DOKUZ EYLUL UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHER EDUCATION

DOCTORAL THESIS

THE USE OF COMMUNICATIVE APPROACH IN 9TH GRADE ENGLISH CLASSES OF TWO HIGH SCHOOLS IN BUCA, IZMIR

FERDANE DENKCİ AKKAŞ

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SUPERVISOR
ASST. PROF. DR. BERNA ÇOKER

İZMİR
2015

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Doktora Tezi olarak sunduğum " The Use of Communicative Approach in 9th Grade English Classes of Two High Schools in Buca, İzmir" adlı çalışmamın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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Başkan :Yrd. Doç. Dr. Berna ÇÖKER

Üye : Doç. Dr. Feryal ÇUBUKÇU

Üye : Prof. Dr. Abbas TÜRNÜKLÜ

Üye : Doç. Dr. Nesrin ORUÇ ERTÜRK

Üye : Doç. Dr. Aylin KÖYALAN

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Prof. Dr. Ali Günay BALIM
Enstitü Müdürü

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ULUSAL TEZ MERKEZİ

TEZ VERİ GİRİŞİ VE YAYIMLAMA İZİN FORMU

Referans No	10060409
Yazar Adı / Soyadı	FERDANE DENKCİ AKKAŞ
Uyruğu / T.C.Kimlik No	TÜRKİYE / 40135021556
Telefon	2324203033
E-Posta	ferdanedenkci@yahoo.com
Tezin Dili	İngilizce
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ABSTRACT

The Communicative Approach, which appeared in the 60s and 70s, still keeps its popularity in language teaching contexts. Like in many countries in the world, in Turkey the Ministry of National Education is reconstructing foreign language education according to the principles of the Communicative Approach. Some studies on the application of the Communicative Approach in Turkey have revealed that foreign language teaching is not performed in a communicative way due to some challenges and problems (Coşkun, 2011 and Özşevik, 2010).

The purpose of this study is to evaluate how effectively the Communicative Approach is being implemented in 9th grade classroom contexts in order to reveal to what extent these classes are communicative as well as to understand the situation from the perspectives of the teachers and students. Therefore, it will be possible to see whether the theoretical innovations are being applied in real classroom settings and to determine if there are any weaknesses of the new program launched in 2007 by the Ministry of Education.

The participants of the study are the students and teachers of two 9th grade classes in İzmir, Buca in 2012-2013 academic year: one from Buca Hoca Ahmet Yesevi High School and the other from Buca Fatma Saygın Anatolian High School. These two schools have been chosen due to their being a typical representative of a General and an Anatolian High School. Each class has been observed for one hour per week during a semester.

In this study, the data have been collected via COLT observation scheme Part A and interview questions. The data from the observation scheme have been analyzed by proportion calculations whereas a content analysis has been carried out with the data from the interviews in order to get the general themes.

The results have revealed that the extent to which the Communicative Approach is being implemented in the classrooms highly depends on the teacher and the teaching context. It has also been found that although the learners have similar attitudes, beliefs and expectations about their language learning, they do not receive the same teaching practices in contrast to the principles of the general curriculum provided by the MNE. This seems mainly because of the differences in the teachers' perspectives of their learner profiles, teaching priorities and so their teaching philosophies.

ÖZET

1960 ve 1970'li yıllarda ortaya çıkan İletişimsel Yaklaşım dil öğretiminde günümüzde de popülerliğini korumaya ve arttırmaya devam etmektedir. Dünyanın pek çok ülkesinde olduğu gibi Türkiye'de de MEB yabancı dil öğretimini İletişimsel Yaklaşımın ilkelerine göre yeniden yapılandırmaktadır. Türkiye'de yabancı dil öğretiminde İletişimsel Yaklaşımın kullanılmasına ilişkin yapılan çeşitli araştırmalar bazı güçlükler ve sorunlar nedeniyle sınıflarda dilin iletişimsel olarak öğretilemediğini ortaya koymuştur (Coşkun, 2011 ve Özşevik, 2010).

Bu çalışmanın amacı 9. sınıf İngilizce derslerinin ne kadar iletişime dayalı olduğunu belirlemek ve mevcut durumu öğretmen ve öğrenci açısından incelemektir. Böylece teorik olarak yapılan yenilik ve değişikliklerin ne derece hayata geçirilebildiği ortaya konacak, var olan eksikleri ya da aksayan yönleri belirlenecektir.

Bu araştırmanın katılımcılarını, 2012-2013 eğitim-öğretim yılında İzmir ili Buca ilçesinde bulunan Buca Hoca Ahmet Yesevi Lisesi ve Fatma Saygın Anadolu Lisesi'nden birer 9. sınıfın öğrencileri ve bu sınıflarda derse giren İngilizce öğretmenleri oluşturmuştur. Bu iki okul MEB'e bağlı birer tipik genel lise ve anadolu lisesi olmaları nedeniyle seçilmişlerdir. Her iki okulda da her hafta bir ders saati gözlemlenmiştir.

Bu çalışmada veriler COLT gözlem formu ve görüşme soruları ile toplanmıştır. Gözlem formlarıyla elde edilen veriler oran hesaplamaları yapılarak analiz edilmiştir. Görüşme soruları ile toplanan veriler için içerik analizi yapılarak genel temalar ortaya konmuştur.

Bulgular, İletişimsel Yaklaşımın sınıf içinde uygulanma düzeyinin büyük oranda öğretmene ve eğitim ortamına bağlı olduğunu ortaya koymuştur. Ayrıca, öğrencilerin dil öğrenme süreçlerine ilişkin benzer tutum, görüş ve beklentilere sahip olmalarına rağmen MEB tarafından oluşturulan müfredatın aksine aynı eğitim uygulamalarını almadıkları görülmüştür. Bu durumun temelde öğretmenlerin öğrencilerinin profillerine, eğitim önceliklerine ve dolayısı ile eğitim felsefelerine ilişkin bakış açılarındaki farklılıklardan kaynaklanıyor olabileceği gözlemlenmiştir.

CHAPTER 1

INTRODUCTION

Problem

Learning and teaching of a second language has become a vital need rather than a luxury in today's world due to the fact that multilingualism has gained significance as people are to follow the rapid developments in various areas. Teaching of English, which is the most common language used for international communication, has always been important and prior in Turkish education system. Kırkgöz (2007: 217) explains the significance of English for Turkey as follows:

> The strategic and geopolitical status of the country makes the learning of English, the main language for international communication as well as the world's lingua franca of science, technology and business, particularly important for Turkish citizens to enable the nation to pursue its international communication and keep up with developments in many fields in which English is the most-widely used language.

However, it is also one of the most serious educational problems that need to be urgently solved since Turkey has not been much successful in second language teaching although students are made to study a language for long years (Işık, 2008; Akalın & Zengin, 2007; Çelebi, 2006; Gedikoğlu, 2005). Akpınar & Aydın (2009) state that there are undoubtedly serious problems in second language teaching in Turkey since learners who spend over ten years studying a second language can only achieve a little grammar, but nothing else. Therefore, various research has been carried out in order to find out better and more effective ways of teaching a second language, and the previous curriculum of second language teaching has been changed according to the principles of the new movements and approaches of teaching which favor student-centered learning environments rather than the traditional teacher-centered ones and which emphasize learning processes rather than

learning products. Since 2005, the Turkish government has been trying to standardize English language teaching as a government policy in order to achieve the harmony with the European Union and get the full membership. Therefore, the 1997 curriculum, which introduced the concept of the communicative approach to language teaching in Turkey, has been revised a couple of times to adapt it into European standards and the new curriculum aims to improve English language teaching. What the Ministry of National Education (MNE) has planned is to expand this to secondary school education. Consequently, preparatory classes for intensive language instruction offered in anatolian high schools and super high schools were abolished in 2005 and all high schools were required to provide 10 hours of language teaching per week in the first year and 4 hours for the following years. Only İstanbul, Kadıköy and Galatasaray Anatolian High Schools went on giving one year of prep class for intense language instruction which had previously been for 2 years. The following academic year, three more high schools joined them and in 2007 there were totally 10 high schools with prep classes for intense language instruction in Turkey. In addition to these changes in Anatolian high schools, the MNE in Turkey revised the curriculum for the 9th grade English courses in general high schools and published the new version which was based on the Communicative Approach in 2007. This new curriculum puts a high emphasis on the Communicative approach, which values all kinds of skills and strategies that enables the learner to understand or produce a discourse in different contexts. What was aimed was to let the learner use the language outside the classroom independently and deal effectively on his own with the problems he might come across (Kırkgöz, 2007). As the curriculum was redesigned, the yearly plans, the testing and evaluation procedures and the teaching materials used in the classroom were changed and updated as parts of the newly designed curriculum. The yearly plans were prepared in the spiral format in order to make the learner meet the same topic in different times with different levels of difficulty. This new curriculum that was based on the process of learning also included some alternative assessment techniques like portfolio assessment due to the fact that standard assessment techniques were not efficient enough to evaluate the learning and teaching processes. It is also seen that the yearly plans organized in terms of grammar structures were reconstructed in terms of language functions. As a

result of all these changes, all course books, supporting materials and additional materials were also revised accordingly. Finally, the MNE released the latest version of the English language teaching curriculum for high schools with a notice on August, 24th, 2011. In the notice, all high schools were required to start the application of this new curriculum in the 2011-2012 academic year. It was also stated that with the new curriculum, new textbooks, workbooks and teachers books were to be prepared and presented to the council by March, 30th, 2012 and the ones approved by the council were to be used in schools in the 2012-2013 academic year. For the 2011-2012 academic year, language teachers were supposed to use the existing textbooks by adapting them according to the new curriculum (Milli Eğitim Bakanlığı [MEB], 2011).

In the text of the new curriculum for English language teaching in high schools published by MNE in 2011, it is clearly stated that this new program is primarily and dominantly based on the Communicative Approach (CA) and has been prepared to be in harmony with the Common European Framework of Reference for Languages. That is, students should be guided to understand and use rather than to memorize what they are learning since communication is a process to meet their needs, to improve themselves as well as to survive in the social life. Moreover, the principles specifically emphasized in the program can be summarized as follows:

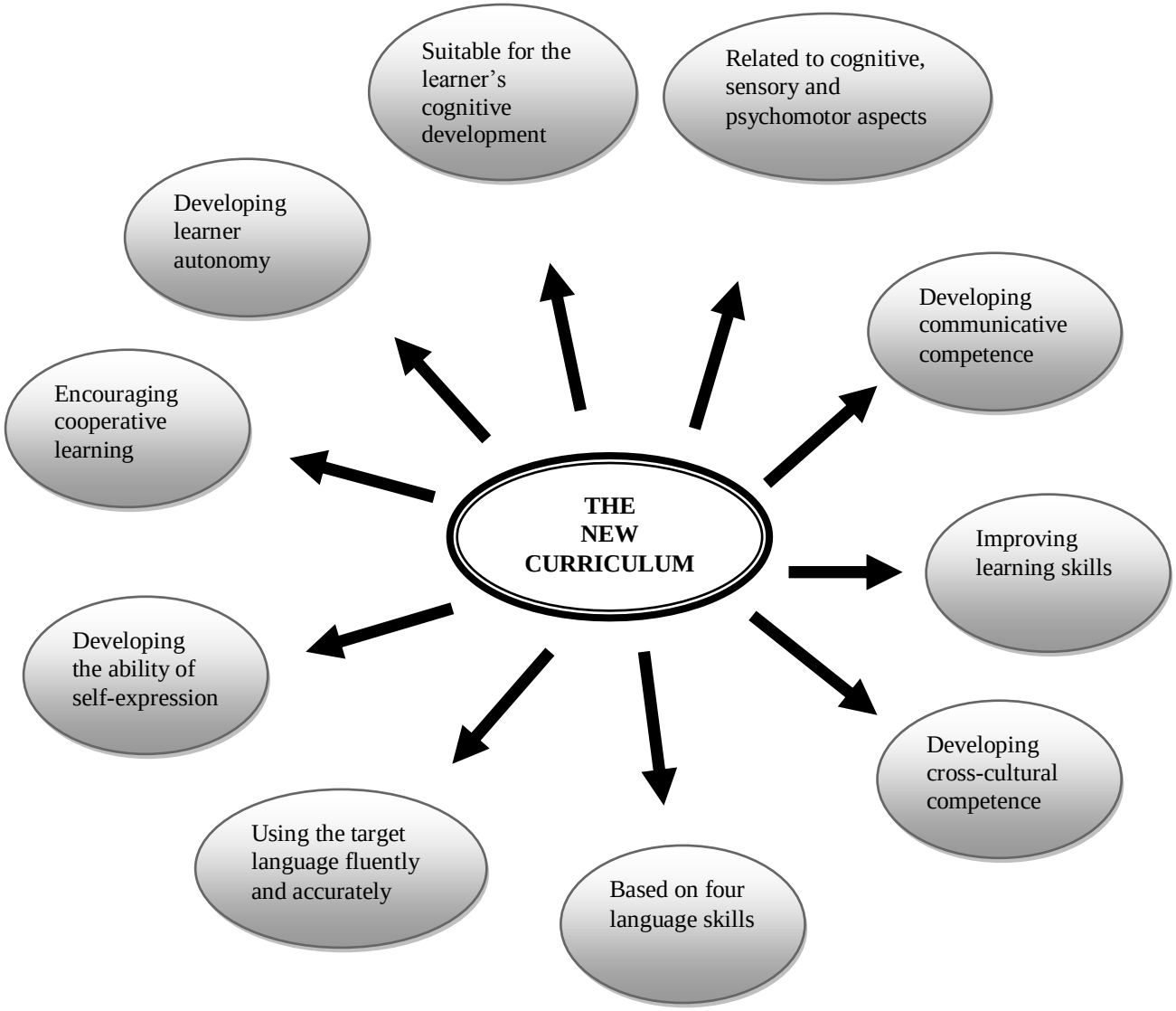
- Four basic language skills should be equally treated and developed.
- Students should gain awareness of the target culture and develop a cross-cultural understanding.
- Students should gain awareness of their own strengths and weaknesses and learn how to evaluate themselves.
- Students should be provided with cooperative learning environments.
- Students should deal with activities which will develop their skills to express themselves in real life.
- Students should be active in the learning process which means that classes should be student-centered; teachers should have a leader role by guiding and supporting them in this process.

- Students should be able to transfer the knowledge in order to use it in different situations for different functions.
- Students should learn how to learn, how to reach information and how to evaluate his/her own learning process.
- Students should be motivated and self-confident; that is, they should believe in their own capabilities.
- The learning context should be based on meaning and communication and meet the needs of the learners.
- Because it is not possible to achieve any improvement without errors, students should be allowed to make mistakes so that they can improve themselves. Therefore, errors should be treated by providing the learners with feedback on a regular basis. For instance, errors should be corrected when there is a breakdown in communication and students should also be trained to correct themselves or each other (MEB, 2011: 1-21).

The scope of the program represented in Figure 1 also proves that it has adopted the principles of the CA.

Figure 1

The Scope of the New Curriculum for Teaching English in High Schools (MEB, 2011)



The latest version of the curriculum has a significant difference from its previous editions because it requires English teachers to give placement tests to the 9th grade students at the beginning of the year in order to find out their readiness and

language levels. The tests need to be prepared according to A1 and A2 levels determined in the Common European Framework of Reference for Languages and students who can achieve 60 or over are allowed to start from an upper level. This also means that teachers are to arrange classes so that learners of the same level can be placed in the same class. If the physical conditions of the school are not suitable or the staff is not sufficient enough, then teachers are able to implement the program according to the majority level of the classroom (MEB, 2011: 12-13). This innovation in the curriculum also explains the rationale behind the need for new textbooks and materials. All the existing textbooks had been designed according to the grades of the students, but now it is not their grade but their language level that matters in the choice of the textbooks. Therefore, it is inevitably necessary to have new textbooks which will be designed according to language levels.

All this theoretical reconstruction can be observed in the text of the new curriculum; however, what is going on within the classrooms is obscure. That is, whether the application of the new curriculum in actual teaching contexts is as successful as it is in the theoretical base still remains as a question. Consequently, there is a need for an effective feedback about the successful and inefficient sides of the curriculum in terms of its application. This means that it is necessary to find out whether the change in the curriculum is only a theoretical one or not.

There have been various researchers such as Açıkgöz (2008), Solmaz (2008), Kalın (2007), Acar (2006), Aydoğanlı (2006) Ertekin (2006) and Ezici (2006), who have recognized the need mentioned above and so who have carried out some studies to evaluate the different editions of the new curriculum in Turkey and their applications in terms of different aspects and subject areas. However, there is no research on the latest version of the curriculum for English teaching in high schools. It is obvious that the new program aims to create communicative language classrooms in high schools. This study aims to describe the use of communicative approach in two 9th grade classes and provide feedback on the application of the new program within these contexts.

The Communicative Approach

The birth of the Communicative Approach goes back to the late 1960s when situational language teaching started to gain importance in Britain. After the American linguist Noam Chomsky's discovery of "the creativity and uniqueness of individual sentences" (Richards & Rodgers, 2002: 85), it was realized that the functional and communicative potential of language had a crucial role in language learning and teaching. In early 1970s, Wilkins' studies resulted in a new way to describe the core of language: notional categories and communicative functions rather than the traditional concepts of grammar and vocabulary. Thus, he produced *notional syllabuses* which led to the development of the CA (Richards & Rodgers, 2002).

Brown (1994: 245) determines four basic characteristics of the CA which makes it different from the previous methods:

1. All of the components of communicative competence are equally important in terms of classroom objectives.
2. Teachers design techniques that let the learner deal with the pragmatic, authentic and functional use of language for meaningful purposes.
3. Fluency and accuracy are considered as complementary issues of communicative competence and valued for communicative techniques.
4. A communicative classroom contains learners using language productively and receptively in unrehearsed contexts.

Therefore, it is obvious that in terms of language teaching the CA puts the emphasis on communicative competence. Brown (2000: 246) defines communicative competence in Hymes' words as the "competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts".

There are four components of communicative competence:

1. Grammatical competence: It is also referred to as the linguistic competence which means knowing about lexical items, rules of morphology, syntax, sentence-grammar semantics and phonology. It includes the skill to produce and interpret meaningful utterances which are formed in accordance with the language code and which have the traditional meaning attributed to them by native speakers.

2. Discourse competence: It refers to the capability of connecting sentences in discourse and making up a meaningful whole or such cohesive texts as a political speech and poetry out of a group of utterances.

3. Socio-linguistic competence: It is the knowledge of the socio-cultural rules of language and discourse. That is, it refers to the awareness of the socio-cultural code of language use such as suitable operation of vocabulary, register, politeness and style in a particular case.

4. Strategic competence: It is the knowledge of the verbal and nonverbal communication strategies to enhance the efficiency of communication and to cope with the breakdowns in communication. Therefore, it enables the speakers to convey their meaning and to find out what their counterparts mean with the help of such strategies as asking for clarification and rephrasing. (Brown, 2000; Weir, 1988; Byram, 1997; Celce-Murcia, Dörnyei & Thurrell,1995; Hymes, 1972).

While the traditional language teaching methods put the emphasis solely on the grammatical competence, the communicative approach values all the components and requires the development of each one. Moreover, what is meant by communicative competence is not only the knowledge about the language but also the skill of using that knowledge in actual communication (Canale, 1983). Mitchell

(1994) puts the emphasis on the following principles which make the CA effective in language teaching:

1. Students should be dealing with activities consisting real communication.
2. Students should use language to carry out meaningful tasks because meaningful language use is a great support for their learning.
3. Students should use language in creative and unpredictable ways.
4. Students should take the responsibility of their own learning process.
5. Teachers should act as facilitators in this process.

Harmer (1987:37) explains these learning principles in accordance with the CA:

> [Communicative activities are the ones] in which students use language as a vehicle of communication, and where the students' main purpose is to complete some kind of communication task. Because this task is of paramount importance the language used to perform it takes, as it were, second place. It becomes an instrument of communication rather than being an end in itself.

Consequently, learner roles as well as teacher roles have changed with the CA. First of all, it is accepted that learners come to the classroom with their preconceptions about learning and teaching processes. In addition to this, cooperation in communication is emphasized. That is, if there is a successful communication, it is the achievement of both the speaker and the listener. Likewise, if there is a kind of failure in communication, it is not only the speaker's fault but also the listener's. Therefore, learners play a role as negotiators as they are expected to interact with each other rather than with the teacher. As a result of this, error correction may be absent or quite rare (Richards & Rodgers, 2002).

Since the CA requires more student-centered classrooms, it charges teachers with various roles like a needs analyst, a counselor or a group process manager. Breen and Candlin's (1980: 99) describe crucial teacher roles in terms of the CA:

> The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and

> between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role of the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

Furthermore, instructional materials have great importance in the CA as they are considered to affect the quality of classroom interaction and language use to a great extent. Richards and Rodgers (2002) consider three types of instructional materials to be used in the CA:

1. Text-based materials: Textbooks with lessons including a theme, a task analysis for thematic development, a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises can be an example of text-based materials.

2. Task-based materials: Exercise handbooks, cue cards, activity cards, pair communication practice materials, and student-interaction practice booklets are task-based materials which support communicative language teaching with games, role plays, simulations, and task-based activities.

3. Realia: These materials are highly popular in the CA since they are authentic and from-life. Signs, magazines, advertisements, newspapers, graphic and visual sources, maps, pictures, symbols, graphs and charts can be examples of realia on which communicative activities can be designed.

Moreover, Crawford (2004) points out the crucial role of teachers and their experience in materials production and their classroom use. She also identifies the roles textbooks play in language classrooms:

1. Textbooks are an essential source of information and support especially for inexperienced teachers. They help all teachers with their professional development.

2. Textbooks are also a possible agent for change. In a way, they are a vehicle for teacher and learner training. They help teachers deal with classroom management, new content and procedures. Teachers can see where the change is or what the change is thanks to textbooks which provide them with practical guidance about classroom implementations.

3. Textbooks are also structuring tools which provide both teachers and learners with social routinisation which is really important in dealing with uncertainty and unpredictability in communicative language classes. This also allows for negotiation, accountability and orientation.

Spada (2007) and Richards (2006) state that the CA has gone under some changes since it was first introduced in 1960s. The first movement in time has led people to reconsider the nature of a syllabus and classroom teaching methodology and this process has resulted in some misconceptions of the CA today. This is mostly because the term of the CA has been interpreted in different ways by different people making it more vague. Spada (2007) gives a short list of such myths about the CA:

1. *The CA means an exclusive focus on meaning.* This is a misconception because in the CA it is not intended to exclude language form, but to include meaning and communication. You do not need to ignore form in order to be communicative. On the contrary, it has been proved that explicit grammar instruction helps learners to achieve high levels of development and accuracy in different aspects of language.

2. *The CA means no explicit feedback on learner error.* A total rejection of any type of corrective feedback is an extreme view which is not typical in the CA. Rather, the CA favors implicit and indirect corrective feedback

which will not interfere with communication. However, recent studies on corrective feedback have also shown that more explicit types of feedback can result in higher levels of development and accuracy.

3. *The CA means learner-centered teaching.* The purpose is to give learners more control and autonomy of their own learning and the CA accomplishes this via group and pair work activities. However, it is emphasized that such student-centered group work activities should be combined with other teacher-fronted activities in L2 classrooms.

4. *The CA means listening and speaking practice.* This misconception can be a consequence of the strong influence of Audio-lingual Method with its primacy of listening and speaking over reading and writing assuming that proficiency in listening and speaking will automatically bring success in the other two language skills. However, in time it has been understood that reading and writing should also be taught in their own right. Thus, the CA requires four language skills to be treated equally.

5. *The CA means avoidance of the learner's L1.* Again Audio-lingual Method and contrastive analysis hypothesis played an important role on this misconception as they saw L1 as a negative influence and interference in L2 learning. However, the CA values the important benefits of L1 knowledge and additionally there is research proving that there is significant transfer of conceptual knowledge and skills across languages (Spada, 2007: 275-281).

In conclusion, Finocchiaro and Brumfit (1983: 91-93) summarize the characteristics of the CA when they compare it with the Audio-Lingual Method:

1. Meaning is paramount rather than structure and form.
2. Dialogues are built around communicative functions and are not memorized.
3. Contextualization is a basic premise.

4. Language learning means learning to communicate.
5. Effective communication is aimed.
6. Drilling may occur only peripherally.
7. Comprehensible pronunciation is required.
8. Anything to help the learner varying according to their age, interest, etc. is welcomed.
9. Communication attempts may be encouraged from the very beginning.
10. Moderate use of native language is accepted.
11. Translation may be used if necessary or beneficial.
12. Reading and writing may start from the first day.
13. The linguistic system of the target language can be learnt in the process of the struggle to communicate.
14. The desired goal is communicative competence.
15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined according to any content, function or meaning arousing interest.
17. Teachers help learners to motivate them to work with language.
18. Language is created by the individual through trial and error.
19. Fluency and acceptable language is the primary goal and accuracy is considered in the context.
20. Students are expected to interact with other people.
21. It is not possible for the teacher to know exactly what language the students will use.
22. Intrinsic motivation comes from an interest in what is being communicated by the language.

On the other hand, Richards (2006: 2) draws the attention to how the application of the CA varies depending on the teacher's understanding of the methodology:

> Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to

> give a detailed account of what they mean by "communicative," explanations vary widely.

Likewise, Crawford (2004: 83) clearly describes the significance of the teacher's implementation skills in the application of a new curriculum:

> ...innovative curriculum packages may produce stricter adherence to content and procedures than standard textbooks, but that teachers frequently make instruction more teacher-centered by eliminating group projects and the use of exploratory, hands-on activities, or those focused on higher-order mental processes. In other words, the textbook writer's aims may be overridden or vitiated by the teacher's implementation skills or reading of the text.

It is also obvious that syllabus and materials design for English language teaching has been significantly influenced by the Communicative Approach all over the world (McDonough & Shaw, 2003). According to this new approach to understanding of second language learning, effective teaching materials need to reflect these characteristics:

1. Language presented in the material should be contextualized because language is functional.
2. The focus of the material should be on whole texts and language in use since language development can be achieved by learner engagement in purposeful use of language.
3. Materials should be authentic or authentic-like which will let the language used be more realistic.
4. Materials including an audio visual component are preferable as they can provide a rich learning environment in terms of linguistic and cultural information. Thanks to such aids, learners have a chance to explore the nonverbal and cultural aspects of language like intonation, gestures, mime, facial expression, body posture, etc.
5. Materials should help learners develop their writing skills as well as the other spoken skills since it is a requirement of the modern world today.

6. Materials should be flexible so that learners can transfer their skills and strategies to different texts in different contexts which will also develop learner autonomy.
7. The flexibility of materials also helps teachers cope with the differences learners bring with themselves about their backgrounds, experiences and learning styles.
8. Materials should be able to activate learners both affectively and cognitively in order to support their learning process (Crawford, 2004: 80-91).

Purpose of the Study

The purpose of this study is to evaluate how effectively the Communicative Approach is being implemented in the two 9th grade classrooms in two high schools in İzmir, Buca in order to reveal to what extent these classes are communicative.

Significance of the Study

Richards (2006) draws attention to how the application of the communicative approach varies depending on the teacher's understanding of the methodology and Crawford (2004) emphasizes the significance of the teacher's implementation skills in the application of a new curriculum. Likewise, the theoretical reconstruction of the new curriculum in accordance with the Communicative Approach in Turkey does not necessarily reflect what is going on within the classroom. In fact, it is known that there has been variety as well as inconsistency in foreign language instruction practices in Turkey and teachers face some difficulties with the implementation of any innovation or change in the educational programme (Arı 2014; Oral 2010). Especially for the teachers with established teaching practices of long years, it is not an easy task to replace their habits with a new approach (Akpınar-Dellal and Çınar, 2011). Altan (2006) states that foreign language teachers in Turkey encounter serious challenges while meeting the demands of the 21st century and therefore need efficient support to improve their quality and to continue their professional development. It is also argued that foreign language education policies determined by contemporary

political events and governmental policies without analyzing the needs and demands of the target group in a scientific way have led to an undesirable failure in language teaching in Turkey (Nergis 2011; Işık 2008).

Thus, it is not possible to claim that a change in theory will guarantee a change in practice and whether the application of the new curriculum by MNE in actual teaching contexts is as successful as it is in the theoretical base still remains as a question. Consequently, there is a need for an effective feedback about the successful and inefficient facets of the curriculum in terms of its application. It is obvious that the new program aims to enable teachers to create communicative language classrooms in high schools, but is it so in reality? So, this is the question in general to be answered within the body of this research. Therefore, this study intends to meet this need in literature as well as provide the curriculum designers with efficient feedback about the applications of their product. Moreover, it aims to enable the teachers and students who are supposed to act according to the program to gain awareness of their application. Additionally, this lets them see their weaknesses and strengths hindering and enhancing learning in this process. This study also helps to understand the role and power of teachers in implementing any innovation in the classroom; therefore, it provides invaluable feedback for the academicians of teacher training programs as well as the supervisors and other official authorities that arrange in-service and pre-service training programs for teachers. Besides, this is a qualitative study which is highly based on classroom observations and this is the point which differentiates it from all the research done before. Consequently, it is expected to bring different results and conclusions by looking from a different aspect and by using a different methodology from the others.

Statement of the Problem

To what extent are the two 9th grade English classes in two high schools in İzmir, Buca based on the communicative approach?

Research Questions

1. What are the emerging interaction patterns in the 9th grade English classes of the two high schools?
2. What constitutes the content of communication in the 9th grade English classes of the two high schools?
3. Who controls the content of the communication in the 9th grade English classes of the two high schools?
4. What are the common language skills used by the learners in the 9th grade English classes of the two high schools?
5. What are the common material types and sources utilized for language teaching in the 9th grade English classes of the two high schools?
6. What do the 9th grade students of the two high schools think about the communicative features of their English classes?
7. What do the teachers who teach English to the 9th grades in the two high schools think about the communicative features of their classes?

Assumptions

1. That the researcher was observing and tape-recording the lesson did not change the actual behaviors of the teachers or students.
2. One hour of observation per week reflects the features of all the lessons carried out during the week.
3. The teachers and students answered the interview questions frankly.

Limitations

1. All the observations for the research are limited to the two 9th grade classes in Buca Hoca Ahmet Yesevi High School and Fatma Saygın Anatolian High School.
2. All the observations are limited to one hour per week in the 2012-2013 academic year.

3. All the data collected with the interview questions are limited to the ones gathered from the teachers and the volunteer students in Buca Hoca Ahmet Yesevi High School and Fatma Saygın Anatolian High School.

Definitions and Abbreviations

Anatolian High School: It refers to the high school type which provides 4 years of instruction after the elementary school and which may or may not have an additional foreign language preparatory class (MEB, 2005).

The CA: It refers to the Communicative Approach, which is defined as "an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy" (Spada, 2007: 272).

