more than half of them find this coursebook appropriate in developing four language skills.

However, students in the focus group interview state varying opinions about the efficacy of this coursebook. They stated negative feelings for the four skills, grammar and content parts of the coursebook, but this was done most probably with their focus on demerits of the coursebook; they just concentrated on and thought about the negative sides of this coursebook and they did not focus on the increase in their test points.

For the teachers, this coursebook is not effective in terms of developing students’ four skills because both in the questionnaire and in the focus group interview, teachers stated their negative feelings about the coursebook in general. According to the teachers, this coursebook does not lead to development in all the four skills area and in the grammar knowledge of the students. When they were asked whether this coursebook is sufficient in terms of developing students’ four skills, 82,1% of them opposed to this and they stated it is not sufficient. When they were asked whether this coursebook is appropriate in terms of developing students’ four skills, -despite the decrease in the percentage of the opposition party-75,5% of the teachers stated that it is not appropriate. During the interviews, the teachers just talked about the inefficiency of this coursebook in terms of developing all the four skills.

If the students' and the teachers' opinions about to what extend "Yes You Can A1.2" is effective according to the presentation of all the four skills are taken into account together, it is possible to say that they hold different views. Whereas most of the students talk about the efficacy of this coursebook, a great number of teachers talked about its inefficiency. There is dilemma between students and teachers; however, in order to use the coursebook effectively and benefit from it efficiently in the classroom, there should be a consensus between the students and the teacher. When the fact that teachers have more pedagogical knowledge about the efficacy of four language skills and experience with a variety of coursebooks in their career is taken into consideration, it can be said that teachers are better at determining whether a coursebook is effective in terms of developing four skills.

5.1.2. Is there a significant difference between the development of the four skills of the students before and after the process?

This research question aims to reveal whether there is difference between students' pre-test results and post-test results. In order to find out the answer of this research question, the researcher makes use of a pre-test and post-test comparison.

The average points of all of the participants in the listening parts of the pre-test is 9,20; it is 11,02 in the post-test. This shows that there is 1,82 points increase in average in students' performance in the listening parts of the achievement test. The average points of all of the participants in the reading parts of the pre-test is 8,77; it is 10,74 in the post-test. This shows that there is 1,97 points increase in average in students' performance in the reading parts of the achievement test. The average points of all of the participants in the function parts of the pre-test is 12,24; it is 13,31 in the post-test. This shows that there is 1,07 points increase in average in students' performance in the function parts of the achievement test. The average points of all of the participants in the writing parts of the pre-test is 13,05; it is 14,20 in the post-test. This shows that there is 1,15 points increase in average in students' performance in the writing parts of the achievement test. The average points of all of the participants in the speaking parts of the pre-test is 11,69; it is 13,55 in the post-test. This shows that there is 1,86 points increase in average in students' performance in the function parts of the achievement test. In total, students' 54,94 points average score increased to 62,82 points average score in the post-test, which shows that the application of "Yes You Can A1.2" affected students positively and helped them increase their points in the tests.

As can easily be understood from the students' pre-test and post-test results in each of the parts, it is clear that they increased their points in all of the parts of the test. They increased their reading performance in the post-test 22,46%, their listening performance 21,73%, speaking performance 15,91%, writing performance 8,81% and the grammar knowledge 8,74%. As can be seen, there is at least 8,74% increase when the average points of the students are calculated. These percentages of increase can be acceptable in terms of considering the success of this coursebook, but it can be better than that.

Additionally, the fact that students come to high school with some knowledge and proficiency in the four skills and in grammar should also be kept in mind when interpreting the results of the tests and comparing them with one another. Almost in all of the parts of the pre-test, students answered more or less half of the questions correctly, which is quite high and shows that students might have already been familiar with some of the subjects that are present in the tests.

5.1.3. Is there a significant difference between the development of the four skills in “Yes You Can A1.2”?

This question aims to reveal whether there is any one of the skills that is developed more than the other skills or not at the end of the teaching process of “Yes You Can A1.2”. In order to find out the answer of this research question, the researcher makes use of a pre-test and post-test comparison, a student questionnaire and a teacher questionnaire comparison, and a student interview and a teacher interview comparison.

It is already revealed that there is increase in all parts of the test, but providing the increase in each part of the test in percentages gives us a lot more clear ideas about if any one of the skills is developed more than the others or not. Therefore, when the percentage of increase in each language skill is calculated, it is seen that the skill that students increased their points most is reading with 22,46% increase in their points after using this coursebook, which signals the probability that the main focus in this coursebook is on reading; in other words, that this coursebook is reading dominant or reading biased. As of the second comes listening with 21,73% increase in students' points after using this coursebook, which can be a signal for the probability that this coursebook might also be listening dominant or listening biased.

If we look at the opinions of the students that has been gathered via student questionnaire and the opinions of the teachers that has been gathered via teacher questionnaire, it can be seen that the students are content with the efficacy of this coursebook in developing their reading skill, but that teachers are not content with its efficacy in bettering students' reading skill. If the students and teachers' answers are compared in the items of the questionnaire related to the listening skill development, the same thing can be said: Whereas students like the listening parts of this coursebook, teachers do not. As students and teachers hold different views in all parts of the questionnaire, the interview findings are of great significance.

In the interviews students stated that there are a lot of reading texts in the coursebook. This statement was also supported by most of the teachers. Teachers stated that there are a lot of good reading texts in the coursebook although the activities provided with them are not enough. Teachers also highlighted that there is nothing wrong with the reading texts due to the fact that they are colored and interesting. Teachers also pinpointed that the level of the reading texts and the reading activities is also acceptable and appropriate for the students. Although students and teacher generally fall apart in the questionnaires, in the interviews they generally stated similar opinions about the reading parts of this coursebook. In short, both of the groups find the reading parts acceptable and appropriate in terms of developing reading skill.

As of the last, the researcher asked in the questionnaires and in the interviews both to the students and to the teachers to order the four skills according to the duration that is spent on each of them from the most to the least in "Yes You Can A1.2" in their English lessons. To this question in the questionnaires, both the students and the teachers, although the number of students and teachers participating in the questionnaires are different, state that most of the time in "Yes You Can A1.2" is spent on the reading skill. In other words, both most of the students and most of the teachers put the reading skill in the 1st place out of four skills when they consider the time spent of the activities in each part of the coursebook. In the interviews to the same question whether this coursebook is able to develop all of the four skills of the students equally and there is any one of the four skills that is developed more than the other skills or not at the end of the teaching process, students talked about "Yes You Can A1.2"s inefficacy in developing the four skills and added that this coursebook is reading dominant although it tries to develop other skills. Teachers also put an emphasis on the fact that it is reading biased coursebook. Meanwhile,






teachers added that it also sprinkled some speaking and writing activities in it perfunctorily.

5.1.4. What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that is developed more than the other skills or not at the end of the teaching process?

This question was prepared by the researcher in case there may be bias in this coursebook in terms of teaching four language skills, which is also the starting point and claim of this thesis. In order to answer this question, the researcher used a teacher questionnaire, a student interview and a teacher interview after it was found out that this book might be reading skill dominant or listening skill dominant because students increased their points in these parts of the tests. The students and the teachers listed several possible reasons for the inefficacy of this coursebook in developing all of the four skills in the interviews.

