

EXPLORING THE LANGUAGE SKILLS EMBEDDED IN
THE GRADE NINE *NEW BRIDGE TO SUCCESS* TEXTBOOK

A MASTER'S THESIS

BY

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May, 2013

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ABSTRACT

EXPLORING THE LANGUAGE SKILLS EMBEDDED IN THE GRADE NINE *NEW BRIDGE TO SUCCESS* TEXTBOOK

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The main aim of this study is to explore and map out the receptive and productive language skills and sub-skills embedded in the grade nine textbook, *New Bridge to Success Elementary* (2011) for Anatolian High Schools. To this end, content analysis is used to identify, analyze and quantify the language skills and sub-skills in the textbook. The results highlight the range, and the number of, receptive and productive sub-skills in the textbook. They also show that the textbook offers a wide range of productive sub-skills; however, the number of listening and writing sub-skills included in the textbook is relatively limited. The results are used to explicitly specify the receptive and productive language strands rooted in the textbook.

Key words: Textbook, textbook evaluation, skills-based syllabus, receptive skills, productive skills, reading, listening, writing, speaking

ÖZET

9. SINIF *NEW BRIDGE TO SUCCESS* İNGİLİZCE DERS KİTABININ DİL BECERİLERİ AÇISINDAN İNCELENMESİ

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Yüksek Lisans, Eğitim Programları ve Öğretim

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Bu çalışmanın temel amacı Anadolu Liselerinde dokuzuncu sınıflarda okutulan *New Bridge to Success Elementary* (2011) adlı kitabın algılamaya ve üretmeye yönelik dil becerilerinin incelenmesidir. Bu amaçla çalışmada, kitabın dil becerilerini ve dil alt becerilerini belirlemek, bunların niceliğini ölçmek ve incelemek için içerik analizi kullanılmıştır. Bulgular kitaptaki algılamaya ve üretmeye dayalı dil alt becerilerinin çeşitliliğini ve niceliğini ortaya çıkarmıştır. Bulgular aynı zamanda kitabın üretmeye yönelik dil alt becerilerini geniş bir çeşitlilikle sunduğunu, fakat dinlemeye ve yazmaya yönelik dil alt becerilerini nicelik bakımından nispeten sınırlı sunduğunu göstermiştir. Bulgulardan yararlanılarak, ders kitabı içinde derinlere gömülü algılamaya ve üretmeye yönelik dil becerileri açık bir şekilde ortaya çıkarılmıştır.

Anahtar Kelimeler: Ders kitabı, ders kitabı incelemesi, beceri odaklı müfredat, üretmeye yönelik dil becerileri, algılamaya yönelik dil becerileri, okuma, dinleme, yazma, konuşma

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CHAPTER 1: INTRODUCTION

Introduction

This chapter begins with a discussion of the importance of textbooks and syllabuses and an overview of the syllabus types in English classrooms. Then, it continues with an explanation of the problem and purpose of the study. Next, the chapter introduces the research questions and the significance of the study. Lastly, it finishes with the definition of key terms.

Background

Textbooks and syllabuses

Textbooks are used extensively in English language teaching. There are many advantages of using textbooks in classrooms. For example, Byrd (2001) states that textbooks are materials that map out what happens in a learning/teaching environment. Similarly, Cunningsworth (1995) considers textbooks as useful resources for both less experienced teachers and students in terms of materials and activities.

In addition to activities and materials, textbooks provide teachers and students with syllabuses included in the content pages. Celce-Murcia (2001, p.9) defines a syllabus as “an inventory of objectives the learner should master; this inventory of objectives is sometimes presented in a recommended sequence and is used to design courses and teaching materials”. A syllabus also helps conceptualize and categorize

textbook content (Graves, 2001). To Graves (2001, p.20), a syllabus is “the traditional way of conceptualizing [and categorizing] content”, traditionally in terms of grammar structures, sentence patterns, and vocabulary. Today, however, a lot more categories could be included in a textbook because of developments in the field of English language teaching, such as functions, notions, skills, and topics. In the past, textbooks were solely based on one syllabus, depending on the discussions and developments in the area. For example, when grammar was given priority, textbooks were organized around grammar structures. Similarly, when the oral-situational method was introduced, situational textbooks were published. During the communicative era, functional, notional, skills-based, and task-based syllabuses appeared in textbooks.

Syllabus types in EFL textbooks

Brown (1995, p.7) presents seven syllabus types and their organizing principles:

- Structural syllabus: Grammatical and phonological structures
- Situational syllabus: Situations that students may encounter in their daily lives such as in the cinema, in the cafe
- Topical syllabus: Topics or themes such as communication, sports
- Functional syllabus: Functions such as introducing, apologizing
- Notional syllabus: Notions such as size, time
- Skills-based syllabus: The four language skills: reading, listening, writing, speaking and their sub-skills such as scanning, listening for specific information,
- Task-based syllabus: Tasks such as completing a job application, making reservations

Graves (2001, p.25) created a more detailed syllabus categorization which is parallel to Brown's conception, but has a few more categories. They include:

- Vocabulary (lexical) syllabus: Word formation, lexical sets
- Content: Subject matter such as technology, environmental problems
- Learning strategies: Such as organizing, planning, monitoring, evaluating

In today's EFL textbooks, above strands are available for teachers and students' use. For example, when the contents page of *New Headway* (Soars & Soars, 2000), is analyzed, the following strands are easily identified: grammar, vocabulary, everyday English, reading, speaking, listening and writing. The content pages of *Exploring English* (Dyson, 2001) include strands focusing on topics, language (structures), functions, listening, speaking, reading, and writing.

Problem

The Ministry of National Education (MoNE) made welcomed changes to the national curriculum in 2004 in all subject areas including English. The MoNE and private companies have been publishing new textbooks, workbooks, teacher's books and activity books for students and teachers since then.

The formal high school English curriculum for Turkish high schools (TTKB, 2011) now follows a skills-based approach to language teaching. It encourages learners to develop the four language skills, namely reading, writing, speaking and listening.

The formal English curriculum (TTKB, 2011) states that the program is to provide a balanced coverage of the receptive language skills (i.e. reading and listening) as well as the productive language ones (i.e. writing and speaking). Therefore, the guiding

documents are arranged in terms of these four skills (TTKB, 2011). Each skill area is then organized in cognitive, affective, and study skills terms.

However, an initial looking at the formal English curriculum revealed a gap between itself and accompanying textbooks. The content pages of each textbook is structural, functional, lexical and topical in nature, whereas each unit has a skills-based outlook, making it difficult to make connections with the curriculum document, and implement what the formal curriculum intends to achieve.

Purpose

The purpose of this study was to explore and map out the receptive and productive language skills and sub-skills embedded in the grade nine textbook, *New Bridge to Success Elementary (NBSE)* for Anatolian High Schools in Turkey (Altınay et al., 2011). The results are used to explicitly specify the rooted language strands, which may be used as a guide to inform instruction. This guide intends to make it easier to make connections between the grade nine formal English curriculum and the grade nine textbook, *NBSE*. To this end, the researcher analyzed the range, and number, of receptive and productive sub-skills embedded in each unit to bring to the fore the skill-based strands of the textbook.

Research questions

This study will address the following main research question and sub-questions:

What language strands and accompanying sub-skills are embedded in the grade nine textbook, *New Bridge to Success Elementary (NBSE)* for Anatolian High Schools?

- i. What is the range, and number, of receptive and productive sub-skills rooted in each unit?
- ii. What receptive sub-skills are embedded in each unit?
- iii. What productive sub-skills are embedded in each unit?

Significance

Teachers of English working in Anatolian High Schools in Turkey might benefit from this study. They may find it useful to explicitly identify the mapped-out language strands embedded in the grade nine textbook, *NBSE* for Anatolian High Schools, to guide their teaching. For example, teachers can see the target skills clearly and produce new materials considering these skills. Curriculum specialists and researchers may make use of the strategies followed in this thesis to analyze other textbooks in the series. Students and their parents, or guardians, may find the outcomes of the study useful in that they may be able to see relatively clearly what language skills the English language teaching textbook produced by MoNE is focusing on.

Definition of key terms

EFL: English as a foreign language

ELT: English language teaching

NBSE: New Bridge to Success Elementary. It is the compulsory grade nine English textbook published by MoNE in Turkish schools.

Receptive skills: Receptive skills are the language skills needed to engage in reading and listening. In receptive skills, the main aim is to receive the language and decode the meaning.

Productive skills: Productive skills are the language skills needed to engage in writing and speaking. In productive skills, the main aim is to produce language to send messages

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This chapter begins with an explanation on the role of textbooks in classrooms. Then, it introduces different syllabus types in English language teaching (ELT) as well as different approaches to teaching the four language skills: reading, listening, writing, and speaking. The next section answers such questions as “What is evaluation?”, “What is the rationale of material evaluation? ”, and “What are the main steps in material evaluation? ”. The chapter finishes with the presentation of different material evaluation checklists in ELT.

The role of EFL textbooks in classrooms

Textbooks shape what happens in the classroom during the process of teaching and learning (Byrd, 2001). They provide a structure for lesson planning for teachers. Teachers can adapt textbook activities to suit the profile of their students. It is essential that teachers, students and parents be provided with clearly written textbooks to help them understand the intentions of curriculum.

Cunningsworth (1995) lists the roles of textbooks in ELT classes as follows (p.7):

1. a resource for presentation materials (spoken and written)
2. a resource of activities for learner practice and communicative interactions
3. a reference source for learners on grammar, vocabulary, pronunciation, etc
4. a resource of simulation and ideas for classroom activities
5. a syllabus (where they reflect learning objectives which

- have already been determined)
6. a resource for self-directed learning or self-access work
 7. a support for less experienced teachers who have yet to gain in confidence

Similarly, Graves (2000) presents the advantages of a textbook as follows (p.174):

1. It provides a syllabus for the course
2. It provides security for the students because they have a kind of road map of the course
3. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials
4. It provides teachers with a basis for assessing students' learning
5. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, and video)
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels.

Textbooks are expected to manifest the curriculum they are based on, and they are written for teachers and students. However, parents may also be provided with some explicit guidelines to support the process of teaching and learning (Department of Defense Education Activity, 2012; Risku, Björk & Browne-Ferrigno, 2012).

Language syllabus types

To Nunan (2001p.55), a syllabus is concerned with “selection and grading of content”. Traditionally, language textbook syllabuses(es) reflected the main approach(es) to teaching English in a particular era. For example, when the focus was on grammar, a structural approach was adopted. When the emphasis was on language functions, textbooks were organized accordingly. The era of

communicative language teaching has enabled the inclusion, and co-existence, of several syllabus types (Graves, 2001). According to Brown (2001), there are eight types of syllabus:

- Structural
- Situational
- Topical
- Functional
- Notional
- Skills-based
- Task-based

Structural syllabuses

Brown states that structural syllabuses focus on grammatical forms. The design of structural syllabuses is mainly sequencing the structures from easy to difficult or more frequent to less frequent (Brown, 1995). Nunan (2001) uses the term *grammatical* to define such structural syllabuses. According to Nunan (2001), the rationale of grammatical syllabuses is that language is composed of finite rules that can allow making meaning in various ways. The learner's job is to learn these rules one by one. Although grammatical syllabuses or in other words structural syllabuses were more popular in the 1960s, they are still popular today (Nunan, 2001). Brown (1995) gives an example for grammatical syllabus from Azar's table of contents as below (as cited in Brown, 1995, p. 8):

Chapter 1 Verb Tenses
1-1 The simple tenses
1-2 The progressive tenses
1-3 The perfect tenses
1-4 The perfect tenses
...
Chapter 2 Modal auxiliaries and similar expressions
...
Chapter 3 The passive

Situational syllabuses

According to Brown (1995), situational syllabuses are designed to meet students' needs outside of the classroom. Therefore, this type of syllabus is organized around certain situations that a student may encounter such as *at a party, at the post office, in a bank*, and so forth. The sequence of the situational syllabuses is determined either by a logical chronology or the relative possibility that students will encounter such situations (Brown, 1995). Brown (1995, p. 9) provides an example based on a mixture of chronology and possibility "at the airport, in a taxi, at a hotel, in a restaurant, at the beach, in a tourist shop, at a theatre, and at a party". Also the example he gives is from the table of contents of Brinton and Neuman as follows (as cited in Brown, 1995, p.9):

- Introductions
- Getting acquainted
- At the housing office
- Deciding to live together
- Let's have a coffee
- Looking for an apartment
- At the pier
-

Topical syllabuses

Topical syllabuses are composed of language texts, and these texts are arranged according to their topics. The sequence of topics is usually organized depending on the author's views on the importance of the topics or the relative difficulty of the texts (Brown, 1995). Smith and Mare (as cited in Brown, 1995) give an example for a topical syllabus as shown below (p.9):

- Unit I: Trends in Living
 - 1. A Cultural Difference: Being on time
 - 2. Working Hard or Hardly Working
 - 3. Changing Life-Styles and New Eating Habits

Unit II: Issues in Society

4. Loneliness
5. Can Stress Make You Sick?
6. Care of the Elderly: A Family Matter

Unit III: Individuals and Crime

7. Aggressive Behaviour: The Violence Behind

Functional syllabuses

Functional syllabuses are organized around language functions such as *greeting people, seeking information, interrupting, changing a topic* (Brown, 1995, p.10). The selection of the items in functional syllabuses, like most of the other syllabuses types, depends on the author's perception of their usefulness and the sequence of these functional items depends on some idea of chronology, frequency, of hierarchy of the usefulness of these functions. Therefore, a logical organization of a functional syllabus would list, as suggested by Brown (1995, p.10), the functions as: *greeting people, introducing someone, seeking information, giving information, interrupting, changing topics, saying good-byes*. Also Brown gives an example to demonstrate a functional syllabus from the table of contents of Jones and Baeyer as follows (as cited in Brown, 1995, p.10):

1. Talking about yourself, starting a conversation, making a date
2. Asking for information: question techniques, answering techniques, getting more information
3. Getting people to do things: requesting, attracting attention, agreeing and refusing
4. Talking about past events: remembering, describing experiences, imagining *What if ...*
5. Conversation techniques: hesitating, preventing interruptions and interrupting politely, bringing people together

Notional syllabuses

Brown (1995) states that the aim of notional syllabuses is to teach learners how to express different notions of language such as *distance, duration, quantity, quality, location, size*, and so forth. The selection process of these notions must start with deciding on what learners need to communicate (Wilkins, 1976). The syllabus designer must decide on which context learners will use the language since the context can be various such as written vs. spoken or formal vs. Informal. Also, Nunan (2001) states that there is more than one way to apologize. For example, learners may say “*Sorry, or I really must apologize, or I do hope you can forgive me*” (Nunan, 2001, p.61). Wilkins (1976) suggests that this process selection of notional syllabuses must be planned regarding the stylistic dimension of formality, politeness, the medium, and the grammatical simplicity. Brown (1995) exemplifies a notional syllabus providing unit headings form the table of contents page of Hall & Bowyer as shown below (as cited in Brown, 1995, p. 11):

- Unit 1 Properties and Shapes
- Unit 2 Location
- Unit 3 Structure
- Unit 4 Measurement 1 [of solid figures]
- Unit 5 Process 1 Function and Ability
- Unit 6 Actions in Sequence
-

Skills-based syllabuses

Skills-based syllabuses are usually organized according the language and academic skills that students need to use and develop their learning (Brown, 2001). These syllabuses are based on the four language skills and their sub-skills. The design of the syllabus is based on the author’s perception of the usefulness of these skills and the sequencing them may depend on the chronology, frequency and relative usefulness of the skills (Brown, 1995). To exemplify the skills-based syllabus the

headings from the table of contents of Barr, Clegg, and Wallace as follows (as cited in Brown, 1995, p. 11):

Scanning
Key Words
Topic Sentences
Reference Words
Connectors
.....

