



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Foreign Languages Education

English Language Teaching

AN INVESTIGATION OF INTEGRATED SKILLS PRACTICES AND BLENDED
LEARNING IN ENGLISH CLASSES

Ramazan GÜÇLÜ

Ph.D. Dissertation

Ankara, 2018



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İNGİLİZCE SINIFLARINDA TÜMLEŞİK BECERİ UYGULAMALARI VE
HARMANLANMIŞ ÖĞRENMEYE İLİŞKİN BİR ARAŞTIRMA

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KABUL ve ONAY

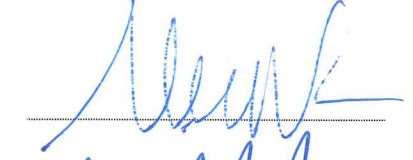
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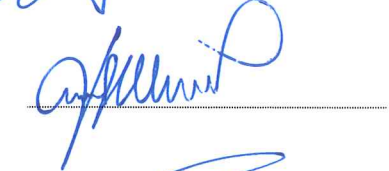
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ONAY

Bu tez Hacettepe ¼niversitesi Lisans¼st¼ Eđitim-¼đretim ve Sınav Y¼netmeliđi'nin ilgili maddeleri uyarınca yukarıdaki j¼ri ¼yeleri tarafından / / tarihinde uygun g¼r¼lm¼ř ve Enstit¼ Y¼netim Kurulunca / / tarihinde kabul edilmiřtir.

Prof. Dr. Ali Ekber řAHİN
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Abstract

This research was conducted with 65 elementary students in four preparatory English classes at Bozok University with a pretest posttest quasi experimental design. Out of two homogeneous groups, one was selected as an experimental group (N=33) and the other as a control group (N=32). The research primarily aimed at comparing segregated reading skill practices with reading skill practices through integrated skills (in the form of pre-reading and post-reading) activities in blended learning environment. The results of the first posttest indicated that the students in the experimental group performed significantly better in paragraph writing and vocabulary acquisition than those in the control group while no significant difference was observed in terms of reading comprehension and grammar. In the second phase of the research, reading-based integrated skills practices were applied in both groups, and a second posttest was administered. The second posttest showed that the difference in favor of the experimental group persisted in both writing and vocabulary components. However, the difference in the mean scores became smaller and insignificant. This research also aimed at identifying student perceptions of online practices through an e-learning scale, which was supported with face-to-face interviews. The collected data demonstrated very positive student ratings about doing online practice and the corresponding feedback received. Interviews with the students indicated that they found receiving online feedback and automatic grading for the activities really motivating. Based on the collected data and teacher (researcher) observations of teaching and learning practices in-class and online, implications were drawn for blended learning and reading skills practices as integrated with the other skills in the form of pre-reading and post-reading activities.

Keywords: Teaching English, integrated skills practices, reading skill, blended learning, feedback.

Öz

Bu araştırma, Bozok Üniversitesi İngilizce hazırlık sınıflarında 65 öğrenci ile ön test son test yarı deneysel desen ile yapılmıştır. İki homojen gruptan biri deney grubu; diğeri ise kontrol grubu olarak seçilmiştir. Bu araştırmada öncelikle, ayırık okuma becerisi uygulamaları ile harmanlanmış öğrenme ortamında tümleşik beceri (okuma öncesi ve okuma sonrası yazma, dinleme, konuşma) aktivitelerine dayalı okuma becerisi uygulamalarının karşılaştırılması amaçlanmıştır. İlk son test sonuçları, paragraf yazımı ve kelime edinimi bakımından deney grubunun kontrol grubundan önemli derecede daha iyi performans gösterdiğini ve iki grup arasında okuma becerileri ve gramer açısından önemli bir fark olmadığını ortaya koymuştur. Araştırmanın ikinci evresinde, her iki grupta da okuma öncesi ve okuma sonrası tümleşik beceri (yazma, dinleme, konuşma) uygulamaları yürütülmüş ve ikinci bir son test verilmiştir. İkinci son test sonuçlarına göre, deney grubu lehine paragraf yazımı ve kelime edinimi açısından fark devam etse de bu farkın küçüldüğü ve önemsiz hale geldiği görülmüştür. Ayrıca, bu araştırmada harmanlanmış öğrenme ortamının bir parçası olan çevrimiçi / dijital uygulamalar ile ilgili öğrenci algıları bir e-öğrenme anketi yoluyla toplanmış, bu anketle elde edilen veriler öğrenciler ile yüz yüze görüşmeler yoluyla da desteklenmiştir. Öğrenciler, çevrimiçi alıştırmalar ve bağlı dönütler ile ilgili çok olumlu görüşler belirtmiş, çevrimiçi aktivitelerdeki otomatik değerlendirme ve öğretmen dönütlerini motive edici bulduklarını söylemişlerdir. Elde edilen veriler ve araştırmacının sınıf içi ve çevrimiçi ortamda öğrenme / öğretme etkinliklerine dair gözlemleri ışığında, harmanlanmış öğrenmeye ve okuma becerisi temelinde tümleşik beceri uygulamalarına ilişkin öneriler sunulmuştur.

Anahtar sözcükler: İngilizce öğretimi, tümleşik beceri uygulamaları, okuma becerisi, harmanlanmış öğrenme, dönüt.

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List of Abbreviations

BL: Blended Learning

CEFR: Common European Framework of References for Languages

EFL: English as a foreign language

ESL: English as a second language

E-learning: Learning online and/or through digital tools

i.e. : that is. It is used to introduce a rephrasing or elaboration on something that has already been stated.

L2: Second Language

M: Mean

N: Number

OUP: Oxford University Press

SD: Standard Deviation

Chapter 1

Introduction

This chapter starts with explaining the background of the research by presenting a brief overview about segregated and integrated skills practices in relation to reading skill practices and blended learning (BL), all of which collectively provide the theoretical framework of the research. The reasons for undertaking the research as well as its significance are explained, followed by the statement of the problem and the specific research questions addressed in the research. The chapter goes on to provide an overview of methodology adopted in the research, followed by the limitations of the research.

Background of the Research

The integration of the four skills has been regarded as the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. It has been proposed that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. While giving the proper emphasis to the specific ability that is being studied, the language teacher is expected to do so by combining it with the other skills in order to create a communicative classroom environment that engages students to improve their language abilities. As stated by Hinkel (2006), integrated and dynamic multi-skill instructional models with a focus on meaningful communication and the development of learners' communicative competence have been prioritized with the assumption that they serve better for the pragmatic objectives of language learning and are compatible with the learners' real life needs.

Therefore, the integrated skills practices in English as a foreign language (EFL) classes have begun to be seen as a more appropriate approach instead of teaching/learning them as separate segments and skills (Oxford, 2001). Brown (2007) argues that integrated skills enable students to “diversify their efforts in more meaningful tasks” (p. 285). At the same time with this changing paradigm which highlights teaching/learning the four skills in an integrated way in English language classes, there have been significant developments in computer and

web-based technologies, which has paved the way for blended learning through digital and/or online materials for EFL classes.

Under these circumstances, the communicative function of the language – language as communication – has been emphasized by many new methods and techniques (e.g. task-based language learning). Accordingly, language materials have started to opt for a focus on authentic, meaningful language use needed to fulfill communicative purposes in real-life situations. Publishing houses catering materials for teaching English as a foreign language have also started to offer a variety of digital resources to supplement paper-based textbooks to face this new challenge. With the possibilities available in internet and digital technology, learners of English can now learn, practice and are taught out-of-class in digital and/or online environment (blended learning) through a variety of resources which provide integrated content and activities to support classroom teaching and learning.

Informed and inspired by the above mentioned perspectives, this Ph.D. dissertation aims at comparing reading skills practices through integrated skills practices in blended learning environment with traditional, segregated reading skill practices. It also aims at gathering students' perceptions of online integrated content of the coursebook used. Some suggestions and implications will be drawn about integrated skills approach and blended learning in skill-based English classes.

Statement of the Problem and Aim of the Research

As stated by Brown (2007), English as a second language (ESL) curricula and textbooks usually focus on just one of the four skills at a time, sometimes at the expense of excluding the other skills. Within the context of learning and teaching English as a foreign language, it can be argued that EFL teachers usually run out of time to do all the intended language practices in face-to-face mode in classroom environment. Reading skill activities, in particular, demand a great deal of time on the part of the teacher and the students. Reading and responding to a long reading text, for example, may take a whole class hour. At this point, blended learning (BL) offers the possibility to get beyond the classroom by supporting and complementing face-to-face classroom instruction with out-of-class digital/online

resources. BL not only supports classroom learning and teaching but also fosters interaction among the students and the teacher (e.g. by means of discussion posts or online teacher feedback, as it was the case in this research). Moreover, it enables students to work at their own pace and through their own individual resources in a stress-free environment. For this reason, blended learning can also turn out to be really motivating.

Despite the above mentioned advantages, blended learning and integrated skills practices are little applied in the context of teaching/ learning English as a foreign language (EFL) in Turkey. English teachers and coursebook writers still tend to treat the four skills separately from one another rather than adopting an integrated-skills approach, which is typical of language use as experienced in real life situations and more conducive to meaningful learning. They hardly ever use the digital tools (if any) accompanying their coursebooks or any sort of online integrated content to support classroom teaching and/or learning.

To the best knowledge of the writer of this research, there has been no research that has dealt with teaching reading skills through integrated skills practices in blended learning environment in the EFL classes in Turkey. By implementing reading skills practices as integrated with other skills and online digital content, this research specifically addresses the following research questions:

Research Questions

1. Is there a difference in overall performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?
2. Is there a difference in reading performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?
3. Is there a difference in paragraph writing performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) writing practices?

4. Is there a difference in vocabulary knowledge between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?
5. What are the students' perceptions of online learning activities and receiving online feedback?
6. What implications can be drawn concerning reading skill practices through integrated skills (listening, speaking, and writing) activities in the form of pre-reading and post-reading tasks?
7. What implications can be drawn concerning online learning activities as perceived by the teacher and the learners?

Overview of Methodology

This is a pretest posttest quasi-experimental research. By means of a placement test and an additional pretest, one of the two homogenous groups was selected as the control group while the other was chosen as the experimental group. Within the first phase of the treatment, traditional segregated reading skills practices in classroom setting was applied in the control group while the experimental group was instructed through reading practices as integrated with the other three skills in the form of pre-reading (schemata-building) and post-reading activities in blended learning environment. By means of the first posttest, the overall, and reading, writing, and vocabulary section scores of the groups were compared. Following the application of the same treatment process (i.e. integrated practices and blended learning) in both groups, which constituted the second phase of the experiment, a second posttest was administered to the groups. Independent samples T-tests were used to compare the test performances of the two groups. A questionnaire on e-learning (online practice) and interviews with the participating students were used to gather students' perceptions about the learning activities they did on the integrated digital (online) content supporting the coursebook used in class. The findings were discussed with occasional reference to the related literature and suggestions were drawn regarding online learning opportunities and integrated skills practices in the form of pre-reading and post-reading tasks.

Limitations of the Research

This research was conducted with students (n=65) in four preparatory English classes at Bozok University in Yozgat, Turkey. The findings obtained in this research only apply to the sample and setting chosen for the current research. Further research with more than one setting and with a larger sample may reveal more reliable results about teaching reading skills as integrated with other skills in blended learning environment. This research was conducted with English as a Foreign Language (EFL) learners who were at A1-A2 level range at the beginning of the research. Further research across other proficiency levels can yield different results, thereby helping to draw more general conclusions. In addition, this research focused on reading skill as it is integrated with the other three skills in the form of pre-reading and post reading activities in blended learning environment. Further research examining the other skills as a focus could generate different and more reliable results concerning the value of integrated skills practices and online integrated practices.

Chapter 2

Review of Literature

Introduction

This chapter provides an overview of the related literature which serves as the background to the research. In order to obtain an extensive overview, relevant databases on the internet, such as the Social Sciences Citation Index (SSCI), Educational Resources Information Centre (ERIC), Science Direct, TUBITAK EKUAL (Electronic Resources National Academic License), Turkish Academic Network and Information Centre (ULAKBIM), ELSEVIER, JStor, Sage, and Google Scholar, were reviewed. In the searches, the key words used were as follows: English as a foreign language, reading skill, pre-reading activities, post-reading activities, integrated skills, integration of the four skills, blended learning, online language practice.

Related articles, theses and dissertations from Turkey and abroad were obtained from the related databases and downloaded online. Search into various other online databases were also conducted including but not limited to Hacettepe Egitim Dergisi (Hacettepe Journal of Education), Egitim ve Bilim (Education and Science), MEB Dergisi (Journal of the Ministry of Education), Journal of Applied Linguistics, IATEFL, Oxford ELT Journal, TESOL Quarterly, Asian ELT Journal, and The Journal of Language and Linguistic Studies.

Segregated Skill Approach

In the segregated-skill approach, language learning is typically isolated from content learning and the competence in separate language skills (e.g. reading and listening) is perceived as the determinant of successful learning. This is incompatible with the integrated nature of language skills in normal communication, and it diverts from the direction in which language teaching experts have been moving in recent years (Oxford, 2001). Traditional English as a second language and English as a foreign language programs which offer classes focusing on segregated language skills are reflective of skill segregation. The reason for designing this type of classes may be that presenting courses on writing separated from speaking or on listening isolated from reading is logistically easier

in the eyes of the teachers and administrators. They may also believe that it is instructionally impossible to focus on more than one skill at a time.

It could be possible to develop one skill by excluding the others. However, such an approach would not ensure sufficient preparation for later success in academic environment, career-related language use, or use of the target language in everyday life (Oxford, 2001). In ESL/EFL classes in which there is focus on only one of the four skills, the learning strategies are associated with the given skill. In a reading class, reading strategies are taught, or speaking strategies are offered in a speaking class (Peregoy & Boyle, 2001). Accordingly, experts tend to demonstrate strategies as if they were linked to only one particular skill (Peregoy & Boyle, 2001). However, this assumption may be misleading since many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas. Common strategies help integrate the skills together. Teaching students to improve their learning strategies in one skill area can usually enhance their performance in all language skills.

Fortunately, in several cases in which an ESL or EFL course bears a discrete-skill title, they can actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives instructions orally in English, which causes students to use their listening ability to understand the assignment. In some instances, students can discuss their readings by employing speaking and listening skills and specific related skills like pronunciation and grammar. Likewise, students might summarize a reading text or answer questions about it in written form. By doing so, their writing skills are activated. Therefore, “some courses labeled according to one specific skill might actually reflect an integrated-skill approach after all” (Oxford, 2001, p. 45).

Integrated Skills Approach

The integration of at least two or more skills is the typical approach within a communicative, interactive framework of language teaching. In his seminal article, Kumaravadivelu (1994) offered that “the separation of skills is artificial. As in the real world, learners should integrate skills: conversation (listening and speaking),

note-taking (listening and writing), self-research (reading and writing), and so on” (p.8)

As opposed to the segregated approach where each of the four skills is treated as a discrete segment and by excluding the others, English language learners are exposed to authentic language and are challenges to interact naturally in the language in the integrated-skill approach (Oxford, 2001). Su (2007), in a research on integrated-skills approach in Taiwan EFL setting, demonstrated that the instructor provided a wide range of authentic materials and class activities, allowing students to interact with texts and each other in a good integration of the four language skills. The results indicated that a vast majority of the students recommended continuing to implement the integrated-skills approach in class for the next academic year. In addition, through integration of two or more of the four skills, learners get to know how the English language is used for communication. Furthermore, this approach enables teachers to track their students' progress in multiple areas of competence. Maybe most significant of all,

whether found in content-based or task-based language instruction or some hybrid form, the integrated-skill approach can be highly motivating to students of all ages and backgrounds (Oxford, 2001, p.46).

Skill integration involves adopting more of a whole language approach in which, for example, reading is treated as one of two or more interrelated skills rather than designing a curriculum to teach many aspects of just one skill. As a result, “a reading skills course need necessarily to deal with related listening, speaking, and writing skills as well” (Brown, 2007, p.284). Within this perspective, a lesson in a reading class might include

- (a) a pre-reading discussion of the topic to activate schemata,
- (b) listening to a teacher's monologue or a series of informative statements about the topic of a passage to be read;
- (c) a focus on a certain reading strategy, say, scanning; and
- (d) writing a response to or paraphrase of a reading passage.

With these elements, this reading class represents the real-life integration of language skills for the students, allows them to discover the relationships among several skills, and provides the teacher with a large amount of flexibility in designing lessons that interest and motivate students. In this

respect, the integration of the four skills enhances student motivation to better retain the principles of speaking, listening, reading, and writing. By means of skill integration, students have an access to a variety of meaningful tasks to deal with rather than being obliged to adapt to a course restricted to only one mode of performance (Brown 2007, pp.284-85).

Forms of Integrated-Skills Instruction

Integrated-skills approach is mostly manifested in communicative language teaching, in which skills are integrated in activities that call for the use of two or more of the four skills at a time (Celce-Murcia and Brinton, 2014). Two common forms of instruction that involve integrating the skills are content-based language instruction and task-based instruction (Oxford, 2001). Both of these make use of a great variety of materials, textbooks, and technologies for ESL or EFL classes. (Oxford, 2001). Some basic information about these two forms of instruction is provided below.

Content-based Language Instruction/Learning. Content-based language learning (CLIL) is based on learning content through language. In content-based instruction, students practice all the language skills in an integrated and communicative manner while they learn content (e.g. school subjects such as science, mathematics, and social studies). Content-based language instruction can be of great value at all proficiency levels. However, the content can necessarily be different according to the level of proficiency. Basic social and interpersonal communication skills constitute the content for beginners, while more academic and complex content are given above the beginner level.

Task-based Language Teaching. Task-based language teaching (TBLT) is characterized by the basic tenet that language learners learn best when they are involved in tasks in English which call for communicative language use. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989). A typical task-based syllabus consist of communicative tasks which learners are required to engage in outside the classroom. In this sense, TBLT implies several integrated skills in its focus on language in the real world. Oxford (2001) explains some essential features and types of activities in TBLT as follows:

In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall (p.50).

Course goals in TBLT focus on functions like exchanging opinions, reading and responding to e-mails, i.e. developing learners' pragmatic language competence (Brown, 2007).

Notional Functional Syllabuses. Although not a form of language instruction as the above mentioned ones, notional-functional syllabuses provide a good framework for the integration of the four skills, and therefore they are closely related to the integrated skills approach. Rather than focusing on language forms as separate elements of analyses, notional functional syllabuses conceive language in a holistic way as a tool for fulfilling functions like those in real life situations (e.g. inviting somebody, offering help, apologizing etc.), which usually requires competence in more than just one skill. Notions are the contexts or concepts in which certain communicative functions take place (shopping, accommodation, etc.). In notional functional syllabuses, often a given function may necessitate the integrative use of two or more of the four skills. For instance, to respond to an email, a learner need to rely on his/her reading as well as writing skill, or while responding to a spoken complaint a person need to be a good listener and a good speaker at the same time.

Theories Related to Reading

As in teaching methodology, there have been shifts and transitions in the theories related to reading skill. Once, the traditional view put emphasis on the printed form of a text. Then, there was a move toward the cognitive view that enhanced the role of background knowledge in addition to what appeared on the printed page. Most recently, these theories ultimately evolved into the

metacognitive view which is currently popular. It is based on the control and manipulation that a reader can have on the act of comprehending a text (www.teachingenglish.org.uk/article/theories-reading).

The Traditional View. According to Dole et al. (1991), in the traditional view of reading, beginner readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Upon becoming competent in these skills, readers are considered as experts who comprehend any reading text. Within the traditional view of reading, readers are regarded as passive information recipients in the text. The text itself contains the meaning and what is expected from the reader is the reproduction of that meaning. According to Nunan (1991), reading in this view essentially involves decoding a series of written symbols into their auditory counterparts in the attempt to understand the text. He named this process as the 'bottom-up' view of reading. This model of reading has almost always been under attack as being insufficient and defective due to its over-reliance on the formal features of the language, primarily words and structure. The cognitive view flourished as a reaction to this formal and simplistic approach to reading, as explained below.

The Cognitive View. The cognitive view is in direct opposition to the 'bottom-up' model, and thus was called as top-down model. Goodman (1967) presented reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Nunan (1991) proposed that this perspective was in complete match with the top-down model of reading within the cognitive framework, in which the reader is at the core of the reading process rather than the text.

Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. Dole et al. (1991) stated that, in addition to the knowledge which a reader brings in order to deal with the reading process, a set of flexible, adaptable strategies are used to make sense of a text and to monitor ongoing understanding (www.teachingenglish.org.uk/article/theories-reading).

Schema Theory. The schema theory of reading also fits within the cognitively based view of reading. Rumelhart (1977) has described schemata as building blocks of cognition which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system.

Schema theory is concerned with understanding the underlying mechanisms behind a reader's construction of meaning and inferring a writer's message. The basic tenet of this theory is the notion that a text by itself does not carry meaning (Anderson, 2004; Eskey, 2005; Grabe, 2004). Content schemata consist of what we know about people, the world, culture, and the universe. On the other hand, formal schemata include our knowledge about language and discourse structure (Brown, 2007).

The Metacognitive View. According to Block (1992), there is now no more debate on whether reading is a bottom-up, language-based process or a top-down, knowledge-based process. It is also no more problematic to accept the influence of background knowledge on both first and second language readers. In the related literature, there have been attempts to define the control readers apply on their ability to understand a text. Block (1992) referred to it as metacognition.

Metacognition involves thinking about what one is doing while reading. Klein et al. (1991) stated that strategic readers attempt the following while reading:

- Identifying the purpose of the reading before reading.
- Identifying the form or type of the text before reading.
- Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion
- Projecting the author's purpose for writing the text (while reading it),
- Choosing, scanning, or reading in detail.

(www.teachingenglish.org.uk/article/theories-reading).

All of the above mentioned metacognitive strategies were used by the students involved in this research within the reading model adopted in the experimental group in the first phase of the research and in both groups in the

second phase of it. Detailed information about the instructional procedure was provided in the next chapter of this dissertation.

Integrated Skills and Communicative Language Teaching

One of the fundamental principles of Communicative Language Teaching (CLT) was that linguistic skills and communicative abilities need to be treated in tandem with each other (Savignon, 1997). Influenced by Widdowson and others, CLT materials writers have produced reading texts that are much more varied in terms of their content than in those typical of traditional structure-based instruction. In addition, specifically designed texts have been put into use to meet the needs of particular groups of L2 readers (e.g. English for academic/scientific purposes).

Moreover, proponents of CLT emphasized that the language learners were expected to pay attention to the relevant contextual and social factors as they contributed to their comprehension (i.e. listening and reading) and production (i.e. speaking and writing). Drawing on extensive and still accumulating research, the following implications for academic reading instruction can be drawn: Though they are referred as instructional implications, all these goals (except the last one) might as well be conceived as component abilities of learners that need to be developed for effective reading comprehension.