5.1.4.1. Reasons according to the Students

The possible reasons according to the students can be summarized as follows:

-  This coursebook includes some interesting songs, games, puzzles, etc., but students stated that they do not focus on these kinds of things in the coursebook.
-  Students do not do the speaking activities in pairs with their friends; instead they do these activities with their teachers, so there is more teacher-student interaction or communication rather than student-student interaction the activities in this coursebook necessitate.
-  As the students do not speak with each other, they also think that they do not understand the language.
-  The activities in this coursebook are not daily routine activities according to the students or students do not understand if they were actually daily routine activities.
-  There is not enough vocabulary in this coursebook that will lead students to speak because most of the students are of the opinion that they need enough vocabulary to speak.

- ✚ Students do not understand the listening texts, which leads the teachers not to do the listening activities as they are supposed to.
- ✚ There are not enough additional materials such as films, animations, etc. provided by the coursebook.

5.1.4.1. Reasons according to the Teachers

The possible reasons according to the teachers can be summarized as follows:

- ✚ The levels A1.1 and A1.2 are almost the same, which leads students to boredom.
- ✚ This coursebook teaches English to students as if they were learning their mother language, but the students are not acquiring their mother language; they are learning a new foreign language.
- ✚ The classroom is not a real atmosphere; you cannot create the daily life in the classroom as it is.
- ✚ Students do not feel the necessity to learn a foreign language.
- ✚ The coursebooks are not prepared by the teachers working at schools; instead they are prepared by the academicians who have not enough experience in the classroom atmosphere. That's why; most of the things in the coursebook are utopic.
- ✚ Peer correction is a nice idea, but it also leads to incorrect learning.
- ✚ Students are not familiar with the characters in the activities, so they do not attract their attention.
- ✚ Instead of the activities in the coursebook, the teachers copy some additional activities that are supposed to attract students' attention.
- ✚ This coursebook expects teachers to do a lot of things; that's why, it can be said that this coursebook does not generate active students, instead it generates active teachers. If the teachers were really active, then this coursebook might be more beneficial.

The researcher also gathered some information about teachers' teaching methods and perceptions about teaching English in the teacher questionnaire with 11 questions, which are thought to be possible reasons for the development of one of the four skills over others.

- ✚ There is a group of 52% teachers who agree or stay neutral to the item that teachers should focus on teaching grammar.

- ✚ There is a group of 16% teachers who disagree or stay neutral to the item that teachers should provide opportunities for students to make them use English through meaningful tasks and activities.
- ✚ There is a group of 43% teachers who agree or stay neutral to the item that they do not speak English in the classroom.
- ✚ There is a group of 11% teachers who disagree or stay neutral to the item that exams should be based on four skills.
- ✚ There is a group of 12% teachers who agree or stay neutral to the item that teaching grammar is more important than teaching four skills.
- ✚ There is a group of 26% teachers who agree or stay neutral to the item that form is more important than usage while teaching grammar.
- ✚ There is a group of 44% teachers who disagree or stay neutral to the item that structures can be neglected while teaching grammar, instead that usage should be emphasized.
- ✚ There is a group of 11% teachers who agree or stay neutral to the item that s/he neglects reading in the exams.
- ✚ There is a group of 36% teachers who agree or stay neutral to the item that s/he neglects writing in the exams.
- ✚ There is a group of 74% teachers who agree or stay neutral to the item that s/he neglects listening in the exams.
- ✚ There is a group of 83% teachers who agree or stay neutral to the item that s/he neglects speaking in the exams.

5.2. Suggestions

In this part, suggestions for teachers, MONE and further studies are provided as a result of the findings.

5.2.1. Suggestions for the Teachers

As a result of this study, several suggestions can be provided for the teachers as listed in the following page:

- ✚ Teachers should include all of the four skills in integration and the language components in the exams instead of focusing on asking about structure.
- ✚ Teachers should focus mostly on meaningful tasks and activities rather than mechanic ones.
- ✚ Teachers should provide opportunities for students to speak with their friends either in pairs or in groups.
- ✚ Teachers should not focus on just teaching grammar but also they should try to help their students develop in all the language skills.
- ✚ Teachers should inform their students about the importance of developing four language skills and about the fact that learning a foreign language does not mean just learning its grammar.
- ✚ While teaching grammar, teachers should not only focus on form but also on the usage.
- ✚ Teachers should use mostly English in the classroom and should encourage their students to speak English in the classroom, too.
- ✚ Teachers can adjust some of the tasks and activities in the coursebook so that they could increase the amount of time spent on tasks and activities developing productive skills (speaking and writing) of the students.

5.2.2. Suggestions for MONE

As a result of this study, several suggestions can be provided for MONE as listed below:

- ✚ The MONE should include all the relevant parties (students and teachers who are supposed to use the coursebook) to the coursebook preparation or selection process in order to have better results in the teaching process of the coursebooks.
- ✚ The MONE should not restrict teachers and schools about the additional material selection or should provide more additional activities either with the coursebook or on EBA so that students and teachers could exercise more in authentic activities in the foreign language.
- ✚ The MONE should take the level, interests, needs and expectations of the learners into consideration while preparing the coursebooks because a coursebook should be appropriate in terms of students' level, interests, needs and expectations so as to be successful.

- ✚ The MONE should design the speaking and writing activities more carefully and rigorously because most of the students and teachers are of the opinion that the speaking and writing activities have been prepared perfunctorily.
- ✚ The MONE should regulate the time spent on the activities so as to balance the duration for the development of each language skill and each language component.
- ✚ The MONE should include more familiar characters while preparing the coursebooks.
- ✚ The MONE should consider adjusting the speed of the listening texts in each level of the mentioned coursebook without damaging the authenticity of them.
- ✚ The MONE should consider adding some additional activities related to the subjects to EBA in order for the students to use it in their free times to develop their language skills both at school and after the school. The kind of the activities can mostly be films or animations in which there are the language parts students have just learnt at school.
- ✚ The MONE should consider increasing the degree of daily routine activities that students are supposed to use in their daily life, which will give students a reason to learn the foreign language.

5.2.3. Suggestions for Further Studies

As a result of this study, some suggestions can be provided for further study as listed below:

- ✚ This study has been done with a small group of participants mainly in Şuhut, Afyonkarahisar. Therefore, it can be replicated in different regions in Turkey, increasing the number of participants by this way.
- ✚ This study has been done with the coursebook “Yes You Can A1.2” level, so the same study can be done with the different levels of the same book and the findings can be compared with each other to have better results.

5.3. Discussion of the Findings

The studies done in integration of the four language skills and evaluation of the coursebooks in terms of varying criteria have already been presented while reviewing the

related literature. Thus, their findings will be discussed in this part in comparison with the findings of this study.

There are a number of coursebook evaluation studies in the field some of which aim to find the perceptions of the teachers, students and sometimes both of the group in the same study while some of which aim to compare the two similar coursebooks in terms of the same criteria.

In a study conducted by Özdemir (2007), it was aimed to find out the how the fourth grade students in public schools and the fourth grade English teachers evaluated the English coursebook ‘Time for English 4’ in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. At the end of the study it was found out that both teachers and student found the coursebook effective in terms of meeting their needs for language teaching and learning, but that students were a little more satisfied with the coursebook. As Cunningsworth (1995) claims, coursebooks should correspond to both learners’ and teachers’ needs in addition to its match with the aims and objectives of the language teaching programme (Cunningsworth, 1995, p. 15). That’s why; this is the expected and desired situation in the application of all the newly developed coursebooks, which is contrary to what is found in this study. In this study, almost in all of the criteria and discussion, students and teachers have not remarked similar or same opinions, ideas or feelings.