Task-based syllabuses

Task-based syllabuses are organized around tasks that learners should be able to perform. Tasks can be varied such as *applying to a job, checking into a hotel, finding one's way from a hotel to a subway station*. The underlying assumption of a task-based syllabus is that it allows learners to use the language in such a communicative way to help with the language acquisition process. In order to design a task-based syllabus, Nunan (2001) states that firstly the syllabus designer must analyze the tasks to determine the knowledge and skills needed for performing them, and then sequence them and integrate suitable exercises for these tasks. Nunan (2001) also differentiates the exercise and the task very clearly. He states that exercises have language-related outcomes whereas tasks do not necessarily have language-related outcomes; they have both language-related outcomes and non-language related outcomes. Using Nunan's description (2001 p.62), it is easy to differentiate between an exercise such as "*listen to the dialogue and answer the following true/false questions*" and a task such as *listen to the weather forecast and decide what to wear by circling the clothes on the worksheet*". Brown uses an example of task-based syllabus from the table of contents of Jolly as follows (as cited in Brown, 1995, p. 12):

- 1 Writing notes and memos
- 2 Writing personal letters

- 3 Writing telegrams, personal ads, and instructions
- 4 Writing descriptions
- 5 Reporting experiences
- 6 Writing to companies and officials

Mixed or layered syllabuses

Brown states (2001) that some authors may take a more integrated approach to syllabus design for their textbooks. Integrating syllabuses can be done in two ways: mixing two or more syllabuses or making one type of syllabus primary which is called *mixed syllabus* and the other type of syllabus secondary which is called *layered syllabus*.

Authors who choose to develop mixed syllabuses use the different types of syllabuses as separate organizational principles (Brown, 1995). Brown (1995) gives an example for mixed syllabuses from a Spanish textbook written by Turk and Espinosa (as cited in Brown, 1995). In this textbook situations such as *in a Spanish restaurant, in a Mexican hotel, Maria's house and family* are used to organize individual lessons whereas topics such as *parties, sports, explorers and missionaries* are used to organize the readings throughout the textbook. Therefore, such syllabuses can be named situational-topical syllabuses, or predominantly a situational syllabus mixed with a topical syllabus (Brown, 1995).

Brown (1995) defines layered syllabus as the syllabus operating underneath the primary syllabus. Most of the syllabuses have structural syllabuses under the primary syllabuses (Brown, 1995). As it is understood from the definitions provided by Brown (1995), the difference between a mixed syllabus and a layered syllabus is that

the former is organized separately whereas the latter is organized underneath the primary syllabus. Brown uses the subheading from Brinton and Neuman as an example for layered syllabus which is primarily situational but operated by an underneath structural syllabus as below (as cited in Brown, 1995, p.12):

Introductions
Nouns
Cardinal Numbers
The Present Tense of the Verb Be: statement form
Subject Pronouns
Contradictions with Be
Article Usage: An Introduction
Basic Writing Rules, Part I

While Brown highlights seven types of syllabuses, Graves's (2001, p.25) conception of syllabuses includes more types:

- vocabulary (lexical) syllabus
- content-based syllabus
- learning strategies-based syllabus

Vocabulary (lexical) syllabuses

Graves (2001) starts her syllabus categorization with a vocabulary strand together with grammar and pronunciation strands. According to Graves (2001), vocabulary is often a main part of the content of textbooks. Similarly, Willis (1990) states that lexical syllabus is an essential component of textbooks. Willis (1990) also suggests that common words in English have an incredible power to convey the meaning since the most basic meanings are carried out by the most frequent words.

According to Willis (1990), we may know thousands of words but seven out of every ten words we hear, read, speak, and write come from the 700 most frequent words.

However, it is crucial for learners to be exposed to these words systematically in

order to acquire them (Willis, 1990). Most textbooks have such vocabulary lists at the back of the book with the aim of recycling these words.

Content-based syllabuses

Learning a language through subject matter is defined as content-based instruction. Brinton, Snow and Welsch (1989, p.2) defines it as “integration of particular content with language teaching aims”. This main aim of a content-based syllabus is to present the language indirectly via different subjects. The underlying assumption of content-based syllabuses is that learners can acquire language through active communication in the target language. Unlike the other syllabus types, the selection and sequencing do not come from the syllabus designer; they come from the subject area itself (Nunan, 2001). The example Nunan (2001) gives is that if you are teaching general science, photosynthesis should be introduced as a core topic.

Learning strategies

According to Graves (2001), there has been an important change in the view of teaching. The teacher’s job is not restricted to teaching the language any more. It now needs to consider “affect” such as “attitudes, self-confidence, motivation” as well as the learner’s approach to learning such as “self-monitoring, problem identification, note taking”.

Integration of the four language skills

Oxford states (2001, p.1) that the language classroom is very similar to a “tapestry” which has many threads such as the characteristics of the teacher, the learners, the setting, and the relevant languages (English and the native language of the learners).

In order to have a colorful and powerful “tapestry” all these threads must be integrated, and be the means by which teachers can address the needs of learners. To Oxford (2001), skills-focus is another crucial thread to consider. Language skills are composed of reading, listening, writing and speaking, and in order to communicate effectively in a foreign language, these skills must be interwoven during instruction. The integrated skills approach forces learners to use the target language naturally, enhancing communication. Oxford suggests the following for skills integration (2001, p.5):

1. Learn more about the ways to integrate language skills in the classroom (e.g. content-based, task-based, combination)
2. Reflect on [your] current approach and evaluate the extent to which the skills are integrated
3. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
4. Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.

Reading skills

Brown (2001) states that reading in a second language was not studied as much as first language reading until Goodman’s seminal article, *Reading: A Psychological Guessing Game* (1970). Starting with this article, researchers have been studying reading in a second language intensively, and providing findings that have changed the general view on teaching reading skills in a second language (Brown 2001).

Goodman (1988) describes reading as a psycholinguistic process in which firstly the reader starts with encoding a linguistic surface representation and then ends with

reconstructing meaning. Reconstructing meaning is also included in Mikulecky's definition of reading as follows (2008, p.1):

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge or prior knowledge.

In order to have a more specific understanding of the reading process, three models of reading have been created over the past three decades (Grabe & Stoller, 2002): the bottom-up, top-down, and interactive models.

Top-down and bottom-up models

The bottom-up model focuses on recognition of linguistics signals such as “letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers” (Brown, 2011, p. 397). For example,

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Recognize grammatical word classes (nouns, verbs, etc.), systems, (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms

The top-down model, however, focuses on the use of intelligence and experience to understand the text (Brown, 2001). For example (Brown, 2001, p. 307):

- Infer context that is not explicit by using background
- Infer links and connections, between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- Develop and use a battery of reading strategies such as scanning, skimming, detecting, discourse markers,

guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Alternatively, the interactive model aims to combine the bottom-up and top-down models (Brown, 2001).

Reading was considered as a passive, bottom-up process rather than an active process encouraging the reader's interaction with the text. According to Carrell (1988, p.2), the reading process was mainly centered on understanding the message of the author by looking at letters and words and developing meaning from these small units at the "bottom" (to larger and larger units at the "top" such as "phrases, clauses, intersentential linkages". However, it is now suggested that reading is not a passive bottom-up process rather an active one, a combination of bottom up and top-down processes (Alderson, 2000; Brown, 2001). To Grabe (as cited in Ediger, 2001), reading in fact could be a complex process, requiring (p.379):

1. Automatic recognition skill: a virtually unconscious ability, ideally requiring a little mental processing to recognize the text, especially for word recognition
2. Vocabulary and structural knowledge: a sound understanding of language structure and a large recognition vocabulary
3. Formal discourse structure knowledge: an understanding of how texts are organized and how information is put together into various genres of text (e.g., a report, a letter, a narrative)
4. Content/world background knowledge: prior knowledge of text-related information and a shared understanding of the cultural information involved in text
5. Synthesis and evaluation skills/strategies: the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose
6. Metacognitive knowledge and skills monitoring: an awareness of one's mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading

Grabe's explanation about the complex process of reading includes both bottom-up and top-down reading skills. The first two areas listed refer to bottom-up models since they focus on word level skills. The other four areas focus on top-down models since these areas refer to understanding of the text structures, activating background knowledge, synthesis and evaluation skills as well as reflecting on metacognitive strategies.

Listening skills

Developing listening skills gained importance after the introduction of the Total Physical Response (TPR) and Natural Approach (Brown, 2001). The TPR and Natural Approach pay much attention to listening in order to make students feel secure in classroom before they speak. After these approaches, listening began to have an important place in language classrooms as reading, writing and speaking skills.

Top-down and bottom-up models

In order to understand the complex nature of listening, it is essential to understand that there are different types of knowledge involved in listening: linguistics knowledge and non-linguistic knowledge (Buck, 2004). Buck states (2004) that linguistic knowledge includes phonology, lexis, syntax, semantics and discourse structure, and non-linguistics knowledge includes the knowledge about the topic and the context as well as general knowledge about the world and how it works. These two types of knowledge determine how we process the incoming sound. The linguistics knowledge shapes the bottom-up model, and the non-linguistic knowledge shapes the top-down model (Buck, 2004).

The bottom-up model in listening usually focuses on sounds, words, intonation, grammatical structures, and the other components of spoken language (Brown, 2001) Clark and Clark (as cited in Richards, 2008) make a list to summarize the bottom up listening model (p.4):

1. [Listeners] take in raw speech and hold a phonological representation of it in working memory
2. They immediately attempt to organize phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this they forget the exact wording and retain the meaning.

Richards (2008) provides a list of listening skills that develop bottom-up listening process described above (p.6):

- Identify the referents of pronouns in an utterance
- Recognize the time reference of utterance
- Distinguish between positive and negative statements
- Recognize the order in which words occurred in an utterance
- Identify sequence markers
- Identify key words occurred in a spoken text
- Identify which modal verbs occurred in a spoken text

The top-down model in listening, however, focuses on the activation of background knowledge or experience as well as deriving and interpreting meaning (Brown, 2001).

Richards also provides a list of listening skills that develop top-down listening processing (2008, p. 9):

- Use key words to construct the schema of a discourse

- Infer the setting for the text
- Infer the role of the participants and their goals
- Infer cause or effects
- Infer unstated details of a situation
- Anticipate questions related to the topic or situation

However, just like reading, it is important to combine these two models in order to develop the learner's automaticity in processing speech (Brown, 2001).

Morley's models

Apart from the bottom-up and top-down models, there are four other models of listening (Morley, 1999). Morley's first model is *Listening and Repeating*. In this model, learners are supposed to do such tasks as pattern drills, repeat dialogues, memorize dialogues and imitate pronunciation patterns. The tasks do not necessarily refer to higher order thinking-skills or propositional language structuring.

The second model is *Listening and Answering Comprehension Question*. This model enables learners to manage separate pieces of information, and increase their vocabulary and grammar constructions. However, it does not help learners to use the information for real communicative purposes, it is just one-way of answering questions.

The third model is *Task-listening*. Learners process spoken language for functional purposes, which means listening and do something with the information. For example, learners might be asked to listen and follow the directions on a map and label a building.

The last model of Morley's is *Interactive Listening*. Learners are supposed to develop aural/oral skills in semiformal interactive academic communication; to develop critical listening and thinking and effective speaking abilities. In order to develop these skills, learners should be engaged in all three phases of (the act of) speech as follows (1999, pg.72):

- Speech decoding: continuous on-line decoding of spoken discourse
- Critical thinking: simultaneous cognitive reacting/ acting upon the information received
- Speech encoding: instant response encoding

The focus of this model is communicative/competence-oriented and task-oriented. For example, learners might be asked to give presentations and discussion activities or small-panel reports including audience participation for this model of listening (Morley, 1999).

Writing skills

Since the 1980s when communicative language teaching became popular in foreign language teaching teachers have given more emphasis to both accuracy and fluency (Brown, 2001). This trend has also been reflected on writing in the second language, causing an issue that has changed the traditional view of writing in the second language: process writing vs. product writing.

Process vs. product writing

Writing used to be considered as a reflection of spoken language, but this view has changed over the years. The process of writing requires completely different procedures from speaking. Brown (2001) states that written products need thinking,

drafting, and revising, and not every speaking activity requires these procedures. A few decades ago, language teachers focused more on the product of writing rather than the process. Teachers paid attention to certain standards of prescribed English, accurate grammar, and organization regarding an audience's ideas (Brown 2001). These criteria are still important for writing in the second language. However, Brown (2001, p.335) provides an adapted version of Shih's study (1986) to explain the procedures for increasing the use of process writing:

1. focus on the process of writing that leads to the final written product
2. help student writers to understand their own composing process
3. help them to build repertoires of strategies for prewriting, drafting, and rewriting
4. give students time to write and rewrite
5. place central importance on the process of revision
6. let students discover what they want to say as they write
7. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
8. encourage feedback from both the instructor and peers
9. include individual conferences between teacher and student during process of composition

The stages of the process approach are pre-writing, composing/drafting, revising, and editing (Tribble, 1996, p.39). The stages are focused more on the learner's skills in planning and drafting than linguistic knowledge (Badger & White, 2000). The teacher's role is to facilitate the learner's development by providing feedback (Badger & White, 2000). Badger and White (2000) provide a writing task example addressing all four stages of process writing. For example, in the pre-writing stage, learners might be asked to brainstorm on houses; in the composing/drafting stage, learners may organize their ideas to create a plan for their description of a house, which leads to the first draft of the description of the house. In the revising stage,

learners might give feedback in groups or pairs. Finally, in the editing stage, learners make changes using the feedback, and proof-read their writing.

The product approach, however, focuses more on “linguistic knowledge, vocabulary, syntax, and cohesive devices” (Pincas, as cited in Badger & White, 2000, p.153).

This approach brings three stages to writing: familiarization, controlled / guided writing and free writing. Pincas (1982) suggests that in the familiarization stage, learners should learn the structure of a text. According to Pincas (1982,p.18), the controlled and guided writing activities are for learners to enhance the “freedom” that they need for free writing activities such as “a letter, story or essay”. Similarly to Pincas (1982), Hyland (2003) describes these models, yet Hyland delineates controlled and guided writing as follows (p.4):

1. Familiarization: Learners are taught certain grammar and vocabulary usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

Badger and White (2000) provide some task examples for each stage. In the familiarization stage, learners can say the names of the rooms or the prepositions used with rooms in a description of a house. In the controlled stage, learners can make some sentences about the house from a using a substitution table. In the guided stage, learners can write a piece of work using a picture of the house and then in the free writing, stage they can write a description of their own house. Brown (2001), however, emphasizes that there is a need to balance product and process approaches to writing in order not to diminish the product’s importance in writing.

Preparation of writing

No matter which type of writing is assigned by teachers, preparation is vital for learners since most students are afraid of a blank page (Kroll, 2001). The time that learners might spend on how to start can be a waste of time. Instead of this, learners can spend this time to improve their writing. Kroll (2001) provides a list of techniques for getting started as follows:

Brainstorming: It is usually a group or whole class exercise. It generates more ideas than a student can think of himself.