1. Ensure word recognition fluency.
2. Emphasize vocabulary learning and create a vocabulary-rich environment.
3. Activate background knowledge in appropriate ways.
4. Ensure effective language knowledge and general comprehension skills.
5. Teach text structures and discourse organization.
6. Promote the strategic reader rather than teach individual strategies.
7. Build reading fluency and rate.
8. Promote extensive reading.
9. Develop intrinsic motivation for reading.
10. Plan a coherent curriculum for student learning (Grabe, 2004: p.26).

Reading to Write. In reading to write, reading is used as a source of input in creating a written text. In this approach, students explicitly and actively search for knowledge about writing. They learn about rhetorical aspects such as common organizational patterns in a given kind of writing, linguistic aspects like the useful words, phrases, and structures, or stylistic aspects such as the formality/informality of their writing (Celce-Murcia & Brinton, 2014, p.227). In this research, students in the experimental group used two reading texts as sources of input for their end-of-unit writing assignments as well as post-reading activities right after

reading a text. In the introduction to each text in the coursebook used, students were asked to gather information and ideas for their unit assignment in the form of paragraph writing (explained in the next chapter). The two reading texts in each unit served as a source of input for students. By reading these texts and the model paragraphs they worked on in reading and writing skill pages that followed, the students obtained structural and lexical knowledge to utilize for their post-reading writing activities.

Online Reading. Computers and the Internet play an increasingly significant role in the lives of second language learners around the world. Second language readers can use online reading as the source of input for language practice. With an extremely rapid increase in the use of computers, it has become necessary to teach language learners how to read online. Coiro (2003) stresses that “electronic texts introduce new supports as well as new challenges that can have a great impact on an individual’s ability to comprehend what he or she reads” (p.459). More and more second language classrooms are engaging learners in online learning tasks (Bikowski & Kessler, 2002; Dudeney, 2000). In the lessons in the experimental group within this research, in-class reading is supplemented with online reading texts on the same topics on the integrated digital of the coursebook used.

Blended Learning

The term ‘blended learning’ (BL) has been in use for over two decades, during which it has been attributed different meanings and definitions (Sharpe and et al, 2006). Oliver and Trigwell (2005, p.17) defines BL as “the integrated combination of traditional learning with web based on-line approaches”, i.e. a combination of face-to-face and online teaching. In this classic definition of the term traditional learning refers to the classroom teaching or ‘face-to-face’ language lessons.

Sharma (2010) defines BL as “the combination of media and tools employed in an e-learning environment’ (p.457). In this definition, BL could be described as a purely distance learning course, where no face-to-face lessons occur and communication between e-tutor and the learner may occur through any number of technologies, such as email and internet telephone. In another aspect, blended learning could be perceived as “the combination of a number of

pedagogic approaches, irrespective of the learning technology used' (Sharma, 2010, p.457). Within this framework, a course could combine elements of present-practice-produce typical of transmission methodology with methodologies such as task based learning within 'constructivist' perspective.

As described by Garrison and Kanuka (2004, p. 96) blended learning is "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences". On the one hand, it may seem very appealing to integrate the strengths of face-to-face and text-based Internet learning activities. On the other hand, there is a great deal of complexity in its application thanks to almost limitless possibilities of design and applicability to so many contexts (Banados, 2013).

Why Blended Learning?. Garrison and Kanuka (2004) suggest that blended learning is consistent with the values of traditional higher education institutions and could potentially improve meaningful learning experiences in terms of effectiveness and efficiency. Blended learning can function as an effective environment for teaching and learning in that it facilitates a community of inquiry. Meanwhile blended learning caters for individual differences as the learners are in control of their own learning and have the chance to work out with the language at their own pace and with their own individual resources (Chapelle, 2004).

Student Perceptions of Blended Learning. Research into students' perceptions of blended learning has shown that students could experience a lower quality of learning when they perceive that (a) the workload is high, (b) the assessment tasks are orientated towards reproduction, (c) there is a lack of clarity explaining the goals and standards of the course, and (d) there is little independence and poor teaching (Prosser & Trigwell, 1999; Ramsden, 2002).

For instance, Ginns and Ellis (2007), measured student perceptions of a course conducted in blended learning context, i.e., a combination of face-to-face and online learning activities through a scale with four dimensions. The first dimension the *good e-teaching* scale measured teacher effectiveness in facilitating learning in an on-line context. Through the second dimension, the *good e-resources* students rated to what extent on-line materials and activities assisted learning. The third dimension, the *appropriate workload* was about the volume of

work required to handle the on-line component of the course. The fourth and the last dimension the *student interaction* scale measured “the degree to which other students' on-line postings to a discussion board were perceived as useful and provoked engagement with the topic” (Ginns and Ellis, 2007, p.62). The results showed that there are reliable relationships between the factors of the e-learning component of the student experience of the course and students' approaches to learning, and achievement. Students' responses on each of the proposed scales correlated with ratings of the overall quality of the on-line materials and activities.

Ginns and Ellis (2007), through their findings, indicated that several essential dimensions of blended learning context – the quality of on-line teaching, resources, workload, and student interaction – are associated with the quality of students' approaches to learning outcomes. Their research also indicated that it was necessary for the teachers in blended learning contexts to take into account the technical capacities and functions of on-line materials and activities and their students' perceptions of this part of the learning environment, and whether that part is supporting student learning within the framework of a given course. The results from this research show that positive student perceptions of the quality of teaching on-line and the level of interaction were related with a comparatively higher grade.

In a more recent research, Miyazoe and Anderson (2012) investigated how college students with English reading difficulties integrate their conceptions of and approaches to blended learning for enhancing their reading proficiency. Results of this research revealed that the blended learning was effective in enhancing students' reading proficiency in the experimental group as shown in the semi-structured interview for students' conceptions of blended learning, log files for their approaches to blended learning, and the posttest for the improvement of their reading outcomes.

Based on the conceptions generated by the students, Miyazoe and Anderson (2012) identified three factors which assisted students in taking control of their own reading in blended learning. First, the online reading activities enabled students to extensively practice what they had learned in the onsite instruction without the limitations of time and location. Second, the process data (log files) for students to observe and reflect on their own online reading process in strategy

usages engaged students in meta cognition since they were not allowed to compare their reading processes with those of their peers in the on-site instruction. Finally, social interaction was facilitated in blended learning, as students had more opportunities to discuss their reading difficulties during group discussions and obtain individual feedback from different peers.

Constructivism and Its Relation to Blended Learning

Constructivist approach in education proposes that learners learn best when they are in the control and center of their learning. In blended learning, students are offered to practice and learn by themselves, at their own pace, and through self-directed resources in their disposal. In this aspect, constructivism and blended learning are very compatible, the former underlying the basic principles of the latter; and the latter embodying the practices and techniques the former calls for. It has been shown that blended learning informed by the principles of constructivist approach increases the level of communication and interaction between students and thus learning quality, experience and outcomes are increased effectively.

Now that internet has become a lot more available for people, they have easy access to knowledge online. In terms of language learning they can access input online by means of digital materials along with the in-class input they are exposed to in traditional learning environment. When students learn and/or practice online they are given a personal space and an opportunity to control and manage their own learning experience, which are hallmarks of constructivist approach to learning.

Chapter 3 Methodology

Design of the Research

This research was based on a pretest posttest quasi experimental design. The data were collected through quantitative and qualitative tools. Therefore, a mixed method was applied in terms of data collection.

The Sample and the Setting

Convenience sampling was used in this research. The writer of this dissertation was an English lecturer teaching at English preparatory school at Bozok University in Yozgat, Turkey. The research was experimental which involved instruction in class for a period of 16 weeks. Therefore, the subjects were selected according to their convenient accessibility and proximity to the researcher. At Bozok University, students take preparatory class during their first year at the university depending on their voluntary choice. The preparatory English class is open to students admitted to all Bachelor of Science (BS) and Bachelor of Arts (BA) programs.

The data were collected during 2015-2016 academic year. A total of 65 students in preparatory English classes (n=4) were involved in the research. The research was conducted in *Reading and Writing* classes. Out of the 9 classes registered at English prep school, four homogeneous classes at elementary level were included in the research. Two Reading and Writing classes (n=32) were designated as the control group while the other two classes (n=33) were selected as the control group. The classes met two days a week for a total of 8 hours (4 hours per day). The descriptive information about the participating students is shown in Tables 1 and 2 below.

Table 1

Descriptive Information about the Students and Classes Involved in the Research

Group	Total N of Students	N of classes	N of students per class	N of class days	N of class hours per week
Experimental	33	2	Prep A:17 + Prep C:16	2	8
Control	32	2	Prep B:17 + Prep D:15	2	8

Table 2

Distribution of Students according to Faculty

	Number of students		
	Experimental Group	Control Group	Total
Faculty of Engineering	22	20	42
Faculty of Economics and Administrative Sciences	8	9	17
Faculty of Education	-	1	1
Faculty of Arts and Sciences	2	2	4
Health School	1	-	1

The classes were held mostly in two foreign language laboratories and occasionally in two regular classrooms. The labs and the classrooms were equipped with single student desks, projectors, white boards, and internet access. The labs were equipped with adjustable desks which can alternately be used as computer screens. Each desk was equipped with personal headphones and internet connection. The courses offered in English prep classes were as shown in Table 3 below.

Table 3

Courses Offered in the Preparatory English Classes (A1-A2)

<i>Course Name</i>	<i>Coursebook Material(s)</i>	<i>Weekly Class hours</i>
Main Course	English File Elementary English File Pre-Intermediate	14
Listening and Speaking	Teacher's own Resources	6
Reading and Writing	1) Q: Skills for Success Reading and Writing 1 coursebook + its integrated digital content (Oxford University Press, 2015) 2) Worksheets	8

Instruments of the Research

A placement test, a pretest and two post tests were used in order to measure student performance in reading and writing skills as well as integrated grammar and vocabulary covered in the course. Student perceptions of online learning via the integrated digital content of the coursebook (mentioned below) were measured through an e-learning questionnaire developed by Ginns and Ellis (2007). In this scale, students were questioned about their perceptions of their learning experience online by rating 32 items on a 5-point Likert scale, namely 'strongly disagree', 'disagree', 'undecided', 'agree' and 'strongly agree'. The wording in a small number of the items was slightly changed in order to suit the context of this research. The maximum mean score to be achieved for a given item was 5, and the minimum possible mean score was 1. The questionnaire consisted of eight dimensions, each focusing on a different aspect of online learning practice as perceived by the students. An open-ended interview question was used to support the quantitative data collected through the questionnaire.

Tests of Homogeneity. To check the homogeneity of the groups, a pretest and a 50-item standard placement test instructed with the coursebook, *Q: Skills for Success Reading and Writing* (Oxford University Press, 2015) were used. The total maximum score to be achieved in each of the above-mentioned tests was 100.

Placement Test. Placement Test was designed to place students into the appropriate level of the above mentioned coursebook. One-way Analysis of Variances (ANOVA) test for independent samples was used to check homogeneity between the groups in terms of the overall mean scores they achieved in the placement test. As shown in Table 4 below, the results of ANOVA indicated that the control group achieved a mean score of 20.00 from the placement test while the experimental group's mean score was 18.56. The results indicated that the difference in mean scores was not significant ($p = .15$) and both groups were homogeneous.

Table 4

ANOVA for Placement Test according to Students' Overall Mean Scores

Variable	group	N	Mean	SD	F	p
Placement Test	Control	33	20	4,33013	2,078	0,154
	Experimental	32	18,5625	3,67149		

The scores also required that classes use *Q: Skills for Success Reading and Writing 1* (Oxford University Press, 2015), which was the second book in the six-book series, following Intro (A1). The placement test and the key to it are given in Appendix-A.

Pretest. In order to measure students' knowledge and double-check the homogeneity between the experimental and the control group, a pretest was conducted with the students before the beginning of the research. Items were selected from the test resources given with the coursebook. These items were within the scope of the target skills and vocabulary items to be covered in units 1-4 out of 8 in the coursebook during the first phase of the treatment (the first 8 weeks), explained later in this chapter.

The overall test and section mean scores of the groups in the pretest were provided in Table 5 and Table 6 below. The results of the independent samples t-test indicated that both groups were homogeneous ($p=.31$). The same test was conducted as the first posttest following two different types of reading skill practices as the first treatment of the research in the experimental and control group.

Table 5

Pretest Scores Obtained in the Test Components

	<i>Pretest mean scores</i>	
	<i>Experimental group</i>	<i>Control Group</i>
Overall <i>out of 100</i>	38,39	36,75
Reading <i>out of 30</i>	14,65	14,38
Writing <i>out of 35</i>	12,53	11,96
Vocabulary <i>out of 20</i>	4,27	4,60
Grammar <i>out of 15</i>	6,94	5,81

The number of the items and the corresponding scores in the sections of the tests were based on the standard tests instructed by the coursebook.

Table 6

T-Test Results Comparing Students' Overall Performance in the Pretest

Variable	Group	N	Mean	SD	t	p
Pretest	Experimental	33	38,39	6,590	1,026	,31
	Control	32	36,75	6,329		

Instructional Procedure

Throughout the whole experimental research, both the control group and the experimental group were taught by the writer of this research. The instructional materials and the teaching/learning processes within the first phase of the research are explained in the following sections of this chapter.

The First Phase of the Treatment. The first phase of the experimental research covered 8 weeks of classes and involved (a) reading skills practices through integrated writing, speaking and listening in the form of pre-reading and post-reading activities in the experimental group in blended learning environment as opposed to (b) segregated / discrete reading skills practices in the control group. An overview of reading practices in the experimental group in comparison with the control group was demonstrated in Table 7 below.

Table 7

An Overview of Reading Practices in the Experimental Group

	<i>Reading Practices in the Experimental group</i>	<i>Reading Practices in the Control Group</i>
Pre-reading Listening	Yes	N/A
Pre-reading Speaking	Yes	N/A
Pre-reading Writing	Yes	N/A
Post-reading Video	Yes	N/A
Post-reading Writing	Yes	Yes
Online (digital) integrated content for skills practice activities and writing submissions	Yes	N/A

Instructional Materials and Procedure in the Experimental Group

In the experimental group, *Q:Skills Reading and Writing 1 Second Edition* (Lynn, 2015), a product of Oxford University Press, was used as the coursebook. The coursebook was accompanied with a registration code for *iqonlinepractice*, the integrated digital content, that is the tool for learners to practice course content covered in class.

According to the information provided by the publisher, the above mentioned coursebook connects critical thinking, language skills, and learning outcomes. Each unit in the book includes explicit reading and writing skills instruction to meet students' academic needs and clearly identified learning outcomes that focus students on the goal of their instruction, and thought-provoking unit questions that engage students with the topic and provide a critical thinking framework.

At the beginning of each unit, there is a clearly defined unit objective so that students know the aim of reading the related articles. The unit objective in unit 4 is defined as the following: "Read the articles. Gather information and ideas to write a short paragraph about what makes you or someone you know laugh". The integration and interdependence of reading and writing skills in each unit could be observed from the unit objectives. The unit objectives also emphasize the holistic

nature of each unit based on just one single topic (E.g. vacations, immigration, jobs). The classroom time spent on each unit was about 16 hours (2 weeks).

There are two reading texts that follow discussion questions (integrated speaking), and an integrated listening activity in the form of pre-reading at the beginning of each unit. Each unit involves instructions and practice exercises on a variety of reading skills such as skimming, scanning, and reading for details, as well as writing skills like identifying and writing topic and supporting sentences. Each reading is followed by vocabulary and short writing activities and each unit finishes with an end-of-unit writing assignment (in the form of paragraph writing) which build upon instructions and explanations in the sections called *plan and write* and *revise and edit*.

The coursebook had a classroom presentation tool named *iTools*. This tool was both the digital form of the coursebook and contained a variety of practical presentation tools (see Figure 1 below).

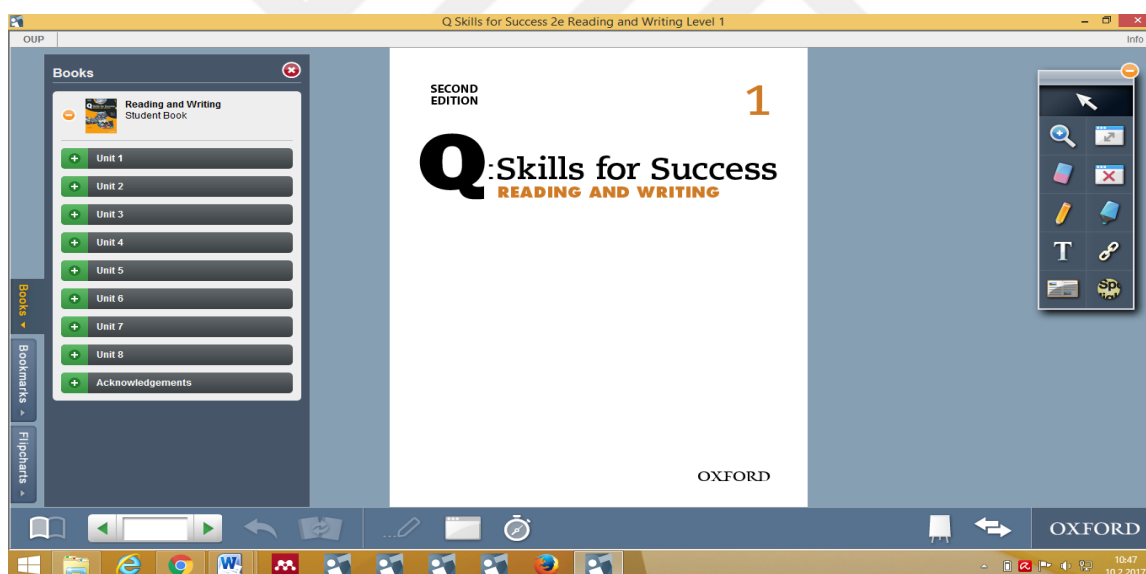


Figure 1. Main Page of Itools for Q: Skills Reading & Writing 1 (Oxford University Press, 2015)

When projected on a large white wall / screen in the classroom, the *itools* helped the teacher to highlight words and sentences, type notes, zoom, spotlight and give instructions on the pages of the coursebook, as shown in Figure 2 below.

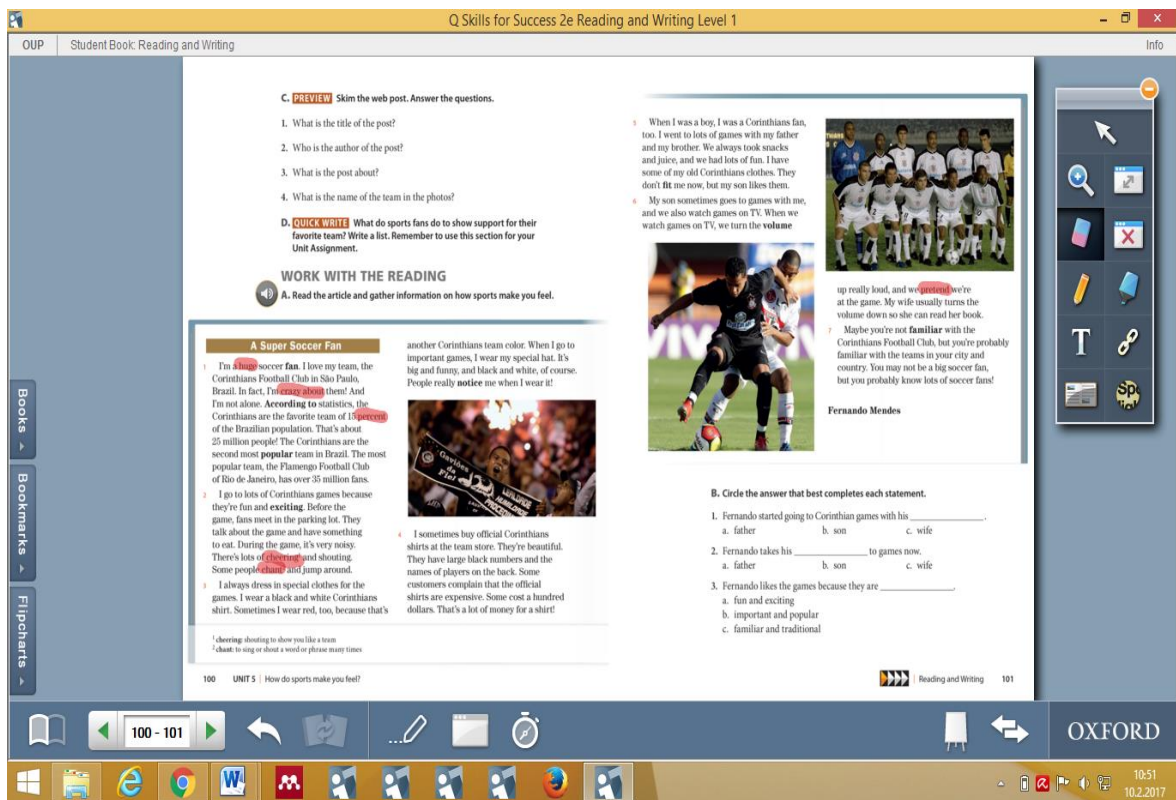


Figure 2. A Sample Digital Page of Tools for Q: Skills Reading & Writing 1 (Oxford University Press, 2015)

In the experimental group, the reading activities were integrated with writing, listening, and speaking activities (explained and sampled later in this chapter) in the form of pre-reading or post-reading activities. The teacher (the researcher) used speaking as preparation and stimulus, asking students to discuss questions on the same topic with the reading texts to be read, as a way of activating schemata and engaging them in a given topic. Harmer (2007, p. 267) emphasizes the role of speaking as preparation and stimulus for a reading text. He observes that language teachers frequently ask students to discuss a topic as a way of activating their schemata or engaging them in a topic that they are going to read or hear about. Speaking sessions allow students to examine their thoughts and feelings about a certain topic, as was the case in this research.

In the experimental group, the students were engaged on the same topic throughout the whole unit, with reading texts preceded or followed by speaking, listening, and writing skills practices during the course of the eight units in the coursebook. The reading texts, in turn, were used as a springboard for discussion or writing activities.

Listening to the *Q Classroom* and watching a topic-related *video* (explained later in this chapter) in each unit provided the necessary stimulus as well as the lexical knowledge to the students. Likewise, the *quick write* sections (explained later in this chapter) before reading texts acted as brainstorming and schemata building in which students gave short responses to questions as a preparation to the article to be read.

Pre-reading 1. Speaking (Discussion over the unit questions). To activate schemata for the two reading texts in each unit, the lesson started with a discussion of the topic. The students discussed a big (general) unit question and two or three specific (detail) questions under it. For example, the big question in Unit 2 was “Why do people immigrate to other countries”. Two more questions under this allowed students do brainstorming on the topic. The unit questions always came above/around a large unit photo, which further allowed to activate schemata in the students. Some of the questions were about the big photos around the unit questions on the same page or the page that followed. Students took turns to answer the unit discussion questions and the teacher occasionally wrote their responses on the whiteboard.