COLT: Communicative Orientation of Language Teaching Observation Scheme, which was developed by Spada and Fröhlich in 1995 to be used in the observation of teaching and learning in L2 classrooms.

FSAL: Fatma Saygın Anatolian High School

General High School: : It refers to the high school type which provides 4 years of instruction and presents an average level of general culture after the elementary school in order to prepare students for their future life and college education (MEB, 2010).

HAYL: Hoca Ahmet Yesevi High School

L1: Native language

MNE: Ministry of National Education in Turkey

CHAPTER 2

LITERATURE REVIEW

Research on the Communicative Approach

In this chapter, the related research on the CA has been presented in accordance with the most frequently studied aspects of the approach.

First of all, there is significant research (Coşkun, 2011) revealing that learning and teaching of English is still a significant problem to be solved. For instance, Bağçeci & Yaşar (2007) carried out research in 26 high schools in Gaziantep to find out the opinions of the students about teaching of English. The findings showed that half of the students were not satisfied with the teaching of English at their schools. Moreover, they complained that the way of language teaching was boring and the materials used to support their learning were not sufficient enough. According to the results of this study, the current language teaching could not meet the needs and demands of the students at state schools. Likewise, Yılmaz (2005) investigated the students' competence in using foreign language as a means of communication in the English departments of Dokuz Eylul University and Ondokuz Mayıs University. The data were collected from 307 undergraduates via a questionnaire and the results indicated that the students were not able to use the foreign language efficiently for communicative purposes and the current teaching programs were insufficient in improving their communicative language skills. Işık (2008) found in his study that keeping the traditional way of language teaching habits and the defects in language planning were the main reasons for the failure in foreign language teaching in Turkey despite the time, money and effort spent to improve the situation. Therefore, he suggested that effective language planning should be done based on a large amount of data in order to determine

realistic objectives and choose the appropriate methods and stated that appropriate materials should be created and all teachers should be trained accordingly. However, it is also seen that the effectiveness of the language instruction depends on the teaching context. For instance, Karapirinler (2006) studied foreign language teaching in private elementary schools and found that foreign language teaching was done according to the Common European Framework of Reference for Languages. Moreover, the study revealed that the teachers used various teaching methods and that the communicative approach and TPR were the most frequently used methods by teachers in private elementary schools. Another finding was that the more experienced the teachers got, the more actively they participated in course book selection process.

There is also considerable research focusing on the effect of the CA on student achievement in such language areas as vocabulary and these studies mostly point out the superiority of the CA over some other traditional methods in terms of its effects on learning the target language. For example, Ali (2013) conducted an experimental study in order to find out the effect of the CA on the secondary school learners' language skills in Iraq. 60 students were included in the study. 30 of them were in the control group who were taught with the Audio-Lingual Method whereas the other 30 were in the experimental group who were taught with the CA for 90 days. The results showed that the students in the experimental group were more successful in four language skills than the ones in the control group which proved that the CA was a more successful method to teach language skills. Similarly, Tayhani-Temizgöl (2013) did an experimental research to find out the effect of the CA on the students' vocabulary development and retention. 50 tenth grade students from Şanlıurfa Trade and Vocational High School during 2011-2012 academic year participated in the study and they took a pre-test and a post-test before and after the four-week-implementation process. The data were analyzed via SPSS and the results proved that the CA was a more effective method in vocabulary teaching than the grammar-translation method. Temizöz (2008) also conducted another experimental study to compare the CA and the grammar-translation method in terms of their effect on the students' achievement. The participants of the study included the 10th grade

students at Malatya Beydağı Abdulkadir Eriş Anatolian High School during the second semester of 2007-2008 academic year. When the pre-test and post-test scores were analyzed via SPSS, it was found that the group taught with the CA was significantly more successful than the one taught with the grammar-translation method. Moreover, Aktimur (2007) studied the benefits of teaching speaking and reading integratively in pairs and groups in the classroom. The participants of the study included 52 sixth grade students from Ankara Mamak Ticaret Odası Secondary School. This was an experimental study with the control and experimental groups. The results revealed that the students became more successful in less time when they were taught the skills integratively with pair work or group work activities. Moreover, it was observed that their participation and motivation in the lessons also increased with this teaching style. Finally, Büyükkarcı (2006) conducted a study with the first grade students at Selçuk University English Language Teaching Department in order to find out the effect of the CA on the students' learning of phrasal verbs. The results showed that the students who were taught phrasal verbs with the communicative approach had a better performance and learning process than the ones who were taught with traditional grammar-based methods.

There are also a considerable number of studies investigating language teachers' perceptions on the use of the CA and these studies mainly show that teachers tend to have positive attitudes towards the inclusion of this approach in language teaching, but they mention some obstacles preventing the effective use of the method in the classroom. For instance, Altınuç (2012) conducted a qualitative research with 5 English teachers in order to find out English teachers' perceptions concerning the CA in Turkey. The results of this study showed consistency with the other researches in the field. The teachers stated that such difficulties as crowded classes, general problems in the educational system, insufficient time for teachers to reflect on their practices hindered the effectiveness of the language instruction in Turkey. It was; therefore, suggested that language teachers' professional development should urgently be taken into consideration. Likewise, Hunutlu (2011) investigated the difficulties the language teachers had in implementing the CA in their classrooms and the effect of teaching experience on the success in

implementing the CA in language teaching. The data were collected from 111 English teachers working in secondary or high schools in different regions of Turkey. Similarly, it was found that the participant teachers did not use this method effectively even though they had very positive views about it. This was because they faced various problems during their implementation like lack of sufficient materials, inadequate time provided for language courses and inappropriate course books. Ozsevik (2010) also did a similar research to investigate the Turkish EFL teachers' understanding of English teaching and the difficulties and challenges they faced in the implementation of the CA in the Turkish context. The data were collected via an online questionnaire and semi-structured and informal interviews. According to the research results, Turkish EFL teachers had many difficulties in the implementation of the CA which stemmed from the teacher, the students, the educational system or the CA itself. The teachers were not much optimistic about the implementation of the CA unless these difficulties were overcome and the appropriate conditions were established. Emeli (1999) investigated whether the CA was utilized in grammar teaching at Çukurova University, Foreign Language Teaching Center. The sample of the study included 150 beginner level undergraduate and graduate students and the data were collected via questionnaires, observations and interviews. The analysis of the data pointed out that neither the perceptions of the students nor the classroom practices of the teachers were in harmony with the characteristics of the CA.

Some teacher varieties like professional experience or self-perception have also been studied in terms of their relation to the implementation of the CA and how it is perceived. Aliş (2008) studied the effect of the professional experience and English self-efficacy beliefs of English teachers working at Yıldız Technical University School of Foreign Languages on their communicative language teaching practices. 48 English teachers working at this school during 2006-2007 academic year summer term were included in the study and the data were collected with a questionnaire. The results showed that the teachers' attitudes towards the CA and their self-efficacy beliefs did not vary significantly in terms of their professional experience. Like Aliş (2008), Çimen (2008) studied the difference between the awareness of novice and experienced language teachers about the CA. 14 teachers

from different secondary and high schools were included in the study. The findings showed that the experienced teachers were less knowledgeable about the theoretical background of the CA than the novice teachers although they started their professional careers as teachers years after the CA became effective in Turkey. Likewise, Mangubhai, Marland, Dashwood and Son (2005) studied teachers' conceptions of the CA. The data were collected via semi-structured interviews and video-stimulated recall interviews. The findings showed that the teachers internalized the principles of the CA, yet there were some individual variations as well.

The research on the teachers' implementation of the CA has showed that particularly developing countries face some difficulties in implementing the CA properly. Therefore, a combination of the traditional grammar based methods and the CA has been suggested as a solution to the problems in the application in actual teaching environments. For example, Soğuksu's study (2013) aimed to find out the reflections of the CA on the classroom applications in the tenth grade English lessons at three Anatolian high schools in Ankara during 2011-2012 academic year. 85 tenth grade students and 3 English teachers were included in the study. The data were collected via observations and the analysis showed that the classroom practices were not appropriate to teach language skills integratively or to enable the learners to communicate in the target language by improving their communicative competence. Moreover, it was observed that the classroom practices did not focus on meaning, did not reflect real life situations or did not show the characteristics of a learner-centered class. Şeker and Aydın (2011) also conducted a study to find out the effectiveness of the Communicative Approach as a widely practiced teaching method in Turkish secondary schools. The tenth, eleventh and twelfth grade students of Van Ataturk Anatolian High School were included in the study and the results revealed a discrepancy between the principal target benefits of the teaching program and the gains of the learners. It was seen that the majority of the learners could not produce any creative utterances they had never experienced before. Therefore, it was suggested that the CA was insufficient to meet the language targets set for the learners in that high school. Moreover, Sharma (2003) aimed to find out if English language teaching was communicative or not in primary classrooms in Australia and

how the communicative activities could be applied in Nepal. He used the COLT observation scheme part A, interview questions and field notes to collect the data and discovered that the lessons in Australia were based on the CA. He also stated that these teachers did not use a particular textbook; instead they created their own materials according to the topics they themselves chose. However, the CA was not successful in Nepal as the teachers were not qualified enough and as the conditions and facilities were much worse than in Australia. Therefore, he pointed out that these Nepali teachers needed to get more exposure to the CA to change things in their instruction. Likewise; in Rao's study (2002), it was aimed to find out the Chinese university students' opinions about the appropriateness and effectiveness of communicative and non-communicative activities in their English classes. 30 students participated in the study and the results suggested that China needed modernization rather than westernization in terms of language teaching. That is, they needed to combine the new with the old and to reconcile the CA with the traditional teaching methods in order to gain more benefit from the new approach.

On the other hand, the studies focusing on the differences between the teachers' perceptions of the CA and their actual implementation within their classrooms have revealed substantial discrepancies. That is, teachers tend to have a positive approach towards the CA, yet they are incapable of making use of it efficiently. For instance, Diler (2013) conducted a study concerning language teachers' perceptions about the CA and their use of this method in the classrooms. The data were collected from the language teachers at Istanbul Aydın University, School of Foreign Languages. The analysis of the data revealed that the participant teachers could not use the Communicative Approach effectively although they had quite positive attitudes towards it. Furthermore, the course book used in those classes claimed to have a rather communicative approach; however, it was seen that the learners could not transfer what they learnt into the real life situations and so the book was not a communicative one and did not reflect the real life in the classroom. Coşkun (2011) carried out a similar research in order to find out whether teachers' classroom implementations overlap with their attitudes towards the CA. The data were collected via an open-ended questionnaire and classroom observations. An

analysis of the data revealed that there was a discrepancy between teachers' classroom practices and the opinions they expressed and that big classroom sizes, traditional grammar-based testing and having little time to prepare communicative materials were the main challenges teachers faced in implementing the CA. Bal (2006) studied language teachers' perceptions about the CA and their practices of this method in Turkey. 20 English teachers working in five different schools in Adana participated in the research. The results presented that there was a contrast between the teachers' perceptions and practices even though they had the theoretical knowledge of the CA. Moreover, it was found out that there were some difficulties which prevented the teachers from implementing the CA effectively in their classrooms such as lack of knowledge, insufficient authentic materials use, crowded classes and teaching programs based on intensive grammar learning. Nishino (2008) investigated Japanese teachers' beliefs and practices in terms of the CA. The data were collected from 21 secondary school teachers via a survey and the results showed that the educational conditions needed to be changed so that teachers could make use of the CA more effectively in their lessons. Moreover, it was found that the teachers' beliefs and practices were influenced by the contextual factors such as class hours and class size and it was suggested that it was necessary to consider what the teachers would say about their teaching conditions when a change in the educational system was planned. Ocaklı (2008) investigated the possible deficiencies that could appear during the teaching practices of speaking skills in a foreign language teaching institution and aimed to present some solutions to those deficiencies. The participants of this study included 12 beginner learners and 10 English teachers giving speaking courses to these students at TOBB Economy and Technology University during 2006-2007 academic year. The teachers were given a questionnaire and the students' performances were recorded in their speaking exams. The analysis revealed that the teachers' opinions were parallel with the principles of the Communicative Approach at some points whereas there were also some differences. Moreover, it was seen that the students' speaking skills were not fully developed in terms of all the components of this language skill. Finally, Karim (2004) investigated the post-secondary Bangladeshi EFL teachers' perceptions and practices in terms of the CA. 36 EFL teachers working at a university were included in the study and the results showed

that the teachers' perceptions were consistent with their classroom practices. Moreover, the teachers were aware of the basic principles of the CA and could reflect them in their lessons. However, there were also some discrepancies which stemmed from some practical reasons such as lack of resources, traditional exams, crowded classes which were not sufficiently equipped or lack of administrative support.

Some researchers conducted studies to evaluate teaching materials and to determine their contribution to creating a communicative learning environment. It is seen that most materials, even the ones claiming to have been designed for communicative language teaching, lack the essential features of the CA. Karababa, Serbes & Şahin's (2010) research on the textbook "Breeze" aimed to evaluate the book in terms of the A2 level criteria determined in the European Language Portfolio. Their analysis showed that the textbook partly met the A2 level criteria. Only 81 out of 331 tasks included in the textbook were related to the descriptors of A2 level and they were not equally distributed. Moreover, the tasks did not serve communicative purposes or promote student-centeredness and learner autonomy although it claimed to be doing so. Tok (2010a) examined the English language textbook "Spot On" which was used in state primary schools in Turkey. The data were collected via a 5-Likert type scale and the findings indicated that the book contained guides about how to use the book effectively, activities for pair and group work which integrated four skills and realistic, interesting, challenging, and motivating content which did not portray negative stereotypes. However, the participant teachers said that the book had an unfavorable layout and design and that it encouraged insufficient communicative and meaningful practices and that it did not include motivating and realistic content which led to repetitive practice. Haznedar (2009) studied the 4th and 5th grade English course books *Time for English* and *Globe* and found that these books did not create meaningful contexts for students to practice their language and most of the activities were either below the students' cognitive capacity or they more often focused on grammar structures which required the students to repeat the given structures in a passive way without letting them gain awareness of their own learning. Another drawback revealed by this research was that these books did not allow students to evaluate their own learning which was an

important requirement in the Common European Framework of Reference for Languages. Uçkun & Onat (2008) state that Quick Step 6, the English course book for sixth graders, fails to meet the standards established by the research in the field of language teaching and materials development, as well as the needs of the students it aims to serve. Therefore, they conclude in their study that there is a great need for English course books which consider the intelligence level and interest areas of learners in constructing student-centered and student-initiated activities. Arıbaş & Tok (2004) conducted a study with the students attending the first level of elementary school to find out the problems these students were having in their English classes. The findings showed that instruction materials, methods and techniques were not sufficiently used in these classes.

Finally, there are some studies describing the situation from the students' perspectives as well. The results point out that students generally prefer a more explicit grammar instruction rather than a communicative one. Tok (2010b) investigated and compared teachers' and students' ideas of effective teacher behaviors. He collected the data with a 24-item Likert scale questionnaire and analyzed them by using SPSS statistical program. His analysis revealed that in general the students favored a grammar-based approach whereas the teachers preferred a more communicative classroom. The findings indicated that the students, contrary to their teachers, were more hesitant with group and pair work activities and meaningful language learning processes or frequent use of L2 in classrooms. Moreover, they preferred explicit grammar instruction and correction while the participant teachers seemed more interested in meaningful information exchange. Brown (2009) investigated teachers' and students' ideals of effective teacher behaviors. The data were collected from 49 English as a foreign language teachers and their students at the University of Arizona via a Likert-scale questionnaire. The results suggested that the students favored a grammar-based approach whereas the teachers preferred a more communicative classroom. Metin (2008) conducted a study to compare the attitudes of the learners and teachers of two universities from Turkey and the UK towards the CA. 50 prep class students and 10 English teachers from Abant Izzet Baysal University and Sussex University participated in the study. The

data were collected via a questionnaire and the analysis showed that there was a significant difference between the opinions of the learners and teachers of the two universities. That is, the teachers and the learners of the Sussex University were quite pleased with the implementation of the CA while the ones from the Turkish university were not comfortable with this method and could not use it properly as they believed they did not have the appropriate context for the use of this method at their university. Karakaya (2005) conducted a comparative study in order to discover the similarities and the differences in language teaching at schools in England and in Turkey. 120 language teachers from each country participated in the study and the results showed that the teaching processes were organized better in England than those in Turkey. Additionally, it was seen that there was a two-way process in British educational institutions whereas there was a one-way process in Turkish schools.

In conclusion, this overview of the related research on the CA has revealed the following issues:

- There are serious problems both in language teaching in a general sense and in the implementation of the CA in particular in Turkey as well as in the other developing eastern cultures.
- When compared with the other traditional teaching approaches and methods, the CA is obviously more effective and supportive in the achievement of the learner in different aspects of language learning.
- Language teachers tend to have rather positive attitudes towards the CA, but they mention some obstacles preventing them from utilizing the approach properly such as crowded classes, traditional testing methods and time pressure to cover the schedule.
- When the teachers' implementation skills are considered, it is seen that they cannot create a fully communicative language classroom and this results in considerable discrepancies between their perceptions and implementations.
- The studies on the teaching materials in terms of the CA show that most materials do not have the communicative features and so they hinder the creation of a communicative learning environment.

- Finally, language learners prefer a rather explicit grammar-based instruction than a communicative one because they tend to avoid the ambiguity of a struggle to interact and because they want to feel safe.

CHAPTER 3

METHOD

This study aims to describe the effectiveness of the application of the Communicative Approach in 9th grade English classes in two high schools in İzmir, Buca in Turkey. At this point the word "effectiveness" might lead to confusion, so it would be beneficial to state that it is not the effect of this method to be studied, but it is how effectively it is being implemented by language teachers in the 9th grade English classes. Therefore, the answer to the research question is more than just a yes or a no. This is mainly because a language teacher may not necessarily be either totally communicative or totally uncommunicative. This shows that the language classrooms under study may reflect some communicative features as well as some other uncommunicative ones helping to reveal to what extent they are communicative.

The Model of the Research

This is a qualitative study which is "based on descriptive data that does not make regular use of statistical procedures" (Mackey & Gass, 2005: 162). Qualitative research reflects these characteristics:

- Rich description: Qualitative researchers aim to gather careful and detailed descriptions.
- Natural and holistic representation: Individuals and events are studied in their natural settings.
- Few participants: There is a tendency to study with fewer participants due to being less concerned about generalizability.

- Emic perspectives: Qualitative researchers prefer considering or using the categories that are meaningful for the members of the community under study.
- Cyclical and open-ended processes: The process and context of qualitative research may lead to the occurrence of further questions to be answered (Mackey & Gass, 2005).

Richards (2003) also explains that qualitative research is to describe behaviors by looking at patterns to emerge as well as by interpreting those patterns so as to find out why they happen in that particular way. In qualitative research, it is neither possible nor desirable to control the variables because it has a rather naturalistic approach. Therefore, it deals with a smaller sample size and is generally considered as much more subjective than a quantitative research. Data are generally collected with interviews, observations, recordings or artifacts and analyzed in terms of content analysis or discourse analysis techniques. Triangulation can be achieved by collecting the data from multiple resources and by multiple research techniques. A rich and thick description which means describing the context and methodology with multiple examples as well as providing a lot of information and description about one example is also an inevitable feature of qualitative research.

This study aims to describe what is going on in language classrooms in terms of the application of the CA. The students, teachers and English lessons have been observed and studied in their natural settings. Therefore, there are few participants under study. The study may lead to new questions about the application of the method in the process in order to identify the underlying reasons of the actual implementation of the CA. So, it can be concluded that this study reflects the characteristics of a qualitative study mentioned above.

Participants

In this study, typical sampling technique was used. Typical sampling is a technique which allows the researcher to choose the most typical one or ones to

study among the contexts in which an application is being implemented. With this technique, the aim is to study the average contexts in order to get a general idea about a particular phenomenon. (Yıldırım & Simsek, 1999: 69-72).

The sample of this study included the students and teachers of two 9th grade classes: one from a general high school (Hoca Ahmet Yesevi High School-HAYL) and the other from an Anatolian high school (Fatma Saygın Anatolian High School-FSAL) in Buca-İzmir, who were following the curriculum published by the MNE in 2012-2013 academic year. These two high schools and classrooms were chosen because they were typical general and Anatolian high schools of the MNE. The participant teachers and students were asked for their consent before the data collection started. The consent forms were prepared separately both for the teachers and students in their native language so that they could feel safe in giving their consent. The ones who gave their consent and volunteered to participate were included in the study.

There were 29 students in the 9th grade class at FSAL: 15 females and 14 males aged from 14 to 16. These students were admitted to this school according to the scores they got from a national exam called SBS (Level Determination Exam). In other words, they were academically selected students. Seven of them participated in the interviews. Out of this group of seven, four were males and three were females. They studied English for six hours per week. This class was instructed by a 45-year-old female teacher. She graduated from Atatürk University, Kazım Karabekir Education Faculty, English Language Teaching Department. She had been teaching English for 21 years, almost always in Anatolian high schools. It was her eighth year in FSAL.

There were 27 students in the 9th grade class at HAYL: 12 females and 15 males aged from 14 to 16. These students were accepted to this school because they were not admitted to any other school according to their SBS results. HAYL was the only general high school in Buca, İzmir. Therefore, these students were academically lower level learners. Only four of them participated in the interviews; two male and

two female students. They studied English for three hours a week. The instructor of this class was a 31-year-old male teacher. He started his university education at Atatürk University, Kazım Karabekir Education Faculty, English Language Teaching Department; but one year later he went on his education at Dokuz Eylül University, Buca Education Faculty, English Language Teaching Department and graduated from this university in 2004. He had been teaching English officially for nine years. He had worked in secondary schools in Siverek and Urfa for four years and it was his fifth year at HAYL.

Data Collection Instruments

1. Communicative Orientation of Language Teaching (COLT) Observation Scheme

In order to find out whether the 9th grade English language classes were communicative or not, the COLT (Communicative Orientation of Language Teaching) scheme by Allen et al. (1983) was used. This observation scheme was developed to describe the features of communication in language classrooms. Allen et al. (1983) state that their concept of communicative features derived from theories of communicative competence, the literature on the CA and a review of the research into first and second language acquisition.

The observation scheme consists of two parts: Part A and Part B. Part A is used to describe classroom events at the level of activity while Part B is used in the analysis of communicative features of verbal exchanges within each activity. The data have been collected with COLT Part A for this study (Appendix 2).

- **Part A: Description of classroom activities.** This part intends to describe each activity with reference to five parameters which "*reflect current theories of communicative competence and other issues in first and second language learning which have been influential in the development of L2 methodology"*

(Allen et al., 1983: 235). These parameters are described by Spada & Fröhlich (1995) as follows:

1. *Time:* Each activity is timed in order to calculate the percentage of time spent on various COLT features.

2. *Activities and episodes:* This parameter is open-ended and each activity is described separately. Episodes are the steps included in each activity. A drill, a translation task can be examples of an activity whereas a teacher's introducing a dialogue, the teacher's reading it aloud and then the students' reading it aloud can be examples of different episodes within an activity.

3. *Participant organization:* This parameter describes basic patterns of classroom interaction organizations such as whole class, group work or individual work. Because group work is more likely to focus on expression and negotiation of meaning, classes with a lot of group work are considered as more communicatively oriented and so this parameter aims to differentiate between teacher-centered and group work interactions in language classes.

4. *Content:* This parameter describes the subject matter of the activities like management or explicit focus on language. This is basically related with what the teacher and students are talking, writing, reading or listening about. The aim is to understand whether the primary focus is on meaning or form.

5. *Content control:* According to the CA, the more students are encouraged to get involved in their learning and become co-participants, the more positively this will contribute to their learning. Therefore, this parameter describes to what extent the control is given to learners.

6. *Student modality:* This parameter focuses on students and aims to find out which skill or skills they are dealing with since the CA favors the integration of language skills to reflect a more authentic use of the language.

7. *Materials:* This parameter describes the materials connected with the activity in terms of their type, length, source, purpose or use. Some advocates of the CA argue that authentic materials would prepare learners for the real language use outside the classroom while there is also evidence that simplified or adjusted materials help learners to improve their comprehension skills.

Allen et al. (1983) suggest two coding procedures for this scheme; that is, the coding for Part A is done by two observers in real time in the classroom while the coding for Part B is done subsequent to the lesson which requires audio-taping of the lessons.

The coding was done by putting check marks into the appropriate boxes under each category. To achieve reliability, the coding was done many times at different times with the help of the tape-recordings and controlled by three different supervisors until a full agreement was reached. The interrater reliability for the coding was calculated as .98. For the validity in the observations, the class was observed for seven weeks and within this period the participant students got more accustomed to the presence of the observer and tended to behave more naturally. This helped the effects of the observer on the participants to be minimized.

- **Coding Conventions for Part A:** There are 33 columns in this first part of the scheme. All the coding for this part is done in real time.
  - ❖ Column 1 (Time): Starting time for each activity or episode should be written and both the hour and the minute should be indicated.
  - ❖ Column 2 (Activities and episodes): The activities and the episodes involved in them should be described as detailed as possible so that

the lesson can easily be reconstructed by someone else who was not present in the lesson. The beginning or end of an activity is typically marked by a chance in the overall theme or content. Therefore, the entire activity deals with the same language point whereas there are shifts within the categories creating different episodes.

Table 1

Coding for Columns 1 and 2

TIME	**ACTIVITIES & EPISODES**
1	**2**
8:50 **(16 min)**	A1/E1:Writing the rules and examples of Simple Past Tense
9:06 **(4 min)**	A1/E2: Explanation of the rules copied by the sts
9:10 **(10 min)**	A1/E3:Writing the rules and examples of past simple time expressions
9:20 **(2 min)**	A1/E4: Explanation of the rules
9:22 **(8 min)**	A2: Drilling (past simple)
9:30	Class is over

Coding for the rest of the columns can be done by putting check marks into the appropriate boxes under each of the five major categories. However, within a single activity or episode more than one category can be checked off. If a check mark is bolded or colored, this indicates the primary feature or focus of the activity or episode. Without bolding or coloring, it indicates equal focus on all the categories.

Table 2

Coding for Equal Focus

Management		**Language**			
Procedure	Discipline	Form	Function	Discourse	Socioling.
10	**11**	**12**	**13**	**14**	**15**
		✓	✓		

Table 3

Coding for Primary Focus

Management		**Language**			
Procedure	Discipline	Form	Function	Discourse	Socioling.
10	**11**	**12**	**13**	**14**	**15**
		✓	✓		

- ❖ Columns 3-9 (Participant organization): There are three basic categories under this title:
  - Class: This can be from the teacher to students/class, From students to students/class or choral utterances.
  - Group: This can be all groups working on the same task or different tasks. Moreover, it is also possible to write the number of groups and the number of the people in each group in columns 6 and 7.
  - Individual: This can be individual students working on the same task or different tasks.

Table 4

Coding for Columns 3-9

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION						
		class			group		individual	
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
8:50 **(17 min)**	A1: Dialogue presentation in groups (Pre-prepared dialogues at home)				✓			
9:07 **(8 min)**	A2/E1: Worksheet part 1						✓	
9:15 **(5 min)**	A2/E2: Checking the answers of the first part	✓						
9:20 **(4 min)**	A2/E3: Worksheet part 2						✓	
9:24 **(1 min)**	A2/E4: Checking the answers of the second part	✓						
9:25 **(2 min)**	A2/E5: Worksheet part 3						✓	

- Columns 10-17 (Content): This title also consists of three basic categories:
  - Management: Procedural or disciplinary remarks are coded as a separate episode only if they last for one minute or more.
  - Language: The language can be used to deal with form, function, discourse or sociolinguistics aspects of language. Different variations of co-occurrences are also possible. Moreover, the focus of formal language features can be indicated in the column by writing G for grammar, P for pronunciation or Sp for spelling.
  - Other topics: If the topics are familiar or limited with the immediate environment of the students, they are coded as narrow. However, if the topics encompass a broader range of reference or imaginary events, then they are coded as broad.

Table 5

Coding for Columns 10-17

TIME	ACTIVITIES & EPISODES	CONTENT							
		Mana.		Language				Other topics	
		Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad
1	**2**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
8:50 **(16 min)**	A1/E1:Writing the rules and examples of Simple Past Tense			✓	✓				
9:06 **(4 min)**	A1/E2: Explanation of the rules copied by the sts			✓	✓				
9:10 **(10 min)**	A1/E3:Writing the rules and examples of past simple time expressions			✓	✓				
9:20 **(2 min)**	A1/E4: Explanation of the rules			✓	✓				
9:22 **(8 min)**	A2: Drilling (past simple)			✓	✓			✓	

- Columns 18-20 (Content control): The control over the selection of the content of an activity can be completely on the teacher/text or can be shared by the teacher/text and the students or can be totally on the students.

Table 6

Coding for Columns 18-20

TIME	ACTIVITIES & EPISODES	CONTENT CONTROL		
		Teacher/text	Teacher/text/student	Student
1	**2**	**18**	**19**	**20**
8:50 **(16 min)**	A1/E1:Writing the rules and examples of Simple Past Tense	✓		
9:06 **(4 min)**	A1/E2: Explanation of the rules copied by the sts	✓		
9:10 **(10 min)**	A1/E3:Writing the rules and examples of past simple time expressions	✓		
9:20 **(2 min)**	A1/E4: Explanation of the rules	✓		
9:22 **(8 min)**	A2: Drilling (past simple)		✓	

- Columns 21-25 (Student modality): There are five sub-categories under this title which are listening, speaking, reading, writing and other. Many combinations are possible, so it is important to indicate the primary focus for the majority of the students.

Table 7

Coding for Columns 21-25

TIME	ACTIVITIES & EPISODES	STUDENT MODALITY				
		Listening	Speaking	Reading	Writing	Other
1	**2**	**21**	**22**	**23**	**24**	**25**
8:50 **(16 min)**	A1/E1:Writing the rules and examples of Simple Past Tense			✓	✓	
9:06 **(4 min)**	A1/E2: Explanation of the rules copied by the sts	✓				
9:10 **(10 min)**	A1/E3:Writing the rules and examples of past simple time expressions			✓	✓	
9:20 **(2 min)**	A1/E4: Explanation of the rules	✓				
9:22 **(8 min)**	A2: Drilling (past simple)	✓	✓			

- Columns 26-33 (Materials): They are observed under two titles:
  - Type: It can be a text, audio or visual. If it is a text, it can be either minimal or extended. Isolated sentences or word lists are the examples of minimal texts. Stories, dialogues or connected sentences are the examples of extended texts.
  - Source: It can be created by non-native speakers, native speakers, adapted from the ones for native speakers or student-made.