In another study conducted by Ezici (Çakıt) (2006), it was aimed to assess the effectiveness of “New Bridge to Success” on the basis of eleven criteria from the perspectives of both the teachers and the students. At the end of the study, it was concluded that both the teachers and the students felt negative about the most of the characteristics of the coursebook. In addition to that, both of the participant groups in the study mentioned that the reading passages needed simplification in terms of vocabulary load and structures, level of the coursebook needed to be made appropriate for that particular age group and that the materials in the coursebook need to consider the style preferences of the visual, auditory and kinesthetic students. These are the negative aspects uttered both by the students and the teachers. On the contrary, it was found out that the coursebook was up-to-date and helpful for the students to understand the lesson. This is the positive aspect again uttered both by students and teachers. In such studies in which students and teachers hold similar or same opinions, it was easy to reach some conclusions because there are almost

no discrepancies between the participants of the study, which is again just contradictory to what is come across in this study because students and teachers have different opinions about “Yes You Can A1.2” in terms of its efficacy in developing four language skills.

In another study on the same coursebook *New Bridge to Success for Grade 9 Elementary*, Dilek (2009) investigated vocabulary teaching aspects of reading texts in this coursebook. In order to conduct this study, she distributed a questionnaire to both students and teachers. With the help of the questionnaires, it was aimed to find out how students and teachers evaluate the coursebook according to the reading skill, how they evaluate the reading texts according to vocabulary teaching aspect, the techniques which the teachers use to teach vocabulary while reading, the techniques the students use when they come across with an unknown word and the techniques the students use in order to learn a new vocabulary. The results of the study revealed that both the teachers and the students are negative about most of the characteristics of the reading texts and vocabulary aspects of the coursebook. This result also differs from what is found as a result of this study because teachers and students stated their negative feelings in conformity with each other as opposed to this study.

In another study conducted by Kayapınar (2009), it was found out that the coursebook evaluated was moderate effective in terms of teaching grammar for the students whereas it is low effective for the teachers, which shows that there was dilemma between the students and teachers for the effectiveness of the selected coursebook.

In a similar study conducted by Taylan (2013), it was aimed to find out the effectiveness of the coursebook ‘Breeze 9’ in terms of the categories including aims, grammar teaching, communicative activities and its presentation, and needs and interests. At the end of the study, it was found out that that there was not a consensus on the effectiveness of the coursebook in terms of the mentioned criteria between the students and the teachers: the students claimed that the coursebook is high effective while the teachers claimed just the opposite. In this study, it was also aimed to find the perceptions of the students and the teachers for “Yes You Can A1.2” in terms of its efficacy in bettering students’ four language skills. The findings bear a resemblance to one another: Like Kayapınar (2009) and Taylan (2013), it was concluded as a result of this study that students are content with “Yes You Can A1.2” in terms of its efficacy in helping them better their four skills while teachers hold a totally different view with large percentages and state that this coursebook is not effective in terms of developing four skills.

The reason why students and teachers have different opinions about the efficacy of the coursebooks they use is clarified by Atay& Kurt (2006, p. 60) in their study (As cited in Özdemir, 2007, p. 51). In their study in which they evaluate the English Language Programme at state high schools in Turkey, they found that students liked the coursebooks; the teachers did not find the coursebooks satisfactory. As a result of this, they claimed that the reason of this is most probably that the students did not have enough opportunities to see and use better coursebooks while learning English.

5.4. Conclusion

This study has been done in order to find the efficacy of Yes You Can A1.2 in terms developing the four language skills (reading, writing, listening and speaking) equally, to investigate whether there is any one of the four skills that is developed more than the other three language skills, and to find out the reasons of the development of any one of the four skills over others if there were.

In conclusion, it has been found out that Yes You Can A1.2 does not develop all the four language skills equally because of a variety of reasons aforementioned in the discussion part. That's why; it can be claimed that this coursebook might not be integrating the four language skills as planned and as thought by its writers and by MONE. In addition, it was found out that the skill that is developed more than the other language skills is reading because students' test results in the reading parts in the achievement test have increased, and students and teachers, in the questionnaires and the interviews, stated that Yes You Can A1.2 develops reading more and that it is reading dominant or reading biased.

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APPENDICES

APPENDIX 1: Yes You Can A1.2 Pre-Test/ Post-Test

***LISTENING I: Listen and find if the sentences are 'True' or 'False'. (5 p.)**

		T	F
1	Jim wants to speak to Pete.		
2	Jim's surname is P-E-T-E-R-S-E-N		
3	Jim wants to leave a message to Pete.		
4	Jim's phone number is 550-6108.		
5	Pete is there.		

*This listening tape recording has been taken from the following cite:

<http://fog.ccsf.cc.ca.us/~lfried/call/phoneconv.html>

***LISTENING II: Listen and choose the correct option. (6p.)**

1-) What kind of listening text is that?

a. a radio show b. a music contest c. a telephone conversation d. a TV programme

2-) What is DJ's name?

a. Kath Baker b. Ken Stevens c. Jim Hansen d. Eddie Baker

3-) Who is Kath?

a. Eddie's mother b. Eddie's girlfriend c. Eddie's wife d. Eddie's aunt

4-) What is the importance of today?

a. Kath's graduation b. Kath's anniversary c. Kath's farewell party d. Kath's birthday

5-) Where does Eddie work?

a. At a shop b. At a bank c. At a restaurant d. At a radio

6-) Where does Kath work?

a. At a shop b. At a bank c. At a restaurant d. At a radio

Listen again. Look at the activities or things and decide who likes which one. Put a tick (✓). (9 p.)

		Eddie likes...	Kath likes...
7	Doing judo		
8	Sailing		
9	Watching TV		
10	Reading books		
11	Indian food		
12	Hot food		
13	Italian food		
14	Rock Music		
15	Opera		

*This listening tape recording has been taken from the following book:

English for Life Elementary by Tom Hutchinson Oxford University Publish Page 15

***READING I:**

Read the text and choose the suitable title for the text. (2 p.)

- A) JIM'S FREE TIME ACTIVITIES**
- B) JIM'S FAMILY AND FRIENDS**
- C) JIM'S DAILY ROUTINE**
- D) JIM'S SCHOOL LIFE**



Jim is eleven years old and he lives in Brighton, England.

He usually gets up at a quarter to eight, he has a shower, gets dressed and then he brushes his teeth. After that, he goes downstairs and has breakfast. For breakfast he usually has milk, toast and orange juice. Then he brushes his teeth again because he likes them white and healthy!

Then he takes her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. He usually has lunch at the school canteen with his schoolmates at about 12 o'clock. His best friend is Pete and Jim always sits next to her at lunch.

After school he returns home and does his homework. He is a very hard-working pupil and he never misses a school task! After homework, he usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then he usually reads a book or chats with his parents for a while.

Finally, he goes to bed at about ten o'clock, but before that he brushes his teeth. Jim is a happy little boy!

Answer the questions according to the text. (7 p.)

1-) What does he eat for breakfast?

2-) Why does he brush his teeth?

3-) How does he go to school?

4-) When does the school start?

5-) Is Jim a lazy student?

6-) Does he miss a school task?

7-) How many times a day does he brush his teeth?

*This reading text has been adapted from the following cite:

http://en.islcollective.com/worksheets/search_result?Tags=Sophie%27s+daily+routine&Skill=Reading

READING II: Look at the notice board. According to the notes, fill in the timetable with school subjects. (6 p.)