Pre-reading 2. Listening (Q Classroom Online). As a follow up to the discussion of the unit questions, students listened to the *Q Classroom* audio, a conversation in a classroom, in which a teacher and four students (Sophy, Yuna, Felix, and Marcus) discuss the same unit questions. The students listened to the audio at least twice, and performed while-listening and/or after-listening activities to check comprehension including through question types such as *True /False*, *completing a chart*, *gap filling*, *matching the reasons/ideas with the speakers' names*. This integrated practice activated further schemata and supported the previous speaking session. Sample pages containing pre-reading speaking and listening tasks were shown in the following images, which were taken from students' own coursebooks, officially bought from Ankara representative of Oxford University Press.



Figure 3. Sample Pre-Reading Speaking and Listening Activities (Oxford Uni. Press, 2015)

Pre-Reading 3. Short Writing and Speaking. Following speaking and listening on the unit questions, as further extension on the same topic, students were also asked to (a) say or write a few sentences about some given photos, (b) complete surveys, charts, or (c) make lists (e.g. adjectives describing photos). They also discussed photo-based questions in groups of two or three. Sample photo description activities in the form of short speaking and writing are shown below.

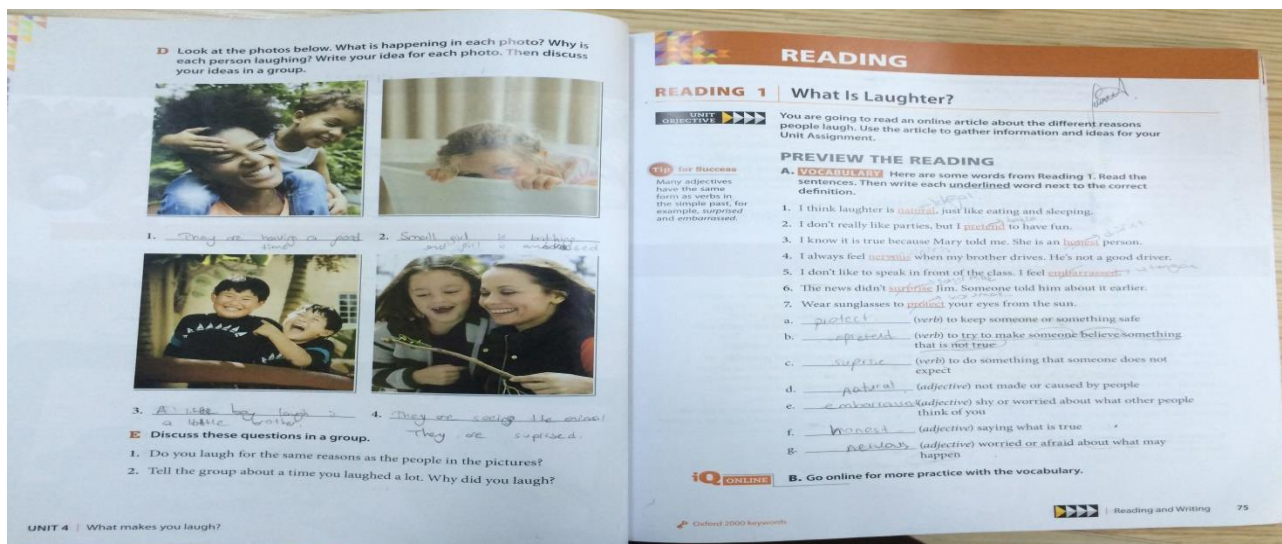


Figure 4. Sample Photo Description Activity (Oxford Uni. Press, 2015) (on the left)

A similar task appears in Unit 5 entitled “How do sports make you feel?” in the form of a brainstorming activity, where students are asked to list three adjectives to describe each sport shown in photos.

Pre-teaching/learning the Vocabulary. As a pre-reading activity before two reading texts in each unit, students worked on eight words by matching them with their definitions or replacing them with their synonyms. Previewing potentially unknown vocabulary items removed at least some of the barriers to comprehension in reading. In addition, working on some of the words from the reading texts was a beneficial technique to create interest and activate schemata on the topic of the reading articles, as well. The students had the chance to look for the meanings of the words initially and to predict what a text with such words would probably be about.

The words which were pre-learnt were usually above students’ proficiency level. Most of these items were B1 or B2 level according to Oxford 2000 keywords list. All these words were listed at the end of the book under the title Vocabulary List and CEFR Correlations. For example, in unit 4 the target vocabulary for the first reading text (entitled *What’s Laughter*) and the corresponding levels were the following: *natural* (A1), *pretend* (B2), *honest* (B1), *nervous* (B1), *embarrassed* (B1), *surprised* (B1), *protect* (B1).

In Unit 6 Reading 2 *Honesty and Parenting*, the words pre-taught/pre-learnt were *purpose* (A2), *opinion* (A1), *trust* (A2), *respect* (B1), *relationship* (B1),

practice (A2), require (A1-AWL), avoid (A1), and the students matched these words underlined in the sentences with the word forms and their definitions.

READING 2 | Honesty and Parenting

UNIT OBJECTIVE You are going to read an Internet forum about parenting. Use the Internet forum to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 2. Read the sentences. Then write each underlined word next to the correct definition.

Vocabulary Skill Review
You learned in Unit 1 that some words are both nouns and verbs. They look the same but work differently in a sentence. Look up the words *avoid*, *practice*, *respect*, and *trust*. Which word is a verb only? Which words are also nouns?

- The purpose of this activity is to learn new words.
- I don't agree with your opinion. You think it's OK to lie, but I don't.
- You can trust him. He never lies.
- I respect my father very much. I want to be like him.
- Jill and Rob have a good relationship. They take care of each other.
- Good football players practice every day.
- People require eight hours of sleep a night. With less than eight hours of sleep, people get sick more often.
- I try to avoid dangerous situations. That's why I don't go out after 11:00 at night.

a. respect (verb) to think good things about someone

b. require (verb) to need something

c. avoid (verb) to try not to do something

d. trust (verb) to believe that someone or something is honest and good and will not hurt you in any way

e. practice (verb) to do something many times so that you will do it well

f. opinion (noun) what you think about something

g. purpose (noun) the reason for doing something

h. relationship (noun) the way people or groups feel about each other

iQ ONLINE B. Go online for more practice with the vocabulary.

Figure 5. Sample Vocabulary Activity (as Preview the Reading) (OUP, 2015)

Preview. Before all the reading texts, a preview activity was performed. This section was in the form of previewing the texts in which students skimmed the headings, subtitles, photos or captions. Examples are as follows.

Unit 3 – “*Vacation policy*”: Skim the email header. Answer the questions.

“*Managing Life and Work with Dr. Sanders*”: Look at the headings in the blog and answer the questions”

Unit 4 – “*What’s Laughter*”: Read the article’s headings. What three questions does the article ask about laughter?

“*Laugh More and Stress Less*”: Skim the article and then read the question below. Circle Yes or No”.

Unit 5 – “*A Super Soccer Fan*”: Skim the web post. Answer the questions. (1. What’s the title of the post?, 2. Who is the author of the post?, 3. What’s the post about? 4. What’s the name of the team in the photos?)

“*The History of Soccer*”: Look at the headings and captions in the article. How does the article describe soccer (Students select three suitable adjectives out of six)

Quick Write. In the “*quick write*” sections, which preceded each reading text in all units, the students were asked to respond to questions very briefly in one or two sentences. This activity also allowed students to activate schemata and make use of relevant words and grammatical structures to be potentially encountered in the texts. Sample quick write activities are given below.

Unit 3 / Reading 1 (*Vacation policy*) - What do you know about vacation policies? Write a few sentences.

Unit 4 / Reading 2 (*Laugh More and Stress Less*) - Think about the last time you laughed out loud. Write a few sentences about how you felt.

The teacher got the students read aloud their responses and occasionally wrote them on the board so that students could take notes and learn from each other’s short writings.

Work with the Reading. In these sections, students first listened to the reading texts from the audio available with the digital tool of the coursebook *itool/s* (as mentioned earlier in this chapter). Then, they did silent reading or they were asked to read aloud the text, usually four or five students reading the paragraphs successively. Reading aloud enabled the teacher to check and correct students’ pronunciation and intonation.

As Harmer (2007) puts it “much language production work grows out of texts students see and hear. A controversial reading passage may be a springboard for discussion or for a written riposte” (p. 367). By reading these texts, students gathered information about the topic, became familiar with rhetorical tools, noticed syntactic elements, and gained vocabulary to make use for their end-of-unit writing assignment. At the beginning of the each reading, students were informed about the purpose of reading a given article, as exemplified below.

Unit 4 / Reading 2 “*Laugh More and Stress Less*”

Objective: You are going to read an online article about laughter’s effect on the brain. (*The first page of the above mentioned article is shown below.*)

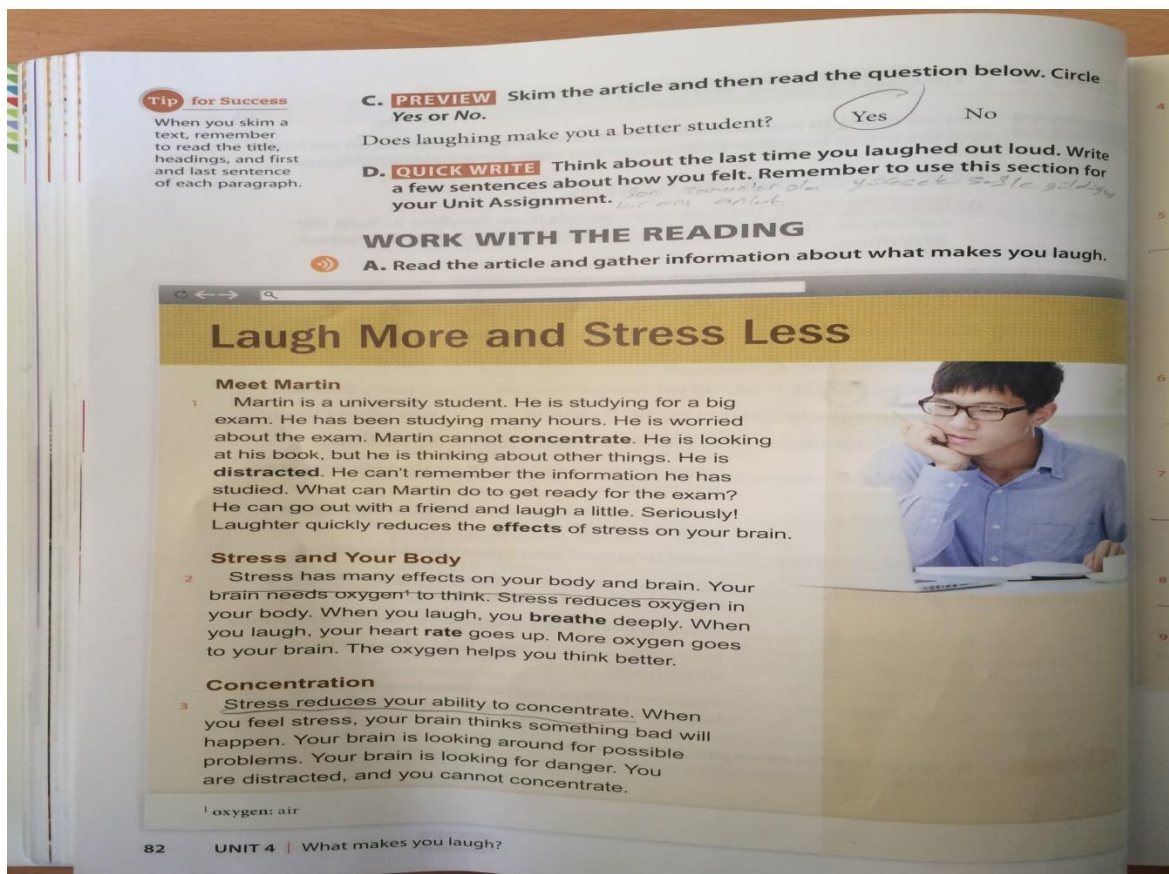


Figure 6. Work with the Reading (Oxford University Press, 2015)

Post-reading Activities

Four or five post-reading comprehension activities came after the reading text. The types of questions were usually *true/ false* (frequently correcting the false items /sentences), *Yes/ No*, *matching information*, *matching sentence halves according to the text*, *completing charts with reasons*, *multiple choice*, *completing sentences with some main vocabulary items /phrases*, *finding where certain type of information comes from in the article*, *finding support in the articles for the facts /cases given*. Sample reading skills and strategies used to respond to post-reading comprehension questions are listed below.

- | | | |
|--|---|---|
| 1. scanning the articles for specific information | 4. skimming | 7. finding topic/supporting sentences and details |
| 2. listing causes and effects | 5. completing Yes/No or True/False charts | 8. analyzing grammatical and semantic structures. |
| 3. doing semantic mapping or clustering (i.e. grouping ideas into meaningful clusters) | 6. guessing the meaning of words from context | 9. identifying discourse markers |

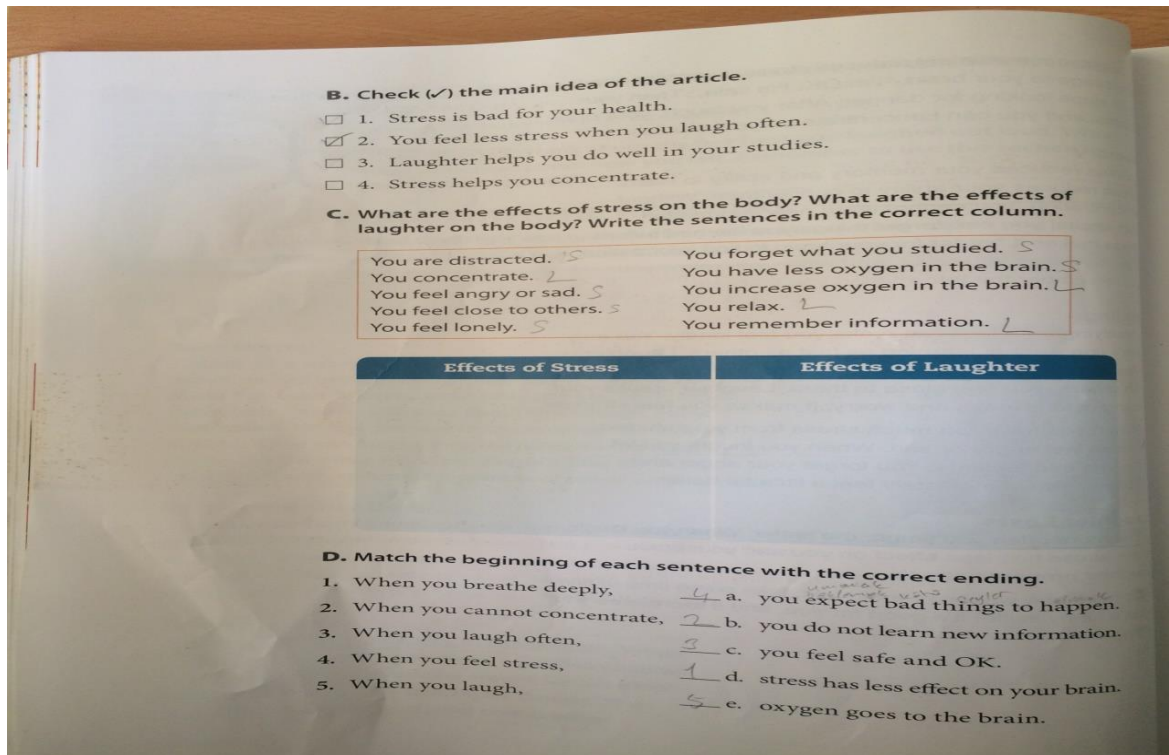


Figure 7. Sample Post-Reading Activity about a Reading Text (OUP, 2015)

Write What You Think (integrated writing). This section served as an integrated writing (in the form of post-reading) activity based on to the article read. *Write What You Think* consists of two or three steps, namely A,B, and C. These steps were explained below.

A. (Integrated speaking within writing) Students discussed two or three questions in a group. Students were referred to *quick write* section in order to review and improve what they wrote before reading the text.

B. Unit Video

Students watched a video related to the topic of the articles in a given unit. Students gathered more information on the topics as well as vocabulary through the video. The same video was available on *iqonlinepractice* (as explained later in this chapter) for students to further watch and practice by themselves out of class.

C. Students chose one of the questions in part A to write a response to. Students were expected to synthesize their schemata with the new knowledge they gathered by means of the texts they read. The articles acted as a springboard or background for the students writing here. Students were expected to write 3-4

sentences. A sample activity is given below from Unit 4 reading “Laugh More and Stress Less”

A. Discuss the questions in a group.

1. Martin feels stress from his studies. Do you feel stress from your studies? What happens to you when you feel stress?
2. What do you do to reduce stress?
3. Can laughter be a way to reduce the stress you feel? Why? Why not?

B. *iqonlinepractice* (Go online to watch the video about laughter clubs. Then check your comprehension.

C. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a response. (Writing)

1. Do you want to laugh more? Why? Why not?
2. How can laughter improve our lives?

Reading Skill Instruction and Practice. After the first or second reading in each unit, a specific reading skill is explained and exemplified. For example, in the “*reading skill*” section in unit 4, students were taught about identifying the topic sentence in a paragraph. The topic sentence was explained and exemplified with three paragraphs in which the topic sentences appeared in bold. After this, the students were referred back to reading text they already read and were asked to find the topic sentence in each paragraph. As further practice, students were given two more sample paragraphs and were asked to identify the topic sentences again.

Reading Skills Covered in the Units. Unit 1: Previewing a text, Unit 2: Skimming for the Main Idea, Unit 3 : Reading charts, graphs and tables, Unit 4: Identifying the Topic Sentence in a paragraph, Unit 5: Identifying supporting sentences and details, Unit 6: Identifying pronoun referents, Unit 7: Marking the margins, Unit 8: Identifying facts and opinions.

Writing Skills Instruction and Practice. In each unit, there was a target writing skill, explained and exemplified for the students and accompanied with exercises. An example activity was as follows:

Unit 3: Using correct paragraph structure

Activity A. Writing Model. Read the following three model paragraphs. Underline the topic sentence, the three supporting sentences, and the concluding sentence. Then write TS (topic sentence), SS (supporting sentences, and CS (concluding sentence) above each sentence.

Activity B. Read the sentences in each group. Put the sentences into the order of a paragraph. Number them 1-5.

Activity C. Write the sentences from one of the topics in B in the form of a paragraph.

Other sample writing skills covered in the lessons included writing a topic sentence (Unit 4), writing supporting sentences and details (Unit 5), and writing concluding sentences (Unit 6).

Integrated Digital Content of the Coursebook: iqonlinepractice

In the experimental group, classroom teaching/learning was supported by online practice tools of the coursebook on www.iqonlinepractice.com (Oxford University Press). The students in the experimental group worked on this website in their leisure time, doing activities of reading, writing, grammar, vocabulary, and writing posts on the discussion board, and watching videos. All exercises provided further practice on the skills and grammatical and lexical items the students worked on in class. At the end of each unit, they submitted a writing assignment (paragraph writing) and took a 30-item multiple choice end-of-unit test online. The screenshots and the description about the integrated online (digital) content of the coursebook are provided in the following pages. The screenshot of the icons on the main page was shown in Figure 8 below.

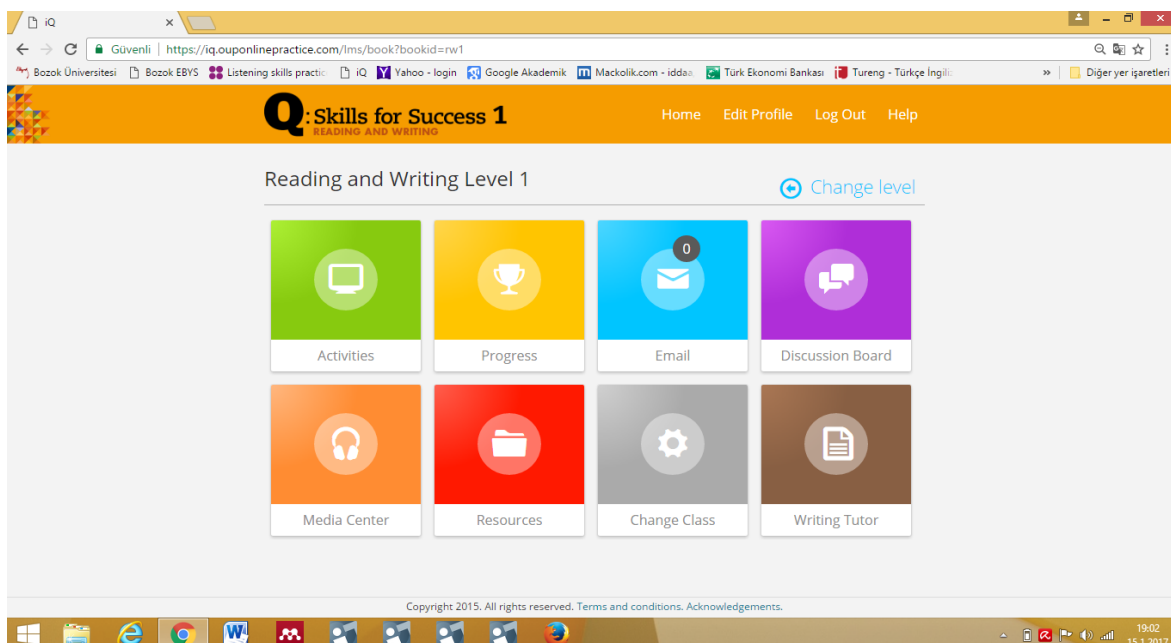


Figure 8. Icons on the Main Page on *IQonlinepractice* (Oxford University Press)

The content of these components were explained briefly in the following sections in the same sequence as they appeared on the website. In all of the activities online, the students were provided instant feedback (score, and marks on correct and incorrect items) upon submitting their answers. For example, when they did a 10-item grammar exercise, they clicked on submit, and the system gave automatic scores with correct items marked in color green and the incorrect ones appearing in red, thereby allowing students to know which of their responses to revise and/or correct.