Table 8

Coding for Columns 26-33

TIME	ACTIVITIES & EPISODES	MATERIALS							
		Type				source			
		text							
		Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	**2**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**
9:07 **(8 min)**	A2/E1: Worksheet part 1	✓				✓			
9:15 **(5 min)**	A2/E2: Checking the answers of the first part	✓				✓			

2. Interview questions

In addition to the COLT observation scheme, both of the participant teachers and eleven of the students (7 from the Anatolian high school and 4 from the general high school) were interviewed in order to bring their perspectives into the research. Getting multiple perspectives also helps in triangulating the research results and so in increasing credibility as it lets the researcher check the interpretations with the participants. Moreover, this enables the researcher to get a deeper understanding of the classroom procedures as well as to guess the underlying reasons for particular behaviors in the observed context (Richards, 2003).

The interview questions have been prepared based on the categories on the observation scheme and the basic principles of the CA so as to determine both the teachers' and students' understandings and feelings of the way in which the language is taught (Appendice 3 and 4). There are also questions to find out what they think about the contributions of their textbook in this process. To achieve validity and reliability in the interviews, all the questions were asked to the participants exactly in the same wording and they were assured that they would not be penalized because of what they would tell since their identity would not be revealed. Additionally, the interviews were carried out in Turkish believing that the participants, especially the students, would be able to express themselves better and more effectively in their native language. Each interview took approximately 20 minutes.

3. Field notes

The researcher observed one class hour every week and took some extra notes during these observations. Spada & Fröhlich (1995) also state that taking additional notes helps to obtain as complete a picture as possible of the overall period of observation. These field notes could include everything related to the study written down by the researcher and could be used in the interpretation of the data as well as in forming the interview questions for the later interviews.

Data Collection Procedures

Each of the 9th grade English classes was observed for an hour per week for seven weeks in the 2012-2013 academic year. The researcher attended the classes as the observant and did the coding for the observation scheme while the students were having their lessons. Because the class from the general high school did not have an English lesson in the 7th week, but watched a movie about the Turkish history instead, the data for this week were excluded from the calculations in the analysis. Both teachers and eleven of the students (7 from the anatolian high school and 4

from the general high school) were interviewed in a separate room after the observations were completed.

Data Analysis Techniques

Mackey & Gass (2005:162) point out four concepts that researchers must pay attention to in qualitative analysis:

- Credibility: Collecting data in as many contexts and situations as possible will increase the credibility of the analysis.
- Transferability: In order to clarify the extent of transferability, researchers must present thick descriptions in their analysis. This is because transferability of the findings highly depends on the similarity in the contexts.
- Confirmability: Full details of the data must be available so that the interpretations based on them can be clearly confirmed, modified or rejected by other researchers.
- Triangulation: Methodological triangulation which means "using different measures or research methods to investigate a particular phenomenon" (Mackey & Gass, 2005: 181) were utilized in the analysis of this study. Using multiple and independent methods to collect data in the same study to reach the same findings would definitely increase the validity and reliability of the information.
- The qualitative data collected with the COLT, audio taping, interview questions and field notes were analyzed in terms of the principles of the CA to find out to what extent the CA was being implemented in 9th grade English classes.

1. Analysis of the COLT data

Once the coding was done for the COLT scheme Part A, the general patterns of the lessons emerged and it was possible to come up

with a general picture showing the communicative and uncommunicative sides of each lesson.

- Analysis of Part A: The analysis for Part A started with the calculation of time for each activity and episode. It could be done by subtracting the starting time of an episode from the starting time of the following episode. The next step was to calculate the percentage of time spent on each of the categories under the major features which are participant organization, content, content control, student modality and materials. It is important to note that the secondary focuses which did not indicate a primary focus or combinations with equal focus were ignored in the calculations since the work with COLT was more interested in the most prominent categories in different classroom settings. With these calculations, it also became possible to group or summarize the data by visit, class and program.

Table 9

Analysis for Part A

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION						
		class			group		indiv.	
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks
1	2	3	4	5	6	7	8	9
8:50 **(17 min)**	A1: Dialogue presentation in groups (Pre-prepared dialogues at home)				✓			
9:07 **(8 min)**	A2/E1: Worksheet part 1						✓	
9:15 **(5 min)**	A2/E2: Checking the answers of the first part	✓						
9:20 **(4 min)**	A2/E3: Worksheet part 2						✓	
9:24 **(1 min)**	A2/E4: Checking the answers of the second part	✓						
9:25 **(2 min)**	A2/E5: Worksheet part 3						✓	
9:27 **(2 min)**	A2/E6: Checking the answers of the third part	✓						
9:29 **(1 min)**	A2/E7: Worksheet part 4						✓	
9:30	The class is over							
40 min.		**8**			**17**		**15**	
%		**20**			**42.5**		**37,5**	

2. Analysis of the interview data

All the interviews were transcribed with the help of F4 transcription software. Some random parts of the interviews were transcribed twice at different times to check consistency (Seferaj, 2009; Türnüklü, 2000). A content analysis was carried out with the interview data in order to get the general themes. Then these themes were used in the interpretation of communicative structures of the lessons to explain the reasons behind these structures as well as the role of the course book in this reality. This analysis helped to see the structures from the teachers' and students' perspectives as well.

3. Analysis of the field notes

A content analysis was done with the field notes taken by the researcher to see if there was anything parallel with or contrary to the themes which emerged from the interview data.

CHAPTER 4

RESULTS

Results for the Classroom Observations

The results for the analysis of the classroom observation data collected with COLT Part A have been presented in this section under the five main categories provided in the observation scheme.

1. Participant organization

The percentages of the participant organization in the 9th grade English classes of FSAL by visit have been given in Table 10.

Table 10

Participant Organization at FSAL by Visit

	PARTICIPANT ORGANISATION							
	Class			**Group**		**Individual**		**Total**
	T-S/C	**S-S/C**	**Choral**	**Same task**	**Different tasks**	**Same task**	**Different tasks**	
Visit 1	100*	-	-	-	-	-	-	100
Visit 2	20	-	-	42.5*	-	37,5	-	100
Visit 3	50	-	-	-	-	50	-	100
Visit 4	40	-	-	-	-	60*	-	100
Visit 5	-	-	-	100*	-	-	-	100
Visit 6	-	-	-	100*	-	-	-	100
Visit 7	80*	20	-	-	-	-	-	100
$\bar{x}$	42.96*	2.96	-	32.22	-	21.85	-	100

Table 10 presents that the majority of the class time was spent in whole class interaction twice (visits 1 and 7), for group work three times (visits 2, 5 and 6) and for individual work once (visit 4) at FSAL. This means that all types of participant organization were observed in this classroom.

The percentages of the participant organization in the 9th grade English classes of HAYL by visit have been given in Table 11.

Table 11

Participant Organization at HAYL by Visit

	PARTICIPANT ORGANISATION							
	Class			**Group**		**Individual**		**Total**
	T-S/C	**S-S/C**	**Choral**	**Same task**	**Different tasks**	**Same task**	**Different tasks**	
Visit 1	100*	-	-	-	-	-	-	100
Visit 2	100*	-	-	-	-	-	-	100
Visit 3	100*	-	-	-	-	-	-	100
Visit 4	76*	-	-	-	-	24	-	100
Visit 5	43	-	-	-	-	57*	-	100
Visit 6	100*	-	-	-	-	-	-	100
$\bar{x}$	86.5*	-	-	-	-	13.93	-	100

Table 11 shows that the majority of the class time was spent in whole class interaction five times (visits 1, 2, 3, 4 and 6), and for individual work only once (visit 5) at HAYL. This means that the dominant participant organization was the whole class interaction in this classroom.

The percentages of the participant organization in the 9th grade English classes of FSAL and HAYL have been given in Table 12.

Table 12

Participant Organization by Institution

	PARTICIPANT ORGANISATION							
	Class			Group		Individual		Total
	T-S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	
FSAL	42.96*	2.96	-	32.22	-	21.85	-	100
HAYL	86.5*	-	-	-	-	13.93	-	100

As can be seen in Table 12, the teacher at FSAL spent the 44.27% of the time in whole class interaction, the majority of which was between the teacher and the student or the whole class (41.42%) while the 34.64% of the time was devoted to group work and the 21.07% was used for individual studies. Table 12 also shows that the teacher in HAYL spent the 85.5% of the time on whole class interaction which was totally between the teacher and the students and that the 13.5% of the time was devoted to individual studies.

The percentages of the participant organization in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 2.

Figure 2

Participant Organization by Institution

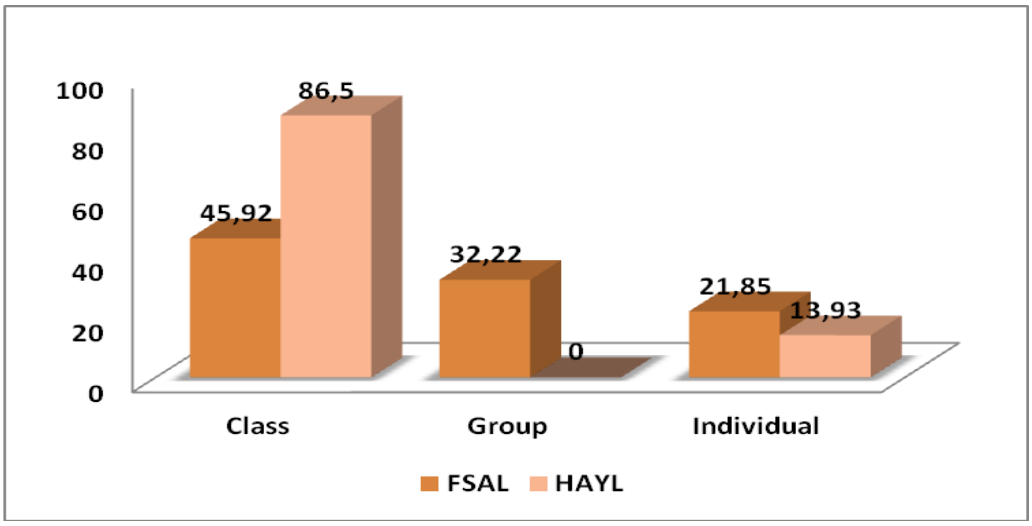


Figure 2 shows that there is a lot more whole class interaction at HAYL than the one at FSAL whereas the class at FSAL has more variety in terms of participant organization.

2. Content

Table 13 shows the percentages of the content of the classroom interaction in the 9th grade English classes at FSAL by visit.

Table 13

Content at FSAL by Visit

	CONTENT								
	Management		**Language**				**Other topics**		**Total**
	Procedure	**Discipline**	**Form**	**Function**	**Discourse**	**Socioling.**	**Narrow**	**Broad**	
Visit 1	-	10	75*	-	-	-	15	-	100
Visit 2	-	-	57.5 *	-	-	-	42.5	-	100
Visit 3	-	-	100*	-	-	-	-	-	100
Visit 4	17.5	-	82.5*	-	-	-	-	-	100
Visit 5	-	-	-	-	-	-	-	100*	100
Visit 6	-	-	-	-	-	-	-	100*	100
Visit 7	-	-	50*	30	-	-	20	-	100
$\bar{x}$	2.59	1.48	54.07*	4.44	-	-	11.48	25.92	100

It is presented in Table 13 that the majority of the class time was spent to deal with the language structure five times (visits 1, 2, 3, 4 and 7) while the focus was on broad topics twice (visits 5 and 6) at FSAL.

Table 14 shows the percentages of the content of the classroom interaction in the 9th grade English classes at HAYL by visit.

Table 14

Content at HAYL by Visit

	CONTENT								
	Management		Language				Other topics		Total
	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	
Visit 1	-	-	100*	-	-	-	-	-	100
Visit 2	-	-	100*	-	-	-	-	-	100
Visit 3	-	-	100*	-	-	-	-	-	100
Visit 4	-	-	100*	-	-	-	-	-	100
Visit 5	-	-	100*	-	-	-	-	-	100
Visit 6	-	-	100*	-	-	-	-	-	100
$\bar{x}$	-	-	100*	-	-	-	-	-	100

As can be clearly seen in Table 14, the whole class time was spent for the sake of language form (all visits) at HAYL, but for nothing else.

Table 15 shows the percentages of the content of the classroom interaction in the 9th grade English classes of FSAL and HAYL.

Table 15

Content by Institution

	CONTENT								
	Management		Language				Other topics		Total
	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	
FSAL	2.59	1.48	54.07*	4.44	-	-	11.48	25.92	100
HAYL	-	-	100*	-	-	-	-	-	100

According to Table 15, the teacher at FSAL spent the 4.07% of the time for management, the 58.51% for language and the 37.40% for other topics whereas the teacher at HAYL spent the 100% of the class time to focus on the language form.

The percentages of the content of the classroom interaction in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 3.

Figure 3

Content by Institution

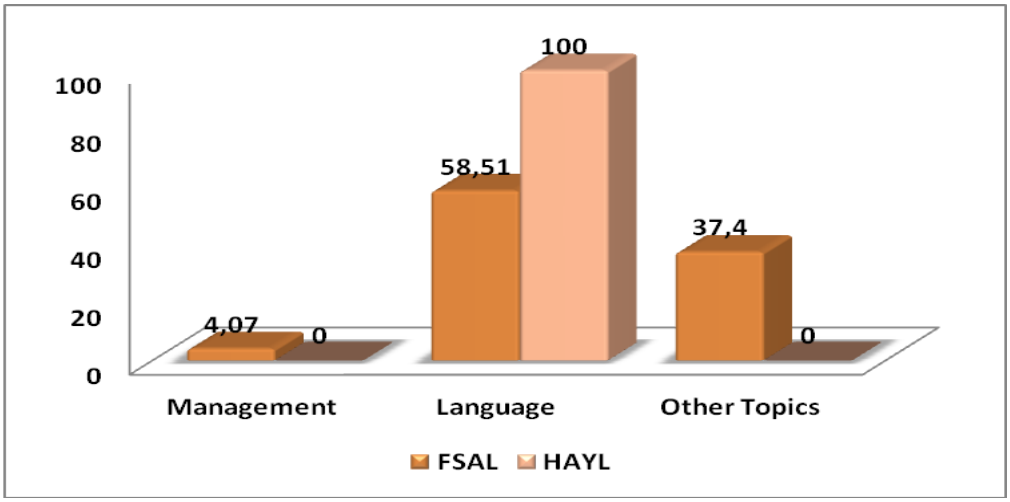


Figure 3 indicates that the p content of the classroom interaction at both schools was language, but it is also obvious that language was the only content of interaction at HAYL whereas other types of content were included at FSAL.

3. Content control

The percentages of the content control in the 9th grade English classes of FSAL have been given in Table 16.

Table 16

Content Control at FSAL by Visit

	CONTENT CONTROL			
	Teacher/text	**Teacher/text/student**	**Student**	**Total**
Visit 1	85*	15	-	100
Visit 2	47.5	52.5*	-	100
Visit 3	100*	-	-	100
Visit 4	100*	-	-	100
Visit 5	-	100*	-	100
Visit 6	-	100*	-	100
Visit 7	80*	20	-	100
$\bar{x}$	61.11*	38.88	-	100

As can be seen in Table 16, the content of the interaction was controlled by the teacher / the text (visits 1, 3, 4 and 7) more often; however, sometimes the students were also included (visits 2, 5 and 6) at FSAL.

The percentages of the content control in the 9th grade English classes of HAYL have been given in Table 17.

Table 17

Content Control at HAYL by Visit

	CONTENT CONTROL			
	Teacher/text	**Teacher/text/student**	**Student**	**Total**
Visit 1	100*	-	-	100
Visit 2	100*	-	-	100
Visit 3	100*	-	-	100
Visit 4	100*	-	-	100
Visit 5	100*	-	-	100
Visit 6	100*	-	-	100
$\bar{x}$	100*	-	-	100

Table 17 shows that the content of the interaction was controlled merely by the teacher and text at HAYL (all visits).

The percentages of the content control in the 9th grade English classes of FSAL and HAYL have been given in Table 18.

Table 18

Content Control by Institution

	CONTENT CONTROL			
	Teacher/text	**Teacher/text/student**	**Student**	**Total**
FSAL	61.11*	38.88	-	100
HAYL	100*	-	-	100

As Table 18 presents, the 61.11% of the content of the classroom instruction was controlled by the teacher and/or the text whereas the 38.88% was controlled by the teacher, the text and the student at FSAL. Table 18 also shows that the whole content was determined by the teacher and/or the text at HAYL without giving the students any chance to control the content of the instruction in the class.

The percentages of the content control in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 4.

Figure 4

Content Control by Institution

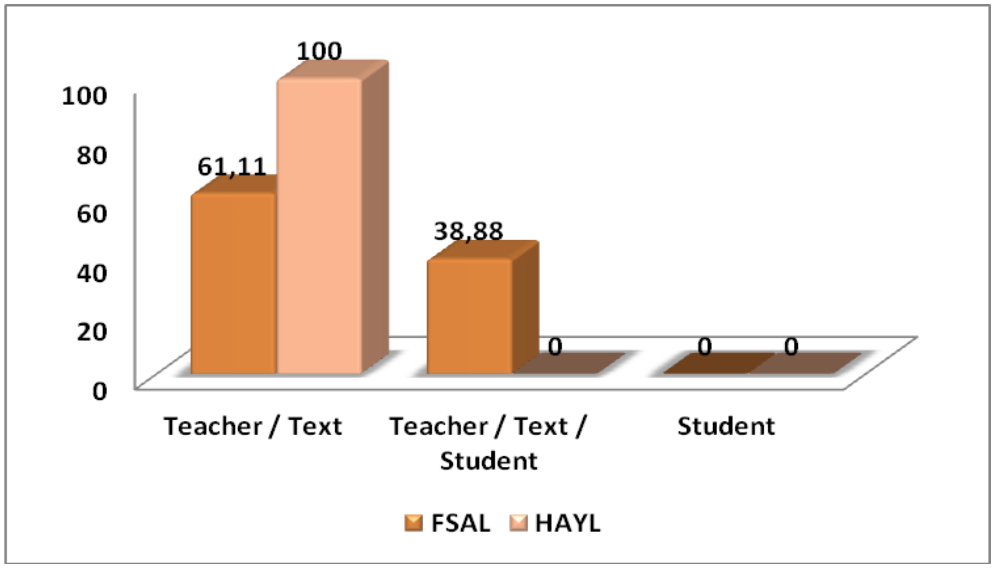


Figure 4 pictures that the content of the classroom interaction was dominantly controlled by the teacher or the text at both schools, but it is also clear that the students were completely excluded from the content control at HAYL whereas they were sometimes included at FSAL.

4. Student modality

The percentages for the student modality in the 9th grade English classes of FSAL have been presented in Table 19.

Table 19

Student Modality at FSAL by Visit

	STUDENT MODALITY					
	Listening	**Speaking**	**Reading**	**Writing**	**Other**	**Total**
Visit 1	100*	-	-	-	-	100
Visit 2	20	42.5*	-	37.5	-	100
Visit 3	50	-	-	50	-	100
Visit 4	40	-	-	60*	-	100
Visit 5	-	100*	-	-	-	100
Visit 6	-	100*	-	-	-	100
Visit 7	15	20	-	65*	-	100
$\bar{x}$	32.14	37.5*	-	30.35	-	100

It is presented in Table 19 that the dominant student modality at FSAL was speaking three times (visits 2, 5 and 6), writing twice (visits 4 and 7) and listening once (visit 1).

The percentages for the student modality in the 9th grade English classes of HAYL have been presented in Table 20.

Table 20

Student Modality at HAYL by Visit

	STUDENT MODALITY					
	Listening	**Speaking**	**Reading**	**Writing**	**Other**	**Total**
Visit 1	-	-	-	100*	-	100
Visit 2	-	-	-	100*	-	100
Visit 3	-	-	-	100*	-	100
Visit 4	-	-	-	100*	-	100
Visit 5	-	-	-	100*	-	100
Visit 6	-	-	-	100*	-	100
$\bar{x}$	-	-	-	100*	-	100

Table 20 clearly shows that the only dominant student modality at HAYL was writing (all visits).

The percentages for the student modality in the 9th grade English classes of FSAL and HAYL have been presented in Table 21.

Table 21

Student Modality by Institution

	STUDENT MODALITY					
	Listening	**Speaking**	**Reading**	**Writing**	**Other**	**Total**
FSAL	32.14	37.5*	-	30.35	-	100
HAYL	-	-	-	100*	-	100

According to Table 21, the students at FSAL spent the 32.14% of the class time by listening, the 37.5% by speaking and 30.35% by writing whereas the students at HAYL spent the whole class time by writing (100%).

The percentages for the student modality in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 5.

Figure 5

Student Modality by Institution

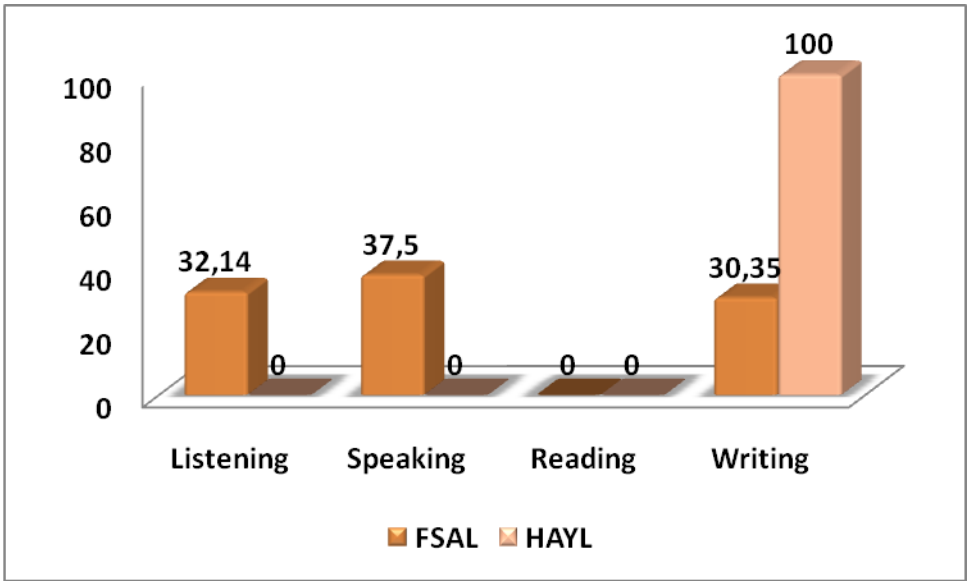


Figure 5 depicts that three language skills except reading were performed by the students at FSAL whereas the only dominant modality was writing at HAYL.

5. Materials

The percentages of the material types in the 9th grade English classes of FSAL have been given in Table 22.

Table 22

Material Types at FSAL by Visit

	MATERIALS					
	Type					
	Text		**Audio**	**Visual**	**No Material**	**Total**
	Minimal	**Extended**				
Visit 1	75*	-	-	-	25	100
Visit 2	57.5 *	-	-	-	42.5	100
Visit 3	100*	-	-	-	-	100
Visit 4	100*	-	-	-	-	100
Visit 5	-	-	-	100*	-	100
Visit 6	-	-	-	100*	-	100
Visit 7	80*	-	-	-	20	100
$\bar{x}$	61.11*	-	-	25.92	12.97	100

Table 22 shows that the majority of the materials made use of in the classroom at FSAL were minimal texts (visits 1, 2, 3, 4 and 7), however, visual materials were also utilized (visits 5 and 6).

The percentages of the material types in the 9th grade English classes of HAYL have been given in Table 23.

Table 23

Material Types at HAYL by Visit

	MATERIALS					
	Type					
	Text		**Audio**	**Visual**	**No Material**	**Total**
	Minimal	**Extended**				
Visit 1	100*	-	-	-	-	100
Visit 2	-	-	-	-	100*	100
Visit 3	100*	-	-	-	-	100
Visit 4	100*	-	-	-	-	100
Visit 5	100*	-	-	-	-	100
Visit 6	100*	-	-	-	-	100
$\bar{x}$	83.08*	-	-	-	16.91	100

As can be seen in Table 23, the only material type used in the classroom at HAYL was the minimal texts (visits 1, 3, 4, 5 and 6) whereas there were no materials at all for visit 2.

The percentages of the material types in the 9th grade English classes of FSAL and HAYL have been given in Table 24.

Table 24

Material Types by Institution

	MATERIALS					
	Type					
	Text		Audio	Visual	No Material	Total
	Minimal	Extended				
FSAL	61.11*	-	-	25.92	12.97	100
HAYL	83.08*	-	-	-	16.91	100

Table 24 indicates that at FSAL the 61.11% of the class time was spent with minimal texts, while the 25.92% was spent with visual materials. As is seen in Table 24, the 83.08% of the class time was spent with minimal texts at HAYL and the students passed the 16.91% of their time with no materials at all.

The percentages of the material types in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 6.

Figure 6

Material Types by Institution

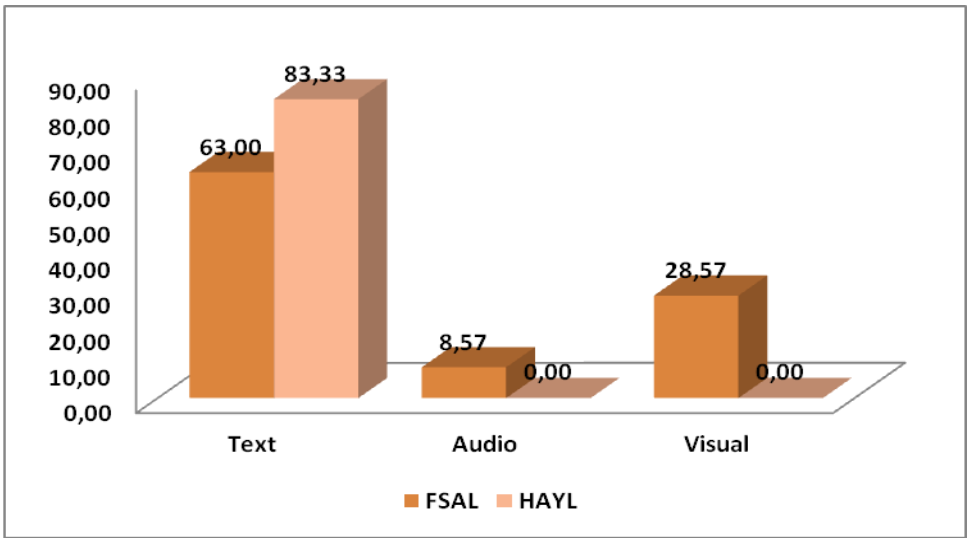


Figure 6 describes that the dominant material type used at both schools was texts and it was actually the only type of material utilized at HAYL whereas visual materials were included in the lessons at FSAL.

The percentages of the material sources in the 9th grade English classes of FSAL have been given in Table 25.

Table 25

Material Sources at FSAL by Visit

	MATERIALS					
	Source					
	L2-NNS	**L2-NS**	**L2-NSA**	**Student made**	**No Material**	**Total**
Visit 1	75*	-	-	-	25	100
Visit 2	57.5*	-	-	-	42.5	100
Visit 3	100*	-	-	-	-	100
Visit 4	100*	-	-	-	-	100
Visit 5	-	-	-	100*	-	100
Visit 6	-	-	-	100*	-	100
Visit 7	80*	-	-	-	20	100
$\bar{x}$	61.11*	-	-	25.92	12.97	100

Table 25 indicates that the majority of the materials were produced by non-native speakers of English at FSAL (visits 1, 2, 3, 4 and 7) while some student made materials were also used in the lessons (visits 5 and 6).

The percentages of the material sources in the 9th grade English classes of HAYL have been given in Table 26.

Table 26

Material Sources at HAYL by Visit

	MATERIALS					
	Source					
	L2-NNS	**L2-NS**	**L2-NSA**	**Student made**	**No Material**	**Total**
Visit 1	100*	-	-	-	-	100
Visit 2	-	-	-	-	100*	100
Visit 3	100*	-	-	-	-	100
Visit 4	100*	-	-	-	-	100
Visit 5	100*	-	-	-	-	100
Visit 6	100*	-	-	-	-	100
$\bar{x}$	83.08*	-	-	-	16.91	100

It is shown in Table 26 that all the materials used in the classroom were produced by non-native speakers of English at HAYL (visits 1, 3, 4, 5 and 6)

The percentages of the material sources in the 9th grade English classes of FSAL and HAYL have been given in Table 27.

Table 27

Material Sources by Institution

	MATERIALS					
	Source					
	L2-NNS	**L2-NS**	**L2-NSA**	**Student made**	**No Material**	**Total**
FSAL	61.11*	-	-	25.92	12.97	100
HAYL	83.08*	-	-	-	16.91	100

As presented in Table 27, the 61.11% of the class time was spent with the materials produced by non-native speakers and the 28.57% was passed with student-

made materials at FSAL. Table 27 also indicates that the 83.08% of the class time was spent with the materials produced by non-native speakers at HAYL.

The percentages of the material sources in the 9th grade English classes of FSAL and HAYL can also be seen in Figure 7.

Figure 7

Material Sources by Institution

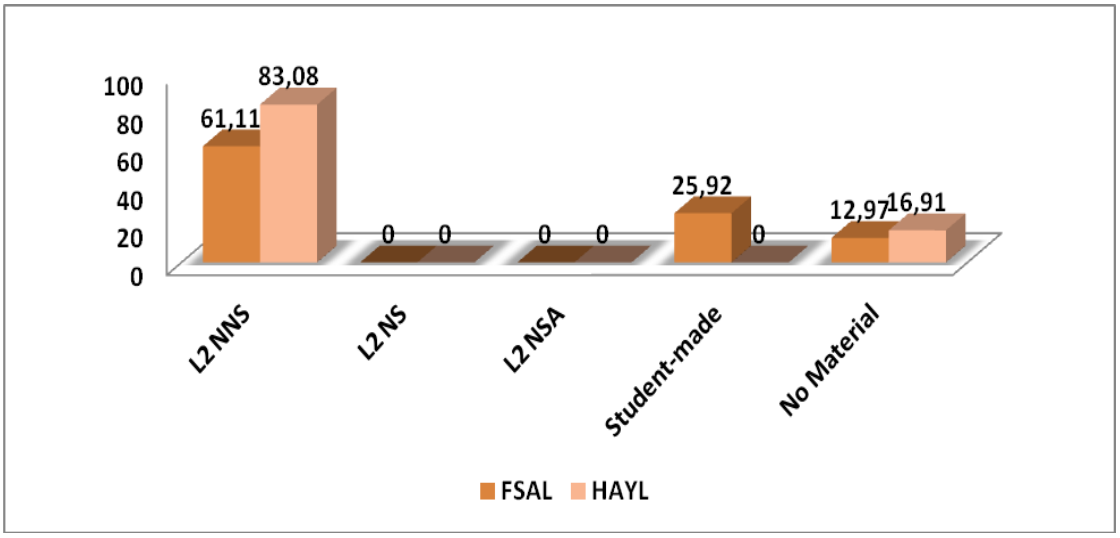


Figure 7 depicts that the majority of the materials used at both schools were produced by non-native speakers of English whereas some student-made materials were also included at FSAL.