Listing: It is usually done individually. Learners list all the possible main ideas and details. This is good for shy students who are concerned about sharing their ideas using grammatically correct sentences.

Clustering: This generally starts with a key word and continues with writing associations. Unlike listing, words or phrases are placed in a way that learners can see the connections between them.

Free - writing: This is suggested by Elbow for native speakers (as cited in Kroll, 2001). Learners write down their ideas without taking their pen from the page usually about three minutes for the first attempt and then five to eight minutes for other attempts. This technique provides learners with many ideas to work with.

Kroll (2001) recommends that learners should work with all the techniques listed and then choose the best technique for them to start writing.

Prerequisites of writing

The prerequisites of writing tasks are as important as the preparation of writing.

Hedge (1988) states that before learners start writing they need to know about the audience, generation of ideas, the organization of the text and its purpose. Similarly to Hedge (1988), Olshtain (2001), lists the prerequisites of writing activities covering Hedge's (1988) ideas as follows (p. 211):

1. *Task description*: to present students with the goal of the task and its importance
2. *Content description*: to present students with possible content areas that might be relevant to the task
3. *Audience description*: to guide students in developing an understanding of the intended audience, their background, needs, and expectations
4. *Format cues*: to help students in planning the overall organizational structure of the written product
5. *Linguistic cues*: to help students make use of certain grammatical structures and vocabulary choices
6. *Spelling and Punctuation cues*: to help students focus their attention on spelling rules which they have learned and eventually on the need to use the dictionary for checking accuracy for spelling, and to guide students to use acceptable punctuation and capitalization conventions

Olshtain (2001) emphasizes that teachers need to establish all these prerequisites for learners to develop their writing skills. These detailed prerequisites do not only help learners but also teachers to deal with the problems that may emerge during the writing process (Olshtain, 2001).

Speaking skills

“Speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey & Savage, 1994, p.vii). Brown (2001) gives many reasons to explain why speaking is so demanding. He states that spoken

language includes reduced forms such as contractions, elisions, colloquial language elements, and stress, rhythm, as well as intonation differences.

After the communicative competence movement, the theory on speaking has changed (Lazaraton, 2001). Previously, structure and content were emphasized whereas in communicative competence speaking as a social skill has become the central idea. Canale and Swain adapted the communicative competence of Hymes (as cited in Lazaraton, 2001). The communicative competence has four dimensions as below (Lazaraton, 2001, p.104):

- *Grammatical competence*: rules of phonology, orthography, vocabulary, word formation, and sentence formation.
- *Sociolinguistic competence*: rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts.
- *Discourse competence*: rules of both cohesion-how sentence elements are tied together via reference, repetition, synonymy, etc.-and coherence-how texts are constructed.
- *Strategic competence*: a repertoire of compensatory strategies that help with a variety of communication difficulties.

Accuracy vs. fluency

As a result of the shift from form focused language classrooms to communicative language classrooms, it is not acceptable to focus on grammatical competence only as was the case before. Lazaraton (2001), however, states that there is a need to balance accuracy and fluency. Fluency is described by Hedge (1993, p. 275) in two ways. The first one is “the ability to link units of speech together with facility and without strain and inappropriate slowness and or undue hesitation”. For the second definition, Hedge used Brumfit’s definition (as cited in Hedge, 1993) which is more

focused on the naturalness of language use by placing emphasis on meaning and negotiation. This emphasis is more suitable for the objectives of most ELT classrooms today. Skehan differentiates (as cited in Nation & Newton, 2008, p. 52) fluency from accuracy by stating that “fluency is typically measured by the speed access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses”.

Types of speaking tasks

Speaking tasks can be categorized as writing tasks. For example, Canale & Swain, and Canale’s framework in Chastain (as cited in Castillo, 2007) provide four categories for speaking activities: performance activities, controlled activities, guided activities, and creative or freer activities.

Performance activities give students the chance to communicate in the language focusing on meaning and intelligibility of the student’s speaking not the accuracy of the performance. Controlled activities such as repetition practice of set sentences focus on accuracy. Castillo (2007, p.79) gives examples for controlled activities such as *find someone who*, *questionnaires*, *information gap*. Guided activities may also focus on form, and include model dialogues to practice the language they have learned. Lastly, creative or freer activities are for fluency practice, and accuracy becomes less important in such activities. Interaction or information gap, role-plays, simulations, discussions and games can be considered as creative or freer activities (Castillo, 2007).

In order to develop learners' speaking skills, teachers should provide language input for preparation (Bahrani & Soltani, 2012). Language input could be content-based and form-based. Language input may come from teacher's talk or listening or reading activities. The main aim of the language input is to help learners to produce language by themselves. Bahrani and Soltani (2012) state that when the language input is content-based the main aim is to give the necessary information to learners. On the other hand, when it is form-based it focuses on vocabulary, pronunciation, grammar, and appropriate things to say in specific situations. While preparing learners to speak teachers should combine content-based input and form-based input. The amount of the input depends on learners' proficiency levels.

Functions of speaking tasks

According to Thornbury (2005), speaking activities generally have two functions: transactional and interpersonal. Similarly, Richards (2008) classifies the speaking activities into three functional categories: talk as transaction, talk as interaction, and talk as performance.

Thornbury (2005) and Richards (2008) state that the main aim of talk as transaction is to deliver information. For example, *buying something in a shop* or *ordering food from a menu in a restaurant* is transactional (Richards, 2008,p.25). Richards (2008,p.26) provides some skills that are needed in a transactional speaking activity: *explaining a need or intention, describing something, asking questions, making suggestions*.

Interpersonal speaking activities or talk as interaction is quite different from talk as a transactional activity. Thornbury (2005) and Richards (2008) define it as conversation whose main purpose is to create a social relationship. Examples for interpersonal speaking activities are *chatting to a school friend over coffee, chatting to an adjacent passenger during a plane flight, or telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience he or she once had* (Richards, 2008, p. 23). According to Richards (2008, p.23), the skills needed for interpersonal speaking activities are *opening and closing conversations, choosing topics, making small talk, interrupting, reacting to others, recounting personal incidents and experiences.*

Richards adds one more category to Thornbury's classification, which is talk as performance. The main purpose of talk as a performance is to deliver information before an audience such as classroom presentations, and speeches (Richards, 2008). The main feature of talk as a performance is that it is more like a monologue than a dialogue following a format. It may start with a speech of welcome and finish with an appropriate closure. For talk as performance, learners should have such skills as *using an appropriate format, maintaining audience engagement, using appropriate vocabulary, using an appropriate opening and closing* (Richards, 2008, p.28).

Pronunciation

Goodwin (2001) proposes a communicative framework for teaching pronunciation that also covers different types of speaking activities. The framework is composed of five stages: description and analysis, listening discrimination, controlled practice, guided practice, and communicative practice.

The first stage, description and analysis, focuses on when and how a feature occurs. In this stage, the teacher can use charts related to consonant, vowel, or tongue and larynx to show the rules of the occurrence. In the second stage, listening discrimination, learners may focus on minimal pair discrimination, or intonation. The third stage, controlled practice, mainly focuses on form. Goodwin (2001) gives some activity examples for controlled practice, such as choral reading, poems, rhymes, dialogues, and dramatic dialogues. Guided practice takes away learners' complete attention on form and brings focus on meaning, grammar, and communication as well as pronunciation. The last stage, communicative practice, keeps a balance between form and meaning. Goodwin (2001) gives examples for communicative practice, such as role-plays, debates, interviews, simulations and drama.

Evaluation

Defining evaluation

According to Rani Rubdy (2003, p.41) "evaluation, like selection, is a matter of judging the fitness of something for a particular purpose". This definition also mentions that the evaluator needs to have particular objectives. Worthen (1990, p. 42) defines evaluation as "the determination of the worth of a thing". The worth of a textbook includes its content, organization, physical appearance, objectives and goals, intended outcomes, exercises, activities and to what extent a book meets the needs of the target population. Likewise Bruce Tuckman (as cited in Ornestein & Hunkins, 1998, p. 322) has defined evaluation as "the means of determining whether the program is meeting its goals: that is, whether ... a given set of instructional inputs match the intended or prescribed outcomes". In both definitions evaluation

investigates a wide range of issues considering to what extent the goals and outcomes are met.

Checklists for textbook evaluation

It is advantageous to use a checklist to evaluate a textbook, and existing checklists could be a starting point. Williams' checklist (1983) presents four basic features to consider: up-to-date methodology of L2 teaching, guidance for non-native speakers of English, needs of learners, and relevance to socio-cultural environment. These features are evaluated using a scale from 0 to 4 in terms of linguistic/pedagogical aspects of language: general, speech, grammar, vocabulary, reading, writing, and technical. The categories focus on communication, context as well students' background.

Breen and Candlin's checklist (1987) has two phases. The first phase focuses on the usefulness of materials by asking some questions about the aims, content, requirements of students and teachers, and functions of the materials. The second phase also focuses on similar issues but it has more specific questions regarding the learner needs and interests, learner approaches to language learning, teaching/learning process in your classroom. The first phase is general understanding of the nature of material and its purposes whereas the second phase is the specific understanding the appropriateness of the material to your learners.

Sheldon (1988) presents a checklist that has two sections: factual details and factors. Factual details include the title, author (s), publisher, ISBN, price, components such as student's book, teacher's book, tests, videos, level, physical size, length, units,

lesson/sections, hours, target skills, target learners and target teachers. The factors contain rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice revision, flexibility, guidance, overall value for money. Each factor has 1 to 6 questions and a 4-point scale. These factors regard the teacher's use such as the questions about guidance, students' use such as questions about stimulus/practice revision and administration use such as questions about sufficiency or physical characteristics (Sheldon, 1988).

Cunningsworth's (1995) checklist includes aims and approaches, design and organization, language content, skills, topic, methodology, teacher's books and practical considerations. Each of these categories has 4 to 7 questions, which focus on the benefits to teachers, students as well as administration.

Byrd's (2001) checklist is divided into four categories: the fit between the textbook and the curriculum, the fit between the textbook and the students, the fit between the textbook and the teachers, and the overall evaluation of the fit of the book for this course in the program. Each category has 4 to 6 sub-categories and a 4-point scale. The categories provide a very general understanding of the aims and the content of textbooks.

Materials evaluation

Tomlinson (2003, p.51) states that materials evaluation is a measuring process of the value of a set of learning materials. An evaluator makes judgments about the effects of the materials on the people using them. Tomlinson (2003, p.51) suggests that two

evaluations cannot be the same because the context differs; therefore, needs, objectives, background, preferred styles of the participants differ.

Hutchinson (1987) defines evaluation as “a matter of judging the fitness of something for a particular purpose”. It is a matching process of material and teachers’ objectives. He explains the rationale for material evaluation as follows (p.37):

Materials are not simply the everyday tools of the language teacher, they are an embodiment of the aims, values and methods of a particular teaching/learning situation. As such the selection of materials probably represents the single most important decision that the language teacher has to make.

To this end, it is suggested that there is a need to follow the sequence below (Hutchinson & Waters, as cited in Hutchinson, 1987, p.41):

1. Define the criteria on which the evaluation will be based
2. Analyze the nature and underlying principles of the particular teaching/learning situation
3. Analyze the nature and underlying principles of the available materials and test the analysis in the classroom
4. Compare the findings of the two analyses

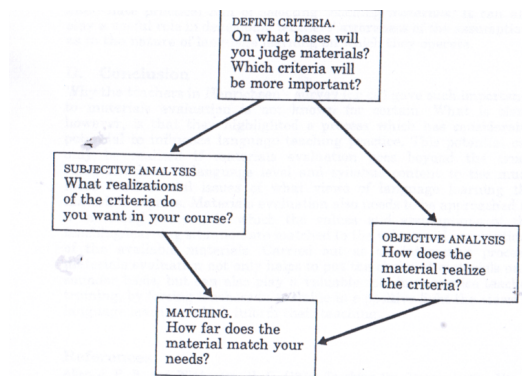


Figure 1. Stages in matching process

Hutchinson (1987) presents three advantages of the matching process in Figure 1 (p.42):

1. It obliges teachers to analyze their own presuppositions about the nature of language and learning.
2. Materials evaluation forces teachers to establish their priorities.
3. Materials evaluation can help teachers to see materials as an integrated part of the whole teaching/ learning situation.

Materials evaluation helps not only the selection of teaching materials, but also raising teacher awareness about the nature of language learning and teaching situation (Hutchinson, 1987).

CHAPTER 3: METHOD

Introduction

The first part of the chapter describes the research design of the study. The second part of the chapter explains the context which includes the description of the textbook as well as Common European framework of reference for languages. Then, it contains the method of data collection and analysis shown step by step. Lastly, a part of the spreadsheet used for the data analysis is displayed in Table 1.

Research design

This research study used content analysis to examine the grade nine *NBSE* textbook, and to map out its language strands and accompanying sub-skills embedded in each unit. “Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorff, 1980, p. 21). According to Krippendorff, it is a tool that provides a representation of facts. Weber (1985, p.9) describes content analysis as “a research methodology that utilizes a set of procedures to make valid inferences from the text”. Weber (1985) emphasizes that these inferences, which can be about the sender(s) of message, the message itself, or the audience of the message, should be based on the theoretical interests of the researcher. Berelson (as cited in Weber, 1985, p. 9) presents the purpose of content analysis stating that “it identifies the intentions and other characteristics of the communicator”.

Weber (1985, p. 12) asserts “the central idea in content analysis is that the many words of the text are classified into much fewer content categories”. The words in the same category are assumed to have a similar meaning. Three sources can be useful to develop the categories: the data, previous studies, and theories (Zhang & Wildemuth, 2009). If there is no theory in the studies, the categories can be developed inductively from the raw data. Weber (1985) lists some advantages of content analysis (p.10):

1. The best content analysis studies utilize both qualitative and quantitative operations on texts. Thus, content analysis methodology combines what are usually thought to be antithetical modes of analysis.
2. Compared with techniques such as interviews, content analysis usually yields unobtrusive measures in which neither the sender nor the receiver of the message is aware that it is being analyzed. Hence, there is a little danger that the act of measurement itself will act as a force for change that confounds the data (Webb et al., 1966 as cited Webb, 1985).

Weber uses the term “text” for all data sources. Krippendorff (1980) gives examples about where this text may come from. He states that "the data of content analysis may come from complex texts such as cartoons, private notes, literature, theatre, television, drama, advertisements, film, political speeches, historical documents, small group interactions, interviews and sound events (p.53).

Krippendorff (1980, p. 109) also states that analysis can be presented using “frequencies, associations, correlations, cross-tabulations, images, portrayals, discriminant analysis, contingencies, contingency analysis, clustering, and contextual classification”.

Krippendorff (1980) introduces a systematic framework for content analysis that has four steps as follows:

Step 1- Data making: The data should be representative of the theory, model, or knowledge. In order to make it representative enough, there are three steps in data making:

- Unitizing: Decision process of what to observe, record and consider as data
- Sampling: Reducing process of large data into a manageable size
- Recording: Coding and categorizing the data in analyzable forms

Step 2 -Data reduction: This can be a part of analysis and done by eliminating statistical algebraic information or an irrelevant question.

Step 3-Inference: It is the connections that the researcher can make between the data and its context.

Step 4-Analysis: It deals with statically significant results or descriptions of results.