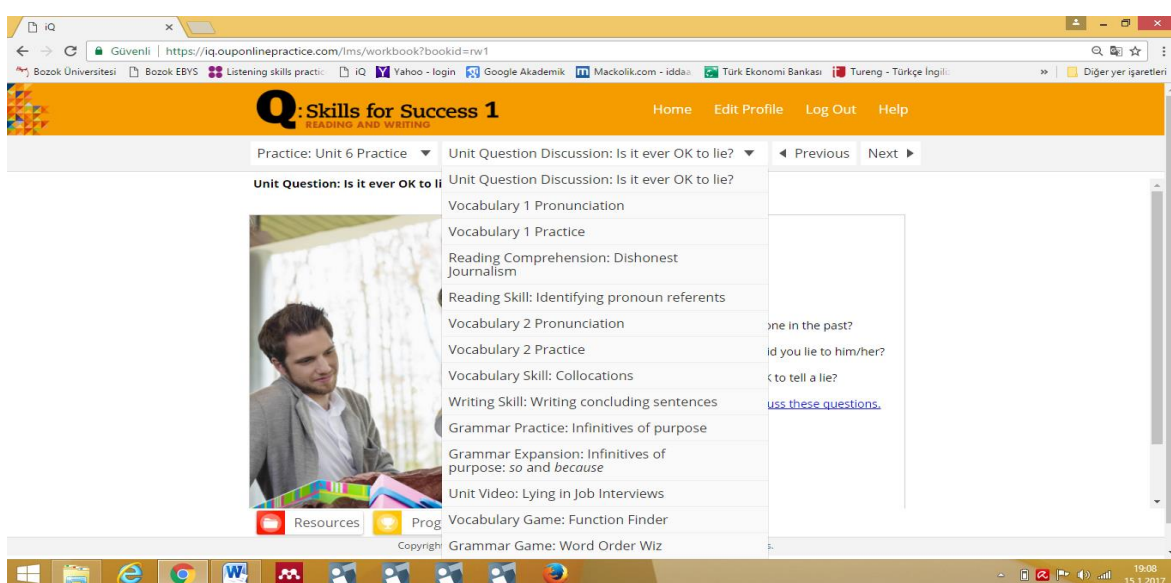


Figure 9. A Sample List of the Activities on *IQonlinepractice* (Oxford Uni. Press)

Discussion Board Tool. Discussion Board allowed students to post their individual responses to the unit questions on iqonlinepractice, see their friends' responses, thus exposing them to a lot of interaction and input about the topics. When accessed at the end of a unit, the discussion board provided opportunities for students to apply content knowledge, grammar structures and vocabulary, as well as writing strategies that they learned in the unit. All the discussion board questions were designed to encourage brainstorming and critical thinking. In terms of teaching strategies, the teacher/researcher didn't get involved in the online discussions. He tried to ensure that the students wrote an appropriate response in complete sentences and used formal language. The researcher occasionally collected language use examples from students' posts to illustrate grammar points and for group editing practice. The discussion board enabled students to express themselves, and do so in a way that is appropriate for the classroom context. Sample Discussion Board Posts were given below.

Unit 5 Discussion: How do sports make you feel?

- 1. Why do people play or watch sports?*
 - 2. Do you enjoy watching sports, playing sports, or both? Why or why not?*
-

Student Responses (Initials indicate different students)

T.T. *I feel comfortable when I do sport because I am forgetting everything in that time. The sport is good for tired of my body. Also, I keep fit when I do sport.*

G.B. *People play or watch sports because they want to have a good time. I also like to watch or play sports because I feel happy and have fun with friends.*

F.E.

Sports games to satisfy his passion for winning in every human being is very popular. This is a sport I love my biggest reason. I enjoy watching most sports.

E.E.

People need to relax and to move away from stress so they play or watch sports. I enjoy playing sports than watching. Because this excitement is to live more beautiful for me.

C.K. *People do various sports in order to feel positive. They do sports to relax themselves and they relax. Exciting to do because good sport. We are to be happy. Its helps us to think more healthy.*

I.C.F.

1.)Because some people enjoy from sports.

2.) *I like watching sports and playing sports because they relax me.*

M.Ş.

In my opinion, people feel happy and relax when exercising so they love to watch. I like both them when I do sports, because I feel happy and relax.

M.F.S.

1-) The people play and watch sports because they feel happy, healthy and exciting.

2-) I prefer play sports because relaxing

E.P.

1. *Because people are really happy when they play sports or watch sports.*

2. *Yes. Because I am crazy about sports.*

E.S.

I think people play sports because they're be healthy and exciting. Even sport is necessary for everyone. I enjoy playing sports because I'm putting stress for example I swim . Swim is feeling good and strong.

G.S.

Sports is very important for people lifes. When people do sports, they feel happy and relax. For example, when I do sports ,I feel great. I like walking and play volleyball.

I think playing sports is more exciting than watching sports.

O.AU

1- *People needs watch sport , because everyone fan to sport club or sportive.*

2- *I prefer doing sports instead watch sports , because doing sports healthier than watching sports.*

O.K.

1. *Because, people feel fit and they takes pleasure. I enjoy watching sports and playing sport. I watch football match. I play kick box since two years but I don't play now because, I don't have free time.*

B.K.

People play or watch sports because they want to feel good. I prefer playing sports more enjoyable than watching sports because I like feel competition.

Ö.B.

people like some sports because sport is in our life. A lot of people go to match other people watch on TV in our home because generally people can't go to match. I love sport. When I play and watch about sport I feel relax. If I don't play or watch sport I feel bad

T.A.G.

I feel happy and tired when I do sport. I think people feel like me. I think people want to relax and get rid of stress. They are excited during the game. They sometimes furious because players or referee make mistake. I like both them because I feel good when I do

sport. *If I play well, I feel good and happy because my team friends praise me and I enjoy the game.*

S.M.

Because people like sports. Sometimes people play sports . Sometimes watch sports. I like playing sports. For example; I like play tennis and volleyball, because tennis is very exciting sports.

M.K

People watch or play sports because they make people healthy and help to people to feel their emotions so strong. I enjoy so much when I do sports because it makes me so happy and keeps me fit. Also it helps to me with my hand/feet coordination and with my reflexes.

Unit 6 Question Discussion: *Is it ever OK to lie?*

1. *What is a lie that you told someone in the past?*

2. *Who was the person, and why did you lie to him/her?*

3. *In what kind of situations is it OK to tell a lie?*

Student posts on the discussion board are given below with students' initials.

T.A.G.

I lied my mum on 1 April because I wanted to make a joke. I screamed " I broke my arm, help me!" she was scared. If you make joke you will tell a lie.

C.S.

I lied to my father about money. I said " I have money " but I don't have money. I want don't worry about me. Lies protect us.

G.B.

I told lie to my girlfriend. I said to her "I can't come out with you because I have an exam tomorrow although I didn't have an exam. I went to the stadium to support my team. I think it is not bad to lie in these situations. I just wanted not to make her sad.

B.K.

I lied to my mother about exams. I said "Everything is OK" but my last exam is very bad. We can lie not to hurt someone.

F.E.

I told my mother lie just three months ago. She ask, do you have the money? I said yes. I didn't want my parents to worry about my bishop. Lies sometimes protects us.

O.A.U.

I lied to my father yesterday. I told him I would attend the LYS so that he didn't get angry. I think it is OK to lie when you like

B.K.

I think every truth and lie have benefits or detriments. When you chose one of these, you must think about the effects and tell the one which won't hurt anybody.

S.M.

I told a lie my friend to make her happy. I think people lie because they want to protect other people.

M.F.S.

1. I lied to protect my friend.
2. I lied to my mother because I was afraid of her.
3. Some lies seem OK, but they can hurt people in the end so people should tell the truth all the time.

T.A.G.

I told a lie to my mother. I said "Sorry mom, I'm not coming now. Maybe I will come a week later." my mother believed me. She was sad. Then, I said "It is lie. I'm coming now in my town" then she was surprised. I think white lies are OK because they don't hurt anybody.

G.S.

I lied my father about my arm. I said ' Look! My arm broke, I'm very afraid.' He looked frightened. Immediately I said that just a lie and we laughed.

I think, the lie is beautiful that joke.

E.Ö.

Me and roommate lied to dorm manager yesterday. We went to Antalya but we didn't go. I lied be stuck in a difficult situation.

H.K.Ç.

- 1)I broke a glass and my mother said 'why did it break glass'. I said 'I didn't do it'. I lied to my mother because I fear to took punishment
- 3)I think when people get in trouble, they OK to tell a lie.

A.Y.

Why do people lie

I think people lie because they don't want to hurt others' feelings.

The people lie to reconcile.

People lack the courage to tell the truth

M.Ş.

I told a lie to my girlfriend last week. She invited to me cinema but I didn't want to go. I said: 'I am ill so I can't go out.' I didn't want to hurt heart.

It is OK to tell a lie not to hurt people's feelings and protect themselves.

lqonlinepractice Reading Texts. These texts online allowed students to practice the reading skills covered in the coursebook. There were two reading texts on the same topic in each unit. A screenshot of part of the reading texts is shown in Figure 10 below:

The screenshot shows a web browser window with the URL <https://iq.ouonlinepractice.com/lms/workbook?bookid=rw1>. The page header includes the logo 'Q: Skills for Success 1' and navigation links: Home, Edit Profile, Log Out, Help. Below the header, there are dropdown menus for 'Practice: Unit 6 Practice' and 'Reading Comprehension: Dishonest Journalism...', along with 'Previous' and 'Next' buttons. The main content area is titled 'Read the article. Then choose the best answer for each question.' and contains the following text:

Dishonest Journalism

Journalism, or news reporting, is a difficult profession. It requires a lot of hard work. Newspapers trust their reporters to tell facts and opinions correctly. Good stories require reporters to travel around the country to talk to people. Good reporters gain the respect of their readers.

Sometimes, however, a reporter avoids the hard work. A reporter can create untrue stories. He can also steal information from other reporters. These kinds of acts are huge problems for newspapers. They try to avoid these problems, but even the best newspapers sometimes have dishonest reporters. A very famous case happened to one of the best newspapers, *The New York Times*.

In 1998, *The New York Times* hired a student named Jayson Blair to work for the summer. The *Times* liked Blair's work, so in January of 1999, it hired him as a reporter.

Below the text are two questions with radio button options:

1. What is the main idea of this article?
 - Jayson Blair was a very dangerous person.
 - The New York Times* is a very famous newspaper.
 - Reporters have a very difficult job.
 - Dishonest journalism causes problems for newspapers and readers.
2. When did *The New York Times* hire Jayson Blair?
 - 2000
 - 2003
 - 1998

The page also features 'Resources' and 'Progress' buttons, a copyright notice 'Copyright 2015. All rights reserved. Terms and conditions. Acknowledgements.', and a Windows taskbar at the bottom showing the time as 19:14 on 15.1.2017.

Figure 10. A Sample Reading Activity on *lqonlinepractice* (Oxford Uni. Press)

The second reading texts allowed students to practice the target reading skills covered in class in the coursebook. In the sample reading text shown in Figure 11 below, the students were provided further practice on identifying pronoun referents, which they worked work on during in-class hours.

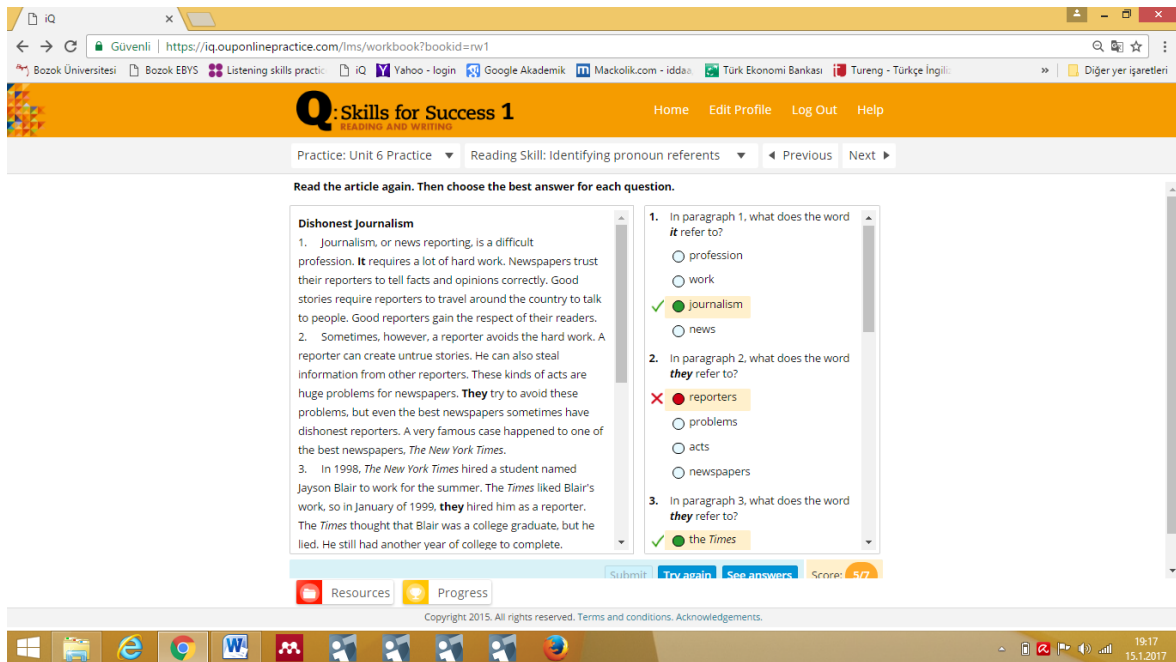


Figure 11. Another Sample Reading Activity on *Iqonlinepractice*

Iqonlinepractice Writing Skills Practice. Students did writing skills practices on *iqonlinepractice*. These activities provided further practice on the writing skills covered in the coursebook in the classroom. To give an example, students were asked to choose the best concluding sentence for the given paragraphs in unit 6 writing skill activity, as shown in Figure 12 below.

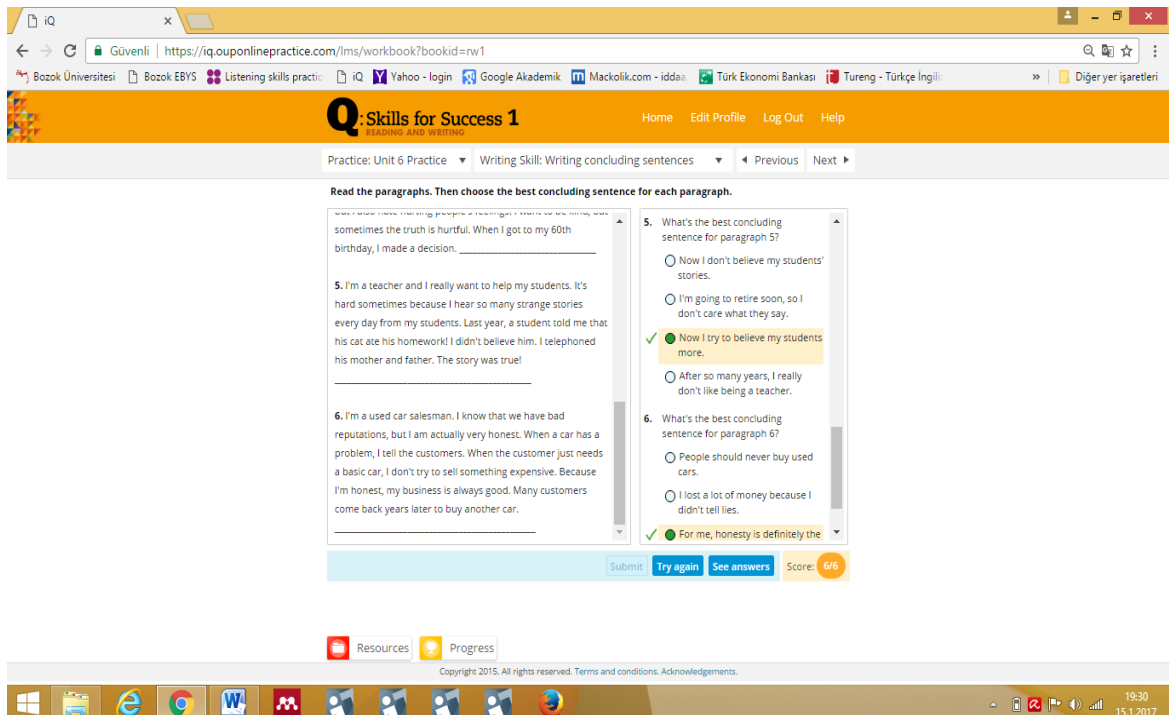


Figure 12. A Sample Writing Skills Activity on *Iqonlinepractice* (OUP)

The vocabulary practice activities. Vocabulary practice activities consisted of two parts. In *pronunciation* activities, students heard the pronunciation of the target words and recorded and played their own voices (see Figure 13).

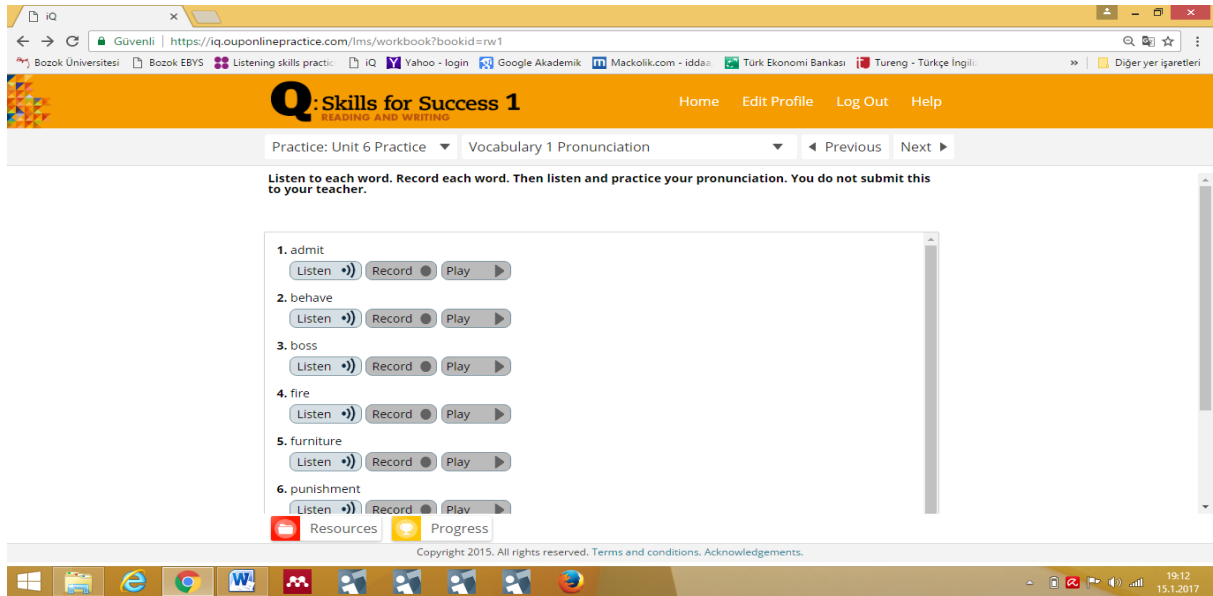


Figure 13. A Sample Vocabulary Pronunciation Activity on *Iqonlinepractice* (OUP)

Vocabulary skill practice activities appeared twice in each unit on *iqonlinepractice* site following Reading 1 and Reading 2, respectively, and provided out-of-class practice of the words the students encountered in the reading texts in class. A sample activity is shown in Figure 14 below.

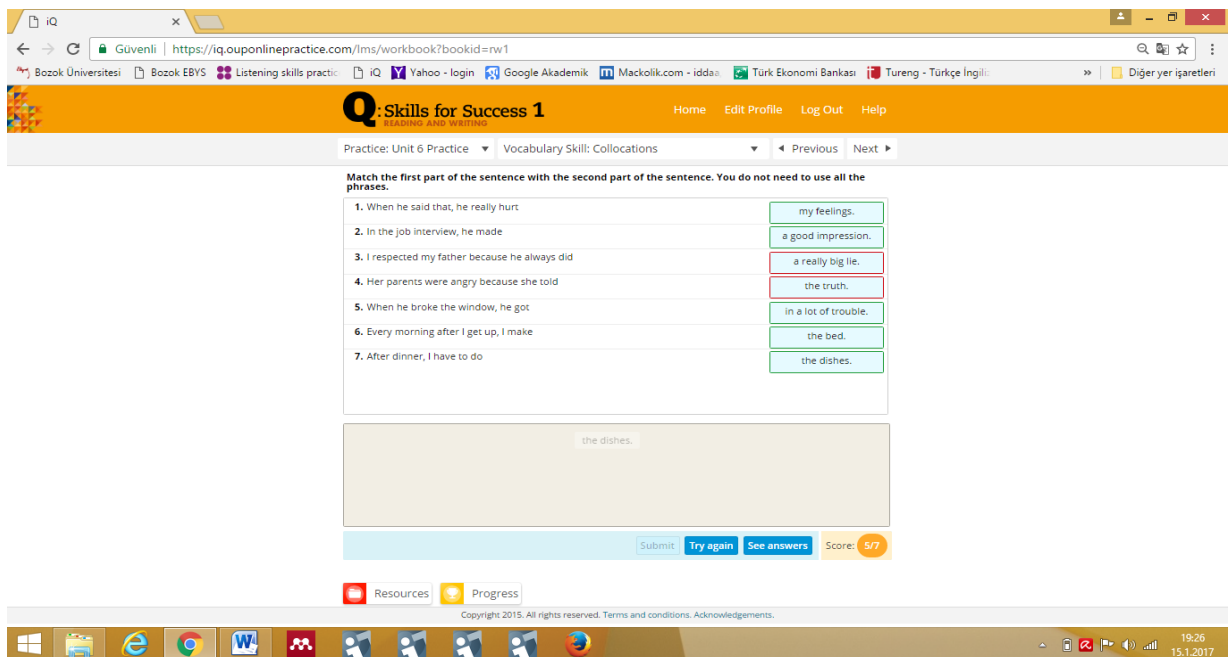


Figure 14. A Sample Vocabulary Skill Activity on *Iqonlinepractice* (OUP)

Grammar Practice and Grammar Expansion Activities. These activities appeared twice in each unit, following Reading 1 and Reading 2, respectively, and provided out-of-class practice on the target grammatical structures.

The screenshot displays a web browser window with the URL <https://iq.ouonlinepractice.com/lms/workbook?bookid=rw1>. The page title is "Skills for Success 1" and it is categorized as "Grammar Practice: Infinitives of purpose". The activity consists of eight numbered items, each with a sentence and a dropdown menu for an infinitive phrase:

1. The salesmen lied	to sell more cars.
2. We invited friends over	to have dinner with us.
3. I lied about your dress	to avoid hurting your feelings.
4. I did some stretching exercises	go to the gym.
5. The criminal lied to the police officer	to avoid getting arrested.
6. John bought a necklace for his wife	in order to make her happy on her birthday.
7. Marta skipped English class in order to	in order to relax.
8. Harry drove his car really fast	to get to the baseball game.

At the bottom of the activity, there are buttons for "Submit", "Try again", "See answers", and a score indicator showing "Score: 6/8". The page also includes a "Resources" section and a "Progress" indicator.