Results for the Interviews

The results for the interviews with the teachers and the students have been presented in this section under eight main themes concerning the principles of the Communicative Approach. The themes on which the interview questions are also based have been determined considering the observation categories given in the COLT scheme and the misconceptions about the key features of the CA provided by Spada (2007).

1. Use of pair/group work activities

In the interviews, both the teachers and the students were asked about their opinions about the pair/group work activities in English classes. All the students and the teacher of the anatolian high school stated that they found these activities advantageous for language learning and they should be included in the lessons. The benefits of doing group/pair work activities mentioned by them included the following:

- They provide a chance to speak and practice the language (5 participants).

  "…we speak English, tell things in English…"[1] (Student 1-FSAL)

  "…. [Group work activities] are speaking practice so I like them. At least I can find an opportunity to speak…"[2] (Student 5-FSAL)

  "… [Pair/group work activities] must be done. They must be absolutely done. They are an inevitable part of the lesson. … Without pair work, students cannot speak…"[3] (Teacher 1-FSAL)

- They help students to learn from each other (1 participant).

- They let students check what they have learnt (2 participants).

  "We teach what we know to others and we revise these topics, too. This is more beneficial and our learning becomes permanent."[4] (Student 4-FSAL)

- They are motivating, encouraging and fun to do and so they improve learners' self-confidence (4 participants).

[1] See the original quotation in Appendix 1.
[2] See the original quotation in Appendix 1.
[3] See the original quotation in Appendix 1.
[4] See the original quotation in Appendix1.

"I think they are fun, we both have fun and learn."[5] (Student 2-FSAL)

"... At first, we used to do some role-plays and I was a bit shy in those role-plays. I couldn't play my role in front of everybody but as we did a lot of role-plays in groups and I am getting used to speak after a while... I am getting my self-confidence..."[6] (Student, 7-FSAL)

Likewise, three of the students from the general high school agreed on the benefits of group and pair work activities in English lessons. Two of them stated that such activities enabled them to learn from each other and one of them said those activities help students to get motivated.

"For example, my partner teaches me something I don't know, I teach him/her something I know but s/he doesn't know..."[7] (Student 10-HAYL)

"I would get additional support, I would get help from my friends and I would try better to learn."[8] (Student 8-HAYL)

"...these would help me to get motivated, that is, to try to learn..."[9] (Student 11-HAYL)

However, the teacher from the general high school and one of his students stated that group/pair work activities should not be included in the lessons. The teacher claimed that such activities could be used with learners of a certain language level and it was not possible or useful to do them with lower level learners like his own students as it was not possible to involve the students in the activities.

"...we cannot do such activities. They are luxurious for me, for us. .... When we try to do them- I tried a couple of times before- we do it ourselves and then we listen to

[5] See the original quotation in Appendix1.
[6] See the original quotation in Appendix1.
[7] See the original quotation in Appendix 1.
[8] See the original quotation in Appendix 1.
[9] See the original quotation in Appendix1.

ourselves. I believe that the time spent for such activities should be used for grammar."[10] (Teacher 2-HAYL)

2. Fluency versus accuracy

When asked about the importance of fluency and accuracy in language learning, all the participants from the anatolian high school agreed on the significance of fluency since they believed that accuracy was not important as long as people could communicate with each other. Moreover, they stated that they could speak their native language fluently but not completely accurately which was perfectly fine in all languages.

"I think fluency is more important. Will people consider whether you can apply the grammar rules correctly, build sentences grammatically or not? No. If you can speak fluently and communicate your message, then there is no problem. … The important thing is to be able to express the message in speaking or can we understand the message? Whether the suffix –ed was added or missed, these are not important. Fluency is important."[11] (Teacher 1-FSAL)

"I think fluency is more important. We do not speak grammatically at home. When we speak fluently, it is nicer. I think the same thing is possible for English as well."[12] (Student 6-FSAL)

"I think fluency is more important because Americans do not give much importance to grammar. We can see this in films with subtitles."[13] (Student 3-FSAL)

" I think fluency is more important, for example you did not add –s in present simple tense, but the other person can understand you. If you speak fluently, grammar is not that much important, I think."[14] (Student 5-FSAL)

[10] See the original quotation in Appendix1.
[11] See the original quotation in Appendix1.
[12] See the original quotation in Appendix1.
[13] See the original quotation in Appendix1.
[14] See the original quotation in Appendix1.

On the other hand, while three of the students from the general high school favoured fluency over accuracy due to similar reasons, only one of them and their teacher favored accuracy. The teacher claimed that it was not possible to achieve fluency without accuracy and the student expressed that people could not understand each other without accuracy.

"Fluency is more important. That is, in daily life, a person who speaks English may not know grammar. Understanding each other is enough."[15] (Student 9-HAYL)

"It is not possible to achieve fluency without accuracy. He has fluency, but cannot express his message and this is not acceptable. I say that first he has accuracy and then fluency comes. That is, I say accuracy is the first step."[16] (Teacher 2-HAYL)

"Speaking without mistakes is more important because it is not nice when you make mistakes. You do not know what the other person says and he does not understand you."[17] (Student 10-HAYL)

3. Use of L1 in the classroom

When they were asked to consider the use of L1 in the classroom, the teacher of the anatolian high school and five of her students stated that their native language should be included in their lessons adding that this would be advantageous for their learning. Additionally, they preferred Turkish as their native language in teaching or learning grammar whereas they believed that they should be using the target language for meaningful and communicative activities. They said that grammar structures were something they had never seen before, so it would be difficult or even impossible to learn them in the target language; therefore, if these structures were taught in their native language, they would make sense for the learners.

[15] See the original quotation in Appendix1.
[16] See the original quotation in Appendix1.
[17] See the original quotation in Appendix1.

"For example, we can speak English while reading and discussing a paragraph, but while learning grammar I prefer Turkish. I cannot understand English in speaking, so I cannot learn the grammar structures properly."[18] (Student 2-FSAL)

"Something in English should be explained in Turkish first so that we can understand it because if you say something we do not know directly, we cannot understand it."[19] (Student 1-FSAL)

"I think when English, for example grammar or past tense is taught, Turkish should be used but when we do practice, speaking English is better, I think. ... because it [the grammar structure] is something we have learnt for the first time. How can we learn it in English? We are learning it for the first time."[20] (Student 4-FSAL)

"I want these parts [grammar structures] to be taught in Turkish so that I can understand better."[21] (Student 7-FSAL)

"In fact, English should be used all the time but I speak Turkish when I teach a structure because they do not understand and we have trouble. ... I speak Turkish when I teach a structure and we should speak Turkish because students do not understand but we should not use it for the rest of the time."[22] (Teacher 1-FSAL)

On the other hand, two of the students from the anatolian high school favored using English all the time even though they found it challenging because they believed that being challenged would contribute to their learning.

"It is better if English is used all the time. At least, we can practice to speak English…. I think it is difficult but we will have difficulty but it will get easier in time."[23] (Student 6-FSAL)

[18] See the original quotation in Appendix1.
[19] See the original quotation in Appendix1.
[20] See the original quotation in Appendix1.
[21] See the original quotation in Appendix1.
[22] See the original quotation in Appendix1.
[23] See the original quotation in Appendix1.

"I think only English should be used. Even the teacher should teach in English… Our ear can get used to this in time."[24] (Student 5-FSAL)

Likewise, all the four students from the general high school and their teacher stated that Turkish should be included in their lessons. Especially the students expressed that they needed to be taught in Turkish for the parts they had not covered before. In other words, they wanted to use English with the vocabulary and grammar they had learnt before and for anything new they expected to be taught in Turkish first.

"Of course, speaking English all the time is not right. The class is a whole. There are good students, average students and bad students like me. I think speaking English all the time is not ok. As long as there are words we do not know or mistakes, half Turkish and so on."[25] (Student 11-HAYL)

"[The teacher] should speak English as much as he has taught. The vocabulary we do not know should be spoken in Turkish."[26] (Student 9-HAYL)

"We should try to make students speak English but as teachers we should not insist on speaking English. For example, we can speak once or twice, but if students do not understand we should not be insistent. … If we try to pass all lessons in English with 3 hours of English classes per week, most of the students do not understand. If necessary, we should help but I am trying to make them speak in grammar examples. I am trying to make them speak English within those structures."[27] (Teacher 2-HAYL)

4. Error correction

[24] See the original quotation in Appendix1.
[25] See the original quotation in Appendix1.
[26] See the original quotation in Appendix1.
[27] See the original quotation in Appendix1.

In terms of error correction, two of the students from the anatolian high school stated that learners should be given a chance for self-correction first and one of them said that a friend may help if they could not correct themselves. However, four of them stated that it should be the teacher who would provide the necessary feedback if learners could not correct themselves and only one student preferred to be corrected directly by a friend since they felt closer to them and so they felt more comfortable with their friends. Moreover, six of the students said that learners should not be interrupted while speaking so that they would not get anxious, excited, distracted or confused, rather, they should be given the opportunity to complete their speech before they received the feedback. There was only one student who would rather be corrected immediately. Their teacher also believed that learners should be given a chance to complete their speech before they received feedback.

"I prefer my friends because it is not good to be corrected by my teacher. It is like getting humiliated in front of the teacher."[28] (Student 1-FSAL)

"My friend should correct me. The teacher… because our friend is closer to us compared to the teacher."[29] (Student 4-FSAL)

"First, I shall try to correct myself, if I cannot I want my teacher to help me. I want my teacher to help me rather than being interrupted by my friends. … It is better if the teacher tells me my mistakes after I have finished, if he tells at that moment, I might confuse what I am going to say."[30] (Student 7-FSAL)

"It should not be my friend because ... How can I say? It should not be my friend but for example it can be my teacher or the teacher can wait for me to correct myself. … After I have finished because he should get my message first."[31] (Student 3-FSAL)

[28] See the original quotation in Appendix1.
[29] See the original quotation in Appendix1.
[30] See the original quotation in Appendix1.
[31] See the original quotation in Appendix1.

"The student should go on directly. We should finish first and then we should correct [the mistakes]."[32] (Student 6-FSAL)

"I think the teacher should correct [the mistake]. ... It is better if he does not interrupt our speaking and corrects after we finish speaking. When he interrupts, we might forget what we are going to say, I might get nervous because I have made a mistake. That is why after I have finished my speaking."[33] (Student 5-FSAL)

"The mistakes should not be corrected immediately. I mean while they are speaking, then they are interrupted. ... He gets discouraged because you interrupt him all the time. After he has finished or the student has written something and is reading it. If you correct him immediately, this is not good. After he has finished you can talk about his mistakes like 'Your mistakes were these, you should have done it in that way' etc. But this should not be done while he is speaking."[34] (Teacher 1-FSAL)

The teacher of the general high school also expressed that learners should be given a chance for self-correction first. Two of his students agreed on self-correction with him whereas the other two students stated that they wished to corrected by their teacher. All the four students stated that they should be given a chance to complete their speech before they recieved the feedback.

"If I do not realize my mistake, my teacher can correct it, this is better because other students may not know it and we may get confused."[35] (Student 9-HAYL)
"I want the teacher to wait until I finish my sentence. If I have not corrected my mistake, if I have not realized it, of course he can correct me. I want my teacher to correct me."[36] (Student 11-HAYL)

"I do not want anybody to speak. The teacher should tell me that I can do it as our teacher does. It is more beneficial if the teacher makes me repeat my sentence so that

[32] See the original quotation in Appendix1.
[33] See the original quotation in Appendix1.
[34] See the original quotation in Appendix1.
[35] See the original quotation in Appendix1.
[36] See the original quotation in Appendix1.

I can realize my mistake. … I do not want my friends to speak, either. To repeat my sentence and go over it once again will be more beneficial, I think."[37] (Student 8-HAYL)

"First, we should correct the mistake implicitly. If he does not correct, we correct it with some gestures, then I directly ask 'What is your mistake?' and finally I tell the mistake. That is, I correct it step by step."[38] (Teacher 2-HAYL)

5. Teacher roles

When they were asked about the roles and responsibilities of a language teacher in the classroom, the participants from the anatolian high school mainly mentioned these:

- A good teacher should teach the language well, provide efficient feedback and support for the learners (5 participants).

  "S/he should be instructive, correct our mistakes and improve our knowledge."[39] (Student 6-FSAL)

  "S/he teaches the subject and explains things when we do not understand or get confused and so on."[40] (Student 2-FSAL)

- A good teacher should enable the learners to speak the language and become a model with his/her way of speaking the target language (4 participants).

  "We cannot achieve this, actually. We should make them speak English, but we cannot. … Maybe we should be stricter about this. This is so because we

[37] See the original quotation in Appendix1.
[38] See the original quotation in Appendix1.
[39] See the original quotation in Appendix1.
[40] See the original quotation in Appendix1.

are not strict. ... The most important thing we should do is to try to make them speak English in the classroom. I believe so."[41] (Teacher 1-FSAL)

"I think s/he should try to make us speak. Grammar is also important but the focus should be on speaking. For example, group work activities, role-plays in English etc."[42] (Student 5-FSAL)

"S/he should model the English used in daily life."[43] (Student 1-FSAL)

"S/he should teach well, but by speaking. For example if s/he speaks English well it is beneficial for us so that our daily English gets better."[44] (Student 4-FSAL)

- A good teacher should challenge and motivate the learners (2 participants).

"His/her aim should be to teach really, not in a simple way but in a more difficult way and then to help the students when they do not know something."[45] (Student 7-FSAL)

- A good teacher should behave in a friendly way (1 participant).

"I want my teachers to be more friendly. ... then I can feel more comfortable or it is necessary to love the teacher in order to love the subject. That is, if you love your teacher, you love the subject, too." [46](Student 3-FSAL)

The teacher of the general high school stated that the primary role of an English teacher was to teach grammar rules perfectly. On the other hand, his students mentioned these roles and responsibilities for an English teacher:

[41] See the original quotation in Appendix1.
[42] See the original quotation in Appendix1.
[43] See the original quotation in Appendix1.
[44] See the original quotation in Appendix1.
[45] See the original quotation in Appendix1.
[46] See the original quotation in Appendix1.

- A good teacher should encourage and motivate the learners (2 participants).

  "S/he should motivate us, make effort for us like saying 'This is better for you, do this or do that.' I think s/he should try hard for us."[47] *(Student 11-*HAYL*)*

  "For example, s/he can make us go to the blackboard, there in front of everybody, well.. you can beat yourself, that is, you get nervous about being in front of the class, you get shy. S/he should silence the other students. For example, when your friends laugh at you, you get embarrassed, in that case, s/he should come to you and show it to you, then it is more beneficial."[48] (Student 8-HAYL)

- A good teacher should be friendly and share some information about real life and the outside world (3 participants).

  "S/he should be like my own teacher. That is, he talks about real life. He does not teach only English. He educates us when it is necessary." [49](Student 9-HAYL)

  "To teach English, then to educate us, for example respect, attitudes, etc. To teach these as well." [50](Student 10-HAYL)

6. Learner roles

When they were asked about the roles and responsibilities of a language learner, the participants from the anatolian high school stated that the most important things for a student were to pay attention to the lesson and the teacher (5

[47] See the original quotation in Appendix1.
[48] See the original quotation in Appendix1.
[49] See the original quotation in Appendix1.
[50] See the original quotation in Appendix1.

participants), to participate in the classroom activities (2 participants), to be determined and to try to learn and speak English both inside and outside the classroom (4 participants).

"To listen to the lesson, to participate in the lesson, to improve English."[51] (Student 2-FSAL)

"To try hard to learn." [52](Student 6-FSAL)

"I should try to speak English, to participate in the lesson. There should be such a student type. That is, I should prefer to speak English rather than Turkish." [53](Student 5-FSAL)

"It is necessary to get interested in English outside the school. To listen to English, a song, things like a film, music from somewhere so that you can have ear training."[54] (Student 1-FSAL)

"If there is something s/he wants to ask or does not understand, s/he can ask in English or demand the answer in English."[55] (Student 4-FSAL)

"I should respond to the teacher's effort. I should study for what I am supposed to study. I should not give up when I have difficulties or I should not give in by saying that I cannot do this in any way." [56](Student 7-FSAL)

Likewise, the participant students from the general high school mentioned such similar responsibilities as to pay attention to the lesson (1 participant), not to get engaged with other things and not to get distracted (1 participant), to participate in

[51] See the original quotation in Appendix1.
[52] See the original quotation in Appendix1.
[53] See the original quotation in Appendix1.
[54] See the original quotation in Appendix1.
[55] See the original quotation in Appendix1.
[56] See the original quotation in Appendix1.

the classroom activities (1 participant) and to try to learn the target language (2 participants).

"[As a learner] I need to study hard both at school and at home."[57] (Student 10-HAYL)

"You should not chat in the classroom, this is the general thing. It is important in every class. You should not chat a lot. Well, you should not tease anybody; you should concentrate on your teacher." [58] (Student 8-HAYL)

7. Language skills

When the participants from the anatolian high school were asked to consider the significance of language skills for their learning, the six of them expressed that speaking should be given the priority because they perceived this skill as the main means of communication in real life. In other words, they regarded oral interaction as an inevitable part of the real world outside the classroom. There was also one student who valued listening in addition to speaking as these two skills were complementary. On the other hand, their teacher attributed equal importance to all language skills since she believed all were complementary for each other.

"I think speaking seems to be more important. In daily life it is speaking but we should also know writing. For example, we see some things on the Internet, to be able to understand them; we should know how to write them, too." [59](Student 7-FSAL)

"I think all of them are important but generally speaking is more important because most people deal with it orally rather than by writing when they have a problem with someone. … I am good at grammar because I can learn it easily. When I speak, I

[57] See the original quotation in Appendix1.
[58] See the original quotation in Appendix1.
[59] See the original quotation in Appendix1.

know the words but somehow I cannot combine them. Something strange happens at that time."[60] (Student 3-FSAL)

"I think speaking should be more important because as I stated before, when you want or ask for something, we will not communicate it to others by writing, we will speak. … I am good at speaking because I give more importance to it and so I practice it more."[61] (Student 4-FSAL)

"Speaking because when we meet a tourist, he will not ask us about grammar, he will speak to us. For sure, we should speak fluently."[62] (Student 5-FSAL)

"Speaking and listening because we need grammar and so on only in exams but speaking and listening will be effective in all our life. … I am good at writing, not at listening because I cannot differentiate words in listening, but as I usually study by writing and I have such an habit…"[63] (Student 2-FSAL)

"I think speaking should be given more importance to. …. For example, in the future when we grow up, we will get a job at least… It is more important to communicate by speaking, not by writing. So, when you speak, your writing will improve. … I am good at writing. As I stated before I get anxious while speaking but there is not such a problem with writing."[64] (Student 6-FSAL)

"I think they all complement each other, it is not possible with only one of them. Of course, vocabulary is important but all should be included. All are connected to each other. The student will learn the vocabulary, the grammar, use writing as well, all are connected to each other."[65] (Teacher 1-FSAL)

[60] See the original quotation in Appendix1.
[61] See the original quotation in Appendix1.
[62] See the original quotation in Appendix1.
[63] See the original quotation in Appendix1.
[64] See the original quotation in Appendix1.
[65] See the original quotation in Appendix1.

When the same question was asked to the students from the general high school, only one student thought all language skills were equally important. There was only one student who attributed equal importance to listening and speaking. Finally, the other two students said that all language skills were important. However, they did not find themselves successful in these skills. Their teacher; however, gave the priority to grammar as he believed that grammar was the main skill in language learning and other skills could not be developed without it.

"It is more important to understand the other person because speaking is a tool for communication. … I cannot speak. I understand when I listen but I cannot speak, so I am better at listening."[66] (Student 11-HAYL)

"I think speaking, expressing your message is more important. I do not know, well, you can express yourself and the other person can understand you, so this is more important."[67] (Student 8-HAYL)

"There is no pronunciation because it is luxurious. After everything is completed, it is time for pronunciation. There is no writing or no reading. Absolutely grammar because there is actually no grammar. It is like teaching operations without numbers. So, we are busy with grammar mostly."[68] (Teacher 2-HAYL)

8. The course book

When the participants were asked to evaluate the contribution of their course book to their language learning, they mentioned two main conclusions which were distinctive for the learners of two schools.

The participants from the general high school said that they had no idea about their book since they had never used it, but it could have been useful as it would have

[66] See the original quotation in Appendix1.
[67] See the original quotation in Appendix1.
[68] See the original quotation in Appendix1.

given a chance to revise or study the topics covered in the classroom when they went home.

"I have never looked into the book, but if we used it, it would be better, I think. ... If we used the book, we would revise it at home because we cannot see the things on the smart board again."[69] (Student 8-HAYL)

"Sometimes we cannot understand the things when only our teacher explains. If we read ourselves, it can be more beneficial. We can understand and learn better on our own."[70] (Student 9-HAYL)

Their teacher also criticized the book severely and stated that he did not use the book in his lessons much claiming that the content and the level of the book were not suitable for his learners. The weaknesses of the book mentioned by the teacher of the general high school can be summarized as follows:

- There are a lot of grammar mistakes in the book.
- The level of the book is not suitable for the learners since it is too difficult for them.
- The book does not support grammar teaching efficiently or it does not provide enough grammar exercises.
- The content of the book includes unrealistic and imaginary contexts which have no connection with his learners' real life.
- The gradation of the activities is not suitable for the learners because they require the learners to deal with a very difficult task just after a very easy one. Therefore, his learners get discouraged.

"Nobody is pleased with the book. There are a lot of grammar mistakes in it. There is a great expectation for grammar but there is no support for it. ... There is an unrealistic expectation as if these students graduated from a private school and

[69] See the original quotation in Appendix1.
[70] See the original quotation in Appendix1.

could speak English fluently. … At the beginning of the year, an academic placement test was given to the students. It was like an insult for me because they did not evaluate the results. I checked the papers of 100 questions from ten classes. … You can understand how seriously things are implemented from this incident. … For the books, we told them the level, we wanted the lowest level, A1. … There are still problems, but fortunately I do not use the book much. It is definitely difficult for the students. … There are very small grammar descriptions in blue boxes, examples are not sufficient and no exercises at all. … I have to support them a lot. … There are always extreme sports, love affairs for such young children. I mean it is a book like paparazzi. Maybe, most of our students have not seen the sea even though they live in Izmir. … It is in fact a world of fairy tales, there is no reality. And there are simple subjects as in the primary school such as jobs, colors and numbers, but they are given in such difficult paragraphs that they jump from very easy ones to very difficult ones. The students get lost at that point."[71] (Teacher 2-HAYL)

Likewise, the participants form the Anatolian high school also criticized the book because they found it too simple for their level and it did not include anything new for them so they felt that it did not help them to improve their language abilities. On the other hand, they said that they also enjoyed the simplicity of the book since it was stress free for them.

"It is a nice book but it is a bit simple for us. Some activities, yes, make us speak. We speak to our friend, yes, some are useful for us, but some others are too simple. … There are some activities for listening, you listen and you answer. We cannot listen to them. So these parts are skipped."[72] (Student 7-FSAL)

"It gives us the things which we have already known. It does not teach anything additionally."[73] (Student 3-FSAL)

[71] See the original quotation in Appendix1.
[72] See the original quotation in Appendix1.
[73] See the original quotation in Appendix1.

"It is very easy. It helps us to keep the things we have learnt in our mind. It is not beneficial, I think. Some visuals are included in the book and there are activities. These are beneficial. ... The good thing is there are a lot of activities and in fact, it helps us to consolidate our knowledge."[74] (Student 4-FSAL)

"It is too thin and everything is too simple. ... Too below my level. At the level of the 4th grade. ... There is nothing new I have learnt. There is always repetition of the things we learnt a long time ago. ... There are some visuals of my favorite celebrities, that is all."[75] (Student 1-FSAL)

"Because it is too much simple I feel as if I am doing the things in the 4th grade. I do not feel that I am improving myself. ... Its simplicity is nice, we do the exercises and move on to the next. We do not have any difficulties but it would be better if we were challenged.[76]*"* (Student 5-FSAL)

"There is nothing in the book. It would better if it were a bit more difficult. ... Its simplicity is bad on the one hand, but on the other hand when we can do things easily, it increases your self-confidence, but actually it is artificial."[77] (Student 6-FSAL)

The teacher of this school agreed with the learners on this stating that she got disappointed with the level of the book because she had determined the level by considering the course books by Oxford and Cambridge University Press, but it turned out to be much simpler for her learners.

"Last year, our vice principal told us about the levels of A1.1 and A1.2 and so on. We checked the foreign books from Oxford and others and accordingly determined our level. I am not teaching even half of the things I taught last year in these classes. ... The layout of the book strains the eyes. Everything is in a mess. It is difficult to

[74] See the original quotation in Appendix1.
[75] See the original quotation in Appendix1.
[76] See the original quotation in Appendix1.
[77] See the original quotation in Appendix1.

understand which exercises to do at which point. ... No content at all, it is too weak. There are no dialogues, no vocabulary, nothing in the book. ... If we had known that the book was lower than A1.2 level, a book at this level should not be like this one, then we would have chosen A2.2 level or A2.1 level or something different, something more difficult but it should not be at this level. .... For example, there are listening sections in the book but we have no CDs. ... If I did not give any worksheets to my students, if we did not find extra materials on the Internet, it is not possible to achieve anything with these books."[78] (Teacher 1-FSAL)

The results of the interview data are summarized in Table 28.

Table 28

Summary of the Interview Data

Categories	FSAL		HAYL	
	The teacher	**The students**	**The teacher**	**The students**
Use of pair/group work activities	• Advantageous and should be included.	• A chance to speak and practice (4 participants) • A chance to learn from each other (1 participant) • A chance to check what has been learnt (2 participants) • Motivating, encouraging and fun (4 participants)	• Luxurious and should be excluded.	• A chance to learn from each other (2 participants) • Motivating and encouraging (1 participant)
Fluency vs accuracy	• Fluency	• Fluency (7 participants)	• Accuracy	• Fluency (3 participants) • Accuracy (1 participant)
Use of L1	• L1 can be included to teach grammar.	• L1 can be included to teach grammar (5 participants) • Only L2 should be used (2 participants)	• L1 must be used.	• L1 can be included to teach grammar and everything new (4 participants)
Error correction	• Give the learner a chance to complete his speech	• Give the learner a chance to complete his speech (6 participants) • Should be corrected immediately (1 participant) • Self-correction (2	• Give a chance for self-correction	• Give the learner a chance to complete his speech (4 participants) • Self-correction (2 participants)

[78] See the original quotation in Appendix1.

		participants) • Should be corrected by a friend (1 participant) • Should be corrected by the teacher (4 participants)		• Should be corrected by the teacher (2 participants)
Teacher roles	• Makes the students speak the target language	• Teaches the language and provides feedback (5 participants) • Enables the students to speak (3 participants) • Challenges and motivates (1 participant) • Behaves in a friendly way (1 participant)	• Teaches grammar perfectly	• Challenges and motivates (2 participants) • Behaves in a friendly way and shares information about real life (3 participants)
Learner roles	-	• Pay attention to the lesson (5 participants) • Participate in the classroom activities (2 participants) • Learn and speak the target language (4 participants)	-	• Pay attention to the lesson (1 participant) • Participate in the classroom activities (1 participant) • Learn and speak the target language (2 participants) • Do not get distracted (1 participant)
Language skills	• All skills	• Speaking (6 participants) • Listening and speaking (1 participant)	• Grammar	• All skills (2 participants) • Speaking (1 participant) • Listening and speaking (1 participant)
The course book	• Too easy	• Too easy (7 participants)	• Too difficult	• Have no idea (4 participants)

As can be seen in Table 28, the students from both schools have expressed similar opinions whereas the teachers have obviously different ideas particularly about the use of group work, fluency versus accuracy and language skills.

CHAPTER 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

This study has aimed to describe how effectively the communicative approach is being implemented in the two high school 9th grade classrooms in order to reveal to what extent these classes are communicative as well as to understand the situation from the perspectives of the teachers and students. The results of the analysis have been summarized and discussed in terms of each research question.

1. ***What are the emerging interaction patterns in the 9th grade English classes of the two high schools?***

Although the communicative approach puts emphasis on the use of group work activities in language classrooms, it has been revealed that the dominant interaction pattern in the observed classes is between the teacher and the students or the whole class. When the two classes are compared, it is seen that the students from the anatolian high school did some group work whereas the ones from the general high school had no pair work or group work activities. This means that there is a tendency for teacher-centered instruction and there is very little or no interaction among the learners. Cohen and Lotan (2014) underline the invaluable contributions of such activities into engaging more students with the learning tasks and increasing the chances to learn the content and to develop the language. Moreover, Dobao (2012: 55) suggests the inclusion of such collaborative activities since they "create opportunities for learners to question their language use, test and confirm hypotheses, offer and assess new input, and provide both positive and negative feedback to each other". Benson and Voller (2014: 235) also argue that having group work is an effective initiator for interaction and helps the authentic texts to be understood by the

language learners. Therefore, it is possible to claim that the participant students miss all the mentioned opportunities catered by such group work activities.

The reasons for the exclusion of these communicative and collaborative activities despite such benefits can be considered. First, the research on the use of group work activities in language classes in Turkey and in some other countries (Altınuç, 2012; Coşkun, 2011; Hunutlu, 2011; Özşevik, 2010; Nishino, 2008; Hiep, 2007; Bal, 2006; Karim, 2004 and Eveyik-Aydın, 2003) has shown that language teachers face some challenges in implementing such communicative activities due to some obstacles like big classroom sizes, traditional grammar-based testing and the time pressure to cover the schedule. Some similar obstacles could be valid in the case of the classes under study. For instance, when the language exams given to the participant students have been analyzed, it is seen that they are tested on grammar structures, vocabulary items, reading comprehension and translation skills, but not on their communicative abilities. The teachers have stated that they feel the pressure to prepare their learners for such exams. The exam scores are of vital importance particularly for the students from the anatolian high school since their GPA is considered in their admission to a college. Consequently, this might be leading both the students and the teachers to ignore the group work activities. Moreover, the credits of English classes have been decreased by the MNE. That is, the teachers and the students from both schools have less time to cover the program which puts them under an additional time pressure and which might result in the avoidance of communicative activities in these classes.