Context

This study used the compulsory grade nine textbook, *NBSE*, published by MoNE, which publishes a series of English language teaching textbooks for high schools in Turkey. The grade nine textbook, *NBSE* is used in Anatolian High Schools. In these schools, learners have six hours of English lessons in a week (TTKB, 2010).

The grade nine textbook, *NBSE* has twenty-two units (Altınay et al., 2011). The units are composed of different parts as follows:

- Let's Start
- Reading & Speaking
- Reading & Writing
- Listening & Speaking
- Listening & Writing
- Game Time
- Let's Practise
- Let's Remember
- Pronunciation
- Project Work
- Fun Corner

In this study, the data was obtained from the skills-related parts: *Reading & Speaking, Reading & Writing, Listening & Speaking, and Listening & Writing.*

Common European framework of reference for languages

The reasons why these textbooks were published in 2004 were the changes in the language curriculum in Turkey. These curriculum changes resulted from the publication of the Common European Framework of Reference (CEFR) for Languages in 2001. The Common European Language framework for languages is described as “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (CEF, n.d., p.1). It provides language learners and teachers with the knowledge and skills they need to have for communicating effectively. In addition, it eliminates the boundaries of communication among educational administrators, course designers, teachers, and teacher trainers in different educational settings by creating a common medium for them. In order to fulfill these objectives, the levels of proficiency of any language

were described, and consequently, Common Reference Levels were created. It has therefore become easier to describe the existing systems and to make comparisons between these systems.

Common Reference Levels, or sometimes referred to as The Global Scale, has three main levels: basic, independent and proficient. These main levels are then divided into six sub-levels: basic A1 and basic A2, independent B1 and B2, and proficient C1 and C2. These levels include “can do” statements to describe what learners are able to do. There are two advantages using “can do” statements for learners. Firstly, “can do” statements are always positive which may encourage learners to assess their learning. Secondly, it is easy for even lower learners to identify their skills and needs. Therefore, Common Reference Levels or The Global Scale plays an important role in motivating learners to reflect on their learning.

CEFR had impact also on language education in Turkey. The English language curricula for all grades in Turkey were changed according to what CEFR brought into language teaching and learning (TTKB, 2011). In the grade nine English curriculum (TTKB, 2011), it is stated that the grade nine textbook, *NBSE* refers to levels A1 and A2.

Method of data collection and analysis

The study used content analysis to ascertain language strands and sub-skills embedded in each unit. A spreadsheet program was used to sift, sort and quantify all

skills in each unit. The quantified data were then used to describe and discuss strands in the skills in the grade nine *NBSE*.

Based on Krippendorff's (1980) framework, the researcher followed these steps, stages, and procedures:

Steps	Stages	Procedures
Step 1	Data making	<p>Unitizing: <i>Reading & Speaking, Reading & Writing Listening & Speaking, Listening & Writing</i> skills and sub-skills were considered as data sources</p> <p>Sampling: The data for each unit were collected using a separate spread-sheet to be able to manage them successfully</p> <p>Recording: A single-spread sheet for each unit was used to generate categories and identify the four language skills and sub-skills.</p>
Step 2	Data reduction	Small frequencies and percentages were disregarded in the discussion
Step 3	Inference	Connections between the data were made considering the review of literature
Step 4	Analysis	Results were further described considering the review of literature

Analyzing a unit

For each unit, a single spreadsheet (Table 1) was used, following the steps below:

1. The vertical column of each spreadsheet was arranged in a way to show the four language skills and any relevant sub-skills identified.
2. The spreadsheet was used horizontally to display all steps involved in each task or activity.

3. Intersections were marked with the number 1 when a sub-skill was identified.
The total number of frequencies was calculated spread-sheet by spread-sheet.
4. After all the units were analyzed, another spreadsheet was used to amalgamate all frequencies and calculate percentages.

Table 1
Analyzing a unit

Unit No:1									
Task Number	1	1	1	1	2	2	2	2	
Intergrated Skills	L & S	L & S	L & S	L & S	R & S	R & S	R & S	R & S	
Task letter	a	b	c	d	a	b	c	d	
Stage	W- Listen	Post-listen	W-listen	Post-listen	Pre-read-V	Pre-read-V	Post-read	Post-read	
LANGUAGE USE									
Skills-Reading									
Scan					1	1			
Identify details									
Guess the missing parts of the text/ Anticipate the reading									
Match the word with related words/phrases									
Match the words with the pictures									1
Identify the necessary phrases for the pictures									

The table above is taken from the analysis of *NBSE* Unit 1 Reading skills. The analysis of the other three language skills and related sub-skills were also included in the same spreadsheet. A spreadsheet was allocated for each unit, and each spreadsheet included the analysis of four language skills and related sub-skills.

CHAPTER 4: RESULTS

Introduction

This chapter starts with the representation of the range and number of skills and sub-skills. Secondly, it continues with the depiction of receptive and productive skills. Lastly, it reveals the different text types and scripts in *NBSE*.

Range and number of sub- skills

When the grade nine textbook was analyzed, it was found to include one hundred and nine different sub-skills (Figure 2): 23 reading sub-skills (21%), 10 listening sub-skills (9%), 32 writing sub-skills (29%) and 44 speaking sub-skills (40%).

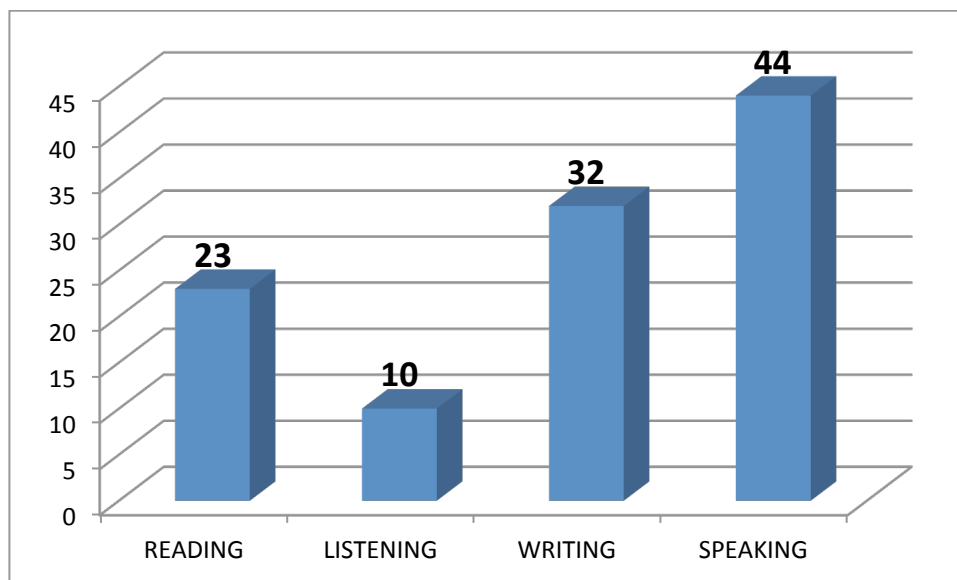


Figure 2. Range of sub-skills in each language skill area in *NBSE*

The grade nine *NBSE* textbook covered seventy-six productive skills and sub-skills (i.e. writing and speaking) and thirty-three receptive (i.e. reading and listening) ones.

However, as some sub-skills were used more than once, it was necessary to calculate the number of times each skill was used, and the total was found to be 594 sub-skills with a slightly different distribution (Figure 3): 217 reading sub-skills (37%), 86 listening sub-skills (14%), 48 writing sub-skills (8%) and 243 speaking sub-skills (41%).

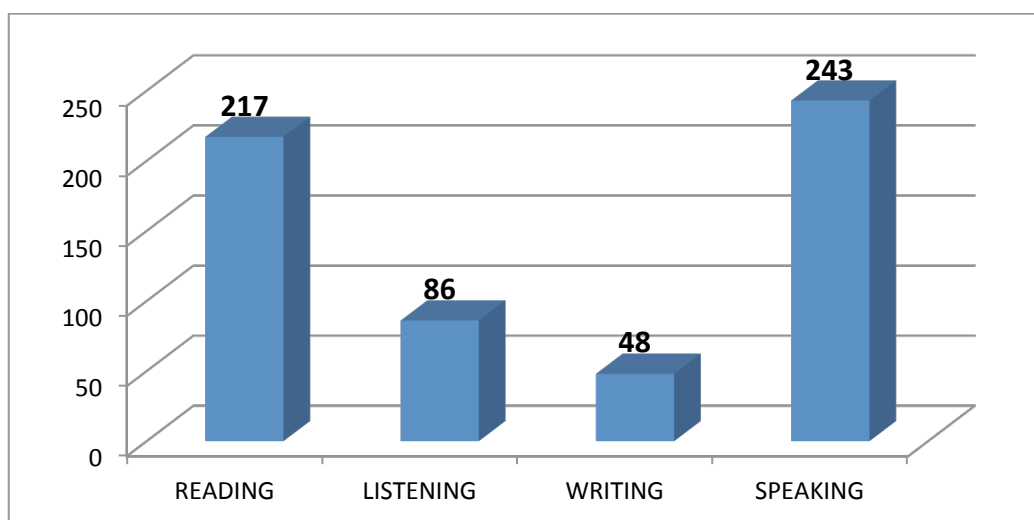


Figure 3. Number of sub-skills in each language skill area in *NBSE*

There are 460 sub-skills in speaking and reading sub-skills together, forming 77% of all sub-skills in the grade nine *NBSE*.

Receptive skills and sub-skills in *NBSE*

Reading

The researcher examined each unit

- to identify the range of reading-sub skills
- to calculate the number of reading-sub skills
- to pinpoint text types

Reading sub-skills embedded in NBSE

Table 2 shows the range and number of reading sub-skills embedded in each unit of the grade nine textbook, *NBSE*, and the relative emphasis each reading sub-skill receives.

Table 2
Reading sub-skills identified in each unit

Process Type	Stages/ Sub-stages	Sub-skills	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%
TD	WHILE	Identify details	2	3	5	2	5	4	3	3	3	1	1	3	3	3	3	2	5	5	6	4	2	2	68	31.34
TD	WHILE	Identify the gist			1						1	1		1		1						1	1		7	3.23
TD	WHILE	Make inferences												2											2	0.92
TD	WHILE	Critiquing the characters												2											2	0.92
TD	VOCAB	Guess the missing parts of the text	2		1																				3	1.38
BD	VOCAB	Match the pictures with related words/phrases	1	1	1		1	2		1	1		2				1			2		1			14	6.45
BD	VOCAB	Match the definitions with words/phrases			1		1							1		1		1	2			1	2	2	12	5.53
BD	VOCAB	Match the words with related words/phrases	2			1				1							1								5	2.30
BD	VOCAB	Match the words with the opposites		1											1										2	0.92
BD	VOCAB	Look up the dict. and find the mean.												1				1					1		2	0.92
BD	VOCAB	Write verb,noun,adjective,adverb forms															1						1		2	0.92
BD	VOCAB	Identify the necessary phrases for the pictures	1																						1	0.46
BD	VOCAB	Circle the synonyms					1																		1	0.46
BD	VOCAB	Find the synonyms						1																	1	0.46
BD	VOCAB	Tick the correct verbs with pictures for a task										1													1	0.46
BD	VOCAB	Match the synonyms													1										1	0.46
BD	VOCAB	Find the synonyms of these words in the text																				1			1	0.46
BD	VOCAB	Group the vocabulary																						1	1	0.46
TD	PRE-VIEW	Scan	4	1	1	2	3		1	2	2	3	3	3	1	1	4		1	2	3	1	2	2	42	19.35
TD	PRE-VIEW	Check your predictions														1		1							2	0.92
TD	PRE-VIEW	Skim			1	3	3	3	3	4	2	3	2	1	2	2	1	1	3	2	3	2	2	2	45	20.74
BD	POST	Comprehend short phrases/sentences											1												1	0.46
BD	POST	Join the half of the sentences																					1		1	0.46
TOTAL			12	6	11	8	13	10	8	11	9	9	9	14	8	9	10	6	11	11	13	12	9	8	217	

TD: top-down, BD: bottom-up

Although there are twenty-two sub-skills in total, only three of them in particular constitute about 72% of the sub-skills covered, namely, scanning, skimming, and identifying details. *Skimming* and *scanning* sub-skills are usually included in text pre-viewing activities, and they together form about 40% of the reading sub-skills.

There are only three sub-skills focusing on high-level text exploitation requiring the ability to analyze, evaluate and synthesize. The first one is *identifying details*, constituting 31%, and the second one is *making inferences*, composing of approximately 1% and the last one is *critiquing the characters*, composing of only

1% of the reading sub-skills covered in *NBSE*. The remaining sub-skills mainly focus on vocabulary building, forming 22% of the reading sub-skills.

About 79% of the sub-skills are top-down strategies: *scan, identify details, guess the missing parts of the text, skim, identify the gist, check your predictions, and make predictions.*

Bottom-up strategies constitute 21% of the sub-skills: *match the words with related words/phrases, match the pictures with related words/phrases, identify the necessary phrases for the pictures, match the words with the opposites, match the definitions with words/phrases, circle the synonyms, find the synonyms, tick the correct verbs with pictures for a task, comprehend short phrases/sentences, look up the dict. and find the meaning, match the synonyms, write verb, noun, adjective, adverb forms, find the synonyms of these words in the text, join the half of the sentences, group the vocabulary.*

Reading text types

There are twenty-one text types, and there is a total of seventy-eight texts included in the grade nine *NBSE* (Table 3). *Dialogue* is the type encountered most frequently, forming about 53% of the texts.

Table 3
Reading text types

Types	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%	
Dialogue	4		3	2	1		3	5	1	3	2	2	1	1	3	1		2	3	2		2	41	52.6	
Informative text														1							1		1	5	6.4
Introducing self/someone/something/ Description something/someone				1		2						1					2						1	5	6.4
Monologue (speech bubbles)						1								1								1	3	3.8	
Short sentences	1	1																					2	2.6	
Letter															1								2	2.6	
News Report								2															2	2.6	
Police report												2											2	2.6	
E-mail	1																						1	1.3	
Words-Short phrases				1																			1	1.3	
Map reading				1																			1	1.3	
Daily routine					1																		1	1.3	
Post cards							1																1	1.3	
Tips								1															1	1.3	
Recipe									1														1	1.3	
Story												1											1	1.3	
Newspaper articles															1								1	1.3	
Someone's past experience																					1		1	1.3	
Diary entry																					1		1	1.3	
Invitation card				1																			1	1.3	
TOTAL	6	1	7	3	2	3	4	6	4	3	2	5	2	3	4	2	3	4	6	3	2	3	78		

Other major types, which constitute about 18% of the texts are *introducing self/someone/something*, and *description of something or someone*.

Listening

The researcher examined each unit

- to identify the range of listening-sub skills
- to calculate the number of listening-sub skills
- to pinpoint scripts types

Listening sub-skills embedded in NBSE

Table 4 shows the distribution of the listening sub-skills covered in grade nine *NBSE*.

The sub-skills in *NBSE* are divided into two categories. The first category is

Listening for Perception and Recognition of Sounds and the second category is

Listening for Comprehension. Nine listening sub-skills are included in these two categories.

The first category is composed of bottom-up skills and the second category is composed of top-down skills. They have been given almost equal consideration in *NBSE*.