	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	LUNCH BREAK	14.00-14.50	15.00-15.50
MONDAY			PHYSICS	PHYSICS		ENGLISH	ENGLISH
TUESDAY	CHEMISTRY	CHEMISTRY				FRENCH	FRENCH
WEDNESDAY	R.E	BIOLOGY	BIOLOGY	ICT			
THURSDAY	ENGLISH	ENGLISH				HISTORY	HISTORY
FRIDAY			MATHS	MATHS		ICT	

Answer the questions according to the timetable. (5 p.)

1-What is the third lesson on Wednesday?

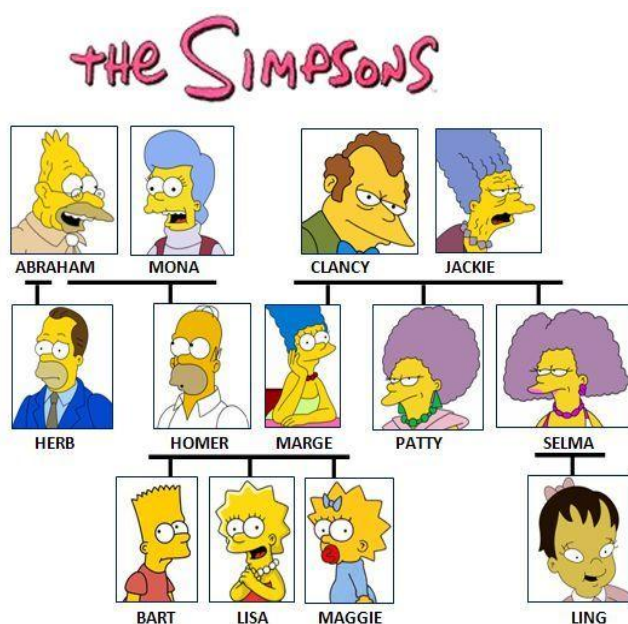
2-When is the History class?

3-What time is the R.E class on Wednesday?

4-What is the sixth lesson on Monday?

5-What time is the English lesson on Monday?

***FUNCTION I:** Look at the family tree of the Simpsons and complete the blanks with the family vocabulary. (5 p.)



1-)Mona is Abraham's _____.

2-)Homer is Abraham and Mona's _____.

3-)Homer is Marge's _____.

4-)Jackie is Ling's _____.

5-)Ling is Bart's _____.

6-)Bart is Lisa's _____.

7-)Marge is Lisa's _____.

8-)Patty is Bart's _____.

9-)Herb is Lisa's _____.

10-)Marge, Patty and Selma are _____.

*This diagram has been taken and adapted from the following cite:

http://en.islcollective.com/worksheets/worksheet_page?id=28447

FUNCTION II: Read the questions and choose the correct option. (15 p.)

1-A: _____?

B: It is 35, Yalı Street, Afyonkarahisar.

- a. Where is your address?
- b. What is Yalı Street?
- c. What is your address?
- d. Is your home on Yalı Street?

2-A: Excuse me, _____?

B: It is between the post office and the cinema.

- a. where is the post office?
- b. can you tell me where the shop is?
- c. how can I get to the cinema?
- d. is the post office far?

3-A: _____?

B: She is a doctor.

- a. Where does she work?
- b. What is her nationality?
- c. What does she do?
- d. What is her work?

4-March is my favourite _____.

- a. day
- b. month
- c. year
- d. season

5-A: When is the national match?

B: ____ Saturday.

- a. on
- b. in
- c. at
- d. to

6-A: Whose is this car?

B: It is _____.

- a. Ali
- b. Alis'
- c. Ali's
- d. Alis

7-Do you like _____ friends?

- a. meet
- b. meeting
- c. to meeting
- d. to meet

8-A: _____?

B: It is purple.

- a. What is her hair?
- b. What color are her eyes?
- c. What color is her skirt?
- d. What is her color skirt?

9-Ayşe is good _____ painting.

- a. in
- b. to
- c. about
- d. at

10-A: _____ cooks at home?

B: My father.

- a. Who
- b. Whose
- c. What
- d. When

11-What is your favorite room at home?

- a. Kitchen
- b. Lunch
- c. Florist
- d. Restaurant

12-A: Where were you _____?

B: I was at the match with my friends.

- a. tomorrow
- b. now
- c. often
- d. yesterday

13-She is studying _____ she has an exam tomorrow.

- a. and
- b. but
- c. or
- d. because

14-What is the weather like?

- a. windy
- b. cloudy
- c. snowy
- d. rainy



15-A: _____ are these sandals?

B: They are \$20.

- a. How many
- b. How much
- c. What
- d. Why

WRITING I: Fill in the Google Identity Card information according to yourself. (12 p.)

Google+
Identity card

ID 108409034795591476384

NAME: _____

SURNAME: _____

AGE: _____

NATIOANALITY: _____

ADDRESS: _____

POST CODE: _____

PHONE NUMBER: _____

E-MAIL: _____

PHOTO



Google+
Identity card

ID 108409034795591476384

FAVOURITE SINGER: _____

FAVOURITE FOOD: _____

FAVOURITE LESSON: _____

HOBBIES: _____





CHOOSE JUST ONE OF THEM FROM THE FOLLOWING!!!

WRITING II: Describe the table using there is/ there are/ there isn't/ there aren't. (8 p.) Use "and, but, because". Write at least 4 sentences.



WRITING II: Draw a family tree. Describe the people in your family. "Who are they? How old are they? What do they like/ dislike? What are their favorite activities?, etc." Write at least 4 sentences (8 p.)

SPEAKING I:

Choose four of the people and describe them in detail. "What are they wearing? What colour are they? What color is their hair? What is their hair type? What do they have?" (8 points)

★



*This picture was taken from the following cite: <http://www.eslprintables.com/>



**This picture was taken from thlwing cite: <http://aprendamosfacil.wordpress.com/category/describing-people/>



***This picture was taken from the following cite: http://en.islcollective.com/worksheets/worksheet_page?id=911

SPEAKING II: Choose one of the questions and talk about it.

A) Compare these United States classrooms with your classroom. You can use get benefit from the useful vocabulary. (4 points)

B) Compare these African classrooms with your classroom. You can use get benefit from the useful vocabulary. (4 points)

A



LAPTOPS

DESKS

TABLES

BOOKSELVES

SOFAS

CARPETS

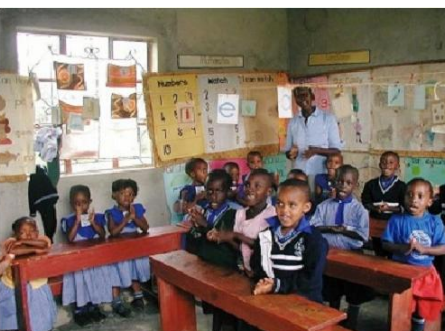
SMART BOARDS

DVD PLAYERS

INTERNET

CONNECTION

B



THERE IS

THERE ARE

BUT

AND

SPEAKING III: Talk about yourself, your family, your favourite friend, your hobbies, your likes, your dislikes. (8 points)

THE TEACHER IS SUPPOSED TO GUIDE THE CHILDREN ASKING SOME OF THE FOLLOWING QUESTIONS DURING THE CONVERSATION!!!

What does your mother do?

What does your father do?

How old are they?

Where do you live?

What kind of food do you like most?

Who is your favourite singer?

What do you do in your free time?

Who is your best friend?