2. ***What constitutes the content of communication in the 9th grade English classes of the two high schools?***

In spite of the primary focus on meaningful interaction in the communicative approach, it has been found that the dominant content of the interaction in the observed classrooms is language; namely language form. It is seen that the students from the anatolian high school spent some amount of time to communicate about some narrow and broad topics thanks to the group work activities they did in the

lessons although these interactions were mostly designed for the sake of practicing certain grammatical structures. For instance, they talked about their previous weekend because they were working on the simple past tense or they worked in groups for a fortune telling presentation as they were studying the future tense. However, the teacher and the students from the general high school solely talked about grammatical forms and never used the target language as a tool to convey any other message or meaning. Therefore, it is possible to conclude that these classrooms lack meaningful communication in a real sense and the students learn about the usage of the language rather than using the language as an instrument to communicate some kind of meaning or to accomplish a task in a meaningful way. Nassaji and Fotos (2011) state that there has been a call for an integration of grammar and communication in language teaching because there is ample research revealing the importance of form-focused instruction which refers to grammar instruction that takes place within communicative contexts. Likewise, Félix-Brasdefer and Cohen (2012) argue that learners' attention should be directed to the pragmatic functions of grammar for communicative purposes and therefore teachers are expected to supply their learners with communicative activities which will result in the development of pragmatic ability. However, Can and Can (2014) have found that in Turkey foreign language teaching is insufficient because language instruction is based on memorization of grammar rules and students tend to revise the grammar structures in order to do well in the tests which results in the exclusion of speaking practice in the lessons. As mentioned above, the traditional testing methods used by the participant teachers might be driving them to focus on grammar in their instruction.

Moreover, Liao and Zhao (2012) suggest that language teachers should be trained or guided by teacher educators so that they will not exclude explicit grammar instruction or communicative activities from their teaching practice. Likewise, the results of this study show that the participant teachers need to be encouraged and directed to include more communicative activities which will enable their students to use the language as a tool to accomplish meaningful tasks.

3. ***Who controls the content of the communication in the 9th grade English classes of the two high schools?***

The communicative approach aims to give learners more control and autonomy of their own learning via student-centered group work activities and the chance to control the content of the classroom instruction. However, the findings have indicated that the content of the instruction is mainly determined by the teacher and occasionally by the teacher and the learners together, but never merely by the learners in the language class at the anatolian high school. On the other hand, the content is controlled only by the teacher in the one at the general high school. This shows that the teacher is perceived as the authority in these classes by both the students and the teachers themselves. Thompson (2013) states that learner autonomy is a widely accepted concept in Western society whereas many other cultures demand the teacher to be the expert. Likewise, Coşkun (2011: 104) has revealed that language teachers in Turkey tend to "dominate the lesson by transmitting their own knowledge, by initiating classroom interaction and by following a one-way teacher-student interaction". This study also shows that the participant teachers have a similar tendency in their language instruction. However, Ürün, Demir and Akar's study (2014) suggests that involving the students in the process of determining activities is one of the most efficient ways to foster learner autonomy. That is, students who are allowed and encouraged to have a voice and choice in the academic activities will take a step to become autonomous learners (Al Asmari, 2013).

4. ***What are the common language skills used by the learners in the 9th grade English classes of the two high schools?***

All language skills are given equal importance in the communicative approach since all are used in real life. However, it is obvious that speaking is the more commonly used modality in real life interactions. This study has revealed that the student modality is distributed almost equally among the three language skills excluding reading in the observed lessons of the Anatolian high school whereas in the general high school the only modality is writing which is not a contextualized,

meaningful or creative writing, but rather copying the discrete grammar exercises into the students' notebooks. Although there seems to be no reading at all, the students did some amount of reading, but it was not the primary focus of the activity and so it was not included in the calculations. Additionally, the only writing activity done by the students was writing down the exercises and their answers. Therefore, it would be appropriate to say that the students used writing as a primary medium within the activities, but not for the sake of improving their writing as a language skill. Moreover, the teacher of the general high school gives priority to grammar and exclusively deals with discrete grammar exercises in his lessons. Brodin (2014) states that foreign language teaching in Turkey has shifted from developing communicative language skills to only focusing on grammar structures and multiple choice questions because this is the way how the students are accepted to college programs. Likewise, the students from the anatolian high school were tested on their knowledge of grammar, vocabulary and reading skills and the ones from the general high school were tested through multiple choice grammar questions and on their translation skills. Therefore, this testing system might have directed the teachers to such particular practices in their instruction in terms of the language skills. Moreover, as Yavuzer and Göver (2012) state, the national language examinations offered by the official national testing and evaluation institution (OSYM) also reflect the tradition of ignoring such language skills as listening and speaking since these tests comprise of multiple choice items on grammar, vocabulary, reading and translation skills. Consequently, it is not likely to improve this situation unless the testing and evaluation system is fixed over to include all language skills.

5. ***What are the common material types and sources utilized for language teaching in the 9th grade English classes of the two high schools?***

The communicative approach recommends the use of contextualized, authentic or authentic-like materials with audio visual components which will engage learners in purposeful and meaningful use of language (Spada & Fröhlich, 1995). However, the findings of this study show that the most frequently used materials in the classes from both schools were minimal texts consisting of discrete sentences or

vocabulary lists and they were prepared by non-native speakers. Almost no extended texts or authentic materials were used in these classes. Only the students from the anatolian high school made use of some visual and student-made materials for their group work presentations. Wen-Cheng, Chien-Hung and Chung-Chieh (2011: 94) state that authentic materials enable teachers to bring the real world into the classroom; moreover, such effective teaching materials should be "easily accessible, up to date, appropriate for learners, culturally sensitive and suitable for a variety of learning styles". Likewise, Liton (2013) puts forward that authentic textbooks prepare language learners for real life situations. Moreover, Çakır (2012) highlights the fact that authentic materials play a vital role in developing foreign language learners' competences from linguistic to pragmatic. Sharma (2003) also points out the importance of appropriate materials in an efficient implementation of the CA adding that in Australia, where the CA is successful, teachers do not follow a particular course book, but instead they create their own materials accordingly. However, Ansarey (2012) and Coskun (2011) have found out that English language teachers refer to inappropriate teaching materials as an obstacle which prevents them from implementing the CA and they complain that they do not have enough time to develop their own teaching materials. Likewise, Diallo (2014); Rahimi and Naderi (2014) and Kaçar and Zengin (2013) consider the unavailability of authentic materials as one of the significant challenges in language teaching.

6. What do the 9th grade students of the two high schools and their teachers think about the communicative features of their English classes?

Firstly, the interviews have showed that the students from both schools are highly aware of the advantages of the group work activities and favor the inclusion of such activities in their lessons. The teacher from the anatolian high school agrees with the students on this issue. However, the teacher from the general high school believes in the impossibility of using group work activities in his teaching context and so completely excludes such activities from his language instruction. Therefore, it is possible to conclude that the participant teachers' beliefs correspond with their

practices and that the students from the general high school do not receive the instruction from which they think they would benefit. Wan, Low and Li (2011) have revealed that both the teachers and students in their study advocate the use of group work activities because such activities help students engage in the class. Additionally, Coşkun's study (2011) has revealed a discrepancy between teachers' attitudes and their classroom practice because the teachers avoided pair and group work in their actual teaching although they mentioned the advantages of such activities.

Secondly, the students from both schools –except one from the general high school- have stated that fluency is more important than accuracy and that grammar mistakes can be tolerated as long as they can communicate the meaning. The teacher from the anatolian high school also conforms their opinion. However, it is significant that the teacher from the general high school favors accuracy over fluency and bases his whole instruction on language form, that is, grammar teaching. As a result, there is a sharp difference between the beliefs and practices of the participant teachers. Phipps and Borg (2009) have found that language teachers in Turkey tend to adopt a 'focus-on-forms' approach in their language instruction. The teacher from the general high school seems to reflect this tendency. There are also numerous studies which suggest that learners tend to favor a rather grammar-based instruction while teachers are more likely to value a communicative way of language teaching (Tok, 2010b; Brown, 2009; Rao, 2002 and Emeli, 1999).

Moreover, the finding above is consistent with the participants' opinions concerning error correction as well. The majority of the students from both schools have stated that after they have been given a chance for self-correction, they prefer to be corrected by their teacher rather than a friend since they believe that only the teacher can provide the right feedback. Moreover, they do not want to be interrupted until they have finished their word. The teachers from both schools also believe that the students should be allowed to finish their word and to correct themselves before they receive any feedback from the teacher. As a result, it is possible to state that there is consistency between the teachers and the students' opinions concerning error

correction. Tok (2010b) has revealed that language learners prefer explicit grammar instruction and correction provided by the teacher. Likewise, Çelik (2006) has found that Turkish students of a typical educational and cultural background expect to be taught grammar explicitly, and to be controlled and corrected strictly by their teachers. On the other hand, Ngoc and Iwashita (2012) remark that the CA does not exclude grammar instruction or error correction; on the contrary, it advocates that explicit teaching of grammar can be achieved without disturbing the communicative flow of the classroom and that explicit corrective feedback makes a great contribution to the development of accuracy.

Furthermore, the findings have revealed that the majority of the students from both schools believe in the priority of speaking as a language skill since they think they will need the language to speak to others. There are also some students who consider listening and speaking complementary as well as some others who attribute equal importance to four of the skills. When it comes to the teachers, the teacher from the anatolian high school believes that all language skills are complementary and so she attempts to include all of them in her instruction whereas the teacher from the general high school considers grammar as the primary language skill to be developed. Therefore, there is again consistency between the beliefs and practices of the participant teachers as they follow their opinions in their instruction.

Additionally, the communicative approach values the important benefits of L1 knowledge since the research has proven that there is significant transfer of conceptual knowledge and skills across languages (Spada, 2007). This study has revealed that the students from both schools believe in the advantage of using their native language while teaching or learning grammar structures since it would be harder and more time-taking to understand such structures in the target language, but they prefer using the target language for meaningful and communicative activities. The teacher of the anatolian high school has a similar attitude towards the use L1 in her instruction, but the teacher from the general high school regards it as a must due to his passion with teaching grammar. This points out another consistency between the opinions and practices of the participant teachers. That is, the teacher of the

anatolian high school has tried to stick to the target language as much as possible whereas the teacher of the general high school has always instructed in L1 and completely avoided the use of the target language. Yavuz (2012) recommends that L1 should neither be ignored nor overused in language instruction because teaching learners without their native language may turn them into new born babies with an adult mind. There is also considerable research (Zakaria, 2013) showing that L1 use is a great support for students to understand L2 better but teachers should be cautious about when and where to include the mother tongue.

The findings have also revealed that the students from the anatolian high school believe that the role of the teacher is to be a perfect model with his/her way of using the target language while the role of a language learner is to pay attention to the teacher and not to get distracted. The opinions of the students from the general high school differ only in terms of teacher roles because they think that a good teacher should have friendly manners and devote some of the class time to have a social talk with them. On the other hand, the teacher from the anatolian high school says that a good teacher should make the students speak the target language whereas the teacher from the general high school considers teaching grammar as the main responsibility of a good language teacher. It is also seen that both teachers act in accordance with their personal opinions concerning this issue. All such perceptions of the students and the teachers might create a tendency to give the control of everything to the teacher in the classroom. Metin (2008) and Karakaya (2005) compared the language classrooms in Turkish and British schools in terms of the use of the CA and found that Turkish teachers were less comfortable with this method and there tended to be a rather one-way process from the teacher to the students in the Turkish context which stemmed from the authority of the teacher in the classroom. This might be partially due to this tradition that the British schools are more organized and more successful in utilizing the CA in language classrooms.

Finally, it has been found that the course book provided by the MNE as a material has not been used by the teachers who claim that the level of the book is not suitable for their students since the one from the anatolian high school finds it too

simple while the other one from the general high school thinks it is extremely difficult. It is also seen that the students mostly agree with their teachers on the suitability of the course book for themselves. Similarly, the research on different course books provided by the MNE for language learners in different levels and grades has shown that these materials do not serve communicative purposes, or promote student-centeredness and learner autonomy and that they do not include realistic and motivating content, and that there is a need for English course books to construct student-centered and student-initiated activities (Hunutlu, 2011; Karababa et. al., 2010; Tok, 2010a; Haznedar, 2009 and Uckun and Onat, 2008). Likewise, Coşkun (2013) has revealed that neither the students nor the instructors of an intensive English preparatory program at a Turkish university are pleased with the teaching materials because the materials do not meet the needs of the students or do not help to improve their speaking skills. Moreover, Uysal and Bardakçı (2014) have carried out a study with Turkish primary-level English language teachers and revealed that the participant teachers find the course books very poor in terms of communicative activities and visual materials.

In summary, despite the various research confirming the advantages of the CA in teaching different aspects of language (Ali, 2013; Tayhani-Temizgöl, 2013; Temizöz, 2008; Aktimur, 2007 and Büyükkarcı, 2006), it has been observed that the CA is not being implemented effectively in these two language classes and it has not become a regular part of classroom instruction yet. There is abundant research which has similar results and which shows that Turkish educational system has not achieved an appropriate practice of the CA in language classes even when the teachers are knowledgeable about it or even if they have positive attitudes towards it (Diler, 2013; Soğuksu, 2013; Şeker and Aydın, 2011; Çimen, 2008; Ocaklı, 2008; Bağceci and Yaşar, 2007; Karapirinler, 2006; Yılmaz, 2005 and Arıbaş and Tok, 2004). Therefore, this study has shown that the reconstruction in the English language curriculum has not improved the situation and has not led to the creation of communicative in these particular language teaching contexts. Likewise, Paker (2012) states that despite the innovations and improvements brought about by the MNE, there has been too little achievement because there is no supervision checking

whether the sources are being used efficiently or whether teachers can adapt themselves to these innovations.

In conclusion, the extent to which the Communicative Approach is being implemented in the classrooms highly depends on the teacher and the teaching context. Although the learners have similar attitudes, beliefs and expectations about their language learning and they are subject to the same official language curriculum provided by the MNE, they do not receive the same teaching practices. This seems mainly because of the differences in the teachers' perspectives of their learner profiles, teaching priorities and so their teaching philosophies. There is also such research as Mangubhai et. al. (2005) emphasizing the role of the teacher in the variations of an educational implementation, namely the CA.

Li (1998) states that to adopt the communicative approach successfully in EFL countries like South Korea or Turkey, the change and the implementation should be gradual and the countries' own EFL situations and the teachers' perceptions of an innovation should be considered. Additionally, Kırkgöz (2008) has found that teachers' instructional practices range and their understandings and prior training have an impact on the extent of their implementation of an innovation. İnceçay and İnceçay (2009) suggest that changes should be done by considering students' previous educational habits and so recommend that non-English speaking countries should combine communicative activities and non-communicative activities in English classrooms since combining the communicative approach with traditional teaching structures is beneficial for EFL students. Gültekin, Çubukçu and Dal (2010) suggest that experienced teachers need in-service training and workshops as much as novice teachers do since they are to catch up with the latest methods, techniques and innovations in the curriculum. Alagözlü (2012: 1760) draws the attention to the quality of the training programs and suggests that "rather than providing theoretical knowledge in such training courses, how to teach language in line with new trends involving workshops and practices should be recounted so that English is taught with its real function as a communication tool". In short, it can be concluded that continuous teacher training and teacher development opportunities, particularly

during the critical first few years of the innovation process will promote the implementation of curriculum innovation in Turkey (Kırkgöz, 2008).

Çetintaş (2010) states that cooperation among teachers could contribute to a better teaching practice in language classes. Moreover, in Çetintaş' study (2010), it is suggested that prospective teachers should gain familiarity with the curriculum they will follow, the teaching materials they will make use of and the teaching contexts in which they will be working. Likewise, Akyel (2015) has revealed that pre-service teachers benefit from practice teaching and research engagement during their school practicum and recommends that teacher research should become an essential part of teaching/learning contexts in order to support professional learning of teachers.

Additionally, Pacheco (2005) draws the attention to the significance of judgmental and critical practices since these will help teachers understand what is going on in their classrooms as well as implement changes in methodology, assessment, and instruction. Therefore, reflective teaching and action research could be utilized to come over the difficulties in the implementation of the CA in languages classes. Qing (2009: 39) summarizes the benefits of reflective teaching for language teachers as follows:

> A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through reflection develop changes in attitudes and awareness which can benefit their professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience together with reflection can be an effective path for EFL teacher's professional development.

This approach could provide language teachers with invaluable opportunities to take time to think and reflect on their practices and to foster their students' learning more effectively. Therefore, both pre-service and in-service teachers should be trained to make use of such professional development techniques and guided through a required innovation in the curriculum.

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APPENDICES

1. Referred Interview Data

1. İngilizce konuşuyoruz sonuçta. İngilizce anlatıyoruz.
2. Konuşma egzersizi olduğu için biraz gidiyor yani. En azından pratik yapma şansı buluyorum.
3. Hep yapılması lazım. Mutlaka yapılmalı. Olmazsa olmaz. ... Pairwork olmazsa olmaz. O zaman çocuklar konuşamazlar.
4. Bildiklerimizi başkasında da öğretiyoruz. Bu konuları kendimiz de tekrar ediyoruz. Daha faydalı olur yani, öğrenmemiz daha kalıcı olur.
5. Bence çok eğlenceli oluyor. Hem öğretici, hem eğlenceli.
6. O tiyatrodan biraz utangacım hani herkesin içinde oynayamıyordum ama böyle sürekli tiyatro yapınca hani konuşmaya da alışıyorum bir süre sonra. Şeye de alışıyor, hani kendine güvenin geliyor.
7. Mesela benim bilmediğim şey onun bildiği şey o bana öğretir, benim bildiğim şeyi onun bilmediği şeyi ben ona öğretirim mesela.
8. Hem başka ne bileyim ek almış olurdum, hem arkadaşlarımdan da yardım almış olur, biraz daha öğrenmeye çalışırdım.
9. Beni motive ederdi. Sanırım o zamanlar olsaydı böyle şeyler sarılmam için hani öğrenme çabası için yeterli olurdu.
10. Dediğim gibi yapamıyoruz. Yani bana lüks kalıyor. Bize lüks kalıyor. ... Yani o çalışmaları yapmaya kalkınca önceden birkaç kere denedim. Kendimiz yapıyoruz kendimiz dinliyoruz gibi oluyor. Onlara harcana vakit gramere harcanmalı diyorum gene.
11. Bence akıcı konuşmak önemli. İnsanlar sizin gramer kurallarını doğru kullanıp kullanmadığınızı, cümleleri doğru yapıp yapmadığınızı mı, yapmadığınıza mı bakacaklar? Hayır. Akıcı konuşabiliyorsan, derdini anlatabiliyorsan problem bitmiştir. ... Önemli olan sana ne, konuşurken de öyle. Sana ifade edebiliyor mu, biz anlayabiliyor muyuz? Yoksa ed koymuş koymamış, bunlar önemli değil. Akıcı olmak önemli.

12. Bence akıcı konuşmak önemli. Ya sonuçta şey evimizde mesela gramerine uygun konuşmuyoruz, akıcı konuşmamız daha güzel oluyor. İngilizcede de aynısı olabilir diye düşündüm.
13. Bence akıcı olarak konuşmak daha önemli. Çünkü çoğu mesela Amerikanlar falan çok gramere önem vermiyorlar. Filmlerde falan görüyoruz, alt yazılı filmlerde.
14. Bence akıcı bir şeklide konuşmak daha önemli. Yani mesela şimdi konuşurken geniş zamanda s takısını koymadın ama karşındaki sonuçta anlar akıcı bir şekilde konuşursan, gramer çok önemli değil bence.
15. Akıcı konuşmak önemli. Yani, normal hayatta İngilizce konuşan gramerine göre bilmeyebilir. Anlaşmak yeterli.
16. Accuracy olmadan fluency elde edilemez diyorum. Fluency olur derdini hiç anlatamaz kabul edilmez. Accuracy olur, fluency sonradan gelir, diyorum. Yani accuracy birinci adım diyorum.
17. Hata yapmadan daha önemli. Çünkü hata yaptın mı güzel olmuyor yani. Ne dediğini bilmiyorsun, karşıdaki anlamıyor seni.
18. Mesela bir paragraf falan okurken genelde onları yorumlarken İngilizce konuşulabilir ama mesela gramer falan işlerken genelde Türkçe olmasını tercih ediyorum. Konuşma dilinde pek anlamıyorum İngilizceyi. O yüzden eksik kalıyor konularım.
19. İngilizce olan bir şeyi Türkçe olarak anlatmaya çalışılmalı bir önce anlamak için. Çünkü bilmediğimiz bir şeyi direkt söylersen anlayamayız zaten.
20. Ya bence İngilizce hani mesela bir gramer öğretilirken geçmiş zaman Türkçe konuşulmalı da ama pratik yaparken İngilizce konuşulması daha iyi bence. Çünkü o ilk defa öğrendiğimiz bir şey, onun için nasıl öğrenebiliriz ki İngilizce olarak? İlk defa öğreniyoruz.
21. Oraların Türkçe anlatılmasını isterdim daha iyi anlamak için.
22. Ben şey, aslında hep İngilizce konuşulmalı ama konu anlatırken Türkçe konuşuyorum. Çünkü anlamıyorlar, problem yaşıyoruz. ... Konu anlatırken Türkçe konuşuyorum, konuşulmalı. Anlamıyor çünkü çocuklar ama diğer kalan zamanlarda konuşulmamalı.

23. Hep İngilizce konuşulursa daha iyi. En azından şey yani pratik yaparız İngilizce konuşma açısından. ... Düşünüyorum ama zorlukla yani zorlana zorlana kolaylaşır.
24. Bence sırf İngilizce konuşulmalı. Hatta öğretmen bile dersi İngilizce anlatmalı. ... Kulağımız alışır yani.
25. Tabii ki sürekli İngilizce konuşmak pek doğru değil. Sınıf bir bütündür. En iyisi olan var, orta olan var, en kötüsü olan var. Benim gibi. Sürekli İngilizce konuşmak pek doğru olmayacaktır diye düşünüyorum. Bilmediğimiz kelimeler ya da hatalar olduğu sürece yarı Türkçe falan.
26. Ya, öğrettiği kadarıyla İngilizce konuşsun. Bilmediğimiz kelimeler Türkçe konuşulması uygun olur.
27. Öğrenciyi konuşturmaya uğraşalım ama kendimiz konuşacağız diye inat etmeyelim diyorum mesela bir kere konuşalım, iki kere tekrarlayalım. Çocuk anlamazsa inat etmeyelim. ... Haftada 3 saat İngilizcede tutturup bütün dersi İngilizceyle geçireyim dersek çocukların çoğu anlamaz. Gerekirse yardımcı olalım ama çocukları İngilizce konuşturtmaya uğraşıyorum, zaten o da gramer örnekleri içinde. O kalıplar içinde İngilizce konuşturtmaya uğraşıyorum.
28. Arkadaşlarım. Çünkü öğretmenin uyarması yani olmaz. Öğretmenin karşısında küçük düşmek gibi olur.
29. Arkadaşım uyarmalı. Öğretmen ya çünkü arkadaşımız daha yakın öğretmenlere göre onun için.
30. Ben hani ilkten kendi kendime düzeltmeye çalışayım, eğer yapamazsam hocanın yardım etmesini isterim. Hani arkadaşlarımın böyle atlamasındansa hocanın yardım etmesini isterim. ... Aslında şey, bitirdikten sonra şurasında şöyle hata yaptın diye derse daha iyi olur, hani o anda söylemesi belki karıştırırım bir dahaki diyeceklerimi de o yüzden.
31. Ya arkadaşım olmaz çünkü nasıl diyeyim, arkadaş olmaz da mesela öğretmen de olabilir veya kendi hatamı telafi etmemi de bekleyebilir öğretmen. ... Sonunda. Çünkü derdimi anlasın ilk, ondan sonra.
32. Direkt devam etmeli, sonunu getirmeliyiz ilk önce sonra düzeltmeliyiz.

33. Bence öğretmen düzeltmeli. ... Konuşmayı bitirdikten sonra olsa kesmese daha iyi olur. Kesince sonuçta ne söylediğimi unutulur, heyecana kapılırım hani yanlış oldu falan diye. Ondan konuşma bittikten sonra.
34. Hemen düzeltilmemeli. Konuşurken hani, hep o zaman bölünüyor. Bunu da bana müfettiş söylemişti. Çok ... Çocuğun şevki kırılır. Hani konuşmasını hep böldüğün için şevki kırılır. Bittikten sonra ya da writing yazmış çocuk, okuyor. Hep anında düzeltirsen olmaz. Bittikten sonra söylersin, hataların şunlar, şurada şu, şurada bu olacaktı diye. Konuşurken yapılmamalı ama.
35. Ya ben hatamı görmezsem öğretmenimin düzeltmesi daha normal. Çünkü öğrenci de bilmeyebilir, aklımız karışabilir.
36. Beklesin bitireyim cümlemi mesela hani hala düzeltmediysem, o yanlışı gözüm görmediyse düzeltebilir tabii ki. Öğretmenim düzeltsin.
37. Hiç kimse konuşmasın, öğretmen bunu yapabileceğimi söylesin. Şimdiki öğretmenimiz gibi. Tekrar baştan alıp hatamı görmesini söylemesi benim için daha yararlı olur. ... Arkadaşlarımın da konuşmasın ı istemem, tekrar başa dönüp, onu gözden geçirmemi daha yararlı olur bence.
38. Önce çaktırmadan düzeltiyoruz hatayı. Baktık olmadı küçük işaretlerle kaş göz işaretleriyle, hiç olmadı senin nerde hatan var diye soruyorum ve son aşamada da söylüyorum yani kademeli olarak düzeltiyorum.
39. Öğretici olmalı. Yaptığımız hataları düzeltmek. Bizim bilgimizi arttırmak.
40. Yani ders anlatır, öğretir. Anlamadığımız yerlerde, çelişik durumlarında açıklar. Yani öyle.
41. Ne biliyor musunuz, biz bunu beceremiyoruz aslında yapamıyoruz. İngilizce konuşturmalıyız onları. Konuşturamıyoruz. ... Herhalde biz bu konuda biraz daha katı olmalıyız. Katı olmadığımız için oluyor. ... Bizim en önemli yapmamız gereken şey ben öyle düşünüyorum ama şey sınıfta onları İngilizce konuşturmak için uğraşmalıyız.
42. Bence bizi konuşturmaya çalışmalı ama hani gramer de önemli ama daha çok konuşturmaya çalışmaya yönelik olmalı. Hani grup etkinlikleri, falan, tiyatro falan mesela İngilizce.
43. Günlük hayatta kullanılan İngilizceyi örnek vermesi gerekiyor.

44. İyi bir şekilde öğretmesi lazım. Ama hani konuşarak da mesela kendisi de biraz İngilizce hani güzel konuşursa bizim için faydası olur çünkü günlük hayattaki konuşmalarımızın daha iyi olması için.
45. Amacı çocuklara gerçekten öğretebilmek, hani böyle çok basitten değil de biraz da ben de ağırdan hani. Ondan sonra hani çocuklara bilemediklerinde falan yardımcı olmak.
46. Hani öğretmenlerin daha çok cana yakın olmasını isterim. ... Daha rahat olurum. Veya daha ya öğretmenim bir dersi sevmen için öğretmeni de sevmen gerekir. Yani eğer o öğretmeni seviyorsan dersini de çok sevebilirsin.
47. Bizi motive edebilmeli. Bizim için çabalamalı. Bu daha iyi olur, böyle yapın, şöyle yapın. Hani bizim için çabalamalı diye düşünüyorum.
48. Mesela, tahtaya çağırabilir. Tahtada herkesin içinde hem nasıl diyeyim, kendini yenebilir yani insan tahtaya çıkmaktan korkuyor., utanıyor. Eğer onu söyleyip arkadaşlarını susturması lazım, mesela arkadaşlar gülerse insan utanıyor, o olsa ya da ne bileyim yanına gelip yanında onu gösterse daha yararlı olur.
49. Xxx hoca gibi olabilir aslında. Yani hayatın içinden sadece İngilizce öğretip gitmiyor. Gerektiğinde eğitim de verebiliyor.
50. İngilizce öğretmek, sonra bize eğitim de mesela hocam saygı, duruş bunları da öğretir. Bu kadar yani.
51. Yani dersi dinlemek, derse katılmak, İngilizce işte geliştirmek.
52. Öğrenmeye çabalamak.
53. Ben de İngilizce konuşmaya çalışmalıyım. Derse katılmaya çalışmalıyım. Öyle bir öğrenci tipi olmalı. Yani Türkçe konuşmak yerine İngilizce konuşmayı tercih etmeliyim.
54. Ya sadece okul.. Okul dışında da İngilizceyle ilgilenmek gerekiyor. Normal İngilizce dinlemek bir yerden şarkı, film, müzik tarzı şeyler dinlemek gerekiyor. O İngilizce kulak dolgunluğu yapsın diye.
55. Ya dersle ilgili olarak mesela soracağı bir şey varsa hani anlamadığı mesela İngilizce belki sorabilir ya da cevap alırken İngilizce isteyebilir.

56. Ben hani böyle öğretmenin tutumuna karşı ilgi göstermeliyim derse hani, çalışmam gerekene çalışmam lazım. Hani böyle zorlandığım için böyle hani bunu nasılsa yapamıyorum deyip bırakmamam lazım.
57. Çalışmam lazım, çok çalışmam lazım. ... Okulda da öğrenmem lazım, evde de öğrenmem lazım.
58. Sınıfta çok konuşmayacaksın, bu her zamanki şey. Her derste önemli bence. Çok konuşmayacaksın. Ne bileyim, birisiyle sataşmayacaksın, öğretmenine konsantre olacaksın.
59. Konuşma sanki daha ağırlıkta gibi kalıyor, hani günlük hayatta da kullanırken konuşma ama böyle hani yazılışlarını da bilmemiz lazım. Mesela internet sitelerinde sürekli bir şeyler görüyoruz onun anlamlarını çıkartmak için şeylerini çıkartmak için yazılışlarını da bilmeliyiz.
60. Bence hepsi çok önemli ama genellikle konuşma falan daha önemli. Çünkü mesela çoğu insan yazmak değil de bir insanla karşılaştığında konuşarak halleder işini. ... Ben gramer. O işlemi çabuk kavrayabildiğim için. Bilmiyorum . Konuşacağından hani konuşmak istediğim kelimeleri biliyorum ama bir araya getiremiyorum böyle. Çok garip bir şey oluyor.
61. Bence konuşma önemli olmalı. Çünkü demin de demiştim bir şey isterken veya rica ederken konuşacağız yani yazarak bir şey istemeyeceğiz birbirimizden. Onun için ... Konuşma. ... Onu daha çok önemsiyorum. Onunla ilgili daha fazla egzersiz yapıyorum.
62. Speaking. Konuşma. .. Çünkü bir turistle karşılaştığımızda bize gramer sormayacak ki, konuşacak yani. İllaki akıcı bir şekilde konuşmamız lazım.
63. Konuşma ve anlama. Çünkü yani gramer falan sadece şimdi, hayatımızda sınavlarda falan lazım oluyor. Konuşma ve anlama bütün hayatımız boyunca etkili olacak. ... Yazmada başarılıyım, dinlemede değilim. Çünkü dinlemede kelimeleri ayırt edemiyorum, anlamıyorum. Yazmada, genelde yazarak çalıştığımız için İngilizceyi alışkanlığım var.
64. Bence konuşmaya daha çok önem verilmeli. ... Mesela ilerde büyüdüğümüzde bir iş sahibi olacağız en azından. .. Yazarak değil de konuşarak anlaşmak daha önemli bence. O yüzden konuşurken yazma zaten

gelişir. ... Yazmada. ... İşte daha önce söylediğim gibi heyecan yapıyorum konuşurken. Yazmada öyle bir şey yok.