Table 4
Listening sub-skills identified in each unit

	Perception and Recognition of Sounds and Words	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%
BU	Listen and check answers (fill in the	2	1	3		1	2						1	1							1	1		13	15.12
BU	Identify the key words or phrases in a text	1			1		2				1			1	1			2	1			1		11	12.79
BU	Listen and repeat	6	1	2																				9	10.47
BU	Identify the whole sentence in a text					1				1							1				1	1		5	5.81
BU	Identify the numbers	1			1																			2	2.33
BU	Compare your answers with your partner		1																					1	1.16
	Listening for Understanding																								
TD	Listen for specific information		2	2	1	1		4	1			3		2	1	1		2	1			1		22	25.58
TD	Listen for details	1	1	1	1		1	1				2	2	1	1	3	1	2	1	2			1	22	25.58
TD	Listen and check answers for comprehension				1																			1	1.16
TD	Listen for gist																							0	0.00
	TOTAL	11	6	9	4	3	5	5	1	1	1	5	3	5	3	4	2	6	3	4	3	1	1	86	

TD: top-down, BD: bottom-up

In the *Listening for Perception and Recognition of Sounds* category the most frequent three skills are *listening and checking answers* (15%), *identifying the key words or phrases in a text* (13%), and *listening and repeating* (11%).

In the *Listening for Comprehension* category, *listening for specific information* (25%) and *listening for details* (25%) are prominent listening sub-skills covered in *NBSE*. Even though *listening and check answers* forms 15% of the sub-skills in the *Listening for Perception and Recognition of Sounds* category, it has not been given much consideration in *Listening for Comprehension* category forming only 1% of all listening sub-skills covered in *NBSE*. The remaining three sub-skills are mainly related to identifying numbers or whole sentences in a text forming 8% of all the listening sub-skills covered in the grade nine *NBSE*.

Listening scripts

There are fifteen different types of scripts, and there is a total of forty-seven scripts included in the grade nine *NBSE* (Table 5). *Dialogue* forms 45%, however, *weather forecast*, only forms 2% of all listening scripts in the grade *NBSE*.

Table 5
Listening scripts

Scripts	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%
Dialogue	1	1	1	1	1	2	2	1	1	1	2		1	1	2	1	1					1	21	44.68
Words-Short phrases	2	1	2																				5	10.64
Numbers	3		1																				4	8.51
Letters	2	1																					3	6.38
Introducing self/someone/something/	1											1											2	4.26
Monologue													1						1			1	2	4.26
Informative text				1																1			2	4.26
Interview					1							1											2	4.26
Letter		1				1																	1	2.13
Address description			1																				1	2.13
Story											1												1	2.13
Predictions													1										1	2.13
Poem																	1						1	2.13
Weather forecast																		1		1			1	2.13
TOTAL	9	4	5	2	2	2	2	1	1	1	2	2	2	2	2	1	2	1	1	1	1	1	47	

When combined, *letters*, *numbers* and *words/short phrases* form about 25% of the listening texts, though they only appear in the first three chapters.

Productive skills and sub-skills in *NBSE*

Writing

The researcher examined each unit

- to identify the range of writing-sub skills
- to calculate the number of writing-sub skills
- to pinpoint task types and outcomes included

Writing sub-skills embedded in NBSE

Table 6 shows that there are thirty-one writing sub-skills covered in *NBSE*. There are three writing sub-skills receiving the same amount of emphasis (8%): *describing an*

event, action, person, an experience, etc. as in the example using prompts, drawing a tree, chart, etc. and writing a similar dialogue.

Table 6
Writing sub-skills identified in each unit

Types	Sub-skills	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM		
Guided	Describe an event, action, person,an experience		1		1					1												1		4	8.33	
Guided	Draw a tree, chart, etc.		1					2														1		4	8.33	
Guided	Write a similar dialogue				1				1				1						1				1	4	8.33	
Guided	Describe an event, action, person,an experience		1										1					1						3	6.25	
Guided	Make sentences as in the examples using prompts				1		1		1										1	1				3	6.25	
Guided	Describe an event, action, person, an event, etc. as					1												1	1					3	6.25	
Guided	Listing as a prep				1									1										2	4.17	
Guided	Write a similar letter as in the example															2								2	4.17	
Guided	Write an e-mail		1																					1	2.08	
Guided	Write an invitation card (there is an example but does not say)			1																				1	2.08	
Guided	Write your daily routine in paragraphs using					1																		1	2.08	
Guided	Write a postcard using prompts and a plan							1																1	2.08	
Free	Write future plans							1																1	2.08	
Guided	Write a recipe using the prompts								1															1	2.08	
Guided	Write a recipe									1														1	2.08	
Guided	Write a menu with a scenorio										1													1	2.08	
Guided	Write your daily diet										1													1	2.08	
Guided	Describe an event, action, person, an											1												1	2.08	
Controlled	Write script for the cartoons in pairs												1											1	2.08	
Guided	Write story according to the pictures												1											1	2.08	
Guided	Write a similar dialogue using prompts												1											1	2.08	
Guided	Write resolution using prompts													1										1	2.08	
Guided	Compare your writing with your partner													1										1	2.08	
Guided	Write an article using prompts																1							1	2.08	
Guided	Write a story																	1						1	2.08	
Guided	Write a dialogue																		1					1	2.08	
Guided	Completing the diary using the prompts																			1				1	2.08	
Guided	Write a letter in paragraphs using a plan																				1			1	2.08	
Guided	Write a summary in paragraphs																					1		1	2.08	
Guided	Make sentences as in the examples																					1		1	2.08	
Free	Write to report back																					1		1	2.08	
	TOTAL	1	3	1	4	1	2	4	2	2	3	1	3	2	3	2	2	2	2	2	2	2	3	1	48	

There are also three other sub-skills that have the same percentage (6.25%):

describing an event, action, person, an experience etc. as in the example, making sentences as in the examples using prompts, describing an event, action, person, an event, etc. using prompts.

Although preparation and process is crucial for developing writing skills, they have not been given much consideration. Preparation for writing tasks which are *drawing a tree, chart, etc.* and *listing as prep* forms only 12% of writing sub-skills covered in *NBSE*. There is no indication of process-based writing in *NBSE*. The researcher analyzed each task to indicate to which extend they are controlled, guided, or free.

About 92% of the writing tasks are providing guidance for students to follow. Only about 4% of them are free: *write future plans* and *write to report back*.

Writing task types and outcomes

There are about twenty different writing task types, and there is a total of forty-eight writing tasks (Table 7). *Descriptive paragraph writing* is the most frequently encountered type of writing task (23%).

Table 7
Writing task types and outcomes

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%		
Descriptive paragraph writing		2		1		1			1		1		1				2	1				1	11	22.92		
Dialogue writing				1			1				1	1						1				1	6	12.50		
Sentence writing				1		1		1												1			4	8.33		
Draw a tree, chart, etc.		1					2														1	1	4	8.33		
Letter writing															2				1				3	6.25		
Listing as a prep				1									1										2	4.17		
Future plan writing							1							1									2	4.17		
Recipe writing									1	1				1									2	4.17		
Story writing according to the pictures											1					1							2	4.17		
E-mail writing	1																						1	2.08		
Invitation card writing			1																				1	2.08		
Daily routine writing					1																		1	2.08		
Postcard writing							1																1	2.08		
Menu writing									1														1	2.08		
Daily diet writing									1														1	2.08		
Script writing in pairs											1												1	2.08		
Resolution writing													1										1	2.08		
Article writing														1									1	2.08		
Diary entry writing																1				1			1	2.08		
Summary writing																					1		1	2.08		
Report back writing																						1	1	2.08		
TOTAL		1	3	1	4	1	2	4	2	2	3	1	3	2	3	2	2	2	2	2	2	2	3	1	48	

Other major types, which constitute about 35% of all writing tasks, are *dialogue writing*, *writing a sentence*, *drawing a chart*, and *writing a letter*.

Speaking

The researcher examined each unit

- to identify the range of speaking sub-skills
- to calculate the number of speaking sub-skills
- to pinpoint task types included

making a similar dialogue and *making a similar dialogue using prompts* form 7% of all speaking sub-skills.

The researcher analyzed each task in the grade nine textbook, *NBSE* to identify the types of the speaking activity: controlled, guided, and free. Guided speaking activities form 93% of all speaking activities in the grade nine *NBSE*. There is very little emphasis on controlled speaking activities (3%) and free speaking activities (4%).

Speaking task types and outcomes

There are thirty-two different speaking task types, and there is a total of two hundred forty-one speaking tasks (Table 9).

Table 9
Speaking task types and outcomes

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%
Speak spontaneously using prior knowledge/experience	1	1	1			4	1	1	3	4	3	1	5	2	4	2	4	3	8	2	4	4	58	24.07
Construct meaning from visual input		1	3	3	3	3	1		2	1	1		3	2	1	1	1	2	1	1	1	2	33	13.69
Express likes and dislikes					2	3	2		2	1	1		4		2		1					1	20	8.30
Ask and answer questions	3	3	1	1	1	1	1	1		1	1			1	1	1	1	1	1				18	7.47
Express personal opinions					3		1	2						1	1		2			2	3		15	6.22
Make a dialogue	2		4			1				1	1			1					2		1		13	5.39
Make sentences	1	1			1			2	1	1					2	1		1			1		12	4.98
Act out	5				1		1	1			1											1	10	4.15
Discuss								1						2			2	1			1	1	8	3.32
Express wishes							1	2					1					2				1	7	2.90
Give examples					1	1		1													3		6	2.49
Express preferences							1	1													2	2	6	2.49
Describe an event, action, person, an experience			1											1		1	2						5	2.07
Express feelings										1		1	1					1	1				5	2.07
Make predictions										2		2									1		5	2.07
Talk about a topic					1	1		1												1			5	2.07
Talk about future plans							1															2	3	1.24
Tell the names of the objects using a picture		1																		1			2	0.83
Make comparison								1					1										2	0.83
Make a dialogue (roles assigned)											1		1										2	0.83
Say the letters	1																						1	0.41
Make an interview					1																		1	0.41
Ask and answer these questions in pairs					1																		1	0.41
Prepare a questionnaire						1																	1	0.41
Ask questions (roles assigned)											1												1	0.41
Give proper answers in these situations																						1	1	0.41
TOTAL	13	7	10	4	15	15	10	14	8	9	9	5	15	14	10	6	12	11	15	11	15	13	241	

Speaking spontaneously using prior knowledge and experience is included in twenty out of twenty-two units, and it is the most frequently encountered type of speaking

task (24%) in the grade nine *NBSE*. The second most frequently used speaking task type is *constructing meaning using visual input* (about 14%).

Other major types, which constitute about 27% of all speaking tasks, are *expressing likes and dislikes, asking and answering questions, expressing personal opinions, and making a dialogue*. The least frequently encountered task types include *interviewing, preparing a questionnaire and asking questions*.

Pronunciation

Pronunciation skills and pronunciation activities are included in almost every unit except Unit 5, Unit 7, Unit 8, Unit 9 and Unit 19. Table 10 shows that there are ten sub-skills which intend to develop pronunciation related sub-skills in the grade nine *NBSE* textbook.

Table 10
Pronunciation

Pronunciation	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	
Listening and repeating	1	3	1	1		1				2	1	1	1	1	1	1		3		1	1	2	22	37,29
Noticing the difference between sounds		3	1	1		3				2		1		1	1			1		2			16	27,12
Listening and ticking the sounds you hear		2				2				2										1			7	11,86
Listening and noticing/mark/find/underline the stress																	4					1	5	8,47
Noticing syllabus number																						3	3	5,08
Labelling the sound you hear with letters			1								1												2	3,39
Noticing the stress	1																						1	1,69
Listening and completing the table with the verbs												1											1	1,69
Listening and ticking the sentence you hear the specific sound													1										1	1,69
Noticing the intonation																		1					1	1,69
TOTAL	2	8	3	2	0	6	0	0	0	6	2	3	1	3	2	1	4	5	0	4	2	5	59	

Two sub-skills which are encountered most frequently are *listening and repeating* (37%) and *noticing the difference between sounds* (27%). The least frequently encountered pronunciation sub-skills are *noticing the stress, listening and*

completing the table with the verbs given, listening and ticking the sound you hear, and noticing the intonation.

When the sub-skills related to pronunciation are included in all speaking related sub-skills, the number of controlled sub-skills increases (Table 11).

Table 11
Speaking sub-skills including pronunciation

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U21	U22	SUM	%
Controlled	4	9	3	2	2	6	0	0	0	6	2	3	1	3	2	1	4	5	0	5	2	6	66	21.78
Guided	9	5	10	4	12	15	10	14	9	10	9	6	15	13	10	6	10	10	14	9	14	11	225	74.26
Free	1	0	0	0	1	0	0	1	0	0	0	0	0	2	0	0	2	1	1	1	1	1	12	3.96
TOTAL	14	14	13	6	15	21	10	15	9	16	11	9	16	18	12	7	16	16	15	15	17	18	303	

Table 11 shows that about 22% of all the skills are controlled, 74% guided, and only 4% free.

CHAPTER 5: DISCUSSION

Introduction

This chapter consists of the following sections: overview of the study, the discussion of findings, implications for practice, implications for research and limitations.

Overview of the study

The main purpose of this study was to map out the language strands, and sub-skills that are embedded in the grade nine textbook, *New Bridge to Success Elementary (NBSE)*. To this end, firstly, the researcher analyzed the range, and number, of receptive and productive skills and sub-skills in each unit of *NBSE*. Then, she examined each teaching unit, and mapped out its receptive and productive language skills and sub-skills.

This research study focused on the following main question and sub- questions:

What languages strands and accompanying sub-skills are embedded in the grade nine textbook, *New Bridge to Success* for Anatolian High Schools?

- i. What is the range, and number, of receptive and productive sub-skills rooted in each unit?
- ii. What receptive sub-skills are embedded in each unit?
- iii. What productive sub-skills are embedded in each unit?

Discussion of the major findings

This section discusses the major findings of the study in five areas: skills-based syllabus of *NBSE*, range and number of skills, receptive productive strands, skills and sub-skills, and reflection on methodology.

Skills-based syllabus

Syllabus types may vary depending on what publishers would like to focus on. The content pages of the grade nine *NBSE* has explicitly presented the following: topical, functional, structural and lexical syllabuses. However, when the units of the textbook are analyzed, one may easily spot that there is more than what is stated. The textbook includes a skill-based syllabus but there is no clear reference to the skills and sub-skills each unit covers. It is essential that some guidelines as to the skills focus of each unit be available to teachers, students and parents to make connections between the curriculum and the textbook.

Brown (1995) describes a skills-based syllabus as a way of showing the language and academic skills that students need to master. This study mapped out the skills-based syllabus rooted in the grade nine *NBSE*. Brown (1995) and Celce-Murcia (2001) state that no matter which approach is being used a syllabus has to be created since it provides teachers and learners with a course of action. A syllabus is beneficial for teaching and learning since it gives not only the content but also the order of teaching this content. Besides these, having a syllabus creates a consistency within the same teaching context. For example, if an educational institute uses a syllabus, no matter what material is being used, learners can fulfill the same objectives as other learners who study in the same institute. Hence, syllabuses should

be considered as the foundation of any teaching and learning context. In the light of this, this study provides teachers, learners, and parents with the skills-based syllabus of the grade nine *NBSE* so that they can all support learners' process following the same objectives, skills and content.