Figure 15. A sample grammar practice activity on *iqonlinepractice* (OUP)

Unit Video. Authentic, engaging videos generated new ideas and opinions on the unit question, which formed the topic and the basis for all the tasks in the unit. In each unit video, students responded to multiple-choice comprehension questions. A screenshot of a sample video question can be seen in Figure 16 below.

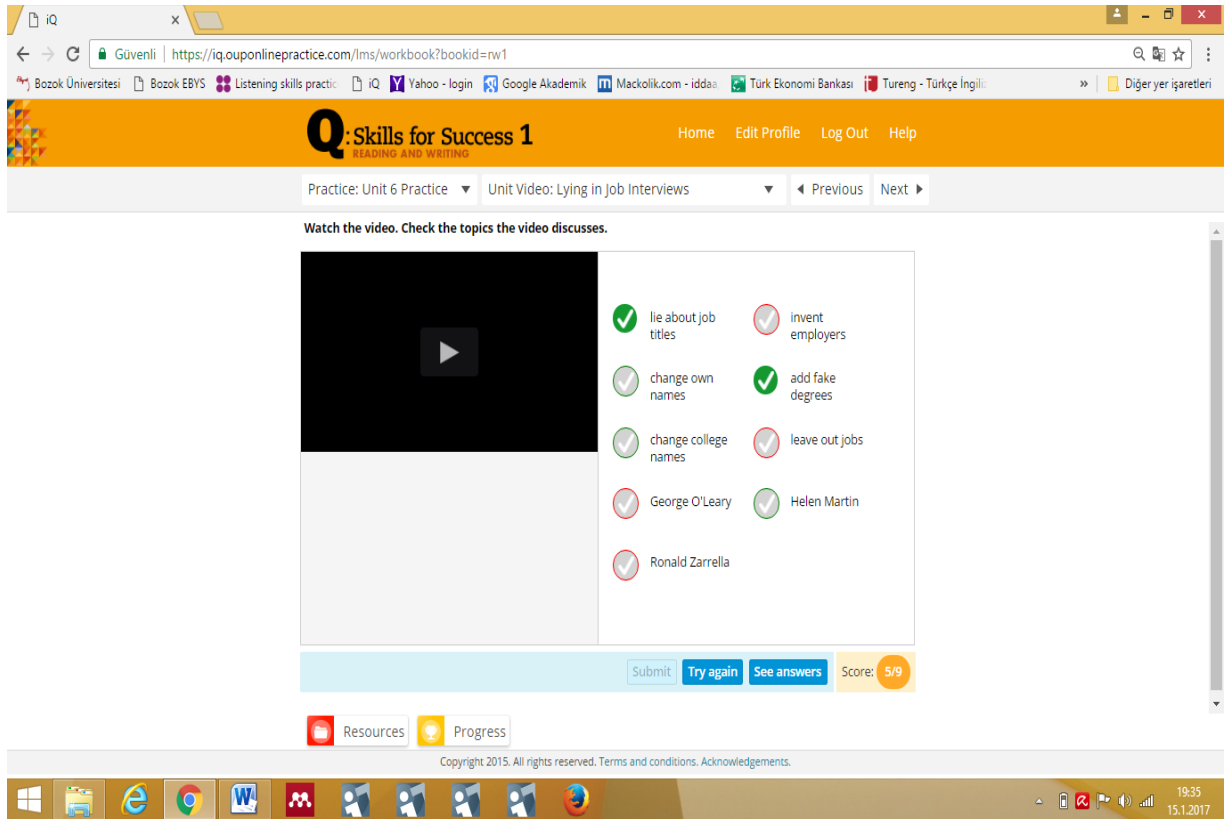


Figure 16. A sample video activity on *iqonlinepractice* (Oxford University Press)

Online Games. Students did a variety of grammar and vocabulary practice through games. The vocabulary and grammar practice games immersed students in the language and provided out-of-class practice. These games required students to (a) match word groups (guessing the parts of speech), (b) match words and their definitions, (c) choose from the grammar items to be used in a given sentence (e.g. gerund or infinitive). They were also asked to (d) match sentence halves, or (e) order jumbled words to form complete sentences. They either ticked or dragged the correct responses.

Progress Reports. The progress reports that were based on recorded automatic grading indicated what the students mastered and the areas where they needed more practice. This tool enabled both the students and the teacher to track student progress on *iqonlinepractice* components. A screenshot of a sample overall progress report was given below. Students and the teacher could also view unit-based progress reports and the corresponding individual scores.

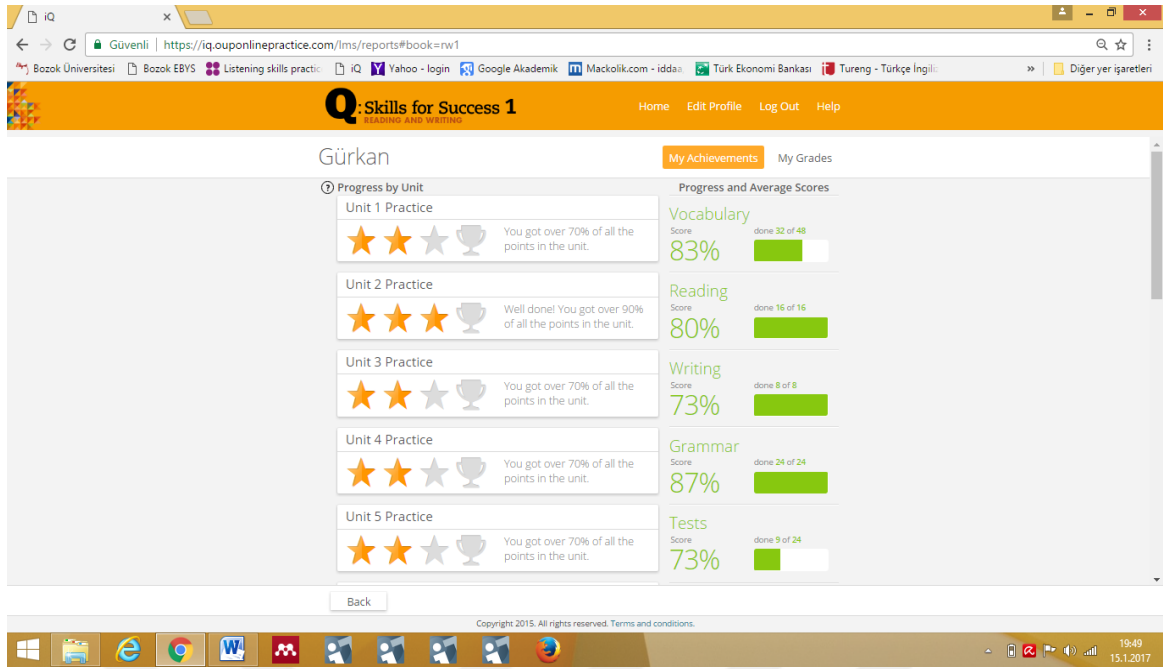


Figure 17. A sample progress report on *iqonlinepractice* (Oxford University Press)

The Media Center. Through this tool, the students were able to download all the audio forms of reading texts in the coursebooks and the *The Q Classroom* listening (as explained in previous subtitles in this chapter).

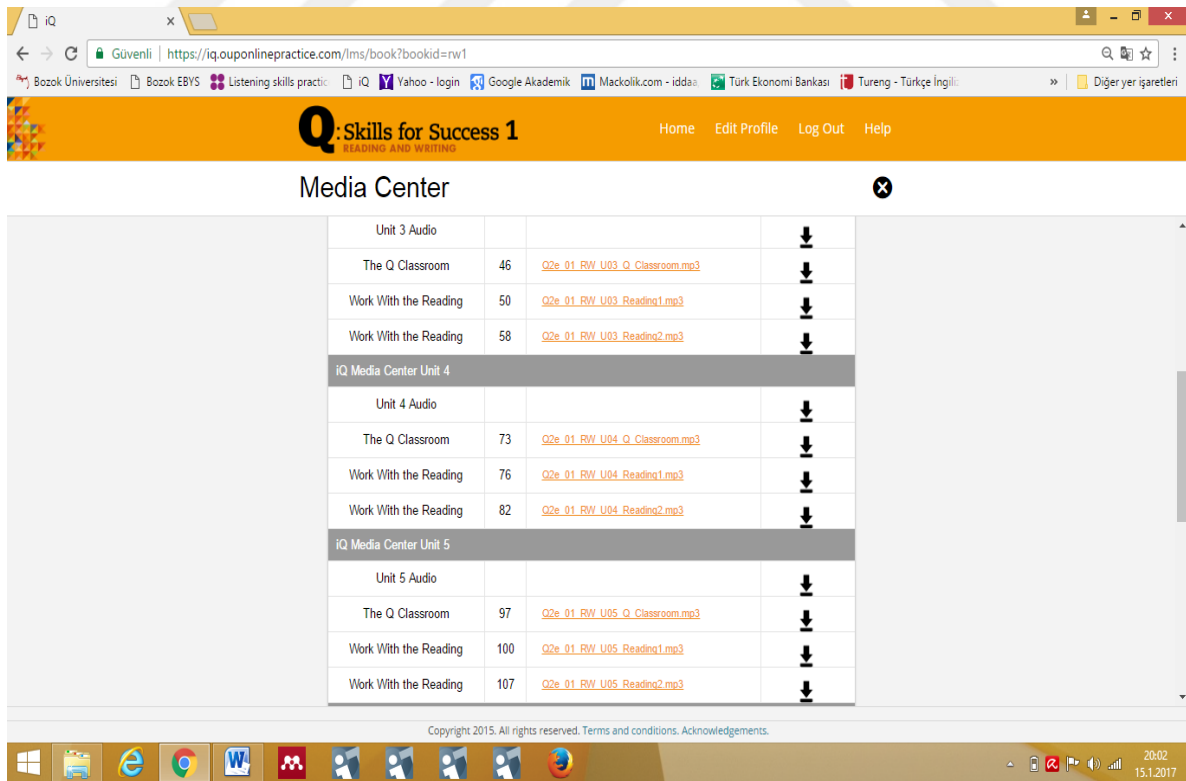


Figure 18. Media Center on *iqonlinepractice* (Oxford University Press)

Writing Tutor (Integrated Writing Assignment). At the end of each unit, students in the experimental group submitted a writing assignment online. The assignments were all free writing and involved writing a paragraph in the same topic as the texts they read in-class and online, and based on the information the students gathered in the discussions, prior integrated writings throughout the unit (see *quick write* and *write what you think* sections mentioned in the above sections in this chapter) and the unit video. These writing assignments were process-oriented ones, which sequentially involved 1) *brainstorming* 2) *planning for writing* 3) *writing* 4) *editing*. Writing Tutor provided explanations about how to write different types of paragraphs and presented model paragraph writings for the unit assignments. Students submitted their assignments through this tool.

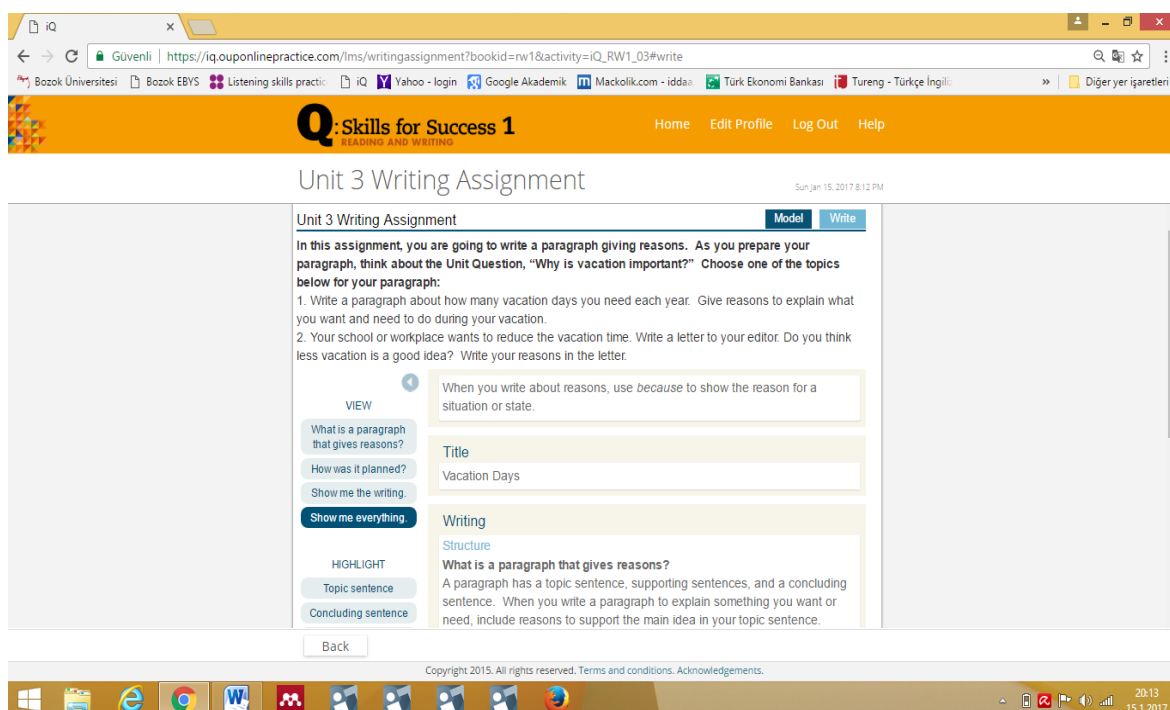


Figure 19. A Model View of Writing Tutor on Iqonlinepractice (OUP)

Related literature has indicated that language learners can communicate more effectively when they are exposed to paragraphs and essays as standard models. By examining a variety of written texts, students become more aware of the way words, structures, and genres contribute to purposeful writing. They also familiarize themselves with a variety of textual organization, as it was the case within this experimental research.

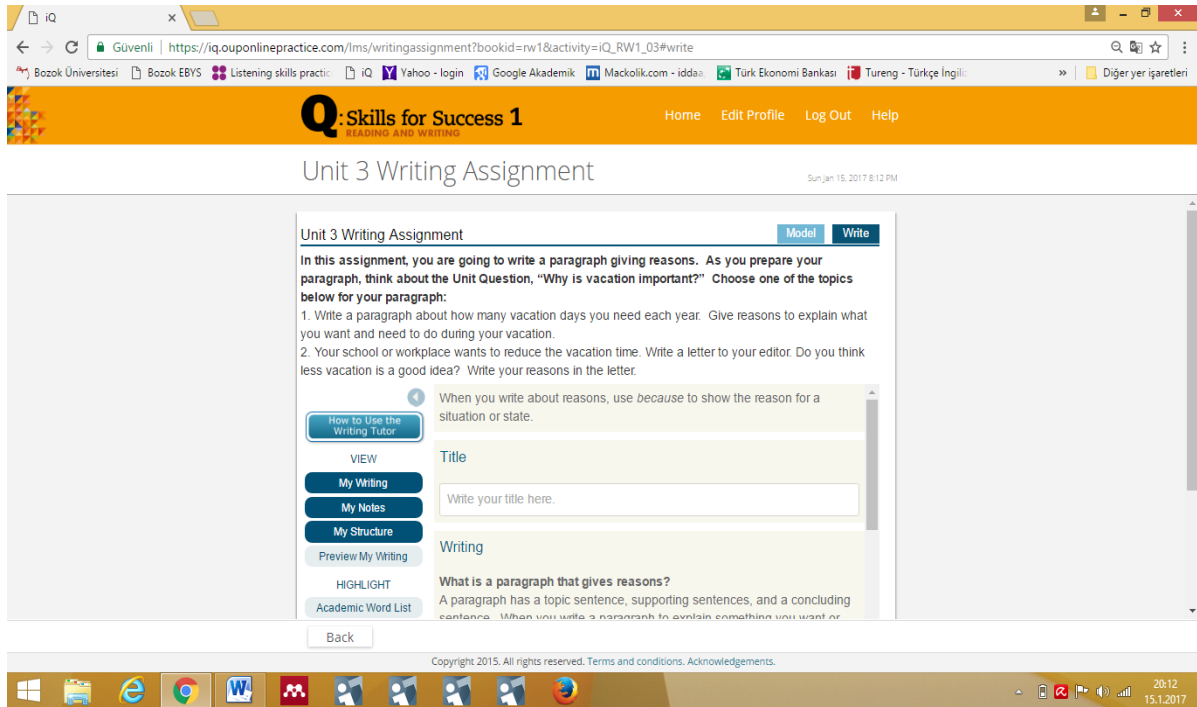


Figure 20. A View of Write Section of Writing Tutor on Iqonlinepractice (OUP)

Online Teacher Feedback. The teacher gave online feedback to paragraph writings submitted by the students by underlying the words, phrases or sentences which needed editing (see Figure 21 below). He also left comments and advice for students about how to improve their writings in terms of content, vocabulary, grammar, structure, punctuation, and capitalization. There is mounting research evidence that effective error correction—that which is selective, prioritized, and clear-can and does help at least some student writers (Ellis, 1998; Ferris, 1995; Ferris & Hedgcock, 1998; Reid, 1997). Students viewed online teacher feedback for their paragraph writings and had an opportunity to revise and edit their paragraphs. A screenshot of a submitted sample paragraph writing and the teacher feedback in response was given below.

The screenshot shows a web browser window with the URL https://iq.ouonlinepractice.com/lms/writingassignmentreport?book=rw1&activity=iQ_RW1_05. The page title is "Unit 5 Writing Assignment" and the date is "Sun Jan 15, 2017 7:57 PM".

Writing Task

In this assignment, you are going to write a descriptive paragraph. As you prepare your paragraph, think about the Unit Question, "How do sports make you feel?" Choose one of the topics below for your paragraph:

1. Write a paragraph about your favorite sport. When do you play it? Where do you do it? Why do you like it?
2. Write a paragraph about a sport that is popular in your country. When do people watch it? Where do they watch it? Why do they like it?

Student Writing

My Favourite Sport

My favourite sport is football. I like playing football. Almost everyday, I play football at astro pitch. Football is a big part of my life because it reduces my stress. When I was a child I played a lot of football and I play still with my friends. When I play football I feel comfortable, relax, happy, strong, clever, etc. I think when many people play football they feel like me. I advise football to everybody. In my personal oppinion, football is a healthy sport because there are activities like running, kicking and jumping inside of football. To sum, football is everything for me.

Feedback

MY FAVOURITE SPORT

My favourite sport is football. I like play football. Almost everyday, I play football at astro pitch. Football is a big part of my life because it reduces my stress. When I was a child I played a lot of football and I play still with my friends. When I play football I feel comfortable, relax, happy, strong, clever, etc. I think when many people play football they feel such as me. I advise to football everybody. In my person oppinion, football is a healthy sport because there are such as activities running, kicking and jumping inside _ . To sum up, football is everything for me.

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Figure 21. A Writing Assignment and Teacher Feedback on *Iqonlinepractice*

There are good reasons for grammar correction in EFL writings. First, surveys of student opinion about teacher feedback have consistently affirmed the importance that L2 students place on receiving grammar correction from their teachers (Cohen, 1987; Ferris, 1995b; Hedgcock & Lefkowitz, 1994; Leki, 1991). The writing assignments of the students were scored with online standard rubrics that were based on five different criteria, each 20 points. Therefore, students received scores out of 100 for each paragraph writing they submitted. A sample rubric (filled) is given below.

Unit 3 Assignment Rubric

Name: F.E. Date: _____ (submitted online)

Unit Assignment: Write a paragraph to answer the question, "What is the best kind of vacation for you?"

Write a Paragraph Giving Reasons	20 points	15 points	10 points	0 points
Paragraph uses vocabulary from the unit and words in the paragraph are spelled correctly.		X		
Sentences with <i>because</i> are correct and all sentences have appropriate punctuation.	X			
Sentences have both a subject and a verb and those elements agree.	X			
Paragraph structure is correct and the first line of every paragraph is indented.		X		
Reasons for the best kind of vacation are clear and specific.		X		

Total points: 85

Comments:

Self-Assessment Checklists. Students used a self-assessment checklist to guide their writing. A sample self-assessment checklist for a sample writing assignment was given below.

Unit 6 Assignment - Instruction : Write an opinion paragraph to discuss the question "Is it OK to lie about yourself online?" As you write use information from Reading 1, reading 2, the unit video, and your written and spoken work in this unit to support your paragraph. Refer to Self-Assessment checklist provided below.

Yes	No	SELF-ASSESSMENT
		Circle the pronouns in your paragraph. Do they agree with their referents?
		Does your concluding sentence remind the reader of your main idea?
		Did you use collocation to make your writing sound natural?
		Did you use infinitives of purpose to explain your reasons?
		Does the paragraph include vocabulary from the unit?
		Do you have both simple and compound sentences with <i>but</i> or <i>so</i> ?
		Did you use the words <i>because</i> and <i>when</i> correctly to explain reasons?
		Is the spelling correct? Check a dictionary if you are not sure.
		Does every sentence begin with a capital letter and end with a final punctuation?

By editing their own writing, students were expected to become more self-sufficient in writing. The relevant literature suggests that without any feedback or strategy training, many students never take seriously the need to improve their editing skills (Myles, 2002). The researcher underlined parts of their paragraphs where students needed to revise. Sample student paragraph writings submitted online and the teacher feedback directed were given below. Some of the writings are the corrected versions of student writings, submitted upon receiving feedback.

Unit 5 Writing Task

In this assignment, you are going to write a descriptive paragraph.

As you prepare your paragraph, think about the Unit Question, "How do sports make you feel?"

Choose one of the topics below for your paragraph:

1. Write a paragraph about your favorite sport. When do you play it? Where do you do it? Why do you like it?
2. Write a paragraph about a sport that is popular in your country. When do people watch it? Where do they watch it? Why do they like it?

Student Writing (M.K.)	Feedback
<p>My Favorite Sport</p> <p>My favorite sport is basketball. I usually play with my friends from my old class or with strangers on the area which we play basketball in. We play on the area (which is) on the seaside. We often meet in the afternoon and we play until the evening praying. We don't have any plan about "when" , we play when we are able to play, but we play exactly 4 days in a week. We love doing it because it makes us happy and we spend time together and we don't forget about old days.</p>	<p>My Favorite Sport</p> <p>_____ My favorite sport is basketball. I usually play with my friends from my old class or with strangers on the area which we play basketball in. We play on __ area (which is) on the seaside. We often meet in the afternoon and we play until the evening praying. We don't have any plan about "when" , we play when we are able to play, but we play exactly 4 days in a week. We love doing it because it makes us happy and we spend time together and we don't forget about old days.</p>

Student Writing (E.E.)

Feedback

Love Football

The most popular sport in Turkey is football. People love it very much and are crazy about it. Because football is exciting and fun. There are football games every weekend. People watch the match at home or in the cafe. Some people go to stadiums to watch the games and to support their team. They cheer, shout and chant. Football is a part of life for them.