65. Bence hepsi birbirini tamamlar, öyle sadece bir tanesi olmaz. Tabi şey çok önemli kelime bilmeleri, kelime çok önemli ama hepsi olmalı. Hepsi birbiri ile bağlantılı. E çocuk kelimeyi öğrenecek, grameri öğrenecek, ... Writing de kullanacak bilmem, hepsi birbiri ile bağlantılı yani, ben öyle düşünüyorum.
66. Karşındakini anlayabilmek daha önemlidir. Konuşmak iletişim aracı diye... Konuşamıyorum. Dinlediğimde anlıyorum ama konuşamıyorum. Onun için dinlemek kısmı daha iyi.
67. Konuşmak kendini anlatmak bence daha önemli. ... Ne bileyim, kendini anlatabiliyorsun. Karşındaki seni anlıyor zaten. Bu bence daha önemli onun için.
68. Telaffuz sıfır dediğim gibi. Çünkü lüks kalıyor. Her şey bittikten sonra telaffuza sıra gelir. Yazma yok. Okuma sıfır diyebilirim. Gramer, illaki gramer. Çünkü gerçekten gramer yok. Yani daha rakamlar yok, işleme geçemiyoruz gibi bir sıkıntım var. O yüzden gramerle uğraşıyoruz en çok.
69. İçine bakmadım ama bence kullanılsa daha iyi olabilirdi ... Kitap olsaydı, en azından geçtiğimiz yerleri akıllı tahtada bir daha göremiyoruz ama evde mesela o kitabı tekrar gelip bakabilirdik.
70. Sadece öğretmenin anlattığıyla anlayamayabiliyoruz yani kendimiz okursak daha etkili olabiliyor. Kendimiz daha iyi anlayabiliyoruz öğrenebiliyoruz.
71. Kimse memnun değil. Gramer hatası dünyalar kadar. Gramer beklentisi sınırsız, gramer birikimi sıfır. Yani grameri vermiyor ama sonuna kadar bekliyor. ... Sanki bu çocukların hepsi birer özel lise bitirmiş de yani şakır şakır İngilizce konuşuyormuş gibi hayalci bir beklenti var. ... Biz bir akademik denem testi yapıldı sene başında. Bir hakaret gibi geldi bana. Sonuçları istemediler. Ben on sınıfın yüzer sorudan oluşan kağıtlarını okudum. ... Ne kadar ciddiye alındığı oradan da belli olur. ... Kitapları, seviyeyi biz söyledik, en düşüğünü söyledik. A1i söyledik. ... Orda da çok sorun çıkıyor. Allahtan fazla hiç kitap kullanmıyorum, çok az kullanıyorum. ... Çocuklara göre kesinlikle zor. Kesinlikle. ... Gramer mavi kutucuklarda çok küçük tarifler var. Örnek çok yetersiz. Alıştırma sıfır. ... Onu benim aşırı

desteklemem gerekiyor. ... Yani sürekli extreme sporlar. Efendime söyleyeyim bu yaştaki çocuklara gönül ilişkileri. Yani bir televole tadında, paparazzi tadında bir kitap. Bizim çocukların çoğu İzmir'de yaşayıp belki denizi görmemiştir. ... Bu yani gerçekten bir masal dünyası. Yani gerçekçilik yok. Bir de ortaokul gibi çok basit konular. Meslekler ne bileyim nerdeyse renkler ve sayılara varan cılk diyeceğim. Ama bunlarında öyle bir paragrafla destekliyor ki kolaylıktan zora atlıyor. Çocuğun kafası o arada artık kopuyor diyeyim ben o durumda.

72. Yani o kitap aslında güzel ama biraz basit bizim için. Bazı aktiviteleri evet, hani böyle konuşma üzerine falan oluyor. Şey, arkadaşımızla şey kuruyoruz falan. Yani bazıları evet bence faydalı oluyor da bazıları hani böyle çok basit oluyor böyle direk. ... Bazı şeyler de koymuşlar, hani dinlemeli, dinleyip de cevap vermeli. Biz onları dinleyemiyoruz. O yüzden onlar biraz eksik kalıyor.
73. Bildiklerimi şey yapıyor yani ayrıca ek bir şey öğretmiyor.
74. Yani şey kolay geliyor o kadar öğrendiklerimizi sadece akılda tutmamıza yardımcı oluyor yani.. Faydası olmuyor bence. Şey mesela görsellerle falan koymuşlar onun için faydası olur yani. Görsel koyduğu için.etkinlik koymuşlar.... Başarılı yönü çok fazla etkinlik var bence onun için daha fazla oturmasını sağlıyor bilginin.
75. Aşırı ince ve her şey çok kolay ... Aşırı aşağıda. 4. Sınıf falan ayarında... Yeni öğrendiğim hiçbir şey yok çünkü. Sürekli tekrar ettiriyor. Çok eskiden öğrendiğimiz şeyleri. Sevdiğim sanatçılar dışında başka bir yönü...
76. Çok basit olduğu için sanki 4. sınıf şeyini yapıyormuşuz gibi hissediyorum. Hiç kendimi geliştirdiğimi hissetmiyorum. ... Basit olması tabi şey sevindirici, yapıp geçiyoruz. Zorlamıyor ama hani zorlasa daha iyi olabilirdi.
77. Hiçbir şey yok. Biraz daha zorlasalar daha iyi olurdu. ... İşte kolay oluşu bir bakıma kötü ama bir bakıma da yaptığımızda insanın şeyini arttırıyor ama bu da yapay yani.
78. Geçen sene internette müdür yardımcımız dedi ki, a1.1 a1.2 işte söyledi. Biz de yabancı kitaplarda Oxford'a bilmem ne işte baktık. Ona göre, kendimize göre belirledik. Ama yani geçen sene anlattığım konuların yarısını bile anlatmıyorum bu sınıflarda. ... Bu gözünü bile yoruyor. Ay her şey kargaç

burgaç. Nerde ne egzersiz yapacağız, ne yapacağız her şey kargaç burgaç....içerik yok, dolu değil. Ve bir diyalog yok, vocabulary yok, hiç bir şey yok kitaplarda. ... Bilseydik biz hani o normalde o a1.2'nin seviyesinden daha düşük olduğunu bilseydik, o seviyede olan kitap böyle olmamalı. Bilseydik, o zaman ne bileyim a2.2'yi seçerdik. A2.1'i seçerdik. Başka bir şey seçerdik. Daha üst seviyesini seçerdik ama o seviyede bu olmamalı. ... Mesele şimdi bu kitaplarda listening bölümleri var. Ama cd yok. ... Ben ben worksheet vermesem onlara, o internetten işte hariçten şeyler bulmasak asla olmaz o kitaplarla. Hiçbir şey olmaz.

Research Instruments for Classroom Observation

FIGURE 1

Communicative Orientation of Language Teaching (COLT) Observation Scheme

COLT PART A

Communicative Orientation of Language Teaching Observation Scheme

School ..... Grade(s) ..... Observer .....

Teacher ..... Lesson (min.) ..... Visit No .....

Subject ..... Date ..... Page .....

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		Class			Group		Indiv.		Manag.		Language				Other topics										Type				Source			
																									Text						
		I↔S/C	S↔S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Sociolinq.	Narrow	Broad	Teacher/Text	Teacher/Text/Stud.	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student -made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33

3. Interview Questions for Teachers

1. Merhaba, nasılsınız?
2. Yaşınız?
3. Eğitim hayatınızdan bahsedebilir misiniz?
4. Öğretmenlik deneyiminizden bahseder misiniz?
5. Bir İngilizce öğretmeninin sınıf içindeki ana sorumlulukları nelerdir?
6. Sınıf içinde ikili çalışma ve grup çalışma etkinlikleri hakkında ne düşünüyorsunuz?
7. İngilizce öğrenme süreci açısından akıcılık (fluency) ve doğruluk (accuracy) hakkında ne düşünüyorsunuz?
8. İngilizce derslerinde sınıfta hep İngilizce konuşulması hakkında ne düşünüyorsunuz? Sınıf içinde Türkçe kullanılması ile ilgili ne düşünüyorsunuz?
9. Öğrenciler dil kullanımı sırasında hata yaptıklarında ne yapılmalıdır? Tüm hatalar hemen düzeltilmeli midir? Hatalar kim tarafından düzeltilmelidir: öğretmen, sınıf arkadaşı ya da öğrencinin kendisi? Neden?
10. Kullandığınız ders kitabından memnun musunuz? Neden?
11. Kullandığınız ders kitabının öğrencilerin İngilizce öğrenmesini etkili bir şekilde desteklediğini düşünüyor musunuz?
12. Kullandığınız ders kitabının başarılı ve eksik yönleri neler?
13. Öğretiminizde kendinizi en başarılı bulduğunuz yönünüz nedir?
14. Öğretiminizde kendinizi en çok eleştirdiğiniz yönünüz nedir?
15. Öğretiminizde sıklıkla kullandığınız etkinliklerden birine örnek verebilir misiniz?
16. Derslerinizde hangi dil becerisine ya da becerilerine ağırlık veriyorsunuz? Neden?
17. Öğrencilerinizin hangi dil becerilerinde daha başarılı olduğunu düşünüyorsunuz? Sizce bunun nedeni ya da nedenleri nelerdir?
18. İletişimsel yaklaşım (Communicative Approach) ile ilgili bilginiz var mı? Varsa bununla ilgili görüşleriniz nedir?
19. Siz iletişimsel yaklaşımı sınıflarınızda ne sıklıkta uyguluyorsunuz?

4. Interview Questions for Students

1. Merhaba, nasılsınız?
2. Yaşınız?
3. Kaç sene ve nerede İngilizce dersi aldınız?
4. İngilizcenin en sevdiğiniz derslerden biri olduğunu söyleyebilir misiniz? Neden?
5. Öğrendiğiniz İngilizcenin nasıl olduğunu düşünüyorsunuz? Neden?
6. İngilizce dışında başka bir dil öğrenmeye çalıştınız mı?
7. Sizce İngilizce öğrenmek önemli ya da gerekli midir? Neden?
8. İngilizce dersinde ikili çalışma ve grup çalışma etkinlikleri yapmaktan hoşlanıyor musunuz?
9. İngilizce öğrenme süreci açısından akıcılık (fluency) ve doğruluk (accuracy) hakkında ne düşünüyorsunuz?
10. İngilizce derslerinde sınıfta hep İngilizce konuşulması hakkında ne düşünüyorsunuz? Sınıf içinde Türkçe kullanılması ile ilgili ne düşünüyorsunuz?
11. Dil kullanımı sırasında yaptığınız hataların düzeltilmesi ile ilgili ne düşünüyorsunuz? Tüm hatalar hemen düzeltilmeli midir? Hatalarınızın kim tarafından düzeltilmesini istersiniz: öğretmen, sınıf arkadaşı ya da kendiniz? Neden?
12. Bir İngilizce öğretmeninin sınıf içindeki rolü sizce nedir?
13. Bir öğrenci olarak sizin İngilizce derslerindeki rolünüz nedir?
14. Kullandığınız ders kitabından memnun musunuz? Neden?
15. Kullandığınız ders kitabının sizin İngilizce öğrenmenizi etkili bir şekilde desteklediğini düşünüyor musunuz?
16. Kullandığınız ders kitabının başarılı ve eksik yönleri neler?
17. İngilizce öğrenirken kendinizi en başarılı bulduğunuz yönünüz nedir?
18. İngilizce öğrenirken kendinizi en yetersiz gördüğünüz yönünüz nedir?
19. İngilizce derslerinde en çok hoşunuza giden etkinliklerden birine örnek verebilir misiniz?
20. Sizce İngilizce derslerinde en çok hangi dil becerisine ya da becerilerine (okuma, yazma, dinleme, konuşma, gramer, kelime) ağırlık verilmesi gerekir? Neden?

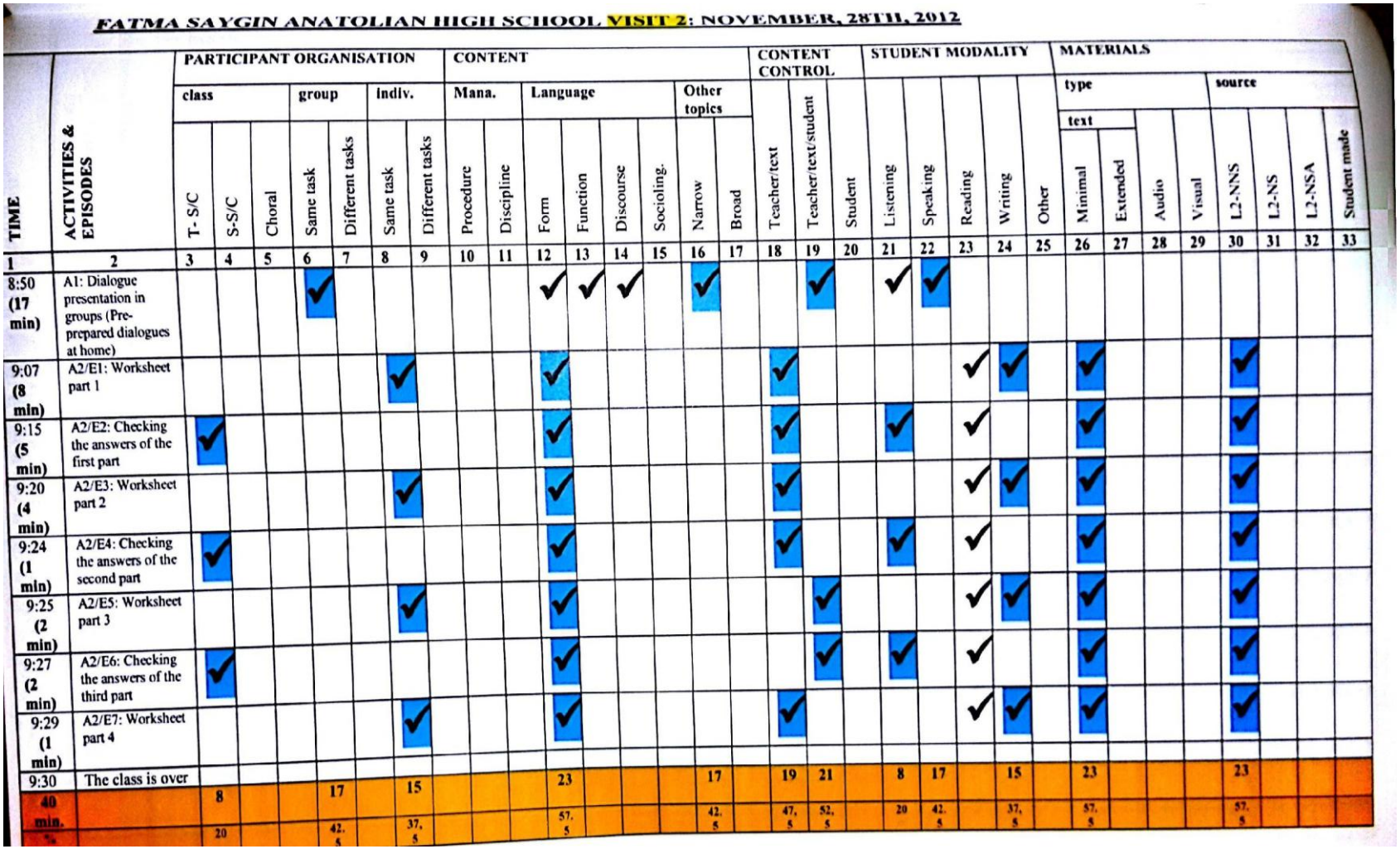
21. Hangi dil becerilerinde daha başarılı olduğunuzu düşünüyorsunuz? Sizce bunun nedeni ya da nedenleri nelerdir?

22. Sizce İngilizceyi yeterli bir şekilde öğrenebilmeniz için İngilizce derslerinizin nasıl olması gerekir?

5. Observation Data

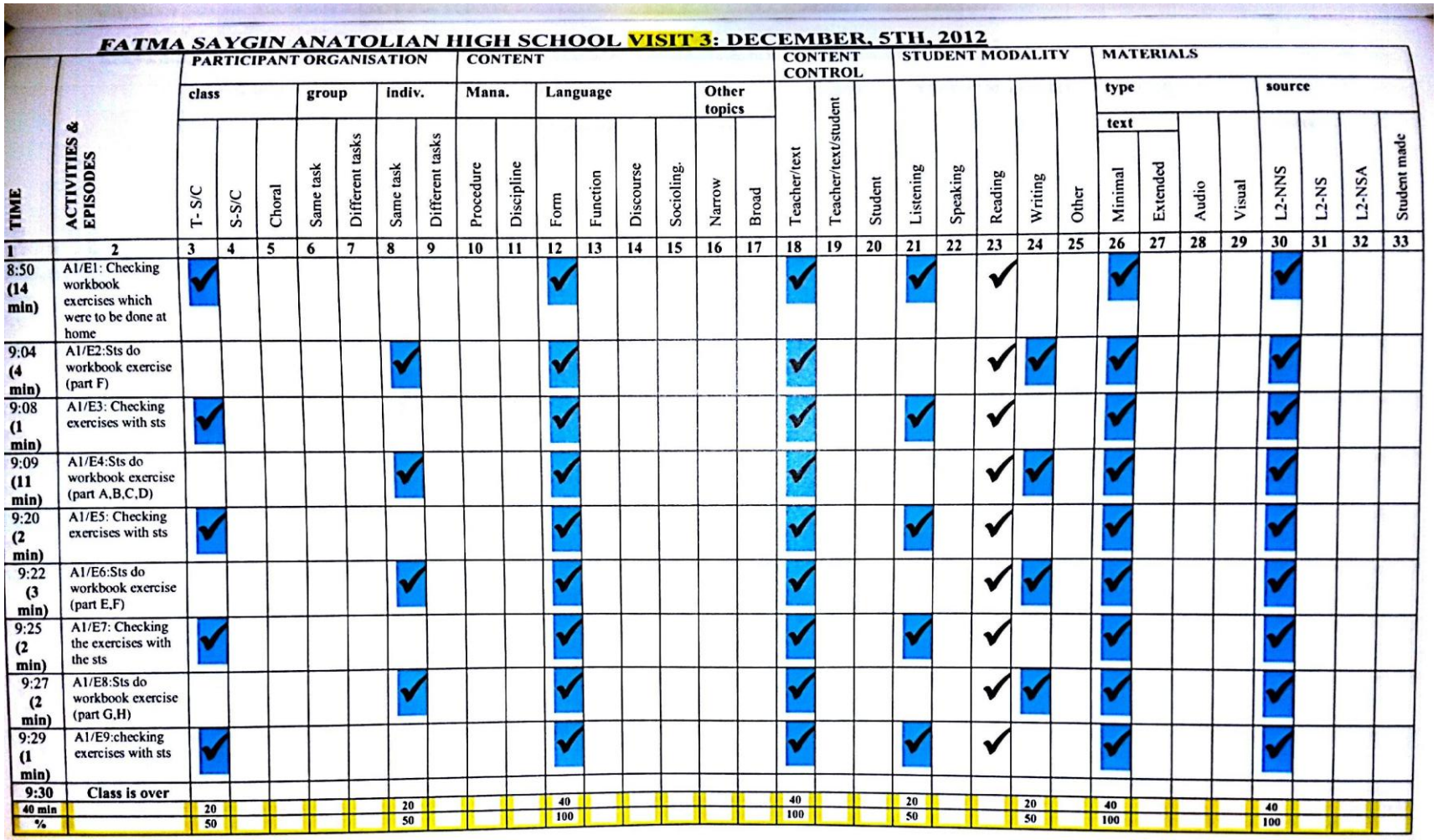
FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 1: NOVEMBER, 21ST, 2012

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																										text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (4 min)	A1: Teacher asked about some absentees of the previous class.	✓								✓							✓			✓	✓											
8:54 (20 min)	A2: Grammar explanation of quantifiers	✓									✓						✓			✓			✓		✓				✓			
9:14 (10 min)	Grammar explanation of gerund structures	✓									✓						✓			✓			✓		✓				✓			
9:24 (6 min)	Question-answer about sts' weekends	✓											✓		✓			✓		✓	✓											
9:30	Class is over																															
40 min		40								4	30				6		34	6		30	10				30				30			
%		100								10	75				15		85	15		75	25				75				75			



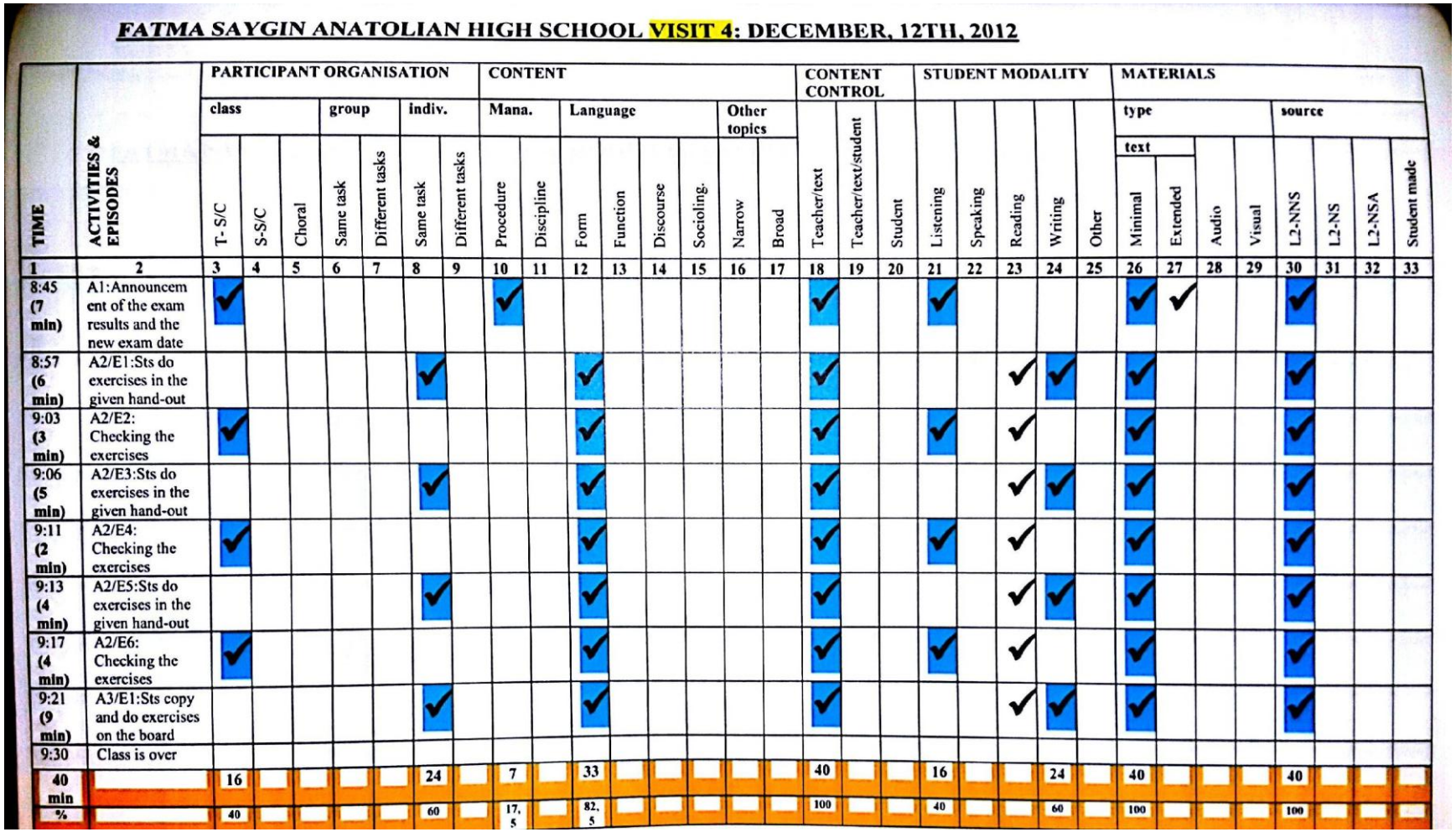
FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 2: NOVEMBER, 28TH, 2012

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																										text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Sociolinq.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (17 min)	A1: Dialogue presentation in groups (Pre-prepared dialogues at home)				✓						✓	✓	✓		✓			✓		✓	✓											
9:07 (8 min)	A2/E1: Worksheet part 1						✓				✓						✓					✓	✓		✓				✓			
9:15 (5 min)	A2/E2: Checking the answers of the first part	✓									✓						✓			✓		✓			✓				✓			
9:20 (4 min)	A2/E3: Worksheet part 2						✓				✓						✓					✓	✓		✓				✓			
9:24 (1 min)	A2/E4: Checking the answers of the second part	✓									✓						✓			✓		✓			✓				✓			
9:25 (2 min)	A2/E5: Worksheet part 3						✓				✓							✓				✓	✓		✓				✓			
9:27 (2 min)	A2/E6: Checking the answers of the third part	✓									✓							✓		✓		✓			✓				✓			
9:29 (1 min)	A2/E7: Worksheet part 4						✓				✓						✓					✓	✓		✓				✓			
9:30	The class is over																															
40 min.			8			17		15			23				17		19	21		8	17		15		23				23			
%			20			42.5		37.5			57.5				42.5		47.5	52.5		20	42.5		37.5		57.5				57.5			



FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 3: DECEMBER, 5TH, 2012

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (14 min)	A1/E1: Checking workbook exercises which were to be done at home	✓									✓						✓			✓		✓			✓				✓			
9:04 (4 min)	A1/E2:Sts do workbook exercise (part F)						✓				✓						✓					✓	✓		✓				✓			
9:08 (1 min)	A1/E3: Checking exercises with sts	✓									✓						✓			✓		✓			✓				✓			
9:09 (11 min)	A1/E4:Sts do workbook exercise (part A,B,C,D)						✓				✓						✓					✓	✓		✓				✓			
9:20 (2 min)	A1/E5: Checking exercises with sts	✓									✓						✓			✓		✓			✓				✓			
9:22 (3 min)	A1/E6:Sts do workbook exercise (part E,F)						✓				✓						✓					✓	✓		✓				✓			
9:25 (2 min)	A1/E7: Checking the exercises with the sts	✓									✓						✓			✓		✓			✓				✓			
9:27 (2 min)	A1/E8:Sts do workbook exercise (part G,H)						✓				✓						✓					✓	✓		✓				✓			
9:29 (1 min)	A1/E9:checking exercises with sts	✓									✓						✓			✓		✓			✓				✓			
9:30	Class is over																															
40 min		20					20				40						40			20			20		40				40			
%		50					50				100						100			50			50		100				100			



FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 4: DECEMBER, 12TH, 2012

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:45 (7 min)	A1:Announcement of the exam results and the new exam date	✓							✓								✓			✓					✓	✓			✓			
8:57 (6 min)	A2/E1:Sts do exercises in the given hand-out						✓				✓						✓					✓	✓		✓				✓			
9:03 (3 min)	A2/E2: Checking the exercises	✓									✓						✓			✓		✓			✓				✓			
9:06 (5 min)	A2/E3:Sts do exercises in the given hand-out						✓				✓						✓					✓	✓		✓				✓			
9:11 (2 min)	A2/E4: Checking the exercises	✓									✓						✓			✓		✓			✓				✓			
9:13 (4 min)	A2/E5:Sts do exercises in the given hand-out						✓				✓						✓					✓	✓		✓				✓			
9:17 (4 min)	A2/E6: Checking the exercises	✓									✓						✓			✓		✓			✓				✓			
9:21 (9 min)	A3/E1:Sts copy and do exercises on the board						✓				✓						✓					✓	✓		✓				✓			
9:30	Class is over																															
40 min		16					24		7		33						40			16			24		40				40			
%		40					60		17,5		82,5						100			40			60		100				100			

FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 5: DECEMBER, 19TH, 2012

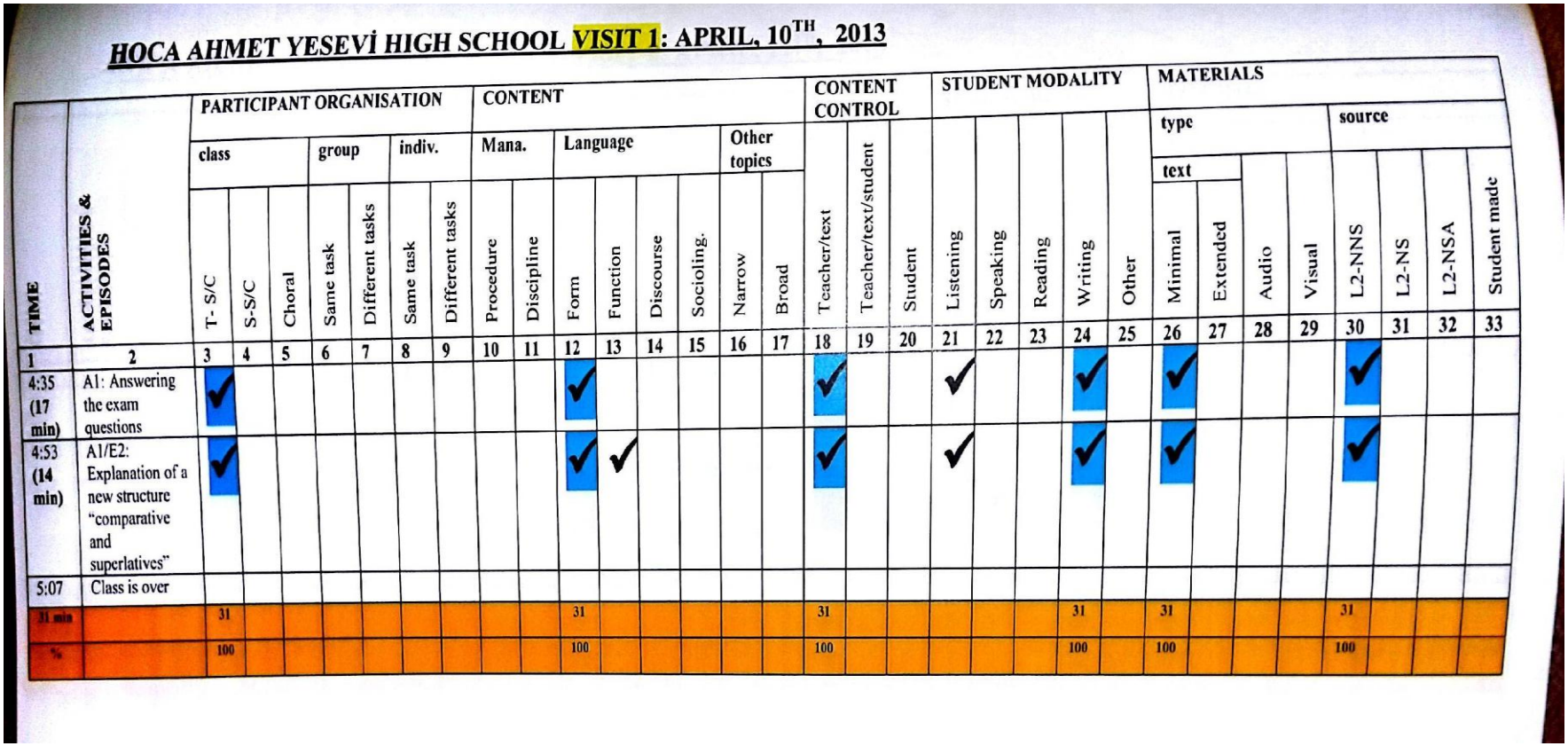
TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																										text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (10 min)	Role-play 1: O Ses Türkiye				✓											✓		✓		✓	✓						✓	✓				✓
9:00 (11 min)	Role-play 2: Yetenek Sizsiniz				✓											✓		✓		✓	✓						✓	✓				✓
9:11 (7 min)	Role-play 3: Bugün Ne Giysem?				✓											✓		✓		✓	✓							✓				✓
9:18 (3 min)	Role-play 4: Yemekteyiz				✓											✓		✓		✓	✓							✓				✓
9:21 (4 min)	Role-play 5: General Knowledge Quiz				✓											✓		✓		✓	✓	✓			✓			✓				✓
9:25	Moving to the class																															
35 min					35											35		35			35							35				35
%					100											100		100			100							100				100

FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 6: DECEMBER, 26TH, 2012

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (6 min)	Role-play 1: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
8:56 (4 min)	Role-play 2: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
9:00 (4 min)	Role-play 3: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
9:04 (7 min)	Role-play 4: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
9:11 (7 min)	Role-play 5: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
9:18 (7 min)	Role-play 6: Fortune Tellers				✓						✓	✓				✓		✓		✓	✓							✓				✓
9:25	Moving to the class																															
35 min					35											35		35			35							35				35
%					100											100		100			100							100				100

FATMA SAYGIN ANATOLIAN HIGH SCHOOL VISIT 7: JANUARY, 2ND, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
8:50 (16 min)	A1/E1:Writing the rules and examples of Simple Past Tense	✓									✓	✓					✓					✓	✓		✓				✓			
9:06 (4 min)	A1/E2: Explanation of the rules copied by the sts	✓									✓	✓					✓			✓					✓				✓			
9:10 (10 min)	A1/E3:Writing the rules and examples of past simple time expressions	✓									✓	✓					✓					✓	✓		✓				✓			
9:20 (2 min)	A1/E4: Explanation of the rules	✓									✓	✓					✓			✓					✓				✓			
9:22 (8 min)	A2: Drilling (past simple)		✓								✓	✓			✓			✓			✓											
9:30	Class is over																															
40 min		32	8								20	12			8		32	8		6	8		26		32				32			
%		80	20								50	30			20		80	20		15	20		65		80				80			



HOCA AHMET YESEVİ HIGH SCHOOL VISIT 1: APRIL, 10TH, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:35 (17 min)	A1: Answering the exam questions	✓									✓						✓			✓			✓		✓				✓			
4:53 (14 min)	A1/E2: Explanation of a new structure "comparative and superlatives"	✓									✓	✓					✓			✓			✓		✓				✓			
5:07	Class is over																															
31 min		31									31						31						31		31				31			
%		100									100						100						100		100				100			

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 2: APRIL, 17TH, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:34 (12 min)	A1: Writing examples on the structure "as…as/so…as"	✓									✓	✓					✓			✓	✓		✓									
4:46 (22 min)	A1: Writing explanations and examples on the structure "the same as"	✓									✓	✓					✓			✓	✓		✓									
5:08	Class is over																															
34 min		34									34						34						34									
%		100									100						100						100									

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 3: APRIL, 24TH, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:31 (35 min)	A1: Answering multiple choice questions on "comparatives and superlatives"	✓									✓	✓					✓			✓	✓	✓	✓		✓				✓			
5:06	Class is over																															
35 min		35									35						35						35		35				35			
%		100									100						100						100		100				100			

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 4: MAY, 3RD, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
2:59 (8 min)	A1/E1: Writing the exam questions						✓				✓						✓					✓	✓		✓				✓			
3:07 (25 min)	A1/E2: Explaining and writing the answers to the exam questions	✓									✓	✓					✓			✓	✓		✓		✓				✓			
3:32	Class is over																															
33 min		25					8				33						33						33		33				33			
%		76					24				100						100						100		100				100			

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 5: MAY, 8TH, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:32 (20 min)	A1/E1: Writing the multiple choice exercises						✓				✓						✓					✓	✓		✓				✓			
4:52 (15 min)	A1/E2: Explaining and writing the answers to the exercises	✓									✓	✓					✓			✓	✓		✓		✓				✓			
5:07	Class is over																															
35 min		15					20				35						35						35		35				35			
%		43					57				100						100						100		100				100			

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 6: MAY, 15TH, 2013

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:34 (33 min)	A1/E2: Explaining and writing the answers to the multiple choice exercises on "comparatives and superlatives"	✓									✓	✓					✓			✓	✓		✓		✓				✓			
5:07	Class is over																															
33 min		33									33						33						33		33				33			
%		100									100						100						100		100				100			

HOCA AHMET YESEVİ HIGH SCHOOL VISIT 7: MAY, 22ND, 2013 (EXCLUDED FROM THE ANALYSIS)

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
4:34 (14 min)	Off task: T goes out																															
4:48 (12 min)	A1: Watching a video about Mehmet Akif called "Korkma"						✓									✓	✓			✓								✓				
5:00 (2 min)	A2: Giving information about the exam questions	✓													✓		✓			✓												
5:02 (4 min)	A3: Taking the attendance and completing the attendance sheet	✓								✓							✓			✓												
5:06	Class is over																															
32 min		6					12			4					2	12	20			20								12				
%		19					38			13					6	38	63			63								38				

6. Sample Interview with a Teacher

F: Araştırmacı

T: Öğretmen

F: Kontrol etmiştim ama tabi tam gösteriyordu.

T: Hemen veriyorum cevabını. Ben altıncı sınıfta orta birinci sınıfta, o zaman orta bir vardı. Bir öğretmenimiz vardı. Çocuklara da hep söylerdim, neden, çünkü hedefinizi belirlerseniz o zaman ona ulaşmak için çalışırsınız, gayret gösterirsiniz. Öğretmenimiz Canan Ovalı, hiç unutmuyorum. Sevmiyordum zaten onu. Korkuyordum da çok. Ufak tefektim ben ve dönem sonu geldi ya da yıl sonu, my name is işte Ferhunde diyorlar. Bunlar ne diyor acaba diyordum ben hiç hiç bir şey öğrenememiştim, anlayamamıştım. 7, o zaman onluk sistem vardı, yediyle falan geçtim herhalde ben İngilizceden. Öyle hatırlıyorum. Sonra orta ikinci sınıfta Özay Tuna diye bir bayan geldi bizim dersimize. On bir yaşındaydım. Küçük gitmiştim ben okula. Ben o kadar çok sevdim o kadını, o kadar çok sevmiştim ki. Şurasında beni vardı. Böyle süet botları vardı, kahverengi. Ay her şeyini çok seviyordum kadının ve o zaman dedim ki ben, ben İngilizce öğretmeni olmak istiyorum. O zaman karar verdim ve ondan sonra da hiçbir zaman böyle İngilizceden 9 aldığımı hatırlamıyorum. Hep on aldım. Bir de kız lisesine gittim ben. Orta okulda Şehit Fethi Bey Orta Okuluna gitmiştim. Liseye de kız lisesine. Orda da Ayfer Erdine diye bir öğretmenimiz gelmişti. O sene de şey yapmışlardı, bir haftada sadece o sene olmuştu, lise birlerde sekiz saat İngilizce görüyorduk düz lise olmamıza rağmen. O etkili oldu ama ben o on bir yaşındayken karar vermiştim zaten İngilizce öğretmeni olmaya.

F: Üniversitede İngilizce öğretmenliği bölümünde okudunuz o zaman.

T: Evet. Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi'nde, eğitim fakültesinde okudum yani, İngilizce. Seviyorum yani, yani hani o zamanlar.

F: Severek yaptığınız belli oluyor zaten.

T: Karar vermiştim ve hep yeni öğrencilerle tanışmak şey veriyor bana ne bileyim öyle düşünüyorum ben, enerji veriyorlar sanki öğrenciler.

F: Peki bunda önce yani kaç okulda çalıştınız, kaç farklı yerde?

T: Çok az, neden? Ben öğretmenliğe Kars'ta başladım. İlk önce özelde çalışmıştım, çevirmenlik yaptım, iki sene kadar. Bir buçuk sene. Sonra evlendim, Kars'a gittim. Kars'ta dört ay bir şey ortaokulda, Atatürk Ortaokulu'nda çalıştım. Sonra Kars Anadolu Lisesine geçtim. On iki yıl Kars Anadolu Lisesi. Sonra buraya geldim, Bergama Akif Ersezen olabilir bilmiyorum ne olduğunu, bir anadolu lisesine tayinim çıktı ama iptal ettirdik tayinimi. Burada da anadolu lisesi olmadı, bir yıl Buca Ticaret Meslek Lisesi'nde çalıştım, sonra da hep buradayım. Yani işte yirmi birinci yılım öğretmenlikte.

F: Maşallah 41 kere.

T: Şey sadece bir yıl dört buçuk ay falan, başka hani anadolu lisesi olmayan bir okulda çalıştım. Bu da dördüncü okulum. Yani birinde işte dört buçuk ay çalıştım, anadolu lisesine geçtim, sonra geldim bir yıl ticaret meslekte, sonra burası.

F: Sonra buraya geldiniz. Tamam. Peki o zaman biraz da öğretmenlik mesleğine dönmek istiyorum. Sizce bir İngilizce öğretmeninin en önemli sorumlulukları, en önemli yükümlülükleri nelerdir?

T: Ne biliyor musunuz, biz bunu beceremiyoruz aslında yapamıyoruz. İngilizce konuşturmalıyız onları. Konuşturamıyoruz. Hep problem o, ne bileyim gramer veriyoruz, bilmem ne. Konuşturmaya çalışıyoruz ama herhalde biz bu konuda biraz daha katı olmalıyız. Katı olmadığımız için oluyor. Hep hep di mi bu problem var. Ben kaç sene önce Kars'ta çalışırken bir İnged'den hani British Council ile Türklerin bir ortak şeyinden bize formatörler gelmişti. İlkokul dörtlere o zaman İngilizce yeni konmuştu. Onlar bize şey vermeye gelmişlerdi, seminer. Ve Kars'ta da ilkokullarda yok öğretmen hani İngilizce öğretmeni yok, bize verdiler. Bulduk dediler, bari size

verelim. Onlar söylemişti o zaman. Ben de o zaman ne diyeyim ne kadar işte 5-6 yıllık ya öğretmendim, bilmiyorum. Demişlerdi ki, atıyorum hani bir pazarcı ya da turistlere yemeni satan Antalya'da birisi biliyor mu grameri? Bilmiyor ama İngilizce konuşabiliyor, anlaşabiliyor. İşte biz bunu yapamıyoruz. Bizim en önemli yapmamız gereken şey ben öyle düşünüyorum ama şey sınıfta onları İngilizce konuşturmak için uğraşmalıyız. Ama bunda biraz da ne etkili oluyor? Hep müfredatımız değişiyor, günden güne kötüleşiyor.

F: Benim de zaten asıl çalıştığım konu o, maalesef o yönden herkes dertli. Peki İngilizce konuşulması dedik. Peki sınıf içinde ikili çalışma bu pair work ve group work dediğimiz aktiviteler için ne düşünüyorsunuz?

T: Hep yapılması lazım. Mutlaka yapılmalı. Olmazsa olmaz. İşte bugün biz yine yaptık. Ben şimdi, eskiden daha fazla yapabiliyorduk bunu şimdi 6 saat dersimiz var ya, bu 6 saatlik derste iki saati, bir buçuk saati falan ayırıyorum, ayırabiliyoruz. Çünkü bir saatini readinge, İngilizce hikaye kitabı okutuyoruz. Diğerinde de işte kendi konularımızı falan anlatıyoruz. Mutlaka yapılmalı. Pairwork olmazsa olmaz. O zaman çocuklar konuşamazlar.

F: Bir de hep İngilizce öğretmenlerinde, İngilizce öğretiminde tartışılan bir konu var. Yani fluency mi accuracy mi? Akıcılık mı, doğru konuşmak mı? Akıcı konuşabilmek mi, doğru konuşabilmek mi? Sizce hangisi çocuklara daha ağırlıklı olarak öğretilmeli veya hangisi daha çok önemli? Veya bir tanesine önem verilmeli mi?

T: Bence akıcı konuşmak önemli. İnsanlar sizin gramer kurallarını doğru kullanıp kullanmadığınızı, cümleleri doğru yapıp yapmadığınızı mı, yapmadığınıza mı bakacaklar? Hayır. Akıcı konuşabiliyorsan, derdini anlatabiliyorsan problem bitmiştir. Bana kaç sene önce bir müfettiş, bakanlıktan geliyordu, şimdi değişti. Bakanlık müfettişleri gelmişti Ankara'dan. Onlar demişlerdi ki, mesela writing de biz böyle her şeyi şey yapıyorduk. Küçücük gramer kurallarına, hani hatalarına hep puanlar kırıyorduk. Writing hep soruyoruz ya. Müfettiş bana demişti ki, sen sonuçta çocuğun burada ne anlatmak istediğini anlamış mısın, demişti. Evet anladım ama

ama efendim dedim, bir sürü ama burada atıyorum "is"i unutmuş, burada bilmem neyin ikinci halini koymamış falan. Bunlar önemli değil demişti. Önemli olan sana ne, konuşurken de öyle. Sana ifade edebiliyor mu, biz anlayabiliyor muyuz? Yoksa ed koymuş koymamış, bunlar önemli değil. Akıcı olmak önemli.

F: Peki. Peki derslerde sürekli İngilizce konuşulması hakkında ne düşünüyorsunuz? Yani hiç Türkçe olmamalı mı? Yoksa bazı yerlerde olmalı mı? Ne kadar olmalı?

T: Ben şey, aslında hep İngilizce konuşulmalı ama konu anlatırken Türkçe konuşuyorum. Çünkü anlamıyorlar, problem yaşıyoruz. Eskiden yapıyorduk biz. Anadolu lisesinde ilkokuldan sonra aldığımızda bir 24 saat hazırlık sınıfı oluyordu, ondan sonra hiç Türkçe konuşmuyorduk biz. Ne orta birde, ya hatta birinci dönemin bitiminden sonra, ikinci dönemden sonra hiç Türkçe konuşmuyorduk konu anlatırken dahi. Ama şimdi olmuyor, yapamıyoruz. Konu anlatırken Türkçe konuşuyorum, konuşulmalı. Anlamıyor çünkü çocuklar ama diğer kalan zamanlarda konuşulmamalı.

F: Konu derken gramer konusunu kastediyorsunuz.

T: Evet, gramer konusu.

F: Peki öğrenciler hata yaptığında ne yapılmalı, sizce? Hemen düzeltilmeli mi? Ya da beklenilmeli mi? Ya da kim düzeltmeli? Kendisinin mi düzeltmesi beklemeli? Yoksa öğretmen mi düzeltmeli? Nasıl bir strateji izlenmeli orda?

T: Hemen düzeltilmemeli. Konuşurken hani, hep o zaman bölünüyor. Bunu da bana müfettiş söylemişti. Çok ... 5-6 yıllık öğretmendim. Demişti ki, hem anında düzeltirsen belki kalıcı olabileceğini düşünebilirsin onun ama o zaman çocuğun şevki kırılır. Hani konuşmasını hep böldüğün için şevki kırılır. Bittikten sonra ya da writing yazmış çocuk, okuyor. Hep anında düzeltirsen olmaz. Bittikten sonra söylersin, hataların şunlar, şurada şu, şurada bu olacaktı diye. Konuşurken yapılmamalı ama.

F: Yani düzeltilmeli ama o anda değil, sonra.

T: Sonra.

F: Sonra düzeltilmeli. Tamam. Evet, şimdi gelelim MEB'in size gönderdiği ders kitabına. Ne düşünüyorsunuz? Memnun musunuz?

T: Hiç memnun değiliz.

F: Neden peki?

T: Ve biz seçtik bunu.

F: Nasıl siz seçtiniz? Hani size birkaç tane alternatif mi sunuldu?

T: Hayır. Bize sadece. Şimdi geçen sene internette müdür yardımcımız dedi ki, a1.1 a1.2 işte söyledi. Biz de yabancı kitaplarda Oxford'a bilmem ne işte baktık. Ona göre, kendimize göre belirledik. Ama yani geçen sene anlattığım konuların yarısını bile anlatmıyorum bu sınıflarda. O aktivitelerin hiç birisini, geçen sene yaptıklarımın yarısını bile yapamıyorum ve her geçen sene daha azalıyor, her geçen sene daha azalıyor ve İngilizce bitecek artık. Kalmayacak okullarda. Ben öyle düşünüyorum. Çok kötü. Yani eskiden biz hep şey yapardık ve bak ben eşim de benim İngilizce öğretmeni. Tam 11 tane İngilizce kitap yazdık biz. Hani kitap yazan, İngilizce kitap yazan Türkler olarak hep şey insanlar şey derdi ve ben bunu kırmak için hani yanlış düşünüyorsunuz diye hep Oxford'u seçerdik biz işte Cambridge, Longman falan okuturduk. Hani Türk insanların da yazdığı kitapları da okutmalıyız. Niye onlarınkiler hani hep yabancı diyorsunuz, yanlış düşünüyorsunuz diye bunda ben karşı çıkardım insanlara ama çok kötü kitaplarımız. Bir milli eğitim öğretmeni olarak bunu söylemem belki yanlış ama çok kötü.

F: Birçok kişi sizinle aynı fikirde, ben de o görüşe yakın olduğum için zaten araştırmaya karar verdim. Kitabındaki eksikler neler yani, specific olarak bir şey söyleyecek olursak?

T: Bir kere bu seneki geç, on, bundan önce *New Bridge To Success* geliyordu. Onla, gene o idare ediyordu. Bu gözünü bile yoruyor. Ay her şey kargaç burgaç. Nerde ne egzersiz yapacağız, ne yapacağız her şey kargaç burgaç. Gördünüz mü bilmiyorum bu seneki kitapları?

F: Çocukların elindeki *Yes You Can* galiba.

T: Hı hı, *Yes You Can*. Her şey kargaç burgaç. İçerik yok, dolu değil. Ve bir diyalog yok, vocabulary yok, hiç bir şey yok kitaplarda.

F: Çocukların seviyesinin altında o zaman.

T: Çok altında. Çok. Çok altında. Bilseydik biz hani o normalde o a1.2'nin seviyesinden daha düşük olduğunu bilseydik, o seviyede olan kitap böyle olmamalı. Bilseydik, o zaman ne bileyim a2.2'yi seçerdik. A2.1 i seçerdik. Başka bir şey seçerdik. Daha üst seviyesini seçerdik ama o seviyede bu olmamalı. Bunu da kitap komisyonuna bizim bir arkadaşımız, matematik öğretmeni arkadaşımız da komisyondaydı. O şeye bağlıyor. Bu İngilizce öğretmenlerine denmiş ki, 8 ay mı 6 ay mı, bir süre vermişler ve bu süre içerisinde işte üç tane atıyorum kaç taneyse bu kitapları yazacaksınız. Onlar da çaresiz kaldığı, yetiştiremediği için, zaman çok az olduğu için böyle bir şey çıktı ortaya. Onlar da memnun değil bundan dediler ama günah değil mi bu çocuklara? De mi yani?

F: O süreci ben çok az biliyorum. MEB geçen sene ağustos ayında bir genelge yayınladı. İşte biz müfredatı tekrar değiştirdik, programı değiştirdik. Hatta geçen sene gönderilen kitaplar sanırım size müfredat uygun değildi, öğretmen onu adapte etmekle görevliydi. Biz size seneye yeni kitap yazdırıp göndereceğiz, işte gönderdiği kitap da bu.

T: Mesele şimdi bu kitaplarda listening bölümleri var. Ama cd yok. Şeyde internette, hani akıllı tahtalarımızda bizde gerçi akıllı tahta var diye gerçi hani internette varsa milli eğitimin oradan da yok, yok.

F: Yok hiçbir yerde.

T: Dinleme yok.

F: Kitap göndermişler ama cd'si yok.

T: Hiç olmazsa *New Bridge To Success'in* cdsi vardı, bilgisayara koyuyorduk, teyplerimiz vardı, bilmem ne öyle dinlettiriyorduk çocuklara. O tok. Biz Ne yapıyoruz? Allahtan bizim okulumuz iyi bir okul da bunu yapabiliyoruz. Olmayan okullar var. Akıllı tahta var, bilgisayarımız var. Açıyoruz. Oradan mesela biz şey seninle denk gelmedik. Ne o, İngilizce oyunlar bulduk i,internetten onu oynadık. Film falan izlettiriyorum arada onlara. Hani böyle duysunlar. Duymadan olmaz. Bir native speaker ile benim konuşmam farklı. Çocuklar native speaker dan duymalı ama yok.

F: Acaba kitabın içindeki o cdlerde native speaker var mıydı? Orası da.

T: Yok

F: Muhtemelen tartışmalı. Şöyle bir soru soracaktım arkasından ama sanırım cevabını almış oldum. Sizce ders kitabı öğrencilerin İngilizce öğrenmesini etkili bir şekilde destekliyor mu?

T: Desteklemiyor.

F: Desteklemiyor.

T: Çok açık.

T: Ben ben worksheet vermesem onlara, o internetten işte hariçten şeyler bulmasak asla olmaz o kitaplarla. Hiçbir şey olmaz.

F: O zaman siz kendiniz ekstra materyallerle onun eksiklerini tamamlamaya çalışıyorsunuz.

T: e, şimdi 21 yıllık öğretmen olunca bir de Oxford'da, Cambridge'te Türkiye temsilcileriyle şeylerimiz var. Bağlantılarımız hala var. Bunlar hep bize kitaplar getirmişlerdi. Çok zengin kitaplığımız bu konuda, onun için problem olmuyor ama ya yeni başlayan öğretmenler olabilir, de mi? Hep bunları düşününce aslında kötü, çocuklar için kötü hep. Biz dün 11a sınıfında konuştuk. Şimdi şeyden sonra alınca ilkokuldan sonra anadolu lisesine alınca çocuk orta birinci sınıftayken şakır şakır, getir şuraya bir turisti koy. Yani bir Amerikalıyı, bir İngilizi koy. Her şeyi çatır çatır konuşabiliyordu. Biz şimdi bunları yapamayız. Çünkü işte her geçen sene ben gelen öğrencilerin kalitesinin daha düştüğüne inanıyorum. Çok bariz bir şekilde. Her geçen sene biraz daha düşüyor, biraz daha düşüyor.

F: O zaman lisenin öncesinde orta okulda da bir gerileme var. Size gelen öğrenci profili de her sene kötüleşiyor İngilizce açısından.

T: Yani sadece, ne o, ilkokullarda 4. 5. Sınıflarda sırf kelime öğretiyorlar. Tamam öğretsinler ama oyun moyun bir şeylerle öğretilmeli bence. O zaman kalıcı olur. Çocuklar sadece o üç beş kelimenin işte bir iki tanesi akıllarında kalıyor, işte o kadar. Hep böyle kötüye gidiyor.

F: Hı hı, anladım. Peki, iki tane, iki yönlü bir soru soracağım. Siz kendi öğretiminizde kendi açınızdan en başarılı bulduğunuz yönünüz hangisi? İngilizce öğretiminde şu yönümü başarılı buluyorum, bu konuda çok iddialıyım dediğiniz. Ardından da eleştirdiğiniz yönünüzü soracağım.

T: Eleştirdiğim yönümü söyleyeyim. Türkçe konuşuyorum arada onlarla. Kızınca mızınca bunlar konuşmuyorlar konuşmuyorlar, İngilizce İngilizce diyorum. Konuşmayınca ben de Türkçe konuşmaya başlıyorum. Yapmamam lazım bunu. En iyi olduğum yönüm yok ki ya. Aslında tamamen iyi olamayız ki hiçbir zaman. Her zaman bir şeyler.

F: Yine de kendinizi böyle iyi gördüğünüz bir yönünüz vardır.

T: Bir konuyu ben eğer öğrenciye öğretiyorsam asla onun öğrenmeme gibi bir şansı olamaz. Bu kadar güveniyorum. Duvara anlatsam duvar öğrenir diyorum. Bu kadar... Bu konuda tevazu göstermiyorum. Öyleyim, öyle düşünüyorum.

F: Tabi 21 yıllık tecrübeyle. Peki bir tane sizden örnek bir etkinlik isteyeceğim. Sınıflarınızda en çok sık kullandığınız, öğrencilerinize yaptırdığınız bir aktivite. En çok böyle severek, öğrencilerinizin de çok beğendiğini düşündüğünüz?

T: Şeyleri çok seviyor onlar. Ben de seviyorum. Diyalogları işte. Mesela future tense mi öğrendik ya da be going to. Orda şey falcı oluyorlar mesela, şu olacak, bu olacak. Hep öyle diyalog yaptırıyorum. Bu aktiviteyi onlar çok seviyorlar ben de seviyorum. Hem konuşuyorlar ya, bir şeyler üretmeye çalışıyorlar, kendileri cümle kuruyorlar. En sevdiğimiz aktivite bu. Onların da benim de.

F: Ödev veriyorsunuz, üç beşli gruplar oluyorlar.

T: Hı hı, biz bu bu çarşambadan çarşambaya yapıyorduk aslında. İşte sen geliyorsun diye, çocuklar utanıyoruz Ferhunde öğretmenimizden, stajyer öğretmenden. Sana stajyer öğretmen diyorlar. Stajyer öğretmenin yanında utanıyoruz, hocam ne olur çarşamba yapmayalım diyorlar. Ama bu çarşamba yaptırtıyorum. Dedim olmaz, çarşamba olacak, başka gün olmayacak. Bir hafta, şimdi bu hafta yapıyoruz sonra konumuzu belirliyoruz bir sonraki haftaya kadar onlar kendi gruplarını ister 3- 5 kaç kişi olursa aktiviteye göre gruplarını belirliyorlar, hazırlıyorlar, hazırlanıyorlar, geliyorlar.

F: Geliyorlar. Çok da eğleniyorlar aslında.

T: Evet.

F: Güzel de şeyler çıkıyor.

T: Aslında bunlarla daha yapamadık, sonra ikinci dönem bunlar kostüm falan da getiriyorlar. Hani böyle materyaller getiriyorlar. O zaman daha iyi oluyor. Haftaya şey yapacaklar, bir yarışmayı. Herhangi bir yarışmayı. Şeyi, yetenek sizsiniz, bilmem ne, onlar da düşünüyorlardır, bulacaklardır.

F: Ne gibi şeyler çıkacak, merak ettim şimdiden. Peki İngilizce öğretirken sizce hangi dil becerisi daha ön planda olmalıdır veya herhangi bir tanesi ön planda olmalı mıdır? Neye ağırlık verilmelidir? Atıyorum, gramer midir, okuma mıdır, konuşma mıdır, yazma mıdır?

T: Bence hepsi birbirini tamamlar, öyle sadece bir tanesi olmaz. Tabi şey çok önemli kelime bilmeleri, kelime çok önemli ama hepsi olmalı. Hepsi birbiri ile bağlantılı. E çocuk kelimeyi öğrenecek, grameri öğrenecek, (günaydın hoş geldiniz), writing de kullanacak bilmem, hepsi birbiri ile bağlantılı yani, ben öyle düşünüyorum.

F: Biri olmazsa diğeri olmaz mı kesinlikle?

T: Olmaz.

F: Peki öğrenciler açısından düşündüğümüzde, tabi ki siz bir öğretmen olarak hepsinin eşit derecede önemli olduğunu düşünüyorsunuz ama öğrencileriniz hangisinde daha çabuk ilerleyebiliyor? Hangisinde daha çabuk kendini geliştirebiliyor? Ya da hangisine sizce daha çok önem veriyor?

T: Hangisine daha çok önem veriyor? İlerleyemiyorlar, aslında kelimeye çok önem veriyorlar ama ilerleme kaydedemiyorlar. Onun için de ona önem veriyorlar. Çünkü hep diyorlar ki, biz çok kelime bilirsek o zaman hem konuşabiliriz hem yazabiliriz. Ama zorlanıyorlar, onun için de işte şey yapıyorsun, İngilizce hikaye kitabı okutuyorum. Onu okurlarsa ya da işte ne bileyim başka, kelime aktiviteleri yapıyoruz, worksheetler veriyorum. İsim yapma, bilmem ne yapma ya da boşluklara kelime yerleştirme. Böyle worksheetlerle. En çok onu istiyorlar. Çünkü onlar da konuşabilmeleri için kelime bilmeleri gerektiğini düşünüyorlar.

F: Kelimenin önemli olduğunu düşünüyorlar, peki ne hangi yönünü kolay buluyorlar İngilizcenin?

T: İngilizcenin mi? Hiç bulmuyorlar, hiç bir yönünü kolay bulmuyorlar.

F: Zor mu buluyorlar genelde? Matematik bir, İngilizce iki. Öyle diyorlar. Hiç kolay bir yeri yok. Hep baş belası derslerden biri oluyor herhalde öğrenciler için.

T: Evet, hep öyle diyorlar. Yani kolay bulmuyorlar onu. Bir de şeyde zorlanıyorlar bizimkiler şimdi, çok fazla soru sorduğumuz için yetiştiremediklerini düşünüyorlar. Aslında öyle değil. Onların hani böyle az sorulara alışmışlar.

F: Sınav açısından mı?

T: Sınavda evet. Onda zorlanıyorlar. Yoksa başka bir şey yok.

F: Peki sınavları nasıl yapıyorsunuz? Mesela siz kendi sınavınızı, diğer İngilizce öğretmeni kendi sınavını mı yapıyor yoksa ortak mı?

T: Hayır ortak. Biz hep ortak. Yani zaten şimdi iki tane bizim hani belki çok sınıfım olsa şey olur, problem olur ama biz iki tane sınıf alıyoruz. Birine hep Süleyha hoca giriyor, birine ben giriyorum. Biz hatta nerdeyse aynı worksheet. Mesela ben ben sınıfıma worksheet dağıttığımda ona veriyorum o fotokopi çektiriyor, o bana veriyor.