Range and number of skills

The researcher has sought to make explicit the sub-skills rooted in the grade nine *NBSE* textbook, bringing to the fore what the textbook offers: an integrated syllabus focusing on the four language skills - reading, writing, listening and speaking.

Oxford (2001) states that focusing on skills discretely restricts communicative language learning; therefore, integration of skills is vital in a language classroom for effective and meaningful communication. The range and number of skills show that there is a considerable attempt to integrate these four language skills in the grade nine textbook, *NBSE* in order to create communicative language classrooms.

The researcher delineated the sub-skills the grade nine *NBSE*, textbook focused on. The researcher also found that the textbook included a wider variety of productive skills and sub-skills (i.e. writing and speaking) than receptive (i.e. reading and listening) ones. However, when the number of times each sub-skill appeared was taken into consideration the results revealed that the emphasis on reading skills is more, and the emphasis on writing skills is less. Evidently, the grade nine textbook puts more weight on reading and speaking sub-skills than listening and writing ones. Oxford (2001) states that adopting an integrated approach to teaching English is likely to increase students' ability to communicate effectively. If less importance is given to any of the four language skills, students may find it hard to communicate in

English naturally. Therefore, it is essential that the four skills should be balanced in skills-based textbooks.

Receptive skills

Reading sub-skills

It is important to note that

- the majority of the sub-skills falls into top-down strategies
- the range of top-down strategies is limited
- there is some effort to have students pre-view texts before close reading
- text comprehension is mainly limited to the sub-skill of identifying details
- there is some effort to build vocabulary using texts
- there is little emphasis on critical reading
- there is no emphasis on analyzing or identifying the formal discourse structure of a text.

The results of reading sub-skills show that the grade nine *NBSE* meets some of the requirements of the complex nature of the reading process described by Grabe (as cited in Ediger, 2001). While describing the complex process of reading, Grabe includes the importance of mental preparation and thinking critically about what the text says. In the grade nine *NBSE* every reading passage prepares students mentally for the text. This is done by either asking questions about their experiences or showing them a picture to exchange ideas. The results also show that thinking critically about the text is given enough emphasis: *identifying details* (31%), *making inferences* (1%), and *critiquing the characters* (1%). However, the range of the skills related to thinking critically about the text is not sufficient because one of the three skills consists of 31% (*identifying details*) of the total percentage (33%). This result shows that learners can develop only one type of critical thinking skills when they

read a text in the grade nine *NBSE* which is clearly not enough for the improvement of learners' reading in English.

Grabe and Stoller (2002) state that three models have been created to understand the reading process in a more specific way: bottom-up, top-down and interactive models. The bottom-up model focuses on sentence level structures, whereas the top-down model focuses on using intelligence and experience to understand the text. The combination of these two models creates the interactive model. Alderson (2000) suggests that the reading process should focus on the interactive model to understand the intended meaning. The results about reading sub-skills in the grade nine *NBSE* reveal that the interactive model is used throughout the textbook. Top-down skills form 79% of the sub-skills, whereas bottom-up skills form 21% of the reading sub-skills.

In addition to these reading sub-skills, skills that require synthesis and evaluation could have been added to the grade nine *NBSE*. Grabe (as cited in Ediger, 2001, p.154) describes synthesis and evaluation skills as “the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose”. *Critiquing the characters* (1%) is included in the textbook and this skill is similar to *thinking critically about the text* from Grabe's list (as cited in Ediger, 2001). However, *comparing information from multiple sources* and *deciding what information is relevant or useful for one's purpose* are not included in the grade nine *NBSE*.

Besides Grabe's lists, Brown (2001,p.397) provides two separate lists for bottom-up top-down reading skills. The bottom-up skills that are on Brown's list are mostly

included in the grade nine *NBSE*, however; Brown offers some different top-down skills that could have been included in the textbook such as *identifying cultural references and interpreting them in their own cultural context* or *guessing the meaning of words from the context*. In addition to Grabe and Brown's lists, Munby provides some reading sub-skills that are not covered in the grade nine *NBSE* (as cited in Alderson, 2000,p.10):

- *interpreting text by going outside of it*
- *recognising indicators in discourse*
- *using basic reference skills*
- *transcoding information to diagrammatic display*

Such skills mostly aim at the development of critical thinking skills since they require more than finding the main idea or details in a text. Munby's list shows that recognizing indicators in a discourse is important for learners to become fluent readers. Therefore, textbooks should provide different types of texts so that students can recognize different indicators of these texts. In the grade nine *NBSE*, the range of reading texts is quite varied, yet *dialogue* (53%) has an unequal percentage compared to the other reading text types. Dialogue has a narrative structure because there are some characters and they usually have a sort of problem that they solve at the end of the dialogue. Learners have been exposed to these text types since their kindergarden education (Akyol, as cited in Yıldırım, Yıldız, Ateş, Rasinski, 2010). Therefore, dialogue has an overrated value in the grade nine *NBSE* and other text types are not given sufficient emphasis in the textbook. Other major text types embedded in the grade nine *NBSE* are *introducing self/someone/something, and description of something/someone* (22%). These two text types are very similar

since they have common elements such as adjectives for characteristics and physical appearance or the organization of the texts. They share similar organization patterns to place the information into the text such as the place of the main idea or the details. However, Munby's list suggests that learners should become familiar with different discourse indicators. The grade nine *NBSE* could have included such text types as interviews, stories, articles, reports and reviews.

Reading strand

Given the structure of the textbook with its reading sub-skills and text-types, the researcher developed a reading strand to describe the current state of the textbook (Table 12).

Table 12
Reading strand

UNIT NO	Reading strand	Text types
1	<ul style="list-style-type: none"> • Scan • Identify details • Guess the missing parts of the text • Match the words with related words/parts • Match the pictures with related words/phrases • Identify the necessary phrases for the pictures 	<ul style="list-style-type: none"> • Dialogue • Short sentences • E-mail
2	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/ pictures • Match the words with the opposites 	<ul style="list-style-type: none"> • Short sentences
3	<ul style="list-style-type: none"> • Scan • Identify details • Guess the missing parts of the text • Match the pictures with related words/ pictures • Skim • Match the definitions with words/phrases • Identify the gist 	<ul style="list-style-type: none"> • Dialogue • Monologue (speech bubbles) • Words-Short phrases • Map reading • Invitation card
4	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with related words/phrases • Skim 	<ul style="list-style-type: none"> • Dialogue • Description of something/someone

Table 12 (cont'd)

Reading strand

5	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Dialogue • Daily routine
6	<ul style="list-style-type: none"> • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Introducing self/someone/something • Description someone/something
7	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Find the synonyms 	<ul style="list-style-type: none"> • Dialogue • Post cards
8	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with related words/phrases • Match the pictures with related words/phrases • Skim 	<ul style="list-style-type: none"> • Dialogue • Tips
9	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Identify the gist 	<ul style="list-style-type: none"> • Dialogue • News report • Recipe
10	<ul style="list-style-type: none"> • Scan • Identify the details • Skim • Identify the gist • Tick the correct verb 	<ul style="list-style-type: none"> • Dialogue
11	<ul style="list-style-type: none"> • Scan • Identify the details • Match the pictures with related words/phrases • Skim • Comprehend the short phrases/sentences 	<ul style="list-style-type: none"> • Dialogue
12	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with words/phrases • Identify the gist • Look up into a dictionary and find the meanings of the words • Group the vocabulary 	<ul style="list-style-type: none"> • Dialogue • Police report • Story
13	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with the opposites • Skim • Match the synonyms 	<ul style="list-style-type: none"> • Dialogue • Introducing someone/ something
14	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with the words/phrases • Identify the gist • Check your predictions 	<ul style="list-style-type: none"> • Dialogue • Informative text • Monologue
15	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with related words/phrases • Match the pictures with related words/phrases • Skim 	<ul style="list-style-type: none"> • Dialogue • Letter

Table 12 (cont'd)

Reading strand

16	<ul style="list-style-type: none"> • Identify details • Skim • Match the words with related words/phrases • Check your predictions • Write verb, noun, adjective, adverb forms 	<ul style="list-style-type: none"> • Dialogue • Newspaper articles
17	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Introducing self/someone/something • Description something/someone
18	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim 	<ul style="list-style-type: none"> • Dialogue • Informative text
19	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Find the synonyms of these words in the text 	<ul style="list-style-type: none"> • Dialogue • Letter • Someone's past experiences • Diary entry
20	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with the words/ phrases • Identify the gist • Look up into a dictionary and find the meanings of the words • Write verb, noun, adjective, adverb forms 	<ul style="list-style-type: none"> • Dialogue • Informative text
21	<ul style="list-style-type: none"> • Scan • Skim • Match the definitions with the words/ phrases • Identify the gist • Join half of the sentences • Group the vocabulary 	<ul style="list-style-type: none"> • Description something/someone • Monologue (speech bubbles)
22	<ul style="list-style-type: none"> • Scan • Identify details • Skim 	<ul style="list-style-type: none"> • Dialogue • Informative text

The reading strand in Table 12 above is included in Appendix A.

Listening sub-skills

The results show that the grade nine textbook, *NBSE* gives almost equal importance to bottom-up (48%) and top-down listening sub-skills (52%). Considering the recent transition from bottom up skills to top down skills, it is notable that bottom-up listening sub-skills are given more emphasis in the first six units of the textbook; however, top down listening sub-skills have relatively more even distribution throughout the textbook. This shows that the grade nine *NBSE* has a balanced

approach to developing listening sub-skills using bottom-up and top-down skills almost equally.

According to Richards' list (2008) of listening bottom-up and top-down skills, there are more listening sub-skills that could have been added to the grade nine *NBSE*.

Richards lists bottom-up skills that are not covered in the textbook as follows (p.6):

- *identify the key referents of pronouns in an utterance*
- *recognize the time reference of utterance*
- *distinguish between positive and negative statements*

Richards (2008) also provides a list for top-down listening sub-skills. According to this list, the grade nine *NBSE* could also have included listening sub-skills as follows (p.9):

- *use key words to construct the schema of a discourse*
- *infer the setting for a text*
- *infer the role of participants and their goals*
- *infer causes and effects*
- *infer unstated details of a situation*
- *anticipate questions related to the topic or situation*

This study divides the listening skills in the grade nine *NBSE* into two groups: a) perception and recognition of sounds and words b) listening for understanding. As a framework, Morley's (2001) four listening models can be used: a) listening and repeating b) listening and answering comprehension questions c) task listening d)

interactive listening. Regarding these models the grade nine *NBSE* implements only the first two. The first model corresponds to the perception and recognition of sounds and words group because it entails hearing and imitating. The second model corresponds to the second group in the grade nine *NBSE*, listening for understanding since it requires one way listening and answering questions. Morley's third and fourth listening models are not implemented in the grade nine *NBSE*. However, the third and fourth models are the ones that develop higher order thinking skills and communication skills. In the third model, task listening, learners use information for functional purposes such as listening to a map description and labeling a certain building. In this model learners process the information that they receive. In the fourth model, interactive listening, learners develop their higher order thinking skills since they can easily interrupt the listening and ask questions or share opinions. Therefore, this model creates two-way communication. Hence, the grade nine *NBSE* could have included listening activities that focus more on processing and discussing the information taken from listening scripts.

There is a wide variety of listening scripts in the grade nine *NBSE*. There are fifteen different types of listening scripts. Similar to the reading text types in the grade nine *NBSE*, *dialogue* has the biggest percentage (45%) in listening text types in the textbook. Since reading and listening have similar processes, the suggested text types for reading can also be used for listening. Therefore, listening text types in the grade *NBSE* can include more *interviews, stories, articles, reports* and *reviews* so that learners can get familiar with different structures and indicators of these structures.

Listening strand

Given the structure of the textbook with its listening sub-skills and listening scripts, the researcher developed a listening strand to describe the current state of the textbook (Table 13).

Table 13
Listening strand

UNIT NO	Listening strand	Scripts
1	<ul style="list-style-type: none"> • Identify the numbers • Identify the key words or phrases in a text • Listen and repeat • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Words-Short phrases • Numbers • Letters • Introducing self/someone/something
2	<ul style="list-style-type: none"> • Listen and repeat • Listen and check answers • Compare answers with your partners • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Words-Short phrases • Letters • Letter
3	<ul style="list-style-type: none"> • Listen and repeat • Listen and check answers • Listen for specific information • Listen for details • Listen and check your answers for comprehension 	<ul style="list-style-type: none"> • Dialogue • Words-Short phrases • Numbers • Address description
4	<ul style="list-style-type: none"> • Identify numbers • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Informative text
5	<ul style="list-style-type: none"> • Listen and check answers • Identify the whole sentence in a text 	<ul style="list-style-type: none"> • Dialogue • Interview
6	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Dialogue
7	<ul style="list-style-type: none"> • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue
8	<ul style="list-style-type: none"> • Listen for specific information 	<ul style="list-style-type: none"> • Dialogue
9	<ul style="list-style-type: none"> • Identify the whole sentence in a text 	<ul style="list-style-type: none"> • Dialogue
10	<ul style="list-style-type: none"> • Identify the key words or phrases in a text 	<ul style="list-style-type: none"> • Dialogue
11	<ul style="list-style-type: none"> • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue
12	<ul style="list-style-type: none"> • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Interview • Story
13	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen and check answers • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Introducing self/ someone/something
14	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Predictions

Table 13 (cont'd)

Listening strand

15	<ul style="list-style-type: none"> • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue
16	<ul style="list-style-type: none"> • Identify the whole sentence in a text • Listen for details 	<ul style="list-style-type: none"> • Dialogue
17	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Dialogue • Poem
18	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Weather forecast
19	<ul style="list-style-type: none"> • Listen and check answers • Identify the whole sentence in a text • Listen for details 	<ul style="list-style-type: none"> • Monologue
20	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information 	<ul style="list-style-type: none"> • Informative text
21	<ul style="list-style-type: none"> • Listen and check answers 	<ul style="list-style-type: none"> • Monologue
22	<ul style="list-style-type: none"> • Listen for details 	<ul style="list-style-type: none"> • Dialogue

The listening strand in Table 13 above is included in Appendix A.

Productive skills

Writing sub-skills

Just like the shift from bottom up skills to top down skills in reading and listening, there has been a shift in writing skills from product approach to process approach (Brown, 2001). The results reveal that there is almost no evidence of process writing in the grade nine *NBSE*. As a consequence, preparation, *drawing tree, chart, etc., or listing as a preparation*, for writing tasks which is a requirement for process writing has little recognition in all writing skills (12%). In order to increase the use of preparation, teachers can introduce students to different types of starting techniques (Kroll, 2001). Teachers using the grade nine *NBSE* should have learners use these techniques before each writing task and then let learners choose the best technique

for themselves. This helps the teacher to reduce learners' writing anxiety and to save time for the improvement of writing (Kroll, 2001).

The other approach to writing is the product-based approach that has four stages to writing: familiarization, controlled, guided, and free writing. Writing tasks should start with familiarization tasks and move slowly to free writing tasks. The results reveal that the grade nine *NBSE* has primarily guided writing tasks that offer models for students to imitate (92%). Since guided writing tasks give students a model to follow, overuse of it may limit students' development in writing. Therefore, there should be a reasonable balance between these four stages.