Waiting for student input

Love of Football

The most popular sport in Turkey is football. People love it very much and are crazy about it. Because football is exciting and fun. There are football games every weekend. People watch the match at home or in the cafe. Some people go to stadiums to watch the games and to support their team. They cheer, shout and chant. Football is a part of life for them.

Student Writing

Feedback

TENNIS AND I

My favorite sport is tennis. I started tennis this year. I play in a court. I like tennis, because it's very exciting sport . And it makes me happy. I play tennis twice a week. After I play tennis , I feel tired and healthy.

TENNIS AND I

___ My favorite sport is tennis.
I started play this year.
I play in a court. I like tennis,
because tennis is very ___ exciting sport.
And tennis makes me happy.
I play tennis two times a week.
After I play tennis , I feel tired and healthy.

Student Writing (Ö.B.)

Feedback

Sport is My Life

My favorite sport is football. I am playing football from 8 years old. I usually play with my friends and brothers because they like football too, so we go to astroturf at nights. My father doesn't want to we play football because he wants we research our lessons. Lessons always the most important thing in our life so we go to match once a week.

sport is life

Sport is my life. I love sport. My favourite sport is football. I play football from 8 years old. I usually play with my friends and brothers because they like football too, so we go to AstroTurf at nights. My father doesn't want to we play football because he wants we research our lessons. Lessons always the most important thing in our life so we go to match once a week.

Student Writing (F.E.)

Feedback

My favorite sports is soccer.

Soccer is a great sport to play and watch. It is a team sport. I played soccer with my friends when I have free time. When I play soccer, I feel so excited. After the game, the team who loses pays for the money to the astroturf and we talk about the game and have something to eat. For these reasons, I'm great fan the soccer.

Waiting for student input

My favorite sports (~~is soccer~~).

Soccer is a great sport to play and watch. It is a team sport. I played soccer with my friends when I have free time. When I play soccer, I feel so excited. After the game, the team who loses ~~pays for~~ the money to the astroturf and we talk about the game and have something to eat. For these reasons, I'm great fan the soccer.

Unit 6 Writing Task

In this assignment, you are going to write an opinion paragraph about the importance of honesty. As you prepare your paragraph, think about the Unit Question, "Is it ever OK to lie?" Choose one of the topics below for your paragraph:

1. Is it OK to lie online? Write a paragraph that explains your opinion about this question.
2. Think of a time that you lied. Did you do the right thing? Write a paragraph to explain the situation and why you lied.

Student Writing M.K.

Feedback

The Importance of Honesty

You always have to be honest to other people. when they understand. When you lie to people and d that you lied , it can make them worse than the thing which would hurt them before you lie. People can be dissapointed and it can make them depressed. Even it can bring them to suicide. You might be playing with someone's life. When you lie and hurt someone you may lose their trust in you. You can be bad example to your children and they wouldn't understand that telling a lie is not a good thing to do. Be honest and always try to tell the truth with a good way.

Waiting for student input

The Importance of Honesty

You always have to be honest to ot people. When you lie to people and tl understand that you lied, it can make th worse than (the thing which would h them before you lie. People can disappointed and it can ma them depressed. Even it can bring th to suicide. You might be playing v someone's life. When you lie and h someone you may lose their trust in y You can be __ bad example to your child and they wouldn't understand that telling lie is not a good thing to do. Be honest & always try to tell the truth with a good way

Score 90

Student Writing F.E.**Feedback**

You Can't Tell the Truth All the time

It's important to be honest, but it's also important to be kind. First of all, if truth can hurt someone's feeling you can tell a white lie. For example; your friend ask about his hair "How does it look?" Actually he wants to hear good opinion. You can tell a white lie, by saying "It looks great" etc. Secondly, you must tell the truth to your close friends, because your close friend can notice when you tell a lie. If a close friend asks "Does my clothes look OK?" before he meets a new girlfriend, this time, you can tell the truth. Finally, don' forget; you don't have to make everyone happy, for this reason you should usually tell the truth.

Waiting for student input

You Can't Tell the Truth All the Time

It's important to be honest, but it's also important to be kind. First of all, if __ truth can hurt someone's feeling_ you can tell a white lie. For example; your friend ask about his hair "How does it look?" Actually he wants to hear good opinion. You can tell a white lie, by saying "It looks great" etc. Secondly, you must tell the truth to your close friends, because your close friend can notice when you tell a lie. If a close friend asks "Does my clothes look OK?" before he meets a new girlfriend, this time, you can tell the truth. Finally, don' forget; you don't have to make everyone happy, for this reason you should usually tell the truth.

Score 95

Student Writing M.E.**Feedback**

The Truth of The Lie

Honesty is important because it is the most beautiful thing in the world. If you are not honest, nobody can trust you. You can grow older with lies but no lie can mature a person, perhaps lies may make you happy but you will not be peaceful. whatever you do , do not lie so live happy and peaceful life until the end of.

The Truth of The Lie?

Honesty is important because it is the most beautiful thing in the world. If you are not honest, nobody can trust you. You can grow older with lies but no lie can mature a person, perhaps lies may make you happy but you will not be peaceful. whatever you do , do not lie_ so live _ happy and peaceful life until the end of.

Student Writing Ö.B.	Feedback
<p>To Lie Online</p> <p>That is bad thing about to lie online because people trust me. First of all, I must be careful because people might hurt. If I lie online I can get in trouble with other people for examle, they can complain to me somewhere. I might enjoy but maybe they don't like it. Finally, I can be bad example children.</p>	<p>Waiting for student input</p> <p>To Lie Online</p> <p><u>That</u> is <u>__</u> bad thing <u>about</u> to lie online because people trust me. First of all, I must be careful because people might <u>__</u> hurt. If I lie online_ I can get in trouble with other people_ <u>for examle</u>, they can complain <u>to</u> me somewhere. I might enjoy but maybe they don't like it. Finally, I can be bad example <u>__</u> children.</p> <p>April 8, 2016 @ 12:23 PM</p> <p>SCORE 80</p>

Student Writing İ.C.F.	Feedback
<p>My white lie</p> <p>People sometime tell white lie and people have to tell lie. People tell lie mend matters. But I think lie is bad thing everytime and trust is every time good thing. Because It doesn't hurt the people of honesty. but people choose easy, a lie is easier than true.</p>	<p>Waiting for student input</p> <p><u>My white lie</u></p> <p>_____ People <u>sometime</u> tell white <u>lie</u> and <u>people</u> have to tell <u>lie</u>. people tell lie <u>__</u> <u>mend</u> matters. But I <u>thank lie is</u> <u>__</u> bad thing <u>everytime</u> and trust is <u>every</u> time good thing. Because <u>It</u> doesn't hurt the <u>people of honesty. but</u> people choose easy, a lie is easier than <u>true</u>.</p> <p>Ibrahim, please pay attention to stops and commas (punctuation) and spelling. Also, you have problems choosing the proper verbs/words (and the parts of speech) in your sentences. Also watch your titles.</p> <p>Score 65</p>

Student Writing Z

Feedback

People don't need know your identity

There are a lot of people in social networking sites and it isn't safe for your information. Think with me, why should you give information about life to other people? If you believe she it is ok for share your information but first you should know him very well.. Online social community is very large and a lot of applications or forums. You must keep your information secret some applications. If you a crazy person or you want some fun you register fake account and you say whatever you want.

People Don't Need ___ Know Your Identity

(See your own title)

There are a lot of people in social networking sites. 'It is ok to lie online' but this sentence isn't correct. I think it is better to say 'it is ok to avoid your information online'. Think with me, why should you give information about ___ life to another people? If you believe he/she it is ok but first you meet very well. I saw an application, Everybody seem anonymous. Nobody can see any photo and profile. (**First anonymous are speaking !!!) if they like to dialogue they will meet real account.** Online social community is very large and ___ a lot of applications or forums. You must keep your information secret ___ some applications because it isn't safe. Some applications doesn't matter but if you ___ a crazy person or you want some fun you register fake account and you say whatever you want.

Zeki, you do not need to write this long. Please just keep to the point, and please watch your grammar and spelling, in particular.

Score 65

Student Writing B.K.

Feedback

The Truth about Lie on the Internet.

I think tell lie is OK on the internet. First of all, you don't trust anybody on the internet. Maybe the people online can be fake and they may lie about everything. Second, you always protect your private information. Also, some bad people might

The Truth about Lie in Internet.

I think lie is OK on the internet. First of all, you don't trust anybody on the internet. Maybe the people online can be fake and they may lie about everything. Second, you always protect your private information. Also, some bad people might abuse your personal

name, surname, phone number, etc. Finally, some people feel embarrassed by somethings on the internet. If they use fake personal information, they can write whatever they want. For these reasons, your private information only belongs to you.

surname, phone number, etc. Finally, some people feel embarrassed by somethings on the internet. If they use fake personal information, they can write whatever they want. (That is, your private information only belongs to you?) .

Score 85

The Iqonlinepractice Teacher Site

This integrated online tool contained all the components of the student version of iqonlinepractice site as well as additional teacher options. This tool allowed the teacher (the researcher of this research) to (a) assign homework, (b) designate deadlines for online activities, (c) open/close access to components on iqonlinepractice, and (d) track progress of the students at individual or class level. Figure 22 below indicates these options in the teacher site.

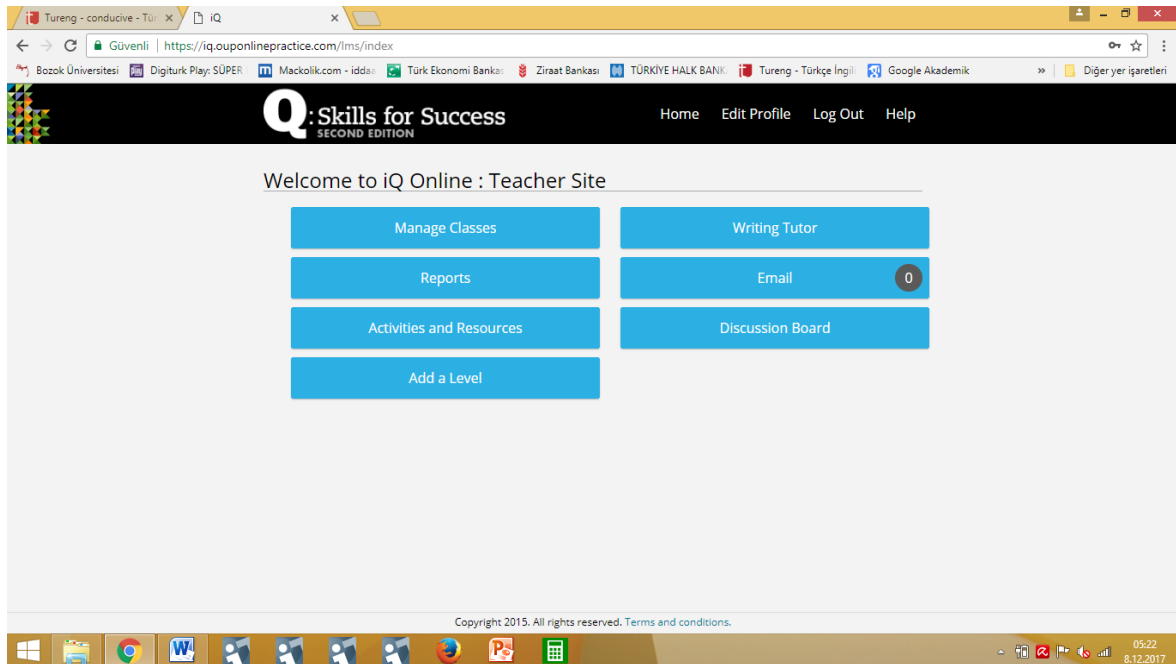


Figure 22. Main Page of Iqonlinepractice Teacher Site

Instructional Procedure in the Control Group

During the first phase of the treatment (the first 8 weeks), instruction was carried out through segregated reading skill practices in classroom setting in the control group. Reading texts of the above mentioned coursebook were studied as discrete reading skill practices. Instead of online course content, the control group were assigned with two more reading texts on the same topics with reading skill exercises to support in-class learning with integrated grammar and vocabulary activities.

In the control group, there were not any integrated listening or speaking skills practices as pre-reading or post-reading activities. Students only handed in their paragraph writings in paper and got feedback through traditional teacher feedback on their submitted paper sheets unlike online feedback directed to the students in the experimental group. The students in the control group mainly responded to reading comprehension questions, and worked on grammar and vocabulary items in the reading texts. The aim was to read the articles in detail and to look into structural and lexical items. The students were required to use many strategies such as paying selective attention (scanning), asking and answering questions, analyzing, synthesizing, and predicting (e.g. guessing meanings of unknown vocabulary).

Students did both silent reading and reading aloud. They worked on the reading texts through activities including but not limited to (a) recalling, (b) comprehension check exercises in the forms of True / False, multiple choice, or direct response, (c) underlying and guessing meanings of unknown words from context, (d) working on grammatical structures (e.g. identifying pronoun referents and the verb forms in the text, (e) identifying the topic, (f) finding the main idea and so on. The reading skills covered in the control group were the same types of target skills and strategies covered in the experimental group.

First Posttest

Following an eight-week instruction in both groups in the ways as described in the previous sections, a posttest was administered to both groups. The sections and the items in the posttest were chosen according to the standard test materials of the coursebook.

Same Treatment in Both Groups and the Second Posttest

In the second phase of the research, the two groups were treated in the same way, i.e. by means of reading skills practices as integrated with the other skills for another 8 weeks. The second phase of the instructional procedure covered units 5-8 of the 8 units in the *Q: Skills for Success Reading and Writing 1 second edition (Oxford University Press, 2015)* coursebook. Then a second posttest was conducted with the two groups and their mean scores were compared with the first posttest conducted earlier. The findings of the above mentioned tests are given in the next chapter.



Chapter 4

Findings and Discussion

Introduction

The findings of this research were obtained in the following manner. In accordance with the specific research questions addressed, suitable statistical analyses were conducted, including descriptive statistics, frequencies, independent samples t-tests, and other related data analyses, all performed through SPSS 20. All the analyses of quantitative data were conducted with the mean scores and the frequency percentages of the tests. The qualitative data were analyzed through content analysis by inductive development of categories which were derived directly or indirectly from the data obtained from the interviews with students. Cronbach Alpha reliability for the e-learning questionnaire was established for a measure of internal consistency. The Cronbach alpha coefficient for the items of the questionnaire was found as .92, suggesting that the items had high internal consistency.

Independent samples T-tests were conducted in order to compare placement test, pretest, and posttest scores of the experimental group with those of the control group. In the t-test tables in the next few pages, t signifies both the magnitude and the direction of the mean difference between the two samples. If the t value is negative it means there is a mean difference to the favor of the second (control) group, and if t is positive, it means there is a mean difference to the favor of the first (experimental) group. Whether the difference is significant or not can be understood by the p value in the t-test tables. A p value lower than .05 indicates a meaningful difference between the two groups.

Findings for the First Research Question

Is there a difference in overall performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?

Independent samples t-test demonstrated that the experimental group performed significantly better than the control group in the first posttest ($p = .003$) in terms of overall test scores. The descriptive statistics regarding the t-test for overall scores are given in Table 8 below.

Table 8

T-Test for the First Posttest according to Students' Overall Scores

Variable	group	N	Mean	SD	t	p
Posttest 1	Experimental	33	67,3939	10,29	3,993	.003
	Control	32	59,5938	10,37		

Another independent samples t-test was used in order to compare the overall scores of the two groups in the second posttest, which was applied following an eight-week reading skills instruction through integrated skills practices in blended learning environment (i.e. the same treatment in both groups). As shown in Table 9, unlike the first posttest, no significant difference was observed between the two groups in terms of overall test scores in the second posttest.

Table 9

T-Test for the Second Posttest according to Students' Overall Scores

Variable	group	N	Mean	SD	t	p
Posttest 2	Experimental	33	66,15	12,88	,993	,325
	Control	32	63,09	11,93		

Findings for the Second Research Question

Is there a difference in reading performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?

According to the results of the independent samples t-test (see Table 10 below), the experimental group ($m=20,09$; out of 30) was found to achieve a higher mean score in reading section of the first posttest than the control group ($m=19,44$). However, the mean difference between the groups was not statistically significant ($p= .47$).

Table 10

T-Test for Reading Section of the First Posttest according to Groups

Variable	group	N	Mean	SD	t	p
Reading Section	Experimental	33	20,0909	3,146	0,722	0,473
	Control	32	19,4375	4,103		

The results of another independent samples t-test comparing reading section scores of the two groups in the second posttest revealed that the control group performed slightly better although this difference was not significant (see Table 11 below).

Table 11

T-Test for Reading Section of the Second Posttest according to Groups

Variable	group	N	Mean	SD	t	p
Reading Section	Experimental	33	19,54	4,235	-0,191	0,849
	Control	32	19,75	4,392		

Findings for the Third Research Question

Is there a difference in paragraph writing performance between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) writing practices?

The findings obtained from the independent-samples t-test indicated that the experimental group achieved a mean score of 20,97 (out of 35 points) in the writing section of the first posttest. As demonstrated in Table 12 below, there was a significant difference in writing scores between the two groups, with the control group achieving a lower score (m=17,75) in the first posttest (p= .004).

Table 12

T-Test for Writing Section of the First Posttest according to Groups

Variable	Group	N	Mean	SD	t	p
Writing Section	Experimental	33	20,97	4,134	3,028	,004
	Control	32	17,75	4,435		

When writing performance of the two groups in the second posttest was analyzed through another independent samples t-test, it was observed that the experimental group (m=21,15) performed better than the control group (m=20,18). However, unlike the scores of the first posttest, the difference was not significant (p= .43). It can be argued that reading skills instruction through integrated skills practices in blended learning environment might have had a positive effect on the writing scores of the control group. The descriptive statistics regarding the t-test results are provided in Table 13.

Table 13

T-Test for Writing Section of the Second Posttest according to Groups

Variable	Group	N	Mean	SD	t	p
Writing Section	Experimental	33	21,15	4,822	,790	,433
	Control	32	20,18	5,018		

In addition to the writing section scores obtained from the posttests, the aggregate average scores from “*write a paragraph*” assignments in the control and the experimental group were compared. As can be observed from Table 14 below, the average writing assignment scores of the students in the experimental group were better than those of the control group. However, it could be observed that this difference became gradually smaller following the same treatment in both groups, suggesting possibly a facilitative impact of online interactive feedback, which was found to be more motivating and constructive on the part of the students (as discussed later in this chapter).

Table 14

The Average Scores of the Students from Paragraph Writing Assignments

		Experimental Group		Control Group	
Treatment 1		Reading Through Integrated Skills in Blended Learning Environment		Segregated reading classes as a discrete skill	
Average Group scores achieved	Unit 1	65	Unit 1	60	
	Unit 2	70	Unit 2	70	
	Unit 3	80	Unit 3	75	
	Unit 4	80	Unit 4	65	
Treatment 2		Reading Through Integrated Skills in Blended Learning Environment		Reading Through Integrated Skills in Blended Learning Environment	
Average Group scores achieved	Unit 5	90	Unit 5	85	
	Unit 6	75	Unit 6	75	
	Unit 7	80	Unit 7	80	
	Unit 8	75	Unit 8	70	

Findings for the Fourth Research Question

Is there a difference in vocabulary knowledge between the students instructed through reading-based integrated skills practices and those instructed through segregated (traditional) reading practices?

Independent samples t-test for the first posttest revealed that students in the experimental group performed better ($p=.002$) in terms of mean scores they achieved in the vocabulary component of the test (see Table 15 below).

Table 15

T-Test for Vocabulary Section of the First Posttest according to Groups

Variable	group	N	Mean	SD	t	p
Vocabulary Section	Experimental	33	14,24	2,278	3,281	,002
	Control	32	12,21	2,672		

The second posttest scores indicated similar results in terms of vocabulary component, with experimental group (m=14,51) performing better once again (see Table 16 below), although the mean difference between the groups became smaller and insignificant. The control group (m=13,53) in itself performed better than the first posttest.

Table 16

T-Test Results for Vocabulary Section of the Second Posttest

Variable	group	N	Mean	SD	t	p
Vocabulary Section	Experimental	33	14,51	2,969	1,335	,187
	Control	32	13,53	2,972		

It can be argued that pre-reading and post-reading activities online and in-class were instrumental in the better retention of lexical items the students were exposed to in the reading texts. Research has indicated that reading is important but not sufficient for second-language vocabulary learning, and that it should be supplemented by post-reading activities to enhance students' vocabulary gain. For instance, Atay and Kurt (2006) suggested that writing activities in the form of post-reading are an effective way for the learners to retain the target vocabulary that they come across in a given reading text.

Taking into account the results of the second posttest in relation to the first one, it may be suggested that traditional segregated reading practices are effective in reading comprehension performance while they are less effective in terms of writing skills and vocabulary attainment. It may also be argued that writing and speaking activities as pre-reading and post reading tasks are beneficial in that they give students more opportunities to be exposed to and make use of the target vocabulary items.

Findings for the Fifth Research Question

What are the students' perceptions of online learning activities and receiving online feedback?

The results obtained for each item in the eight dimensions of the e-learning questionnaire are provided below. The number appearing on the left of the statements (items) show the order of the item as it appeared in the questionnaire administered to the students.

Through items 11, 14, and 22, students rated the *appropriateness of workload* concerning on-line materials and activities. Table 17 shows that while nearly 40 percent of the respondents agreed that there was sufficient time to understand the things to be learned online (item 14), nearly half of them disagreed with the other items (items 11 and 22), suggesting the overall workload assigned on-line might be perceived as a little burdensome.

Table 17

Student Responses about Appropriateness of the Workload

Item	Frequency Percentages of Student Responses				
	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
11 The workload for the on-line component of this course is too heavy.	4,7	14	30,2	30,2	20,9
14 I generally had enough time to understand the things I had to learn on-line.	4,7	20,9	37,2	30,2	7
22 The volume of work for the on-line component of this course means it can't be thoroughly comprehended.	9,3	34,9	37,2	18,6	0

Through items 2, 6, and 31 (as shown in Table 18 below), the students measured the teacher's performance relating to *student management*. Over 80 percent of the students were positive about the extent to which the teacher provided continuous access to relevant on-line materials (item 31), and the regularity of updates (item 6). On the other hand, they were comparatively less positive about the use of the on-line environment to keep students updated about results (item 2).

Table 18

Student Responses about Student Management

Item	Frequency Percentages of Student Responses				
	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
2 The teacher used the on-line environment when appropriate to keep students informed about results.	7	16,3	18,6	44,2	14
6 The teacher used the on-line environment to regularly update students about relevant course information.	2,3	0	9,3	53,5	34,9
31 The teacher ensured continuous access to the relevant on-line materials throughout the semester.	4,7	9,3	4,7	41,9	39,5

Items 3, 4, 9, 12, 15, and 28 were the items to determine how students perceived *the quality of teaching in an e-Learning context*. Students' responses to most of the above items were quite positive (see Table 19). To illustrate, a great number of students (65%) perceived teacher feedback as motivating to learn more deeply (item 4) and encouraging to learn more (item 9; 67,5%). In addition, a great majority of students (nearly 80 %) indicated that the teacher helped to focus on-line discussions between students (item 28).