APPENDIX 2: Yes You Can A1.2 Pre-Test/ Post-Test-Answer Key

***LISTENING I: Listen and find if the sentences are 'True' or 'False'. (5 p.)**

		T	F
1	Jim wants to speak to Pete.	✓	
2	Jim's surname is P-E-T-E-R-S-E-N		✓
3	Jim wants to leave a message to Pete.	✓	
4	Jim's phone number is 550-6108.	✓	
5	Pete is there.		✓

*This listening tape recording has been taken from the following cite:

<http://fog.ccsf.cc.ca.us/~lfried/call/phoneconv.html>

***LISTENING II: Listen and choose the correct option. (6p.)**

1-) What kind of listening text is that?

a. a radio show b. a music contest c. a telephone conversation d. a TV programme

2-) What is DJ's name?

a. Kath Baker **b. Ken Stevens** c. Jim Hansen d. Eddie Baker

3-) Who is Kath?

a. Eddie's mother b. Eddie's girlfriend **c. Eddie's wife** d. Eddie's aunt

4-) What is the importance of today?

a. Kath's graduation b. Kath's anniversary c. Kath's farewell party **d. Kath's birthday**

5-) Where does Eddie work?

a. At a shop b. At a bank c. At a restaurant d. At a radio

6-) Where does Kath work?

a. At a shop **b. At a bank** c. At a restaurant d. At a radio

Listen again. Look at the activities or things and decide who likes which one. Put a tick (✓). (9 p.)

		Eddie likes...	Kath likes...
7	Doing judo		✓
8	Sailing	✓	
9	Watching TV	✓	
10	Reading books		✓
11	Indian food		✓
12	Hot food		✓
13	Italian food	✓	
14	Rock Music	✓	
15	Opera		✓

*This listening tape recording has been taken from the following book:

English for Life Elementary by Tom Hutchinson Oxford University Publish Page 15

***READING I:**

Read the text and choose the suitable title for the text. (2 p.)

- A) JIM'S FREE TIME ACTIVITIES
- B) JIM'S FAMILY AND FRIENDS
- C) JIM'S DAILY ROUTINE**
- D) JIM'S SCHOOL LIFE



Jim is eleven years old and he lives in Brighton, England.

He usually gets up at a quarter to eight, he has a shower, gets dressed and then he brushes his teeth. After that, he goes downstairs and has breakfast. For breakfast he usually has milk, toast and orange juice. Then he brushes his teeth again because he likes them white and healthy!

Then he takes her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. He usually has lunch at the school canteen with his schoolmates at about 12 o'clock. His best friend is Pete and Jim always sits next to her at lunch.

After school he returns home and does his homework. He is a very hard-working pupil and he never misses a school task! After homework, he usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then he usually reads a book or chats with his parents for a while.

Finally, he goes to bed at about ten o'clock, but before that he brushes his teeth. Jim is a happy little boy!

Answer the questions according to the text. (7 p.)

1-) What does he eat for breakfast?

He usually has milk, toast and orange juice.

2-) Why does he brush his teeth?

Because he likes them white and healthy!

3-) How does he go to school?

He goes to school by bus.

4-) When does the school start?

The school starts at half past eight.

5-) Is Jim a lazy student?

No, he isn't. He is a hardworking pupil.

6-) Does he miss a school task?

No he doesn't. He never misses a school task.

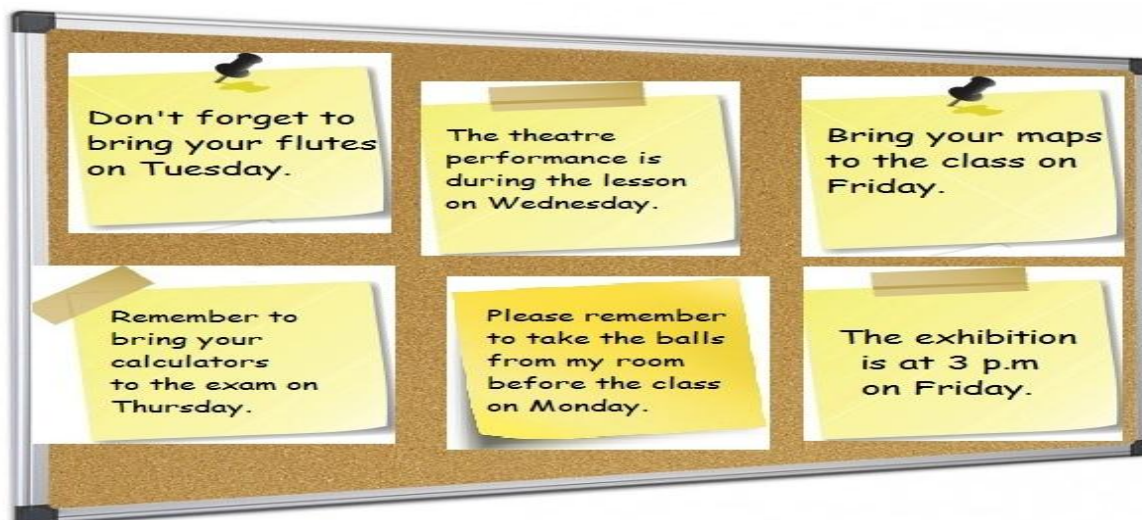
7-) How many times a day does he brush his teeth?

He brushes his teeth three times a day.

*This reading text has been adapted from the following cite:

http://en.islcollective.com/worksheets/search_result?Tags=Sophie%27s+daily+routine&Skill=Reading

READING II: Look at the notice board. According to the notes, fill in the timetable with school subjects. (6 p.)



	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	LUNCH BREAK	14.00-14.50	15.00-15.50
MONDAY	P.E- Physical Education		PHYSICS	PHYSICS		ENGLISH	ENGLISH
TUESDAY	CHEMISTRY	CHEMISTRY	Music			FRENCH	FRENCH
WEDNESDAY	R.E	BIOLOGY	BIOLOGY	ICT		Literature- Drama	
THURSDAY	ENGLISH	ENGLISH	Maths			HISTORY	HISTORY
FRIDAY	Geography		MATHS	MATHS		ICT	Art

Answer the questions according to the timetable. (5 p.)

1-What is the third lesson on Wednesday?

It is Biology.

2-When is the History class?

It is on Thursday.

3-What time is the R.E class on Wednesday?

It is at 9 o'clock.

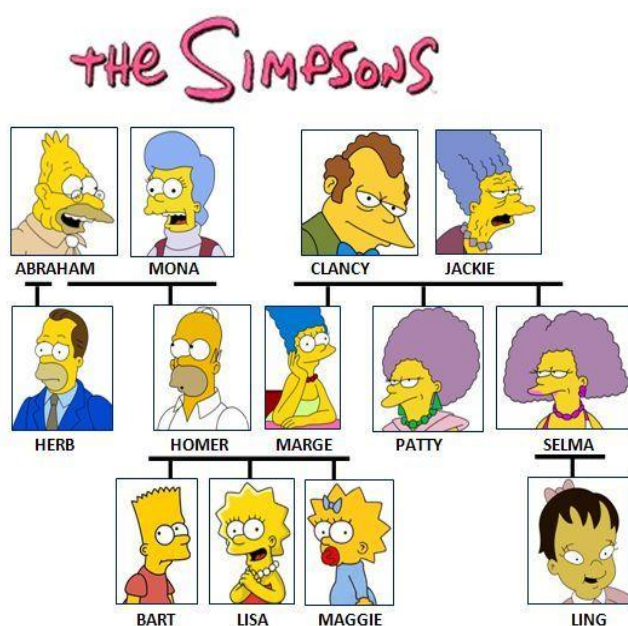
4-What is the sixth lesson on Monday?

It is English.