Writing has some prerequisites listed by Olshtain (2001). These prerequisites are task description, content description, audience description, format cues, linguistic cues, and spelling and pronunciation cues. The writing tasks covered in the grade nine *NBSE* mainly provide a model for students as a guide (92%). The models in *NBSE* give learners content description, format cues, linguistics cues and spelling and punctuation cues. However, it does not give learners a task description (purpose and importance of the task) and an audience description (understanding of the intended audience and their expectations). These two descriptions are vital for learners' writing because learners may have some questions about the task before they plan their writing. Task description answers the questions about the purpose and importance of the task and audience description answers the questions about the audience's background and expectations. Therefore, teachers using the grade nine *NBSE* may need to add some descriptions to the writing tasks covered in the textbook in order to answer learners' questions.

The writing types and outcomes are varied, however, *descriptive paragraph writing* has the largest percentage (23%). *Descriptive paragraph writing* is a starting point for most of the writing classes since it requires some basic grammar structures and vocabulary items. Therefore, it is reasonable that descriptive paragraph writing has almost one quarter of the percentage in all writing types and outcomes in an elementary textbook. *Dialogue writing* is also given emphasis in the grade nine *NBSE* (13%). This is also reasonable since most of the reading and listening texts are dialogues. Therefore, it is easier for learners to write a dialogue.

Based on the results concerning the writing tasks covered in the grade nine *NBSE*, the textbook should pay more attention to process writing skills such as prewriting, drafting, rewriting. Besides these skills, writing tasks should encourage feedback from both teachers and peers. Also, they should have a clearer description about the purpose, importance and audience of the writing so that learners can deal with the writing tasks successfully.

Writing strand

Given the structure of the textbook with its writing sub-skills and types of writing, the researcher developed a writing strand to describe the current form of the textbook (Table 14).

Table 14
Writing strand

UNIT NO	Writing strand
1	<ul style="list-style-type: none">• Write an email
2	<ul style="list-style-type: none">• Describe an event, action, person, experience as in the example using prompts• Describe an event, action, person, experience• Draw a tree, chart, etc.
3	<ul style="list-style-type: none">• Write an invitation card• Describe an event, action, person, experience as in the example using prompts• Make sentences as in the examples using prompts• Write a similar dialogue• List as a preparation
4	<ul style="list-style-type: none">• Describe an event, action, person, experience as in the example using prompts• Make sentences as in the examples using prompts• Write a dialogue• List as a preparation
5	<ul style="list-style-type: none">• Write your daily routine using cohesive devices
6	<ul style="list-style-type: none">• Make sentences as in the examples using prompts• Describe an event, action, person, experience as in the example
7	<ul style="list-style-type: none">• Draw a tree, chart, etc.• Write a postcard using the prompts and plan• Write future plan
8	<ul style="list-style-type: none">• Make sentences as in the examples using prompts• Write a similar dialogue
9	<ul style="list-style-type: none">• Describe an event, action, person, experience as in the example using prompts• Write a recipe using prompts
10	<ul style="list-style-type: none">• Write a recipe• Write a menu with a scenario• Write your daily diet
11	<ul style="list-style-type: none">• Describe an event, action, person, experience using prompts
12	<ul style="list-style-type: none">• Write a script for the cartoons in pairs• Write a story according to the pictures• Write a similar dialogue using prompts
13	<ul style="list-style-type: none">• Describe an event, action, person, experience• Write a similar dialogue
14	<ul style="list-style-type: none">• List as a preparation• Write resolutions using prompts• Compare your writing with your partner
15	<ul style="list-style-type: none">• Write a similar letter as in the example

Table 14 (cont'd)

Writing strand

16	<ul style="list-style-type: none"> • Write an article using prompts • Write a story using prompts
17	<ul style="list-style-type: none"> • Describe an event, action, person, experience • Describe an event, action, person, and experience as in the example
18	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example • Write a dialogue
19	<ul style="list-style-type: none"> • Complete a diary using the prompts • Write a letter in paragraphs using a plan
20	<ul style="list-style-type: none"> • Write a summary in paragraphs • Make sentences as in the examples
21	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example using prompts • Draw a tree, chart, etc. • Write to report back
22	<ul style="list-style-type: none"> • Write a similar dialogue

The writing strand in Table 14 is included in Appendix A.

Speaking sub-skills

With the introduction of the concept of communicative competence, fluency has become as important as accuracy (Lazaraton, 2001). It is crucial for teachers to decide whether their focus is on fluency or accuracy. In order to understand the focus of speaking tasks, teachers should be familiar with the types of the tasks: controlled, guided, free. In order to categorize the speaking types, Celce-Murcia, Brinton and Goodwin (as cited in Goodwin, 2001) provides a framework. According to this framework, guided tasks in which learners have prompts and free speaking tasks in which these prompts are minimized focus more on fluency rather than accuracy. In this sense, the percentages of speaking sub-skills including pronunciation skills (controlled 22%, guided 74%, free 4 %) show that the grade nine *NBSE* puts more emphasis on fluency through guided and free activities than accuracy. While this may be interpreted as a positive indication, more sub-skills could be added to

encourage free or communicative practice. Overuse of guided speaking may make students depend on prompts too much, which may limit students' spontaneous speaking habits.

This study concludes that *speaking using background knowledge or experience* is the most frequently used sub-skill (24%). The second most frequent speaking skills is *constructing meaning from the visual input* (12%). These two speaking sub-skills are largely used with the purpose of mentally preparing students before the tasks. As Bahrani and Soltani (2012) state, this preparation may come in different activities such as teacher's talk, listening activities, or reading texts. Depending on the types of speaking preparation activities it may not be easy to motivate learners, as they may get bored with the same preparation activities. Instead of using these two skills extensively, the grade nine *NBSE* could have used other preparation activities listed by Bahrani and Soltani (2012). Teachers can bring materials such as newspaper articles, short listening tracks, or they can use their own experiences to prepare learners in different ways.

As for free sub-skills (4%), the researcher does not think that they are communicative enough as most instructions, if not all, do not include a clear purpose, context and audience. They are usually in the form of "discuss in class" or "talk about it". They do not give sufficient guidance for learners. Lazaraton (2001, p. 106) emphasizes that telling students "*get into groups and discuss the topic*" does not provide enough guidance. These types of activities should explain to learners what and why they will discuss about the topic and what they are expected to do at the end of the activity.

In the grade nine *NBSE*, the most frequent speaking skill is *speaking spontaneously using prior knowledge and experience*. According to Thornbury (2005) and Richard's (2008) classification of speaking functions, *speaking spontaneously using prior knowledge and experience* is included in interpersonal-talk as interaction function group since this skill serves a social function. The second most frequent skill is *constructing meaning using visual input* (about 14%) in the grade *NBSE*. The main aim of this skill is to get the information about the visual; therefore, it should be included in transactional-talk as a transactional function group. The skills required in talk as performance such as *using an appropriate format, using appropriate vocabulary or using an appropriate opening and closure* are not included in the grade nine *NBSE*. Therefore, the grade nine *NBSE* could have included more speaking skills from talk as performance group such as debates and presentations. Richard (2008) provides some skills involved in talk as performance group (p.27):

- *making a sales presentation*
- *giving a class report about a school trip*
- *conducting a class debate, giving a speech of welcome*

Lazaraton (2001) lists the major speaking activities such as discussions, speeches, role-plays, conversations, audiotaped oral dialogue journals, and other accuracy-based activities. In the grade nine *NBSE*, discussions have a small percentage (3%). Moreover, these discussion activities do not provide sufficient guidance since the instructions are quite short such as "discuss in class" or "talk about it". Major speaking task types and outcomes do not include the activities in Lazaraton's list. In the grade nine *NBSE* the speaking task types and outcomes are mostly directed by teachers' questions such as *speaking spontaneously using prior knowledge and*

experience (24%) and *constructing meaning using visual input* (about 14%). These skills enable learners to give answers but they do not enable learners to ask questions. The least frequently encountered task types in the textbook, *interviewing* and *preparing a questionnaire*, enable learners to develop skills related to asking questions. Therefore; the grade nine *NBSE* could have included speaking task types and outcomes that would allow more learners' participation such as well-staged discussions, speeches and role-plays.

As for pronunciation, the most frequent pronunciation skill in the grade nine *NBSE* is *listening and repeating* (37%). According to the framework of teaching pronunciation presented by Celce-Murcia, Brinton and Goodwin (as cited in Goodwin, 2001) listening and repeating is a form of controlled practice since it involves a kind of choral reading. If students can focus on the target feature, choral readings can help them (Goodwin, 2001). The other major pronunciation skill is noticing the difference, which is a listening discrimination activity. In this group learners listen and mark the elements they hear. Goodwin (2001) states that in this type of pronunciation activity learners should have a clear idea what to listen for and to focus on only one or two features at the same time. In the grade nine *NBSE*, the pronunciation activities usually have only one focus which makes concentration easier for learners.

Speaking strand

Given the structure of the textbook with its speaking sub-skills, the researcher developed a speaking strand to describe the current state of the textbook (Table 15).

Table 15
Speaking strand

UNIT NO	Speaking strand	Pronunciation strand
1	<ul style="list-style-type: none"> • Say the letters • Make a similar dialogue • Make a similar dialogue using prompts • Read aloud the text • Speak spontaneously using prior knowledge • Ask and answer questions as in the example using prompts • Make sentences as in the examples using prompt 	<ul style="list-style-type: none"> • Notice the stress • Listen and repeat
2	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Make sentences as in the examples using prompts • Talk about it using a tree, chart • Tell the names of the objects using a picture 	<ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds
3	<ul style="list-style-type: none"> • Make a similar dialogue • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the example using prompts • Construct meaning from the visual input • Describe an event, action, person, experience, etc. 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds
4	<ul style="list-style-type: none"> • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds
5	<ul style="list-style-type: none"> • Make a similar dialogue • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express personal opinions • Ask and answer the questions in pairs • Talk about the pictures • Construct meaning from the chart • Give example • Express likes and dislikes • Talk about a topic 	
6	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meanings from the visual input • Give example • Express likes and dislikes • Report back • Ask and answer questions as in the example 	<ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds

Table 15
Speaking strand (cont'd)

7	<ul style="list-style-type: none"> • Make a similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input • Express personal opinions • Express likes and dislikes • Express preferences using pictures as prompts • Talk about future plans • Express wishes 	
8	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Make sentences as in the examples using prompts • Talk about it using a tree, chart, etc. • Express personal opinions • Give example • Report back • Express preferences using pictures as prompts • Ask answer questions using prompts • Express wishes • Make sentences as in the examples • Make comparisons using a picture • Discuss with a partner 	
9	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes 	
10	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes • Make a dialogue (roles assigned) 	<ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds
11	<ul style="list-style-type: none"> • Make a similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes • Express feelings 	<ul style="list-style-type: none"> • Listen and repeat • Label the sound you hear with letters
12	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Make a dialogue (roles assigned) • Ask questions (roles assigned) • Make predictions 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds • Listen and complete the table with the verbs given
13	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Express likes and dislikes • Express wishes • Make comparison • Express feelings (roles assigned) 	<ul style="list-style-type: none"> • Listen and repeat

Table 15 (cont'd)
Speaking strand

14	<ul style="list-style-type: none"> • Make similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input • Describe an event, action, person, experience, etc. • Express personal opinions • Discuss with a partner • Make a dialogue (roles assigned) • Express feelings • Make predictions • Discuss in class 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds • Listen and tick the sentence you hear the specific sound
15	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express personal opinions • Express likes and dislikes 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds
16	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input 	<ul style="list-style-type: none"> • Listen and repeat
17	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Describe an event, action, person, experience, etc. • Express personal opinions • Express likes and dislikes 	<ul style="list-style-type: none"> • Listen and notice/mark/find/underline the stress
18	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Talk about the pictures • Express wishes • Express feelings • Discuss in class 	<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds • Notice the intonation
19	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Talk about the pictures • Express likes and dislikes • Talk about a topic 	
20	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Tell the names of the objects using the pictures • Construct meaning from the visual input • Express personal opinion • Give example • Discuss in class • Make sentences using prompts 	<ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds
21	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Express personal opinion • Express likes and dislikes • Express preferences • Express wishes • Make predictions • Discuss • Make a dialogue using prompts • Describe pictures 	<ul style="list-style-type: none"> • Listen and repeat • Listen and notice/mark/find/underline the stress

Table 15 (cont'd)
Speaking strand

22	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Talk about a topic • Express preferences using pictures as prompts • Express preferences • Give proper answers in these situations • Talk about future plans with a scenario 	<ul style="list-style-type: none"> • Listen and repeat • Notice the intonation
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The strands in Table 15 are included in Appendix A.

The researcher combined all strands together with all sub-skills identified, and presented them in Appendix A (p.95) to guide teachers, students, and parents.

Implications for practice

The results indicate that the distribution of the four language skills must be more balanced in the grade nine *NBSE* in order to create a well-integrated language classroom. There is a big difference between the percentages of reading and speaking sub-skills and the percentages of listening and writing sub-skills in this textbook. Listening and writing sub-skills must be given more emphasis since they are as important as reading and speaking sub-skills.

When it comes to reading sub-skills, it is obvious that these sub-skills should be more balanced and varied. Also, the skills that require high level text exploitation such as *make inferences* or *make predictions* should be included in the grade nine *NBSE*. High-level text exploitation does not necessarily require a high level of language proficiency.

This study reveals that listening sub-skills presented in the grade nine textbook, *NBSE* should be varied. Also, they should refer to skills such as *listening for gist* or other skills that refers to higher order thinking skills such as *make inferences* or *make predictions*.

Considering the recent movement from product writing to process writing, the results about writing sub-skills show that process writing should be emphasized more in the grade nine *NBSE*. As a requirement of process writing, preparation techniques, error correction symbols, peer assessment, rubrics, drafting, revising and editing should be taught to students. Since writing can be very challenging for students to start, clearer instructions which include the purpose, audience, genre and word limit can help students to start writing more easily.

The speaking instructions should be clearer and more detailed for students to understand the tasks better. Similarly to writing, speaking instructions should include the purpose, audience, genre, and sometimes the role of the speaker such as presenter, reporter or moderator to help students improve speaking sub-skills.

Implications for further research

The grade nine *NBSE* is the first book of the four-book series. It would be useful to analyze the other three textbooks of the series in order to get a broader picture of the implemented high school English curriculum in Turkey.

The study focused only on a single textbook. There are other elements of a learning environment such as the workbook, the teacher's book, and the formal grade nine

English curriculum. It is possible to analyze the usefulness of these materials and documents from the perspective of students and teachers.

This research focused on the integrated skills sections of the grade nine NBSE.

There are other parts of the textbook. The scope of the study can be widened and research can focus on the other sections of textbook such as Let's Start, Project Work, Fun Corner.

Limitations

This study is limited to the first book of the four book series published by MoNE for Anatolian High Schools.

The researcher analyzed each unit in detail herself but her supervisor spot-checked her analyses to ensure consistency and soundness.