Table 19

Student Responses about the Quality of Teaching in an e-Learning context

Item	Frequency Percentages of Student Responses				
	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
3 I received too much feedback on-line from my teacher.	4,7	11,6	7	32,6	44,2
4 The teacher's responses on-line motivated me to learn more deeply.	9,3	9,3	16,3	39,5	25,6
9 The teacher's interaction with me on-line encouraged me to get the most out of my learning.	7	7	18,6	32,6	34,9
12 The teacher's on-line responses motivated me to do more on-line learning than I would have done otherwise.	7	11,6	23,3	37,2	20,9
15 I didn't receive enough helpful on-line feedback from my teacher.	18,6	46,5	9,3	18,6	7
28 The teacher helped to focus on-line discussions between students.	7	4,7	9,3	37,2	41,9

Items 24, 25, 27, and 30 focused on *blended learning and overall satisfaction with online experience*, that is, the degree to which on-line materials and activities support face-to-face (in-class) learning. As demonstrated in Table 20 below, students were positive about the extent to which the website (iqonlinepractice) related to the whole course (item 30) and the degree of clarity in the relations between on-line resources and assessment requirements (item 24). They were most positive (74.5 %) about the expressed clarity of the relation between the course as a whole and on-line resources (item 27), and a little less positive about the extent to which on-line activities supported face-to-face activities.

Table 20

Student Responses about Blended Learning and Overall Satisfaction with Online Experience

Item	Frequency Percentages of Student Responses				
	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
24 It was clear if on-line resources were related to assessment.	14	2,3	20,9	39,5	23,3
25 The on-line activities helped me to understand the face-to face activities in this course.	9,3	7	23,3	48,8	11,6
27 The relationships between the on-line resources and the whole course were clear on the website.	2,3	4,7	18,6	51,2	23,3
30 It was clear to me how the website related to the whole course.	2,3	4,7	32,6	39,5	20,9

Students rated *student interaction and engagement* by means of the items 7, 16, 18, and 21. As seen in Table 21, the results suggested that the students did not tend to find other students' on-line submissions overly helpful in clarifying and extending their own ideas (items 7 and 18), and that other students' postings did not appear to be especially intrinsically motivating (item 21).

Table 21

Student Responses about Student Interaction and Engagement

Item	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
7. Reading other students' on-line submissions clarified some of my own ideas.	0	4,7	20,9	58,1	16,3
16. I interacted with students' on-line postings/submissions even if they weren't assessed.	14	7	14	44,2	20,9
18. Other students' on-line submissions helped me understand my ideas from a new perspective.	7	14	18,6	48,8	11,6
21. Other students' on-line submissions encouraged me to investigate further sources of knowledge.	14	25,6	23,3	23,3	14

Items 13, 19, and 29 were aimed at measuring students' perceptions of *the clarity of goals and standards* for the on-line component. According to the student responses shown in Table 22 below, the students were found to be generally positive about the extent to which the course website made goals and standards clear for the course units in general, and assignments in particular (items 13 and 29). Students also indicated positive ratings about the usage of on-line discussions (item 19).

Table 22

Frequencies of Student Responses about Clarity of Goals and Standards

Item / Variable	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
13 Information needed to understand the purpose and contents of the units was integrated in one place on-line.	7	23,3	25,6	23,3	20,9
19 The guidelines for using on-line discussions were clear to me.	7	14	16,3	48,8	14
29 Information needed for assignments was integrated in the one place on-line.	2,3	29	16,3	34,9	25,6

Items 8, 17, 20 and 23 (as shown in Table 23 below) initiated student ratings on the quality of on-line resources. The students were most positive about the degree to which the on-line learning materials helped them to learn during the face-to-face situations in units (67%) but less positive about the on-line activities (item 17), and the degree to which on-line materials were perceived as supportive of face-to-face situations (item 23).

Table 23

Frequencies of Student Responses about Quality of Online Resources

Item	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
8. The on-line teaching materials in this course are extremely good at explaining things.	9,3	18,6	20,9	30,2	20,9
17. The on-line activities are designed to get the best out of students.	7	16,3	27,9	30,2	18,6
20. The on-line teaching materials are designed to really try to make topics interesting to students.	16,3	18,6	27,9	27,9	9,3
23. The on-line learning materials helped me to learn during the face-to-face situations in the coursebook units.	4,7	11,6	16,3	34,9	32,6

Items 1, 10, and 26 gathered students' ratings about the *appropriateness of the assessment* they were subjected to. The findings displayed in Table 24 below indicated that a good majority of students (72,1%) found the online materials supportive of some key assessment items in the unit. Over 60 % of them also demonstrated that online activities helped them learn effectively. It is of significance to mention once more that students received automatic scores once they completed a certain task and had options to re-do the tasks to improve their performance.

Table 24

Frequencies of Student Responses about Appropriateness of the Assessment

Item	Strongly Disagree	Disagree	Undecided	Strongly Agree	Agree
1 To do well in the on-line exercises all you really need is a good memory.	7%	20,9%	9,3%	46,5%	16,3%
10 Online activities helped me to learn effectively.	9,3	9,3	18,6	41,9	20,9
26 The on-line materials supported some key assessment items in this unit.	2,3	7	18,6	46,5	25,6

Interview Results

In order to support the quantitative data collected through the questionnaire and to better understand student perceptions of online learning/practice and online teacher feedback, the participating students were interviewed by means of a single interview question. The question was as follows: “*If any, what did you like about iqonlinepractice?*” Please explain.

Almost all of the students stated very positive opinions about doing online activities. In general, students stated that integrated digital practice (i.e. *iqonlinepractice*) activities were very useful, rich in content, and very appealing in structure and design. A great majority of the students stated that receiving online automatic grading (receiving their scores and being shown the incorrect items) upon completion of the activities was quite practical and motivating. They also reported that progress reports served both as a self-check for them and enabled keep track of their progress and achievements on online activities.

They also stated that receiving online teacher feedback was very motivating, reporting that online feedback helped them learn substantially from their mistakes. In addition, the students indicated that they took online activities seriously as they knew their teacher was always putting deadlines for the activity completions, keeping track of their progress, and scoring their paragraph writings according to the online rubrics.

A good number of students reported that the *writing tutor* tool really helped them with their paragraph writings. They said they composed their paragraphs

according to the explanations and model paragraphs provided to them. A good many students reported that *grammar and vocabulary games* were great fun and they learned while they enjoyed themselves.

Several students reported that working on *iqonlinepractice* was stress-free and even relaxing, as they never felt under pressure as they did in class. Moreover, they stated that working online was a lot better because they received instant automatic grading and quick online teacher feedback upon completing a task, which in turn motivated them to do more practice.

Students revealed that they liked writing responses on *discussion board*. A great many students stated that reading their friends' responses was both fun and helpful. They explained that other students' responses helped them expanding their ideas and perspectives on the questions. Some mentioned that they caught some useful vocabulary from their friends' posts. Some also stated their friends' posts served as models and occasionally tried to imitate them when they felt stuck about what to write. In this respect, the discussion board served a virtual learning and interaction tool. Some quotations from students' remarks are given below.

"The good thing about iqonlinepractice was that I had access to my activities and tasks whenever I wanted." (M.K.)

"If I had done those activities in class, my performance would have been really worse as I feel anxious and stressed in the presence of my teacher and friends" (H.Ç)

"I couldn't have saved so much work in a file or something. It was great to see how much I did and how much I was expected to complete" (D. H.)

"Once I submitted my writing assignment, I was looking forward to my teacher's online feedback to my writing so that I could edit and improve it." (E.E)

"The model writings provided online made it very easy for me to write in a planned way. I had always had great difficulty how to start writing a paragraph, but in both the coursebook and the iqonlinepractice, everything was clear step by step, so I just followed the instructions" (F.E)

“The self-assessment checklist for the writing assignments really helped me to check whether I am writing in a proper way” (G.A)

“Grammar games was fun, I was the fastest in class to complete. I frequently chatted with my best friend on “in how many seconds we completed” the grammar games. Matching sentence halves was my favourite. (Z.U.)

“The most interesting thing of the coursebook and the online practice site was that I had to read to write and I had to write to read. I did several things I had never done before. I always modelled what I read and checked what I wrote (B.K)



Chapter 5

Conclusion

Introduction

An overview of the research and its findings are presented in this chapter. Some pedagogical implications are drawn with specific references to the collected data and the teachers' perceptions and observations about the implementation of reading-based integrated skills practices and blended learning with occasional reference to related literature.

An overview of the Research and the Results

In this pretest posttest quasi experimental research, which was conducted with elementary EFL students ($n=65$) at preparatory English classes ($n=4$) at Bozok University in Yozgat, two approaches to reading skill practices were investigated. The first was traditional, i.e. segregated reading skill practices, in which reading was discretely treated in its own sake without any connection and/or integration with the other three skills, i.e. listening, speaking, and writing. The control group received this sort of instruction without being exposed to pre-reading (usually in the form of schemata building activities) or post-reading activities of writing, speaking and listening.

In the integrated skills approach applied in the experimental group, reading skills practices were integrated with writing, listening, and speaking tasks in the form of pre-reading (schemata) and post-reading (follow-up) activities in the coursebook and online digital platform called *iqonlinepractice*, as described in Chapter 3. At the end of these two different types of treatment for 8 weeks, which constituted the first stage of the research, a posttest was conducted and it was found that the overall mean test scores in the experimental group ($m=67,39$) was significantly higher ($p= .00$) than those in the control group ($m=59,59$). Also, in the writing section, the experimental group was found to achieve a higher score ($m=20,96$) than the control group ($m=17,75$). Another significant difference was observed in terms of vocabulary acquisition, with experimental group ($m=14,24$) obtaining a significantly higher score than the control group ($m=12,22$).

In the second phase of the research, reading-based integrated skills practices as supported with integrated digital content (blended learning) were applied in both

groups. The difference in overall, writing, and vocabulary scores persisted but became statistically insignificant, with the mean difference becoming smaller between the control and the experimental group. No significant difference was observed in terms of reading section scores in the two posttests. Based on these findings, it may be suggested that the reading practices as integrated with pre-reading and post-reading speaking, writing, and listening activities in blended learning environment seemed to work well for the control group as well. The persistent but insignificant difference can be explained by the fact that the experimental group were already familiar with the instructional model applied during the first phase of the treatment. A summary of pretest and posttest scores was given in Table 25 below.

Table 25

An Overview of Pretest and Posttest Overall and Section Scores

Mean Scores	<i>Experimental group</i>			<i>Control Group</i>		
	Pretest	Posttest 1	Posttest 2	Pretest	Posttest 1	Posttest 2
Overall <i>out of 100</i>	38,39	67,39	66,15	36,75	59,59	63,09
Reading <i>out of 30</i>	14,65	20,09	19,54	14,38	19,43	19,75
Writing <i>out of 35</i>	12,53	20,96	21,15	11,96	17,75	19,78
Vocabulary <i>out of 20</i>	4,27	14,24	14,51	4,60	12,22	13,53
Grammar <i>out of 15</i>	6,94	10,51	11,06	5,81	11,28	11,37

Regarding student perceptions of blended learning through online digital content, which was an integrated digital tool that supported the coursebook content, very positive student ratings were gathered through the e-learning questionnaire and equally positive opinions were obtained in the interviews. The participants indicated positive opinions about online activities (the discussion board, reading texts, grammar and vocabulary practice exercises and online writing tasks) for all of which they were provided instant automatic grading from

the system and prompt feedback from the teacher. The interviews with the participants revealed that almost all of the participating students liked practicing online and that they found it interesting as well as motivating, particularly thanks to the quick assessment they received for their submitted work.

Pedagogical Implications

Based on the results obtained from the tests, the questionnaire, the interviews and the researcher's own teaching experience and observations of student work in-class and online, some pedagogical implications could be drawn regarding reading skill instruction through integrated skills practices in the form of pre-reading and post-reading tasks. Some implications also apply to blended learning (through online integrated course content) as practical, motivating, and facilitative tool for learning and assessment. These implications are discussed below in two parts.

Implications for Blended (Online) Learning

A significant development in recent years has been the integration of new technologies into coursebook design and content delivery. Whereas twenty years ago the only accompanying aids might have been a set of classroom cassettes, nowadays course books have dedicated websites including downloadable podcasts, interactive whiteboard software, digital course presentation tools, and test-generating software.

Given the rather limited time and resources within the classroom setting, it has been maintained that learners should be offered online learning opportunities in a way to complement the course components covered in classroom. Online practice saves time and energy for both the students and the teachers, it is the fastest means of receiving feedback and offers a social space for teacher and learners where they can be supported by each other's submitted works, postings and comments (Garrison and Kanuka, 2004).

Online or digital resources should be an integrated part of courses and assessment. Working online as a class also reinforces sense of belonging in a community. Students are exposed to peer writings and posts and can take them as models via model approach, besides the teacher. In addition, online practice is not costly and it is practical. In this research, all that the students needed were a

computer, internet access and an access code they got for free with the coursebook. Online integrated digital tools made learning and assessment easier both for the learners and the teacher in this research. Some implications are drawn as follows.

1. Online rubrics for writing assignments save teacher time in the assessment / scoring of students' paragraph writings submitted online.
2. Online practice tools allow teachers and students to keep track of their progress and success easily.
3. Automatic grading for the online activities is appealing to learners and encourages them to do further practice.
4. Writing online prevents the learners from feeling anxious or under stress (as they may usually do so during in-class writing tasks) and this might result in better writing performance.
5. Writing online allows students to work at their own pace and use their own resources, thus lowering student writing anxiety.

As the results of this research have indicated, blended learning is a practical way to enhance learning, assessment, and student motivation. Students showed a great deal of enthusiasm and interest in doing online activities to support classroom teaching and learning.

Implications for Integrated Skill Practices

Reading texts should be provided with pre-reading tasks, as this activates schemata, build vocabulary, thus preparing the reader for a given text (Anderson, 2004; Eskey, 2005; Grabe, 2004). Pre-reading speaking, writing, and listening activities introduce the topic to students and trigger interest in reading. Knowing the objectives of a reading text in advance, (as instructed at the very beginning of the units in the course in this research), doing integrated and related practices in the form of pre-reading tasks lead to better reading comprehension, lower student anxiety and pave the way to more meaningful and contextualized learning of the reading skills and vocabulary.

Another benefit of reading skill practices through integrated skills practices in the form of pre-reading and post-reading activities is that the more input students

are exposed to, the more repetition and practice occurs, which in turn increases student competence in the four skills, syntax and lexicon. Throughout the unit, the researcher (the English lecturer in both groups at the same time) observed that students gradually became more capable of dealing with the topic under discussion and produced more and more topic-related words and phrases.

In this research, the learners were instructed by the coursebook to gather information from the texts and the related supplementary listening, writing, and video activities and to draw on this information while writing the end-of-unit assignment (writing a different type of a paragraph in each unit). Within integrated skills framework, post-reading activities follow up on the reading texts that function as an “information gathering” resource for the learners.

Likewise, practicing through different modes of communication (the four skills) on a single topic (as was the case in the course units in this research) makes learning relevant and worthwhile for the students. Providing input and activating schemata, listening and reading facilitates speaking and writing on related tasks. Pre-reading integrated skills activities on the same topic also reduce the intrinsic difficulty of the reading texts, which might otherwise cause “reading anxiety” on the part of the learner.

Moreover, pre-reading and post-reading activities call for a wide range of cognitive and metacognitive strategies such as synthesizing, summarizing, classifying, annotating, predicting, identifying the main idea, supporting ideas, details, noticing cause and effect relationships, and making inferences. These skills and strategies are characteristics of more successful EFL readers (Brown, 2007; Sariçoban, 2002; Huang et al, 2009; Bensoussan & Laufer 1984; Phakiti, 2003; Iwai, 2011; Mokhtari & Sheorey, 2002).

Reading skill instruction and practices through integrated skills approach is also compatible with the basic premises of constructivist and meaningful learning theories (Brown, 2007; Hinkel, 2006). It has been argued that pre-reading and post-reading tasks make better readers and are more conducive to meaningful communication, and fosters reading comprehension (Sariçoban, 2002; Oxford, 2000). Pre-reading activities such as predicting the topic of a text, guessing meaning, scanning titles, headings and pictures, as it was the case in this

research, help learners better cope with a text to be read, by familiarizing the readers with the topic.

Therefore, teaching one of the four skills in an integrated way with one or two or three of the other skills is more learner-friendly and practical in terms of course design.

Drawing on the findings of this research and the related literature, it is suggested that reading lessons should be organized in a way to integrate pre-reading and post-reading listening, speaking, and especially and more reasonably writing activities. This also applies when there is a particular focus on just any of the four skills mentioned. Integrated skills practices have been regarded as more conducive to contextualized and meaningful learning and fosters authentic communication as learners experience in real-life situations (Hinkel, 2006; Oxford 2001; Grabe, 2004).

In the integrated approach adopted within this research, students did reading, writing, listening, and speaking tasks by focusing on just a single topic (e.g. vacations). They read four different texts in one unit, all of which were about the same single topic. There was a topic integrity and students were exposed to related words and collocations several times throughout a unit and this made it easier for them to speak and write more productively as well, since they were exposed to input that is integrated and interdependent. In classes, students frequently modelled grammatical and lexical chunks, collocations, sentences and paragraphs they have read or heard in audios and videos.

To give a specific example, students in the experimental group in this research started unit 4 with speaking by answering the big “question” Why is vacation important? and three related questions (in the form of pre-reading activity and to build schemata). Following this, they (a) *listened* to a conversation about “Why is vacation important”, (b) *spoke* about two holiday photos, (c) *read* two texts about vacation, (d) *watched* a video, and did a lot of practices in class and online (e) wrote a paragraph about their favorite kind of vacation at the end of unit.

To the best knowledge of the writer of this dissertation, at English preparatory schools at many universities in Turkey, the reading, writing, listening, and speaking skills practices are conducted separately from each other. Students

might read a text in a certain topic, listen a lecture in a second one, speak about a third one and do a writing task about another different topic. Also, teachers and students do not make much use of online learning opportunities although blended learning functions as a more practical, motivating, and learner-friendly mode of instruction. Therefore, it could be suggested that integrated skills practices be used in EFL classes by means of pre-tasks and post-tasks even when there is a focus on just one skill, e.g. reading. When such an approach is supported with integrated online/digital content in blended learning environment, English as a foreign language classes will be more enjoyable, efficient, and productive.



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APPENDIX-A: Placement Test

Complete the sentence. Choose A, B, or C.

1. It's important to me to have things in common with people in my _____.
 - A. countryside
 - B. community
 - C. opportunity
2. In order to _____ your English, you must communicate every day.
 - A. produce
 - B. compete
 - C. improve
3. The students worked all night because they had made a _____ to turn in their project the next day.
 - A. attend
 - B. adjustment
 - C. commitment
4. Some lights can _____ when you are in the room.
 - A. respond
 - B. sense
 - C. occurs
5. I am looking for a more _____ work schedule that will let me get home at the same time every evening.
 - A. shifted
 - B. primarily
 - C. stable
6. Graduating from college is a great _____ in a person's life.
 - A. achievement
 - B. pursue
 - C. constrained

Match each word with the correct definition.

- | | |
|--|----------------|
| _____ 7. a person who knows a lot about something | A. expert |
| _____ 8. to control someone or something | B. exhibit |
| _____ 9. to guess the approximate size of something | C. manage |
| _____ 10. food that you eat at a certain time of the day | D. reflexes |
| _____ 11. an automatic reaction of nerves and muscles | E. estimate |
| _____ 12. a chance to do something | F. meal |
| | G. opportunity |

Complete the sentences. Choose A, B, or C.

13. _____ makes people feel less stress.

- A. laugh
- B. laughed
- C. laughing

14. Sometimes the end of a joke _____ us.

- A. surprise
- B. surprises
- C. surprising

Match the suffix with its correct part of speech. Use the examples to help you.

15. -tion (*interaction, communication*)

- A. verb
- B. adjective
- C. noun

16. -ful (*wonderful, hopeful*)

- A. verb
- B. adjective
- C. noun

Match each prefix to the correct definition

17. mal —

- A. more than one; many
- B. again
- C. bad or badly

18. multi —

- A. more than one; many
- B. again
- C. bad or badly

Match the underlined word with the correct synonym. Choose A, B, or C.

19. Ads often imply that a product is perfect for you.

- A. ignore
- B. effect
- C. suggest

20. A recent ad in the paper promised people a free CD player.

- A. new
- B. unimportant
- C. ignore

Read the dictionary entry. Then choose the correct response.

bank 1 noun [count]

> **FOR MONEY** an organization that keeps money safely for its customers; the office or building of such an organization. You can take money out, save, borrow or exchange money at a **bank**.: *Is there a bank near here where I can cash some traveler's checks?* ♦ *He withdrew some money from his bank account.* ♦ *She got a loan from the bank to buy a new car.*

>**SOMETHING COLLECTED/STORED** a supply of things that you keep to use later: a *data bank* ♦ *a blood bank*

>**OF RIVER** the ground along the side of a river or canal: *People were fishing along the banks of the river.*

>**SLOPE** (geography) any area of sloping ground: *There were grassy banks on either side of the freeway.*

>**OF CLOUDS/SNOW, ETC.** a mass of snow, clouds, etc.: *a snow bank*

bank 2 verb [I] to keep your money at a particular bank: *I bank at First National Bank.*

[PHR V] **bank on sb/sth** to expect and trust someone to do something, or something to happen: *You can try to get a ticket, but I wouldn't bank on succeeding.*

- 21. Which of the sentences below uses the FIRST definition for the word *bank*?
 - A. Curt ate his lunch on the bank of the river.
 - B. My parents have a savings account in that bank.
 - C. The blood bank is low, so we need to collect more donations.
- 22. Which of the sentences below uses the word *bank* as a verb?
 - A. She is banking on getting a job soon so she can pay her bills.
 - B. She could see information about all her clients in the data bank.
 - C. She couldn't see past the snow bank, so she hit the car.

One of the sentences is incorrect. Identify the incorrect sentence and write it correctly.

23. A. She aren't from Portugal.
B. I'm not a good soccer player.
C. They aren't in the library.
-

Complete the sentences. Choose A or B

24. The soup was served in _____ bowls.
A. old white ceramic
B. old ceramic white
25. She bought a pair of _____ boots.
A. expensive leather hiking
B. hiking expensive leather
26. Luckily, the bus _____ before I got to the bus stop.
A. didn't leave
B. had not left
27. The room felt cold because we _____ the windows.
21. didn't close
22. hadn't closed
23.