5-What time is the English lesson on Monday?

It is at 14 o'clock.

***FUNCTION I:** Look at the family tree of the Simpsons and complete the blanks with the family vocabulary. (5 p.)



1-)Mona is Abraham's **wife**.

2-)Homer is Abraham and Mona's **son**.

3-)Homer is Marge's **husband**.

4-)Jackie is Ling's **grandmother**.

5-)Ling is Bart's **cousin**.

6-)Bart is Lisa's **brother**.

7-)Marge is Lisa's **mother**.

8-)Patty is Bart's **aunt**.

9-)Herb is Lisa's **uncle**.

10-)Marge, Patty and Selma are **sisters/siblings**.

*This diagram has been taken and adapted from the following cite:

http://en.islcollective.com/worksheets/worksheet_page?id=28447

FUNCTION II: Read the questions and choose the correct option. (15 p.)

1-A: _____?

B: It is 35, Yalı Street, Afyonkarahisar.

a. Where is your address?

b. What is Yalı Street?

c. What is your address?

d. Is your home on Yalı Street?

2-A: Excuse me, _____?

B: It is between the post office and the cinema.

a. where is the post office?

b. can you tell me where the shop is?

c. how can I get to the cinema?

d. is the post office far?

3-A: _____?

B: She is a doctor.

a. Where does she work?

b. What is her nationality?

c. What does she do?

d. What is her work?

4-March is my favourite _____.

a. day

b. month

c. year

d. season

5-A: When is the national match?

B: _____ Saturday.

a. on

b. in

c. at

d. to

6-A: Whose is this car?

B: It is _____.

a. Ali

b. Alis'

c. Ali's

d. Alis

7-Do you like _____ friends?

a. meet

b. meeting

c. to meeting

d. to meet

8-A: _____?

B: It is purple.

a. What is her hair?

b. What color are her eyes?

c. What color is her skirt?

d. What is her color skirt?

9-Ayşe is good _____ painting.

a. in b. to c. about **d. at**

10-A: _____ cooks at home?

B: My father.

a. Who

b. Whose

c. What

d. When

11-What is your favorite room at home?

a. Kitchen

b. Lunch

c. Florist

d. Restaurant

12-A: Where were you _____?

B: I was at the match with my friends.

a. tomorrow

b. now

c. often

d. yesterday

13-She is studying _____ she has an exam tomorrow.

a. and b. but c. or **d. because**

14-What is the weather like?

a. windy

b. cloudy

c. snowy

d. rainy



15-A: _____ are these sandals?

B: They are \$20.

a. How many

b. How much

c. What

d. Why

WRITING :

Students' own answers are assessed by two graders in the writing parts.

SPEAKING :

Students' own performances are assessed by two graders in the speaking parts.

APPENDIX 3: General Outcomes of A1.2

A1.2.1

Students will be able to...

LISTENING

1. Distinguish words and expressions related to immediate relevance in daily life.
2. Follow the simple, clear basic everyday conversations.
3. Identify clear, basic information in audio or video material.
4. Define the place, person and the topic in the audio material.
5. Identify the sound differences in pronunciation.
6. Recognise clear, basic information in audio or video material.
7. Understand simple, clear, basic telephone conversations in the audio materials.

SPOKEN INTERACTION

1. Communicate according to simple everyday relations.
2. Indicate simple statements in areas of immediate need in conversations.
3. Ask questions related to themselves, their family, interests etc.
4. Answer the questions related to themselves, their family, interests etc.
5. Express themselves in simple, clear, basic telephone conversations.

SPOKEN PRODUCTION

1. Talk about habits.
2. Describe themselves, their family, daily life, interests, etc.
3. Give a simple description of people, living or working conditions, daily routines.
4. Support his speech with visuals.
5. Ask for information.
6. Answer WH-questions during their speech.
7. Interpret the information given on tables or charts.
8. Answer the questions related to personal information.

READING

1. Understand very short, simple texts.
2. Understand short, simple written messages.
3. Read tables and charts.
4. Understand what they read with the help of visual support.
5. Follow short, simple written instructions.
6. Apply short and simple instructions especially if there is visual support.
7. Understand the questions related to the short simpler written material.
8. Guess the content of the written material with the help of the visuals and the title.
9. Look for the answers to the WH-questions in the short, simple texts.
10. Understand the questions including personal information.

WRITING

1. Write simple isolated phrases and sentences.
2. Express their daily needs in written form.
3. Write very short, basic descriptions of themselves and other people.
4. Fill in the forms according to the instructions.
5. Take notes.
6. Write short messages and e-mails.
7. Write short simple postcards
8. Write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
9. Write very simple personal letters.
10. Write sentences and texts by looking at the visuals.

11. Ask basic questions in written form.
12. Answer WH-questions in written forms.
13. Give examples from daily life in written form.
14. Pass on personal details in written form.
15. Use polite expressions in their writing texts.

A1.2.2

LISTENING

1. Understand the listening extract with the help of the familiar words in the recorded text.
2. Follow simple, clear instructions in recorded text.
3. Define the place, person and the topic in the audio material.
4. Define the topic of the short, clear, simple messages and announcements.
5. Distinguish information related to international words, person and place delivered in clear standard speech.
6. Recognise clear, basic information in audio or video material.

SPOKEN INTERACTION

1. Ask simple questions on familiar topics.
2. Answer simple questions addressed to them.
3. Say what they like and dislike.
4. Ask for information on immediate needs.
5. Deliver basic, clear speech consisting information on people, place, time.

SPOKEN PRODUCTION

1. Support his speech with visuals.
2. Identify the problem.
3. Give example from their daily life while they are talking.
4. Express their feelings orally.

READING

1. Distinguish the specific information in simple and clear written messages.
2. Understand high frequency everyday words and expressions in signs and notices .
3. Distinguish the specific information in written material.
4. Read to obtain information.
5. Understand the questions related to the short simpler written material.
6. Look for the answers to the WH-questions in the short, simple texts.
7. Define the problem in written material.
8. Guess the information with help of clues in written text.

WRITING

1. Ask for and pass on personal details in written form.
2. Like exchanging letters.
3. Write short, simple dialogues and texts.
4. Write short paragraphs about likes / dislikes.
5. Complete written information with the help of given contextual clues.
6. Write simple text describing feelings.
7. Use time expressions in their writing texts.
8. Use polite expressions in their writing texts.

A1.2.3

LISTENING

1. Distinguish the advice and suggestions.
2. Understand short, simple, clear directions.
3. Distinguish the reason result expressions in the recorded text.
4. Distinguish contrasting words in the recorded text.
5. Find a title suitable for the recorded text.

SPOKEN INTERACTION

1. Communicate to ask for and provide information.
2. Give example from their daily life while they are talking.
3. Express ideas and suggestions.
4. Express wishes and petitions.
5. Express their feelings in a simple way.
6. Use reason result expressions in their speech.
7. Give simple clear directions.

SPOKEN PRODUCTION

1. Order the topics and events in their speech.
2. Read a very short rehearsed statement e.g. introduce a speaker, propose a toast, etc.
3. Support his speech with visuals.
4. Make comparisons in their speech.

READING

1. Distinguish the specific information in written material.
2. Read to obtain information.
3. Look for the answers to the WH-questions in the short, simple texts.
4. Define the elements of the story in written text.
5. Define the order of the events in the written text.

WRITING

1. List the important information in written or recorded text.
2. Complete written information with the help of given contextual clues.
3. Report the events according to the time order.
4. Write about their future plans.
5. Make comparisons in their writing.
6. Use time expressions in their writing texts.
7. Use reason result expressions in their writing texts.