Paralel konu anlatıyoruz. Bugün ben bunu anlatıyorum sen ne anlatıyorsun diye hep birlikte gittiğimiz için sınavlarımız da ortak. Aynı saatte, aynı sorularda, aynı dakikada bitiyor. yani her şey ortak.

F: İşbirliğiniz o anlamda güzel. Peki son olarak şeyi soracağım. Sondan bir önceki soru. Şimdi MEB müfredatı değiştirdi lise birinci sınıflar için, hatta galiba bu yıl lise 2 ve 3'ler için de değiştirdi. Ve tüm müfredatı communicative approach denilen bir yaklaşıma göre yapılandırdı. Bunun hakkında ne düşünüyorsunuz? Ya da bu approach ile ilgili bilginiz var mı, bir fikriniz var mı?

T: Hiç yok. Yani var bir fikrim de, yanlış yanlış. Olmamalı bence, olmaması gerekir. Yani ne bileyim, şöyle bize dolu dolu bir kitap hazırlamalıydı, şimdi siz gene yanlış bu söylediğim belki ama bir Oxford'un kitabıyla bizim kitabımızı karşılaştırabilir misiniz? Niye biz onlar gibi yapamayalım? De mi? Niye vermeyelim? Hiç hiç, yani milli eğitim çalışanıyım ama elle tutulur hiçbir yanı yok kitabımızın çok kötü.

F: Yani kitap açısından değil de, onlar önce müfredatı yayınladılar ya, işte çocuklar konuşmalı, şöyle yapmalı, yani.

T: Tamam onu yayınladılar da yaptıkları onla bağlantılı değil ki. Yani.

F: Yani fikri beğeniyorsunuz ama bunu sağladıkları şeyleri yapamıyorlar.

T: Yapamıyorlar ki. Aslında öyle olmalı ama yok. Kendimiz yapabildiğimiz kadar bir şeyler yapmaya çalışacağız. Ötesi olmuyor.

F: Peki, daha önceden liselerde şey vardı, sizinde ortaokuldan sonra, ilkokuldan sonra anadolu lisesi oluyordu çocuklar. Bir yılık bir böyle sıkı bir İngilizce eğitimi, ondan sonra şey normal derslerine gidiyordu.

T: Süper süperdi.

F: Şimdi 4 seneye yayıldı İngilizce dersleri. Hangisi daha avantajlı? Bunu mu beğeniyorsunuz, onu mu beğeniyorsunuz?

T: Tabi ki onu beğeniyorum, hiç bunu beğenmiyorum hatta hani sekiz yıllık zorunlu eğitime geçildikten sonra şey lisede aldık, lisede bile hazırlık okuyordu çocuklar. Keşke okusalardı. Hadi bıraktım hazırlığı, hazırlık öyleyken çok mükemmeldi. Hazırlık olmasın, 16 saat mi 12 saat mi ne görüyorduk başta. Sonra onu 10 saate düşürdüler, sonra 8 saate düşürdüler şimdi 2 senedir 3 senedir 6 saatteyiz. Gittikçe sayısı azaldı. Azaldıkça da başarısız oldular. Başarısız demeyeyim de yeterli, yetersiz.

F: Yetersiz.

T: Yeterli değil.

F: O zaman ders saatlerinin sayısı aslında arttırılmalı ve daha düzgün bir kaynak sağlanmalı.

T: Kaynak kötü ama diyorum ya biz bir şekilde kaynağı şey yapabiliyoruz, kendimiz ayarlayabiliyoruz ama sayımız yetmiyor. Ders sayımız yetmiyor bizim. 6 saatte işte ben 1 saatini readinge ayırıyorum, 2saatini o diyaloga ayırıyorum. 2 saat kalıyor ya da 3 saat kalıyor. Bu üç saatte işte kitabımızı işliyoruz, gramer konusu anlatıyoruz. Ama yetmiyor. Zorlanıyor çocuklar.

F: Evet benim soracaklarım şimdilik bu kadar. Teşekkür ediyorum çok sağ olun.

T: Rica ederim.

F: Gerçekten ciddi bir sorun aslımda MEB açısından.

7. Sample Interview with a Student

Ö: Öğrenci
A: Araştırmacı

A: Şöyle koyayım. Xxxx öncelikle kabul ettiğin için röportajı teşekkür ediyorum. Şimdi sana birkaç tane soru soracağım. Öncelikle kaç yaşındasın?

Ö: Ben 15.

A: 15 yaşındasın. Peki kaç senedir ve nerelerde İngilizce öğreniyorsun?

Ö: Ben ilkokulda İngilizce gördüm. 4. Sınıftan beri. Onun dışında kursa gitmedim. Buraya geldiğimde burada öğreniyorum.

A: Herhangi bir ekstra kurs veya özel ders gibi bir şey almadın.

Ö: Hayır, almadım.

A: Tamam. Peki şu anda öğrendiğin İngilizcenin nasıl olduğunu düşünüyorsun? Nasılsın?

Ö: şu anda zorluyor beni hani ilkokulda böyle görmediğimiz için ama bir yandan da iyi oluyor, bol bol geliştiriyoruz İngilizceyi. Üniversiteye hazırlıkta falan çok faydalı olacağını düşünüyorum.

A: Peki. Daha önce peki İngilizce dışında başka bir dil öğrenmeye çalıştın mı?

Ö: Hayır.

A: Şu anda Fransızca görüyormuşsunuz galiba.

Ö: Fransızca görüyoruz.

A: Peki nasıl Fransızca?

Ö: Ya şimdi Fransızcaya ilk başta başladığımız için kolay geliyor tabi hani, basit sözcükler öğreniyoruz. İleride zorlaşır herhalde o da.

A: Peki bunu öğrenmekten memnun musun, ikinci bir dil olarak öğrenmekten Fransızcayı?

Ö: Yani, memnunum.

A: Peki bana İngilizcenin en sevdiğin derslerden bir tanesi olduğunu söyleyebilir misin?

Ö: Böyle, hani içimde böyle çok biriyle yabancı dil konuşma isteği var. O yüzden İngilizceyi seviyorum. Ama böyle sınavlardan falan düşük aldığımda bazen üzüldüğüm oluyor.

A: Yani aslında seviyorsun.

Ö: Evet.

A: Çünkü öğrenmek istiyorsun ama sınavlardan da düşük not alınca moralin bozuluyor.

Ö: Evet.

A: Peki. Peki sence İngilizce öğrenmek böyle önemli ve gerekli bir şey mi?

Ö: Tabi ki gerekli bence çünkü dünya dilleri arasında artık hani bir turist gelip de ülkemize sana bir şey sorduğunda bir cevap verebilmen lazım en azından diye düşünüyorum.

A: Peki ileriki hayatına nasıl bir etkisi olacak sence?

Ö: Yani mesela ben ileriki hayatımda doktor olmak istiyorum. Bir hastam geldi turist, onunla konuşabilmek açısından falan önemli.

A: Önemli olduğunu düşünüyorsun. Peki.

Xxxxx

A: Peki bu derslerde hani arkadaşlarınızla yaptığınız ikili çalışmalar var, grup çalışmaları var. Onlardan hoşlanıyor musun? Hoşuna gidiyor mu?

Ö: Ya ben ilkten tiyatro yapıyorduk biz. O tiyatrodan biraz utangacım hani herkesin içinde oynayamıyordum ama böyle sürekli tiyatro yapınca hani konuşmaya da alışıyorum bir süre sonra. Şeye de alışıyor, hani kendine güvenin geliyor. Biraz iyi oluyor bence.

A: Yani beğeniyorsun bu aktiviteleri. Peki bu aktivitelerin senin İngilizcene katkısı olduğunu düşünüyor musun?

Ö: Yani konuşma dili açısından o tiyatrolar falan önemli oluyor, böyle yaptığınız ikili çalışmalarda da şey birçok kelimenin anlamını falan öğreniyorsun.

A: Peki. Peki bu İngilizce öğrenme süreci açısından mesela akıcı konuşmak mı böyle hızlı akıcı bir şekilde konuşmak mı sence önemli yoksa böyle gramerine uygun, düzgün doğru konuşmak mı önemli?

Ö: Hani böyle bir yabancıyla konuşurken böyle hani şey akıcı konuşmak daha iyi olur onların hem anlaması açısından ama şey normalde gramerleri bilsen daha iyi olur diye düşünüyorum.

A: Yani bir tanesine ağırlık verilmemeli, ikisi de eşit derecede önemli mi senin için?

Ö: İkisi de bence de.

A: Peki. Peki bu derslerde hep İngilizce konuşulması hakkında ne düşünüyorsun? Sence böyle sırf İngilizce mi olmalı yoksa arada Türkçe olmalı mı? Olmalıysa nerde olmalı?

Ö: Bir süre sonra da biz hani böyle iyice İngilizceye alışınca kelimelere İngilizce konuşulabilir derste de bence ama şimdi hani tam anlamıyla bilmiyorum belki de hani ilk öyle başlansa da ileride de alışılabilir. Ayni fark etmiyor.

A: Peki Türkçe konuşulsa eğer konuşulmasını istediğin yerler nereler olurdu?

Ö: Şey ders anlatımlarında Türkçe olabilirdi yani Türkçe oluyor zaten de oraların Türkçe anlatılmasını isterdim daha iyi anlamak için.

A: Ders anlatımı derken gramer konusunun anlatımı mı?

Ö: Ha gramer konularında.

A: Yani bu şekilde anlatıldığı için memnunsun.

Ö: Evet.

A: Ama ileride alışınca o da, İngilizce anlatılsa

Ö: O da olabilir.

A: Olabilir.

Ö: Hem de daha iyi olur.

A: Daha iyi olur. Peki. Peki mesela sınıfta diyelim sen bir aktivitede bir şey söylüyorsun, hoca bir şey sordu, anlatıyorsun bir şeyler. O sırada bir hata yaptın. Bu bir gramer hatası olabilir, bir kelimeyi yanlış telaffuz etmek olabilir. Bu hatanın düzeltilmesi nasıl olmalı? Düzeltilmeli mi sence o anda? Sonra mı düzeltilmeli? Ya da hoca mı düzeltsin, arkadaşın mı düzeltsin, yoksa hoca beklemeli de sen kendi kendine mi düzeltmeni beklesin?

Ö: Ben hani ilkten kendi kendime düzeltmeye çalışayım, eğer yapamazsam hocanın yardım etmesini isterim. Hani arkadaşlarımın böyle atlamasındansa hocanın yardım etmesini isterim.

A: Neden böyle bir tercihin olur?

Ö: Çünkü hani hoca yardım ederse hemen o anda daha iyi toparlayabilirim diye düşünüyorum.

A: Peki mesela hatayı yaptığın anda hemen düzeltmesini ister misin?

Ö: Aslında şey, bitirdikten sonra şurasında şöyle hata yaptın diye derse daha iyi olur, hani o anda söylemesi belki karıştırırım bir dahaki diyeceklerimi de o yüzden.

A: Peki. Peki sence bir İngilizce öğretmeninin sınıf içindeki rolü ne olmalı? Genel olarak düşündüğümüzde bir sınıf, İngilizce sınıfı düşün, o sınıftaki bir İngilizce öğretmenini düşün.

Ö: İngilizce öğretmeni bence ilk şey böyle hani amacı çocuklara gerçekten öğretebilmek, hani böyle çok basitten değil de biraz da ben de ağırdan hani. Ondan sonra hani çocuklara bilemediklerinde falan yardımcı olmak yani her şeyiyle öğretmek.

A: Yani öğretmen biraz sizi zorlamalı.

Ö: Biraz zorlayabilir.

A: Ve zorlandığınız yerlerde de size yardımcı olmalı.

Ö: Evet. Evet.

A: Bu şekilde gelişmenizi sağlamalı.

Ö: Evet.

A: Peki. Peki bir öğrenci olarak senin sınıf içindeki rolün ne olmalı? Sen ne yapmalısın?

Ö: Ben hani böyle öğretmenin tutumuna karşı ilgi göstermeliyim derse hani, çalışmam gerekene çalışmam lazım. Hani böyle zorlandığım için böyle hani bunu nasılsa yapamıyorum deyip bırakmamam lazım.

A: Yani motiveli bir şeklide gayretli, bir şekilde çaba göstermeli.

Ö: Evet.

A: Peki şu anda derste kullandığınız bir kitabınız var, *Yes You Can.* O kitaptan memnun musun?

Ö: Yani o kitap aslında güzel ama biraz basit bizim için.

A: Seviyenizin altında kalıyor.

Ö: Evet.

A: Peki. Peki bu kitabın senin İngilizce öğrenmeni etkili bir şekilde desteklediğini düşünüyor musun?

Ö: Bazı aktiviteleri evet, hani böyle konuşma üzerine falan oluyor. Şey, arkadaşımızla şey kuruyoruz falan. Yani bazıları evet bence faydalı oluyor da bazıları hani böyle çok basit oluyor böyle direk.

A: Peki, kitabın senin için başarılı bulduğun yönü veya eksik bulduğun yönleri neler? Başarılı bulduğun yönü mesela bir tane az önce söyledin. Arkadaşınla konuşmanı sağlıyor. Başka ne yönlerini beğeniyorsun?

Ö: Başka, böyle hani bazı şeyler oluyor, paragraf yazmalar, kendini tanıtıyorsun, aileni tanıtıyorsun falan, onlar şey faydalı oluyor diye düşünüyorum ben. Bazı parag.. Bazı şeyler de koymuşlar, hani dinlemeli, dinleyip de cevap vermeli. Biz onları dinleyemiyoruz. O yüzden onlar biraz eksik kalıyor.

A: Yani cdsi olmadığı için onlar eksik kalıyor.

Ö: Evet.

A: Peki sen İngilizce öğrenirken kendini en başarılı bulduğun yön hangisi? Mesela ben İngilizce öğrenirken şu konuda çok başarılıyım dediğin nokta?

Ö: İngilizce öğrenirken şey kelime ezberlemede çok başarılıyım. Hani böyle ezberim iyi, o yüzden kelimeleri ezberleyip aklımda tutabiliyorum ama böyle cümle kurarken çok şaşırıyorum.

A: Eksik, eksik bulduğun yön de o zaman cümle kurma konusunda mı zorlanıyorsun?

Ö: Evet, cümle kurma. Ya da böyle bir cümleyi soruya çevirme. O konularda hani böyle basit şeyleri yapabiliyorum da böyle çok uzun cümlelerde falan.

A: Cümle yapısı karmaşıklaştıkça cümle kurmakta zorlanıyorsun.

Ö: Evet, kurmakta zorlanıyorum.

A: Peki kelime ezberlemek için özel kendine has bir tekniğin var mı? Ne yapıyorsun?

Ö: Şey kelimelerde genellikle böyle hikaye kitaplarını okurken görüntüye göre ezberleyince daha iyi aklımda kalıyor.

A: Peki İngilizce derslerinde senin en çok beğendiğin yaptığınız aktiviteler içinde senin böyle İngilizceni geliştirdiğine inandığın aktivite hangisi? Var mı böyle örnek olarak söyleyebileceğin?

Ö: Bu yaptığımız worksheetler var. Onlar da beni bayağı geliştiriyor çünkü hani sürekli örnek yapıyoruz hoca anlatıyor onu bazen hani onları. Böyle sürekli yeni kelime öğreniyoruz. Bilemediğimiz bir sürü sözcükten sözlükten bakıyoruz. O yüzden onlar bayağı faydalı.

A: Worksheetleri beğeniyorsun yani. Seni geliştirdiğine, ekstra kelime öğrenmeni sağlıyor.

Ö: Evet. Bazen yapamıyorum ama yine de hani geliştirdiğine inanıyorum.

A: Peki bu İngilizce derslerinde hangi dil becerisine ya da becerilerine sence önem verilmeli? Mesela konuşma mı, yazma mı, dinleme mi, okuma mı? Ne bileyim gramer, kelime.

Ö: Biz aslında hepsini yapıyoruz. Mesela arada film izletiyor hoca. Hem dinliyoruz İngilizceyi oradan. Kulak dolgunluğu oluyor, hani böyle tiyatrolar yapıp konuşuyoruz. Yazma da yapıyoruz worksheetlerde ya da defterde. Aslında biz hepsini yapıyoruz, hepsi iyi bence.

A: Sence hepsi böyle eşit mi dağılmalı yoksa bir tanesine önem verilmeli mi? Senin kafandaki görüş ne?

Ö: Konuşma sanki daha ağırlıkta gibi kalıyor, hani günlük hayatta da kullanırken konuşma ama böyle hani yazılışlarını da bilmemiz lazım. Mesela internet sitelerinde sürekli bir şeyler görüyoruz onun anlamlarını çıkartmak için şeylerini çıkartmak için yazılışlarını da bilmeliyiz.

A: Yani hepsi önemli ama konuşma bir parça daha önemli senin için.

Ö: Evet.

A: Peki. Peki sen bunlardan hangisinde kendini daha başarılı buluyorsun?

Ö: Ben kelimelerin telaffuzunu çıkarttıktan sonra konuşmada iyi olduğumu düşünüyorum. Onun dışında böyle yazmada da bazen hani karışık cümle şey kelimeleri karıştırdığım oluyor ama yazmada da ezberim iyi olduğu için böyle yazarak zaten ezberleyebiliyorum mesela 5-10 kere aynı kelimeyi. O yüzden orda da iyi oluyor.

A: Peki senin mesela hem yazmada hem konuşmada bu kadar başarılı olmanı ya da geliştirmeni sağlayan şey ne oldu? Ne yaptın da böyle başarılı oldun?

Ö: Aslında biraz da böyle hani öğrenme isteği oldu böyle sürekli evde çalışıyorum. Hani kelime ezberleyeyim diye yapayım diye. İlkokulda bu kadar şey değildi, buraya gelince zorlandığım için daha çok çalışmaya başladım.

A: Yani İngilizceyi seviyorsun, zaten öğrenmek istiyorsun, burada da zorlanınca çalışmak zorunda kaldığın için.

Ö: Evet.

A: Kendini geliştirebiliyorsun. Peki. Peki İngilizceyi böyle çok güzel çok yeterli bir şekilde öğrenebilmen için böyle ideal, olması gereken bir İngilizce dersi nasıldır sence? Senin kafandaki? Yani şöyle İngilizce derslerimiz şöyle şöyle olsa ben çok güzel öğrenirim herkes de çok güzel öğrenir diyeceğin?

Ö: Aslında şu anda da İngilizce dersimiz güzel gidiyor ama hani böyle bilmiyorum belki de zaman mı yeterli değil böyle hani öğrenmeye başladık gibi geliyor, gelişmeye başladım gibime geliyor. Aslında böyle devam etse iyi öğrenilir. Her konuyu böyle öğrensek böyle hani o konunun detaylarına kadar falan bilsek böyle, sürekli okuma, iyice anladıktan sonra geçsek öteki konuya, daha iyi yani konuşabilirim.

A: Yani şu andaki derslerini beğeniyorsun ama zamanın yetersiz olması, atıyorum altı saatse 8 saat 10 saat olsa ders daha fazla olsa...

Ö: Daha çok böyle şey yaparız, worksheettir odur budur daha çok yaparız, daha çok şey olur.

A: Şimdi mesela buradaki dersleri beğeniyorsun, ideal olduğunu düşünüyorsun. Peki ne yapıyorsunuz da mesela İngilizceyi bu kadar iyi öğreniyorsunuz? Bana böyle bir şunlar şunlar şunlar bana çok yardımcı oluyor dediğin?

Ö: Dediğim gibi mesela arkadaşlarla şey kuruyoruz, o tiyatro cümlelerini kuruyoruz. Cümleler kurarken böyle hani bilmediğimiz kelimeleri hem internetten bakıyoruz, sözlükten bakıyoruz, ona göre cümle kurmada orda faydalı oluyor. Hem de konuşmada faydalı oluyor tiyatro. Worksheet yapıyoruz, oradan birçok kelime öğreniyoruz, orada hani cümle kurma, soruyu cümleye, cümleyi soruya çevirme. Bunları görüyoruz. Normalde hani böyle zamanımız kalınca hoca bazen kitapları kapattırıp gelip mesela karşılıklı soru soruyor, orda yine konuşmada şey oluyor, uygun oluyor. Yani her şeyi yap. Film de izliyoruz. Yazı da yazıyoruz. Her şey yapıyoruz diye düşünüyorum.

A: Dille ilgili her şeyi yaptığın için sadece zaman az diyorsun. Bunların hepsi daha uzun zamanda yapılsa bizim için daha iyi olur diye düşünüyorsun.

Ö: Evet yani daha çok zaman ...

A: Peki sınavların için ne düşünüyorsun? Sınavlarda iyi misin?

Ö: Sınavlarım çok iyi değil, e bu biraz morali bozuyor tabi. Ama yine de gayret ediyorum yükseltmek için böyle hani. Nasıl olsa yapamıyorum deyip bırakmıyorum. Böyle hani yükseliyor zaten bir süre sonra alışıyorsun. İlk geldiğimde çok kötü geçtiğini düşünmüştüm şey böyle çok zorlanacağımı düşünmüştüm ama gitgide böyle sürekli öğretmenin yaptığı alıştırmalardan bir süre sonra alışıyorsun.

A: Peki mesela sınavlarınızda galiba gramer ve kelime soruları oluyor genellikle. Okuma parçaları oluyor. Mesela şey olsa konuşma sınavı olsa yazma sınavı olsa ister misin?

Ö: Belki ama şey konuşmada da şey böyle konuşurken heyecan yapıyorum sözlü gibi olunca böyle akla gelmiyor. Bilsem hani yazarken kimse olmuyor tek başına yazıyorsun ama konuşurken mesela sınıf içinde böyle heyecan yapıyorsun, unutuyorsun böyle hani ne diyeceğini no konuşacağını, kuramıyorsun aklında cümleyi bir anda falan.

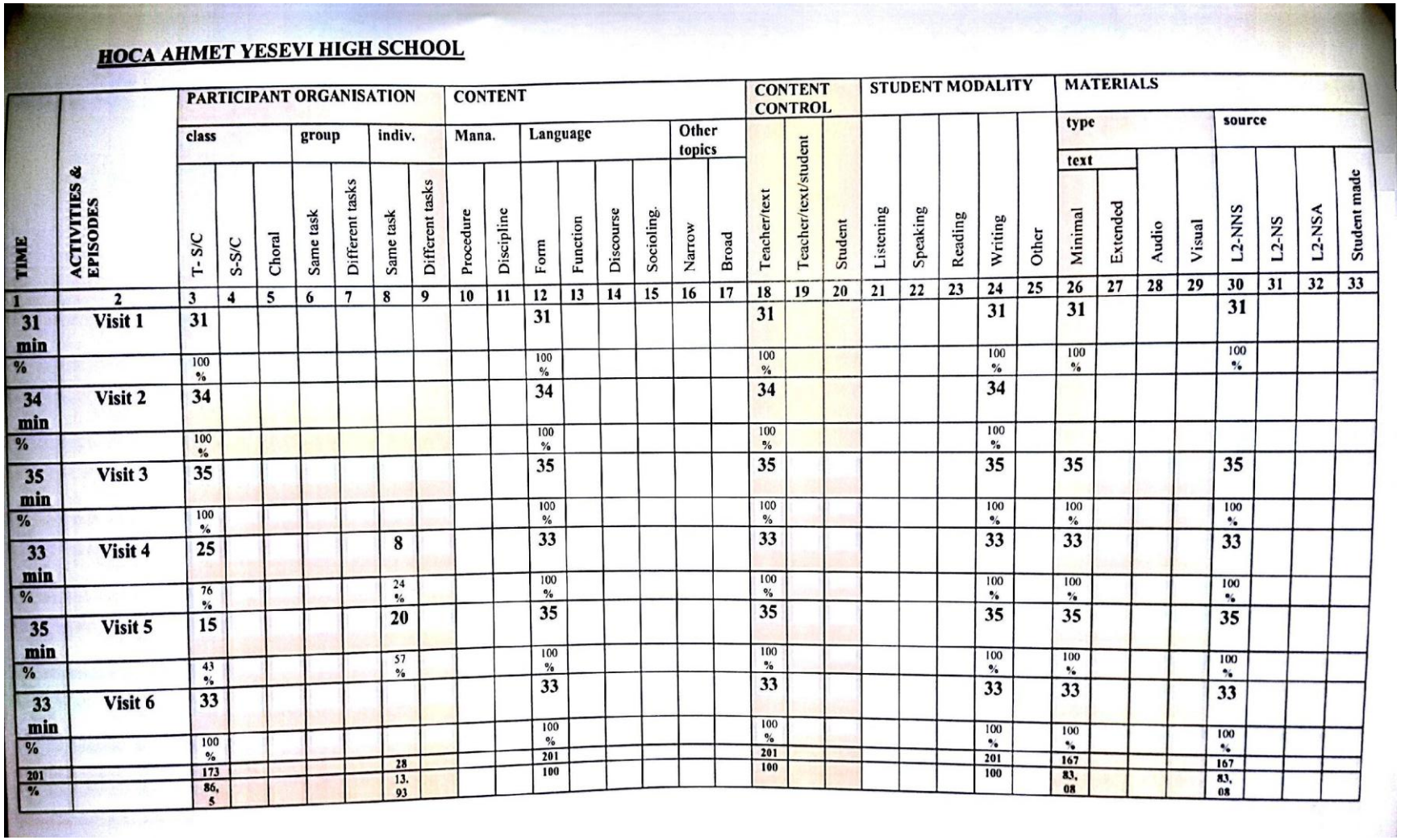
A: Peki mesela sınıf içinde olmasa böyle birebir teke tek mesela öğretmen gelse burada sana bir konu, bir konuşma yapsa, mesela öyle bir sınav yapsa ister misin öyle olmasını? Bu seni geliştirir mi sence?

Ö: Belki belki, o da geliştirir ama sınavdan iyi alabilir miyim, orası sorun.
A: Evet sınav notu olarak kötü alabilirim belki diyorsun ama geliştirir.
Ö: Yani hani hem konuşma üzerine de çalışırsın orda yani.
A: Peki çok teşekkür ediyorum. Çok sağ ol. Sanırım burada bitiriyoruz.

8. COLT Analysis Tables

FATMA SAYGIN ANATOLIAN HIGH SCHOOL

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics											type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
40 min	Visit 1	40								4	30				6		34	6		30	10				30				30			
%		100 %								10 %	75 %				15 %		85 %	15 %		75 %	25 %				75 %				75 %			
40 min	Visit 2	8			17		15				23				17		19	21		8	17		15		23				23			
%		20 %			42.5 %		37.5 %				57.5 %				42.5 %		47.5 %	52.5 %		20 %	42.5 %		37.5 %		57.5 %				57.5 %			
40 min	Visit 3	20					20				40						40			20			20		40				40			
%		50 %					50 %				100 %						100 %			50 %			50 %		100 %				100 %			
40 min	Visit 4	16					24		7		33						40			16			24		40				40			
%		40 %					60 %		17.5%		82.5%						100 %			40 %			60 %		100 %				100 %			
35 min	Visit 5				35											35		35			35							35				35
%					100 %											100 %		100 %			100 %							100 %				100 %
35 min	Visit 6				35											35		35			35							35				35
%					100 %											100 %		100 %			100 %							100 %				100 %
40 min	Visit 7	32	8								20	12			8		32	8		6	8		26		32				32			
%		80 %	20 %								50 %	30 %			20 %		80 %	20 %		15 %	20 %		65 %		80 %				80 %			
270		116	8		87		59		7	4	146	12			31	70	165	105		80	95		85		165			70	165			70
%		42.96	2.96		32.22		21.85		2.59	1.48	54.07	4.44			11.48	25.92	61.11	38.88		29.62	35.18		31.48		61.11			25.92	61.11			25.92



HOCA AHMET YESEVI HIGH SCHOOL

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANISATION							CONTENT								CONTENT CONTROL			STUDENT MODALITY					MATERIALS							
		class			group		indiv.		Mana.		Language				Other topics										type				source			
																									text							
		T- S/C	S-S/C	Choral	Same task	Different tasks	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad	Teacher/text	Teacher/text/student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
31 min	Visit 1	31									31						31						31		31				31			
%		100 %									100 %						100 %						100 %		100 %				100 %			
34 min	Visit 2	34									34						34						34									
%		100 %									100 %						100 %						100 %									
35 min	Visit 3	35									35						35						35		35				35			
%		100 %									100 %						100 %						100 %		100 %				100 %			
33 min	Visit 4	25					8				33						33						33		33				33			
%		76 %					24 %				100 %						100 %						100 %		100 %				100 %			
35 min	Visit 5	15					20				35						35						35		35				35			
%		43 %					57 %				100 %						100 %						100 %		100 %				100 %			
33 min	Visit 6	33									33						33						33		33				33			
%		100 %									100 %						100 %						100 %		100 %				100 %			
201		173					28				201						201						201		167				167			
%		86, 5					13, 93				100						100						100		83, 08				83, 08			

9. Permission Document from the MNE

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İl Milli Eğitim Müdürlüğü

27/10/2014

Sayı : 12018877/610/4830732
Konu: Ferdane DENKCİ AKKAŞ
Araştırma İzni

DOKUZ EYLÜL ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)
Buca/İZMİR

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı yazısı (Genelge 2012/13)
b) 02/10/2014 tarih ve 1948 sayılı yazınız.
c)24/10/2014 tarih ve 12018877/604.01.02/4822705 sayılı Valilik Onayı

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ferdane DENKCİ AKKAŞ'ın **"The Use of Communicative Approach in 9th Grade English Classes of Two High Schools in Buca, İzmir(Buca,İzmir'de İki Lisenin 9. Sınıf İngilizce Derslerinde İletişimsel Yaklaşımın Kullanımı)"** konulu tez çalışması için kullanacağı ölçekleri, Müdürlüğümüz Buca İlçesinde bulunan Hoca Ahmet Yesevi Lisesi, Fatma Saygın Anadolu Lisesi'nin 9. Sınıf İngilizce Dersi Öğretmenlerine uygulamak istediği ilgi (c) Valilik Onayı ile uygun görülmüştür.

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Şube Müdürü

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2- Araştırma Değerlendirme Formu (1 sayfa)
3- Taahhüt Formu (1 sayfa)
4-Onaylı Veri Araçları(..... sayfa)

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Elektronik Ağ: izmir.meb.gov.tr
e-posta: strateji35_1@meb.gov.tr
Tel: (0 232) 477 21 37
Faks: (0 232) 477 21 07

T.C.
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İl Milli Eğitim Müdürlüğü

Sayı : 12018877/604.01.02/4822705
Konu: Ferdane DENKCİ AKKAŞ
Araştırma İzni

24/10/2014

VALİLİK MAKAMINA

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Vefa BARDAKCI
Müdür

OLUR
24/10/2014
Fatih DAMATLAR
Vali a.
Vali Yardımcısı

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