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Appendix A: Skills-based syllabus embedded in NBSE

UNIT	READING	LISTENING	SPEAKING	WRITING
1	<ul style="list-style-type: none"> • Scan • Identify details • Guess the missing parts of the text • Match the words with related words/parts • Match the pictures with related words/phrases • Identify the necessary phrases for the pictures 	<ul style="list-style-type: none"> • Identify the numbers • Identify the key words or phrases in a text • Listen and repeat • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Say the letters • Make a similar dialogue • Make a similar dialogue using prompts • Read aloud the text • Speak spontaneously using prior knowledge • Ask and answer questions as in the example using prompts • Make sentences as in the examples using prompt 	<ul style="list-style-type: none"> • Write an email
			PRONUNCIATION	
			<ul style="list-style-type: none"> • Notice the stress • Listen and repeat 	
2	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/pictures • Match the words with the opposites 	<ul style="list-style-type: none"> • Listen and repeat • Listen and check answers • Compare answers with your partners • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Make sentences as in the examples using prompts • Talk about it using a tree, chart • Tell the names of the objects using a picture 	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example using prompts • Describe an event, action, person, experience • Draw a tree, chart, etc.
			PRONUNCIATION	
			<ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds 	
3	<ul style="list-style-type: none"> • Scan • Identify details • Guess the missing parts of the text • Match the pictures with related words/pictures • Skim • Match the definitions with words/phrases • Identify the gist 	<ul style="list-style-type: none"> • Listen and repeat • Listen and check answers • Listen for specific information • Listen for details • Listen and check your answers for comprehension 	<ul style="list-style-type: none"> • Make a similar dialogue • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the example using prompts • Construct meaning from the visual input • Describe an event, action, person, experience, etc. 	<ul style="list-style-type: none"> • Write an invitation card • Describe an event, action, person, experience as in the example using prompts • Make sentences as in the examples using prompts • Write a similar dialogue • List as a preparation
			PRONUNCIATION	
			<ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds 	

Appendix A: Skills-based syllabus embedded in NBSE (cont'd)

4	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with related words/phrases • Skim 	<ul style="list-style-type: none"> • Identify numbers • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input 	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example using prompts • Make sentences as in the examples using prompts • Write a dialogue • List as a preparation
			PRONUNCIATION	
5	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Listen and check answers Identify the whole sentence in a text 	<ul style="list-style-type: none"> • Make a similar dialogue • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express personal opinions • Ask and answer the questions in pairs • Talk about the pictures • Construct meaning from the chart • Give example • Express likes and dislikes • Talk about a topic 	<ul style="list-style-type: none"> • Write your daily routine using cohesive devices
6	<ul style="list-style-type: none"> • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meanings from the visual input • Give example • Express likes and dislikes • Report back • Ask and answer questions as in the example 	<ul style="list-style-type: none"> • Make sentences as in the examples using prompts • Describe an event, action, person, experience as in the example
			PRONUNCIATION	
7	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Find the synonyms 	<ul style="list-style-type: none"> • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Make a similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions 	<ul style="list-style-type: none"> • Draw a tree, chart, etc. • Write a postcard using

Appendix A: Skills-based syllabus embedded in *NBSE* (cont'd)

7			<p>as in the examples using prompts</p> <ul style="list-style-type: none"> • Construct meaning from the visual input • Express personal opinions • Express likes and dislikes • Express preferences using pictures as prompts • Talk about future plans • Express wishes 	<p>the prompts and plan</p> <ul style="list-style-type: none"> • Write future plan
8	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with related words/phrases • Match the pictures with related words/phrases • Skim 	<ul style="list-style-type: none"> • Listen for specific information 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Make sentences as in the examples using prompts • Talk about it using a tree, chart, etc. • Express personal opinions • Give example • Report back • Express preferences using pictures as prompts • Ask answer questions using prompts • Express wishes • Make sentences as in the examples • Make comparisons using a picture • Discuss with a partner 	<ul style="list-style-type: none"> • Make sentences as in the examples using prompts • Write a similar dialogue
9	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Identify the gist 	<ul style="list-style-type: none"> • Identify the whole sentence in a text 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes 	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example using prompts • Write a recipe using prompts
10	<ul style="list-style-type: none"> • Scan • Identify the details • Skim • Identify the gist • Tick the correct verb 	<ul style="list-style-type: none"> • Identify the key words or phrases in a text 	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes • Make a dialogue (roles assigned) 	<ul style="list-style-type: none"> • Write a recipe • Write a menu with a scenario • Write your daily diet

Appendix A: Skills-based syllabus embedded in NBSE (cont'd)

10			<p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and repeat • Listen and tick the sounds you hear • Notice the difference between sounds 	
11	<ul style="list-style-type: none"> • Scan • Identify the details • Match the pictures with related words/phrases • Skim • Comprehend the short phrases/sentences 	<ul style="list-style-type: none"> • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Make a similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Construct meaning from the visual input • Express likes and dislikes • Express feelings 	<ul style="list-style-type: none"> • Describe an event, action, person, experience using prompts
			<p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and repeat • Label the sound you hear with letters 	
12	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with words/phrases • Identify the gist • Look up into a dictionary and find the meanings of the words • Group the vocabulary 	<ul style="list-style-type: none"> • Listen and check answers • Listen for details 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Make a dialogue (roles assigned) • Ask questions (roles assigned) • Make predictions 	<ul style="list-style-type: none"> • Write a script for the cartoons in pairs • Write a story according to the pictures • Write a similar dialogue using prompts
			<p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds • Listen and complete the table with the verbs given 	
13	<ul style="list-style-type: none"> • Scan • Identify details • Match the words with the opposites • Skim • Match the synonyms 	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen and check answers • Listen for specific information Listen for details 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Express likes and dislikes • Express wishes • Make comparison • Express feelings (roles assigned) 	<ul style="list-style-type: none"> • Describe an event, action, person, experience • Write a similar dialogue
			<p>PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and repeat 	
14	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with the words/phrases 	<ul style="list-style-type: none"> • Identify the key words or phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Make similar dialogue • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts 	<ul style="list-style-type: none"> • List as a preparation • Write resolutions using prompts • Compare your

Appendix A: Skills-based syllabus embedded in NBSE (cont'd)

14	<ul style="list-style-type: none"> Identify the gist Check your predictions 		<ul style="list-style-type: none"> Construct meaning from the visual input Describe an event, action, person, experience, etc. Express personal opinions Discuss with a partner Make a dialogue (roles assigned) Express feelings Make predictions Discuss in class 	writing with your partner
			<p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat Notice the difference between sounds Listen and tick the sentence you hear the specific sound 	
15	<ul style="list-style-type: none"> Scan Identify details Match the words with related words/phrases Match the pictures with related words/phrases Skim 	<ul style="list-style-type: none"> Listen for specific information Listen for details 	<ul style="list-style-type: none"> Speak spontaneously using prior knowledge Make sentences as in the examples using prompts Construct meaning from the visual input Express personal opinions Express likes and dislikes 	<ul style="list-style-type: none"> Write a similar letter as in the example
			<p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat Notice the difference between sounds 	
16	<ul style="list-style-type: none"> Identify details Skim Match the words with related words/phrases Check your predictions Write verb, noun, adjective, adverb for 	<ul style="list-style-type: none"> Identify the whole sentence in a text Listen for details 	<ul style="list-style-type: none"> Speak spontaneously using prior knowledge Ask and answer questions as in the examples using prompts Make sentences as in the examples using prompts Construct meaning from the visual input 	<ul style="list-style-type: none"> Write an article using prompts Write a story using prompts
			<p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat 	

Appendix A: Skills-based syllabus embedded in NBSE (cont'd)

17	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Match the definitions with words/phrases 	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Construct meaning from the visual input • Describe an event, action, person, experience, etc. • Express personal opinions • Express likes and dislikes 	<ul style="list-style-type: none"> • Describe an event, action, person, experience • Describe an event, action, person, and experience as in the example
			<p style="text-align: center;">PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and notice/mark/find/underline the stress 	
18	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim 	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information • Listen for details 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Make sentences as in the examples using prompts • Construct meaning from the visual input • Talk about the pictures • Express wishes • Express feelings • Discuss in class 	<ul style="list-style-type: none"> • Describe an event, action, person, experience as in the example • Write a dialogue
			<p style="text-align: center;">PRONUNCIATION</p> <ul style="list-style-type: none"> • Listen and repeat • Notice the difference between sounds • Notice the intonation 	
19	<ul style="list-style-type: none"> • Scan • Identify details • Skim • Find the synonyms of these words in the text 	<ul style="list-style-type: none"> • Listen and check answers • Identify the whole sentence in a text • Listen for details 	<ul style="list-style-type: none"> • Make a similar dialogue using prompts • Speak spontaneously using prior knowledge • Ask and answer questions as in the examples using prompts • Talk about the pictures • Express likes and dislikes • Talk about a topic 	<ul style="list-style-type: none"> • Completing a diary using the prompts • Write a letter in paragraphs using a plan
20	<ul style="list-style-type: none"> • Scan • Identify details • Match the pictures with related words/phrases • Skim • Match the definitions with the words/phrases • Identify the gist • Look up into a dictionary and find 	<ul style="list-style-type: none"> • Identify the key words and phrases in a text • Listen for specific information 	<ul style="list-style-type: none"> • Speak spontaneously using prior knowledge • Tell the names of the objects using the pictures • Construct meaning from the visual input • Express personal opinion • Give example • Discuss in class • Make sentences using prompts 	<ul style="list-style-type: none"> • Write a summary in paragraphs • Make sentences as in the examples

Appendix A: Skills-based syllabus embedded in NBSE (cont'd)

	<ul style="list-style-type: none"> Write verb, noun, adjective, adverb forms 		<p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat Listen and tick the sounds you hear Notice the difference between sounds 	
21	<ul style="list-style-type: none"> Scan Skim Match the definitions with the words/phrases Identify the gist Join half of the sentences Group the vocabulary 	<ul style="list-style-type: none"> Listen and check answers 	<ul style="list-style-type: none"> Speak spontaneously using prior knowledge Express personal opinion Express likes and dislikes Express preferences Express wishes Make predictions Discuss Make a dialogue using prompts Describe pictures <p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat Listen and notice/mark/find/underline the stress 	<ul style="list-style-type: none"> Describe an event, action, person, experience as in the example using prompts Draw a tree, chart, etc. Write to report back
22	<ul style="list-style-type: none"> Scan Identify details Skim 	<ul style="list-style-type: none"> Listen for details 	<ul style="list-style-type: none"> Read aloud the text Speak spontaneously using prior knowledge Construct meaning from the visual input Talk about a topic Express preferences using pictures as prompts Express preferences Give proper answers in these situations Talk about future plans with a scenario <p align="center">PRONUNCIATION</p> <ul style="list-style-type: none"> Listen and repeat Notice the intonation 	<ul style="list-style-type: none"> Write a similar dialogue

Appendix B: Unit 15 of NBSE (cont'd)

a. Look at the prompts and make sentences as in the example.

1. do sports / be fit
2. become fit / be healthier
3. become healthier / be happy
4. become happy / be more successful
5. become more successful / find a good job

e.g. 1. If Jack does sports, he will be fit.

Listening & Speaking
a. What do you know about martial arts?
b. Are you interested in them?



c. Listen to the dialogue. Which sports are they talking about?

Interviewer: Welcome to our TV programme "Health and Sports". Today we have got two guests, Mr Tomah and Mr Boon. Let's begin with.....

d. Listen to the dialogue again and extract the information.

1. Tai Chi takes about a year to learn.
2. The instructor shows Tai Chi movements only once.
3. We have to wear special clothes for Tai Chi.
4. There are a few techniques in Karate.
5. Had to be the beginner belt for Karate.
6. Karate is a Turkish martial art.

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Reading & Writing

- a. Do you think it is important to be fit?
- b. Why do people become overweight?
- c. Read the letters and find out what Sue's problem is.

Dear Agency Aunt,
I'm Sue - 15 years old. I live in a small town with my family. I read your newspaper column every day. You try to find solutions to everybody's problems. And now, I have a problem, too. I'm 1.65 metres tall but I'm 80 kilos. I want to be slim but I like eating junk food. I cannot give up eating it. I sometimes go on a diet but I never manage to continue. I always think about food. I don't know what to do. I hope you can help me.

Love,
Sue

Dear Sue,

You're a teenager and you want to look beautiful. I understand you. But if you go on eating junk food, of course, it's not possible for you to be healthy and slim. If you want to get rid of your extra kilos, avoid sweets and salty food and cut down on fat in your diet.

If there's a fitness centre in your town, you should go there regularly, or do exercises at home. Sports will keep you in shape. If you do sports you will feel more confident.

But don't forget! The most important thing is to be determined. Don't give up if you don't see immediate results. Persistence is the key word. I am sure you will be successful.

Love,
Agency Aunt

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a. Mr Tomah is interested in other sports. Match his equipments with the pictures.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Matching suit: trousers - racket - skates - special uniform

b. Match the words with the sports and make sentences as in the example.

SPORTS	EQUIPMENT
tennis
ice-skating
swimming
athletics
karate

e.g. If Mr Tomah wants to play tennis, he needs a racket.

Let's Practise

a. Match the two halves of the sentences below.

- | | |
|---|---|
| <p>..... 1. If you do not want to have a nightmare,</p> <p>..... 2. If your cat eats too much food,</p> <p>..... 3. If you want to be fit,</p> <p>..... 4. If Dantz buys a pair of skates,</p> <p>..... 5. If Fatih does exercises,</p> <p>..... 6. If we win the match,</p> <p>..... 7. If you run fast,</p> | <p>a. It will be fat.</p> <p>b. you get tired.</p> <p>c. he will feel better.</p> <p>d. avoid eating before bedtime.</p> <p>e. we will be the champions.</p> <p>f. avoid fatty foods.</p> <p>g. she can go skating.</p> |
|---|---|

b. Read the dialogue and fill in the blanks.

- A : Look at those black clouds. I think it is going to rain.
B : Oh, what a pity! If it (1) (rain), the traffic (2) (be) terrible.
A : But John is going to meet us there at five. What will we do now?
B : We (3) (wait) him if it (4) (not stop) by four.
A : Oh, sure.

Conditional Sentences

We use Type 0 to express the habitual fact in general.
e.g. If you heat ice, it melts.
We use Type 1 to express a real possibility in future.
e.g. If Ann comes to the party, I will ask her to dance.

Conditionals Type 0	
If + subject + simple present,	subject + simple present
If you heat ice,	it melts.
Conditionals Type 1	
If + subject + simple present,	subject + will, may, can, must + V ₁
If Ann comes to the party,	I will ask her to dance.

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see GRAMMAR REFERENCE

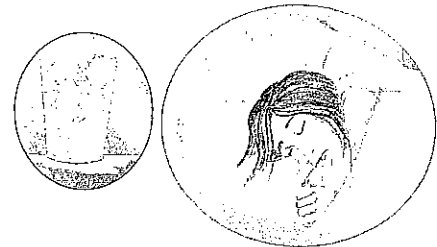
d. Answer the questions.

1. Who is the first letter from?
2. Who is the second letter from?
3. Which of the following endings can you use to replace "Love"? Put a tick.
..... Best wishes,
..... Yours sincerely,
..... Lots of love,

e. Use the letters as a model. Think about one of your problems, and write a letter to Agency Aunt.

f. Exchange your letter with your partner. Imagine that you're Agency Aunt. Read your partner's letter and write an answer to him / her.

Project Work



- a. 1. Look at the first picture. What is it?
2. Look at the second picture. Why is the boy in bed? What is the matter with him?
- b. How predict the result of the given situation. Imagine that you are in this position. What will happen to you?
If you cold water on a cold day, you
- c. Draw or bring ten pictures about different situations to the classroom. Then make predictions about the possible results of those situations in your pictures. Arrange them as a project.

Fun Corner

Tongue Twister
Nine nice night nurses nursing nicely.

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