APPENDIX 4: Student Questionnaire-in English

This questionnaire aims to determine the perceptions of the students on the efficacy of the coursebook in terms of four skills. When you answer the questions, your very first impressions will be most appreciated. Please try not to spend more than ten minutes or so to respond to all the questions. If you find it necessary to qualify your responses, please feel free to add your comments in open space available. I would appreciate your cooperation very much. Your participation in this study is completely voluntary. Your questionnaire responses will be strictly confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the questionnaire or the procedures, you may send a mail to Doğan DEMİRCİ (dogandemirci@live.com). Thank you very much for your time and support.

Gender	() Male	() Female
---------------	-------------	---------------

1-Order the four skills (**reading-writing-listening-speaking**) from the most important to the least important in terms of your language needs?

1		The most important The least important
2		
3		
4		

2-Order the four language skills (**listening, speaking, reading, and writing**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most The least
2		
3		
4		

3-Order the four language components (**content, vocabulary, grammar, and pronunciation**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most The least
2		
3		
4		

4-Order the teaching materials (**students' book, work book, supplementary materials, and your own materials**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most The least
2		
3		
4		

*Supplementary materials mean additional teaching materials such as games and tasks, excluding CDs that are often attached to students' book.

5-Are you satisfied with your proficiency in English after using "Yes You Can A1.2" in your lessons? Please rate your performance at the end of the term with the scale below between 1 and 5. Tick the appropriate box below.

5	4	3	2	1
Quite well	Fairly well	Cannot tell for sure	Not very well	Not well at all

YES YOU CAN A1.2-READING

	Agree	Neutral	Disagree
This book helps us better our ability to read and understand English.			
The activities, tasks, games, etc. are adequate to better our reading skills in English.			
The level of the reading activities is appropriate for us.			
Reading activities appeal to our interest.			

YES YOU CAN A1.2-WRITING

	Agree	Neutral	Disagree
This book helps us better our ability to write in English.			
The activities, tasks, games, etc. are adequate to better our writing skills in English.			
Writing activities help us improve our proficiency.			
The level of the writing activities is appropriate for us.			

YES YOU CAN A1.2-LISTENING

	Agree	Neutral	Disagree
This book helps us better our ability to listen and understand English.			
The activities, tasks, games, etc. are adequate to better our listening skills in English.			
Listening activities help us improve our proficiency.			
The level of the listening activities is appropriate for us.			
Listening activities appeal to our interest.			

YES YOU CAN A1.2-SPEAKING

	Agree	Neutral	Disagree
This book helps us better our ability to speak in English.			
The activities, tasks, games, etc. are adequate to better our speaking skills in English.			
Speaking activities help us improve our proficiency.			
The level of the speaking activities is appropriate for us.			
Speaking activities appeal to our interest.			

YES YOU CAN A1.2-GRAMMAR

	Agree	Neutral	Disagree
Grammar in this book is acquired through skills and activities by us.			
This book focuses on fluency rather than accuracy.			
Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).			
The level of the grammar activities is appropriate for us.			

YES YOU CAN A1.2-CONTENT

	Agree	Neutral	Disagree
Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).			
The topics in this book attract our attention.			
The activities in this book meet our needs.			

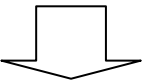
YES YOU CAN A1.2-IN GENERAL

	Agree	Neutral	Disagree
This book promotes active learning.			
This book brings up us as independent and proficient users of four skills.			
This book develops our autonomy, gives us responsibility for our own learning.			

ADDITIONAL COMMENTS: _____

I think this coursebook is sufficient in terms of teaching four language skills.	Yes ()	Neutral ()	No ()
I think this coursebook is appropriate in terms of teaching four language skills.	Yes ()	Neutral ()	No ()

Order the four language skills (listening, speaking, reading, and writing) according to the duration that is spent on each of them from the most to the least by your English teacher in “YES YOU CAN A1.2” in your English lessons.

1		<div style="text-align: center;"> The most  The least </div>
2		
3		
4		

APPENDIX 5: Student Questionnaire-in Turkish

Bu anket ders kitaplarının dört dil becerisi açısından etkililiği hakkında öğrencilerin algılarını belirlemeyi amaçlamaktadır. Soruları cevaplarken, ilk izlenimleriniz benim için oldukça önemlidir. Lütfen soruları cevaplarken 10 dakika veya daha fazla süre harcamamaya gayret ediniz. Eğer cevaplarınızı açıklama ihtiyacı hissederseniz, yorumlarınızı ek düşünceler bölümüne yazma hususunda tereddüt etmeyiniz. Anketime olan katkılarınıza minnettarım. Bu çalışmaya katılım tamamen gönüllülük esasına göredir. Anket sorularına verdiğiniz cevaplar gizli tutulacak ve toplanan veri sadece toplu olarak raporlaştırılacaktır. Eğer anket soruları veya anketin uygulanması hakkında bir sorunuz olursa, Doğan DEMİRCİ (dogandemirci@live.com)'ye istediğiniz her an mail gönderebilirsiniz. Zamanınızı ayırdığınız ve destekleriniz için çok teşekkür ederim.

Cinsiyet	() Bay	() Bayan
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1-Dört dil becerisini (**okuma-yazma-dinleme-konuşma**) sizin kendi dil ihtiyaçlarınızı düşünerek en önemliden en az önemliye göre sıralayınız.

1		En önemli
2		
3		
4		Az önemli

2-Dört dil becerisini (**okuma-yazma-dinleme-konuşma**) sınıfta her birinin öğretimine ayrılan süreye göre en çoktan en aza kadar sıralayınız.

1		En çok
2		
3		
4		En az

3-Dört dil bileşenini (**içerik-kelime-dil bilgisi-telaaffuz**)İngilizce öğretmeninizin her biri için derste ayırdığı zamana göre en çoktan en aza doğru sıralayınız.

1		En çok
2		
3		
4		En az

4-Öğretim materyallerini (**öğrenci kitabı-alıştırma kitabı-yardımcı materyaller-öğretmeninizin kendi materyalleri**) öğretmeninizin her biri için derste ayırdığı zamana göre en çoktan en aza doğru sıralayınız.

1		En çok
2		
3		
4		En az

*Ek materyaller, öğrenci kitabıyla birlikte gelen CD'lerin hariç olduğu oyunlar ve görevler gibi ek öğretim materyallerini içeren gruptur.

5-Derslerinizde “**Yes You Can A1.2**” kullandıktan sonra, şu anki İngilizce seviyenizden memnun musunuz? Aşağıdaki ölçeği kullanarak dönem sonu performansınızı 1-5 arasında değerlendiriniz. Uygun kutucuğa ✓ koyunuz.

5	4	3	2	1
Oldukça iyi	İyi	Emin değilim	Çok iyi değil	İyi değil

YES YOU CAN A1.2-OKUMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce okuma ve okuduğumuzu anlama becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki okuma becerilerimizi geliştirme konusunda yeterlidir.			
Okuma aktivitelerinin seviyesi seviyemize uygundur.			
Okuma aktiviteleri ilgimizi çekiyor.			

YES YOU CAN A1.2-YAZMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce yazma becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki yazma becerilerimizi geliştirme konusunda yeterlidir.			
Yazma aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Yazma aktivitelerinin seviyesi seviyemize uygundur.			

YES YOU CAN A1.2-DİNLEME

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce dinleme ve dinlediğimizi anlama becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki dinleme becerilerimizi geliştirme konusunda yeterlidir.			
Dinleme aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Dinleme aktivitelerinin seviyesi seviyemize uygundur.			
Dinleme aktiviteleri ilgimizi çekiyor.			

YES YOU CAN A1.2-KONUŞMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce konuşma becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki konuşma becerilerimizi geliştirme konusunda yeterlidir.			
Konuşma aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Konuşma aktivitelerinin seviyesi seviyemize uygundur.			
Konuşma aktiviteleri ilgimizi çekiyor.			

YES YOU CAN A1.2-DİL BİLGİSİ

	Katılıyorum	Nötr	Katılmıyorum
Bu kitaptaki dil bilgisi beceriler ve aktiviteler yoluyla ediniliyor.			
Bu kitap dili doğru kullanmaktan öte dili akıcı kullanmaya odaklanmaktadır.			
Dil alanları 4 dil becerisi (Dinleme, okuma, konuşma, yazma) içerisinde düzenlenmiştir.			
Dil bilgisi aktivitelerinin seviyesi bizim için uygundur.			

YES YOU CAN A1.2-İÇERİK

	Katılıyorum	Nötr	Katılmıyorum
Bu kitabın içeriği algısal beceriler (okuma, yazma) ile başlayıp, üretimsel beceriler (konuşma, yazma) ile bitiyor.			
Bu kitaptaki konular ilgimizi çekiyor.			
Bu kitaptaki aktiviteler ihtiyaçlarımıza cevap veriyor.			

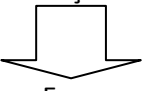
YES YOU CAN A1.2-GENEL OLARAK

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap aktif öğrenmeyi geliştiriyor.			
Bu kitap bizim bir birey olarak dildeki dört becerinin bağımsız ve usta kullanıcıları olarak gelişmemize katkıda bulunuyor.			
Bu kitap özerkliğimizi geliştiriyor ve bize kendi öğrenmelerimizin sorumluluğunu veriyor.			

EK DÜŞÜNCELER: _____

Bu ders kitabı dört dil becerisini (okuma-yazma-dinleme-konuşma) öğretme açısından yeterlidir.	Evet ()	Nötr ()	Hayır ()
Bu ders kitabı dört dil becerisini (okuma-yazma-dinleme-konuşma) açısından uygun bir ders kitabıdır.	Evet ()	Nötr ()	Hayır ()

🚩“YES YOU CAN A1.2”yi derste kullanırken, dört dil becerisine (**okuma-yazma-dinleme-konuşma**) derste ayırdığı zamana göre en çoktan en aza doğru bu becerileri sıralayınız.

1		<div style="text-align: center;"> En çok  En az </div>
2		
3		
4		

APPENDIX 6: Teacher Questionnaire

This questionnaire aims to determine the perceptions of the teachers on the efficacy of the coursebook in terms of four skills. When you answer the questions, your very first impressions will be most appreciated. Please try not to spend more than ten minutes or so to respond to all the questions. If you find it necessary to qualify your responses, please feel free to add your comments in open space available. I would appreciate your cooperation very much. Your participation in this study is completely voluntary. Your questionnaire responses will be strictly confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the questionnaire or the procedures, you may send a mail to Doğan DEMİRCİ (dogandemirci@live.com), MA student at Gazi University. Thank you very much for your time and support.

Gender	() Male () Female
How long have you been teaching English?	() years

1-Order the four skills (**reading-writing-listening-speaking**) from the most important to the least important in terms of students' needs?

1		The most important The least important
2		
3		
4		

2-Order the four language skills (**listening, speaking, reading, and writing**) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		The most The least
2		
3		
4		

3-Order the four language components (**content, vocabulary, grammar, and pronunciation**) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		The most The least
2		
3		
4		

4-Order the teaching materials (**students' book, work book, supplementary materials, and your own materials**) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		The most The least
2		
3		
4		

*Supplementary materials mean additional teaching materials such as games and tasks, excluding CDs that are often attached to students' book.

5-While you are getting prepared for your English lessons in advance, how much do you benefit from **the National Core Curriculum, the teacher's book, and your own ideas** and experience respectively? Order them from the most to the least.

1		The most The least
2		
3		

6-Are you satisfied with your learners' proficiency in English after using "Yes You Can A1.2" in your lessons? Please rate your learners' performance at the end of the term with the scale below between 1 and 5. Tick the appropriate box below.

5	4	3	2	1
Quite well	Fairly well	Cannot tell for sure	Not very well	Not well at all

WHILE TEACHING ENGLISH

	Agree	Neutral	Disagree
Teachers should focus on teaching grammar.			
I provide opportunities for students to make students use of English through meaningful tasks and activities.			
I speak English in the classroom.			
Exams should be based on the four skills. (reading, writing, listening, speaking)			
Teaching grammar is more important than teaching the four skills.			
Form is more important than usage while teaching grammar.			
Structures can be neglected while teaching grammar. Instead, usage should be emphasized.			
I neglect reading in exams.			
I neglect writing in exams.			
I neglect listening in exams.			
I neglect speaking in exams.			

YES YOU CAN A1.2-READING

	Agree	Neutral	Disagree
This book helps students better their ability to read and understand English.			
The activities, tasks, games, etc. are adequate to better the learners' reading skills in English.			
The level of the reading activities is appropriate for the learners.			
Reading activities appeal to the learners' interest.			

YES YOU CAN A1.2-WRITING

	Agree	Neutral	Disagree
This book helps students better their ability to write in English.			
The activities, tasks, games, etc. are adequate to better the learners' writing skills in English.			
Writing activities help students improve their proficiency.			
The level of the writing activities is appropriate for the learners.			

YES YOU CAN A1.2-LISTENING

	Agree	Neutral	Disagree
This book helps students better their ability to listen and understand English.			
The activities, tasks, games, etc. are adequate to better the learners' listening skills in English.			
Listening activities help students improve their proficiency.			
The level of the listening activities is appropriate for the learners.			
Listening activities appeal to the learners' interest.			

YES YOU CAN A1.2-SPEAKING

	Agree	Neutral	Disagree
This book helps students better their ability to speak in English.			
The activities, tasks, games, etc. are adequate to better the learners' speaking skills in English.			
Speaking activities help students improve their proficiency.			
The level of the speaking activities is appropriate for the learners.			
Speaking activities appeal to the learners' interest.			

YES YOU CAN A1.2-GRAMMAR

	Agree	Neutral	Disagree
Grammar in this book is acquired through skills and activities by the students.			
This book focuses on fluency rather than accuracy.			
Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).			
The level of the grammar activities is appropriate for the learners.			

YES YOU CAN A1.2-CONTENT

	Agree	Neutral	Disagree
Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).			
The topics in this book attract students' attention.			
The activities in this book meet students' needs.			


YES YOU CAN A1.2-IN GENERAL

	Agree	Neutral	Disagree
This book promotes active learning.			
This book brings up students as independent and proficient users of four skills.			
This book develops students' autonomy, gives them responsibility for their own learning.			

ADDITIONAL COMMENTS:

I think this coursebook is sufficient in terms of teaching four language skills.	Yes ()	Neutral ()	No ()
I think this coursebook is appropriate in terms of teaching four language skills.	Yes ()	Neutral ()	No ()

Order the four language skills (listening, speaking, reading, and writing) according to the duration that you spend on each of them from the most to the least in "YES YOU CAN A1.2" in your English lessons.

1		<div style="text-align: center;"> The most  The least </div>
2		
3		
4		