Reorder the words to make a sentence

28. friend / he / sending / a text message / to / his / is

29. get up / at 6. a.m. / I / day / every

30. watch / to / television / relax / they

Complete the sentence with the noun form of the word in parentheses.

31. The city's new (regulate) _____ limits the amount of trash they will transport for free.
32. If you make a bad (invest) _____ you may lose your savings.

Read the article. Then answer questions 33-40.

Monopoly

Section I

Some claim that the original version of the game Monopoly started around 1900, and that it was developed as a way of explaining tax laws. The best-known version of the story, however, is that it was invented in 1934 by a man named Charles B. Darrow from Germantown, Pennsylvania. Darrow made the game himself and sold it on a small scale to friends and some small stores, before it was taken over by the games company, Parker Brothers. At that time, the world was going through a severe financial crisis, and the idea of becoming very rich – even in a game – appealed to many.

Section II

The object of the game is to make as much money as possible. Players do this by buying up 'properties' as they go around the board. They can then choose to spend money developing these properties with the purpose of charging a higher 'rent' to other players who land on them. Players aim to own as many properties as possible so that they eventually make their opponents so poor that they have to leave the game. The winner is either the player who owns so many properties that the other players have to drop out or the player with the most money after an agreed time limit.

Section III

Part of the fun of the game is enjoying seeing your opponents losing their money. This has led to a certain amount of criticism, however. Some people point out that it is not healthy to encourage young people to value money so highly. They also say that the game is based on unhealthy competition and does not teach good moral values. Although a lot of people say that the game helps develop useful skills for real life, some feel that it is unfair to make fun of people because they become poor.

Section IV

Despite the criticism, there is no doubt that the game has been extremely popular. The number of games sold throughout its history is measured in the hundreds of millions. Several changes have been made in the last 80 years and many updated versions have appeared in different countries. One version, made with gold and silver pieces, sold for \$25,000.

Choose the best answer.

33. What is true according to section 1?
- A. The original game may have had an educational purpose.
 - B. Darrow bought the game from a small store.
 - C. Sales suffered because of the financial crisis.
 - D. Players could win money in real life.
34. Why are the words 'properties' and 'rent' in section 2 in inverted commas?
- A. Because they are important
 - B. So that we remember them
 - C. Because they are not real
 - D. To remind us the game is about money
35. Some people have criticized the game because it
- A. takes too long to learn the rules.
 - B. is too close to real life.
 - C. needs too much skill.
 - D. encourages negative values.
36. Since Monopoly was introduced
- A. it has remained popular despite the changes.
 - B. sales have gone down a lot.
 - C. it has become too expensive for most people.
 - D. the rules of the game have stayed the same.

Complete the notes below. Use NO MORE THAN THREE WORDS from the reading passage for each answer.

37. Monopoly was invented when the world was suffering from a _____.
38. You can play the game until nobody is left or stop after a _____ you agree on before starting.
39. People enjoy watching other players _____.
40. Although people have criticized Monopoly, the game is still _____.

Choose the sentence that uses more descriptive language.

41. A. The alley smelled like old garbage and was crawling with big black rats.
B. The alley smelled bad and there were lots of disgusting creatures there.
42. A. While I was taking a long walk in the new park, I heard a lot of interesting things.
B. As I walked slowly in the new park, I heard birds singing and children laughing.

43. A. The chef cooked a delicious meal with many different flavors.
B. The chef made roasted chicken with fresh lemon and red pepper.

Choose the best response.

44. Choose the sentence that gives background information.

- A. About three years ago, I participated in my first marathon.
B. Because of the race, I learned an important lesson.
C. The more prepared I am, the better I will feel.

45. Choose the sentence that describes why the story is important to the author.

- A. My mother always told me not to go out late at night.
B. One night, I had a scary experience walking home.
C. I never ignored my mother's advice again after that scary night.

46. Choose the sentence that describes what the author learned.

- A. All my friends ran over to make sure I was not hurt.
B. I will never forget my scary experience with the car that day.
C. That day showed me why I needed to be safe on the street at all times.

Read the paragraph. Then choose the best response.

FREEWRTING TOPIC: What is your favorite color? Why?

Purple is my favorite color. I think it is an interesting color. You don't see it every day. When I was a child I had my favorite purple shirt. I wore it almost every day! I also had a cat when I was a child. When I see purple, it makes me think of mysterious and exciting things.

47. Which sentence does NOT focus on the topic?

- A. You don't see it every day.
B. I also had a cat when I was a child.
C. It makes me think of mysterious and exciting things.

Write the subject of the sentence.

48. Jamie is a web designer.

Write a complex sentence using the sentences and the word in parentheses. Use a comma where necessary.

49. There was nobody around to help. I had to do it myself. (*because*)

Rewrite the two sentences as one sentence. Use the subordinator in parentheses.

50. The plant is well known to people in the Amazon. The plant has not been named by modern scientists. (even though)

(2 points x 50 items = 100 points)

----- END OF THE PLACEMENT TEST -----

Key to Placement Test Scores:

<i>Reading and Writing Placement Test Result</i>	<i>Corresponding Level of the Coursebook</i>
0-5 items correct (0 - 10 points)	Reading and Writing Skills for Success Q Intro
6-15 items correct (12 – 30 points)	Reading and Writing Skills for Success Q Level 1
16-25 items correct (32-50 points)	Reading and Writing Skills for Success Q Level 2
26-35 items correct (52-70 points)	Reading and Writing Skills for Success Q Level 3
36-45 items correct (72-90 points)	Reading and Writing Skills for Success Q Level 4
46-50 items correct (92-100 points)	Reading and Writing Skills for Success Q Level 5

APPENDIX-B: Pretest

(Note: This test was applied as the first post test, as well.)

A) READING SECTION

A1. Read the article below and answer the questions that follows.

Section I

One of the important things we learn while growing up is that finding a job plays a huge role in our lives. A job gives us independence as well as a way of making our own living. Earning your own money is always a good thing and there is no better time to start doing this than as a student.

Section II

When students live away from home it can be very expensive for their parents to support them. Paying for accommodation, books, food, and bills costs a great deal of money. Because of this, many university students find a part-time job while they are researching. It doesn't really matter what the job is, as long as it fits in with their program and earns them some extra cash. It not only helps with their expenses but also teaches them how to manage their money and become more responsible. Trying to fit all of this into their daily lives can be difficult in the beginning. It takes careful planning and organization to bring it all together. However, it is an important lesson to prepare them for life as independent adults.

Section III

Students can learn how to manage their daily schedule by working while researching. For example, they need to arrange their working at different times from things like group projects or end-of-semester exams. They also need to inform their supervisors as soon as possible if they cannot participate in the school work for any reason. Planning ahead is a strategy that gets better with practice and this is the perfect time to practice it.

Section IV

Finally, the tasks mentioned above will help you on your way to becoming successful in any job you choose. Getting a degree will show the world that you have enough knowledge, but actually working towards it is going to teach you many valuable things about life. Last but not least, find time to relax. Life isn't all about work alone.

Choose the best answer.

1. Section I suggests that
 - A. a student's life is expensive.
 - B. growing up plays a huge role in our lives.
 - C. it's important to have a job.
 - D. working as a student isn't a good idea.
2. According to the article, why is finding a job difficult for a student?
 - A. They may get a job they don't like.
 - B. It isn't easy to plan.
 - C. It could take a long time to organize.
 - D. The job might not pay much money.
3. Apart from learning how to manage money, working students also learn to manage
 - A. group projects.
 - B. their daily schedule.
 - C. their responsibilities.
 - D. end-of-semester exams.
4. According to the text, what helps students to become more successful in the job they choose?
 - A. getting a degree
 - B. finding time to relax
 - C. mastering knowledge
 - D. managing time and money
5. Which can be the best title for the text?
 - A. Work Stress in Students
 - B. Working as a Student
 - C. Job Opportunities for Students
 - D. A Usual Day in a Student's Life

Read the article. Then choose the best response.

Being an Accountant

1 My name is Sophia Rosfelder. I'm from Berlin, Germany. My native language is German. I also speak English and Spanish. I'm an accountant. I work for a small company in Mexico City. Its name is LaForge Imports. It's a French company. We buy products in France and bring them to Mexico. Then we sell them. For example, we buy excellent French computers and other electronics. We want to sell automobiles and food products. We also have a small office in Nicaragua.

2 I have many job duties. I am the only accountant at LaForge Imports. I get the money from our customers. I pay for everything we buy. I pay our taxes. I solve money problems. I also answer the telephone. Every month, I go to our office in Nicaragua.

3 As an accountant, I am a success. I have a great skill with numbers. My manager, Laurence, is very kind. He likes my work and he pays me well. I like the people I work with. But I don't really like my job. My hours aren't regular. I sometimes work nine or ten hours a day. Sometimes I work on Saturdays. I'm often very tired. I want to have more time with my family. I am tired of numbers.

4 I want to be a Web designer. I am a creative person. I want to make beautiful pages on the Internet. This month I am researching Web design after work. Soon, I will change jobs.

1. How many languages does Sophia speak?
 - A. one
 - B. two
 - C. three
 - D. four
2. What kind of products does Sophia's company sell?
 - A. food
 - B. automobiles
 - C. clothes
 - D. electronics
3. What does Sophia like about her job?
 - A. her city
 - B. the people
 - C. the numbers
 - D. her free time
4. What kind of person is Sophia?
 - A. creative
 - B. self-employed
 - C. unsuccessful
 - D. happy

Read the article. Then choose the best response.

The World in a City: London

Population

1 The population of the city of London is about seven million people. Over two million of these people are from foreign countries. People speak over 300 different languages in London.

Eat

2 There is food from more than 55 different countries in London's restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food markets, you can buy vegetables and fruits from all over the world.

See

3 In the neighborhoods of London, there are people from many countries with many different ways of living. You can go to festivals and see different styles of clothing. You can go to London's many museums and see old and new artifacts from all over the world.

Read the statements. Write *T* (true) or *F* (false).

- _____ 1. People in London speak more than 300 languages.
- _____ 2. You can buy vegetables from many countries at London food markets.
- _____ 3. London neighborhoods do not have festivals.
- _____ 4. London museums have only new artifacts.

A.3. Read the paragraph. Choose the sentence that is the topic sentence.

Summer vacation is a great opportunity. Kids can discover the world outside of school. They can learn to do things they can't learn in a classroom. They can learn to swim and ride bikes. They can travel or go to summer camps. Some kids can get summer jobs. They can get work experience or help people in the community. They can spend time with people of other ages. Basically, they can get more experience in the world.

- Summer vacation is a great opportunity.
- They can travel or go to summer camps.
- Basically, they can get more experience in the world.

A4. Read the paragraph. Then choose the best topic sentence.

1. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious.

When one person laughs, other people begin to laugh, too.

- A. Laughter is healthy for our bodies.
- B. Laughter connects us with other people.
- C. Sometimes we laugh and we don't know why.

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B. VOCABULARY SECTION

Choose the correct answer.

1. When I can't _____ a problem, I ask my friends for help.
 - A. plan
 - B. solve
 - C. arrange
2. I wish you much _____ in your new position as manager.
 - a. success
 - b. career
 - c. understanding
3. One important _____ for this job is to know how to use computers.
 - a. tour
 - b. creativity
 - c. skill
4. Choosing a _____ is an important decision in each person's professional life.
 - a. product
 - b. career
 - c. text
5. It's important to me to have things in common with people in my _____.
 - D. countryside
 - E. community
 - F. opportunity
6. Sometimes I felt _____ when I studied in Spain for a year, far from friends and family.
 - a. lonely
 - b. international
 - c. surprising

7. Before I visit a new city, I read about all the _____ I can see.
- opportunities
 - celebrate
 - sights
8. In a few years, I want to have my _____ apartment in the city.
- own
 - sights
 - million
9. I am happy to have the _____ to research with one of the best architects in the country.
- community
 - market
 - opportunity
10. We plan to _____ my birthday tonight.
- support
 - celebrate
 - several

Complete the sentence with the correct word in parentheses.

11. In order to _____ your English, you must communicate every day.
(*produce / compete / improve*)
12. The company he works for pays its _____ very well.
(*employees / policies / benefits*)
13. The factory downtown used to _____ canned food, but now it makes clothing. (*produce / compete / connect*)
14. My company is not making much money, so my boss had to _____ my hours. (*rest/ reduce/discover*)
15. I like to watch the two teams _____ with each other. They both want to win. (*connect/discover/compete*)

Match each underlined word with the correct definition.

- _____ 1. Please prevent your friends from _____ H. a change that happens because of

- laughing at my mistakes.
- _____ 2. When you laugh for a long time, your heart rate goes up.
- _____ 3. I need to increase the amount of exercise I get.
- _____ 4. Laughing has a positive effect on your health.
- _____ 5. Give me your honest opinion.

- something
- I. to stop someone from doing something
- J. saying what is
- K. to cause to get bigger
- L. the speed of something

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C. GRAMMAR SECTION

Complete the sentence. Choose A, B, or C.

1. I want _____ to be an office assistant.
- A. learn
 - B. to learn
 - C. learning
2. She needs _____ medicine for two more years.
- a. to research
 - b. researching
 - c. studies
3. He wants _____ regular hours.
- a. work
 - b. works
 - c. to work
4. I _____ live in a city.
- a. am not
 - b. don't want
 - c. don't want to
5. Where _____ you yesterday?
- a. are
 - b. were
 - c. did

Complete the sentences with *but, so, or because*. Choose A or B.

6. Immigrants have many opportunities, _____ they also have many problems.
a. but
b. so
c. because
7. Students don't get enough sleep _____ they stay up too late.
a. but
b. so
c. because
8. My car didn't start, _____ I took the bus.
a. but
b. so
c. because
9. Her new apartment was small, _____ it had big windows.
a. but
b. so
c. because
10. They wanted a better life, _____ they moved to a new city.
a. but
b. so
c. because

C.2. Write sentences by using the words in the correct order.

1. impression / Gina / on / new boss / made / her / a / good

2. fine / lies / make / Some / are / people / because / happy / they

3. Joseph / to get / didn't / in trouble / lied / because / want / he

4. think / the / don't / thing / I / right / you / did

5. admit / mistake / I / that / made / a / I

D. WRITING SECTION

(A) Connect the sentences with *but*, *so* or *because*. Pay attention to punctuation.

(Writing Skill: Writing compound Sentences with *but*, *because*, and *so*)

1. Immigrants have many opportunities. They also have many problems.

2. They wanted a better life. They moved to a new city.

3. He studied English in New York. He speaks it very well.

4. Her new apartment was small. It had big windows.

5. There is too much traffic in Istanbul all the time. So, driving there is incredibly stressful.

(C) Put the following sentences into the order of a paragraph. Number them 1 to 5.

(Using Correct Paragraph Structure)

___ First of all, vacations are usually too expensive.

___ There are many reasons why people do not take vacations.

___ For these reasons, some people prefer spending their vacation time at home.

___ Finally, they don't want to get behind at work.

___ Also, employees don't have the same vacation schedules with their families.

(D) Find a sentence to support the following topic sentences and write the letters at the end of the line.

1. As a sales assistant, I have many job responsibilities. _____

2. My job is very interesting. _____

3. Travelling is a learning opportunity. _____

4. The population of London is about eight million. _____

5. Istanbul is a really international city. _____

a. You can discover new ways of life in different cities.

b. Nearly half of these people are immigrants.

c. Thousands of people visit the city for business purposes all year long.

d. I help customers to make decisions about what to buy.

e. I meet new people every day.

Free writing (20 points)

Write a paragraph of 50-75 words to answer the question, "What is the best kind of vacation for you?" As you write, use the correct paragraph structure with **a topic sentence, at least 4 supporting sentences, and a concluding sentence**. Use the connectors like **and, so, because, and when** if necessary.

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**** The items in the pretest consist of questions from unit tests 1-4 and the midterm test of the coursebook.**

Writing Scoring Rubric

Name: B.K. Date: _____

Write a paragraph to answer the question, "What is the best kind of vacation for you?"

Write a Paragraph Giving Reasons	20 points	15 points	10 points	0 points
Paragraph uses vocabulary from the unit and words in the paragraph are spelled correctly.		X		
Sentences with <i>because</i> are correct and all sentences have appropriate punctuation.			X	
Sentences have both a subject and a verb and those elements agree.		X		
Paragraph structure is correct and the first line of every paragraph is indented.	X			
Reasons for the best kind of vacation are clear and specific.		X		

Total points: 75

APPENDIX-C: Second Posttest

READING

Read the text. Answer the questions in Part A and B.

Life-changing Experience

I had to borrow quite a lot of money to go to college, because my parents weren't in a position to help. So I got my degree in four years, went straight to work and worked in the same legal company for ten years in a row. I had paid off the loans and was even saving a bit, and that's when the economic crisis **came along**.

My company was hit hard by it. They said they had to cut the number of employees in half just to survive. They were looking for volunteers and I suddenly thought, why not? My manager said that maybe in a year or two things would be better, so it was possible that I could get my job back then. In the meantime, they gave me a pretty good sum of money to leave without being pushed.

In an instant, I was a woman without a job or responsibility, with plenty of time on my hands and a bit of cash in my pocket. I decided to take that round-the-world trip everyone talks about making one day. I made it as far as Australia, where I fell in love – with diving! I learned to use the equipment and spent every minute I could underwater, exploring the world of fish, whales, and shipwrecks. I felt at home there and never tired of it. Then one day I realized that my money had run out.

It was at that moment that I understood how little I wanted to return home. The thought of a nine-to-five, Monday-to-Friday existence **made my heart sink**. I was talking it over with one of the diving instructors that I'd got to know and he told me they were looking for people to help **run** the diving school. He advised me to apply and actually recommended me to the owner. I took a course, became a **qualified** instructor, and was working there by the time the following tourist season began. Or should I say "working here," because I never left – and I don't think I ever will. So you see, it's never too late to change your mind!

A) Match the words/phrases in bold with their meanings / synonyms. (10)

1. start to feel sad or worried :
2. take place, happen :
3. capable, talented :
4. be responsible for something, manage something :

5. suddenly :

B) Choose the best answer to the following questions according to the text. (10)

1. Why did the writer have to go straight to work?
 - A. Her parents couldn't help her.
 - B. She had to leave university.
 - C. She had loans to pay back.
 - D. Her degree wasn't very good.
2. How did the company respond to the crisis?
 - A. They tried to improve the working conditions for their employees.
 - B. They closed the company for a short while.
 - C. They decided to reduce the number of employees by 50 percent.
 - D. They looked for volunteers to sell the company.
3. The writer left her job because
 - A. she wanted to get a better one later.
 - B. that had been her goal for ten years.
 - C. it seemed like a good opportunity.
 - D. she was given no other choice.
4. The writer realized she wanted to stay in Australia when
 - A. she fell in love with a diving instructor.
 - B. she was talking with a diving instructor.
 - C. it became clear that she might have to leave.
 - D. she was diving near a shipwreck one day.
5. How did the writer feel about returning to her previous life?
 - A. depressed
 - B. enthusiastic
 - C. unsure
 - D. angry

Read the article. Then choose the best responses for questions 1-4.

Moving Back Home

1 When children grow up and leave home, parents can experience some sadness. They talk about "empty nests," which are homes where the children have left to make their own lives, like little birds that fly away. Now there is another phrase that is common in discussions about adult children: "the boomerang generation."

2 A boomerang is a hunting tool from Australia. When you throw a boomerang in the air, if it doesn't hit anything, it comes back to you. Now many adult children, like boomerangs,

are returning to their parents' homes. The main reason for this is financial. Living on your own is expensive. You have to pay for rent, utilities, and food. When the economy is bad, many people lose their jobs. Some of them move back in with their parents. Some parents worry that this generation is being lazy. They think their adult children must learn to do their own laundry and cook their own food.

3 It's difficult to know how many boomerang children there are. Experts do not always agree. Roderic Beaujot, a Canadian professor, says that in 2001, 44 percent of Canadians between ages 20 and 29 lived with their parents. An American website says that 25 million young American adults live with their parents.

4 Michael Rosenfeld of Stanford University doesn't accept the idea of a boomerang generation. He believes that in the past, more young adults lived with their families. He says that modern children are actually more independent. For example, in the 1940s in the United States, 70 percent of single adults between ages 20 and 29 lived with their parents. But in 2005, only 39 percent of single women and 46 percent of single men at the same age lived with their parents.

5 Rosenfeld's work shows there are fewer boomerangs now than in the past. The idea of living with your parents as an adult is not new. Perhaps what changed was what parents expect. Today more people think that children should grow up quickly and become independent.

1. According to a Canadian professor, what percentage of young Canadians lived with their parents in 2001?
 - A. 20
 - B. 44
 - C. 29
 - D. 46
2. According to Michael Rosenfeld, when were there a great number of young adults living with their parents?
 - A. in 2005
 - B. in the 1990s
 - C. in 2001
 - D. in the 1940s
3. What is an *empty nest*?
 - A. a home where the children came back home
 - B. a home where the children grew up and left
 - C. a house where there are a lot of birds
 - D. a house where the parents moved away

4. According to the author, what changed?
- A. parents' ideas about children
 - B. children's ideas about living at home
 - C. children became lazy and dependent
 - D. the number of adult children at home

C. Who or what the underlined pronouns refer to? Write under the pronouns.

1. Linda asked her husband "Does my hair look good?"

He didn't like it but he said "You look great". He lied to his wife to make her feel good.

2. It's important for parents to tell the truth to their children. They should provide a good example to them by always telling the truth.

D. Read the paragraph. Choose the sentence that is the supporting sentence.

Summer vacations are not great opportunities for learning. Most parents work outside of the home. They cannot be with their kids during the long summer months. Some families can pay for summer camps, but many cannot. Most children stay home and watch TV. They are bored. Most children do not learn new skills during the summer.

- Summer vacations are not great opportunities for learning.
- Most children do not learn new skills during the summer.
- Most children stay home and watch TV.

E. Read the sentences and write F (fact) or O (opinion).

1. ___ Some people believe that our country is the best place to live in the world.
2. ___ Parents shouldn't force their children to research the subjects they want.
3. ___ According to scientists, our fears originate from our experiences in childhood.
4. ___ I think the common flu is more dangerous than the bird flu.
5. ___ Many studies show that leaving home for the first time has always been a difficult turning point in life for young adults.

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VOCABULARY SECTION

Complete the sentence with the correct word in parentheses.

1. I'm a big _____ of that soccer team. I watch all their games.
(*history / fan / tie*)
2. You have to _____ the ball into the goal.
(*kick / surprise / pretend*)

3. This is a very _____ restaurant. It's always crowded.
(*volume / similar / popular*)
4. I didn't _____ the sign. Did you see it?
(*kick / notice / invent*)
5. Smoking has many _____ effects; for example, people who smoke often get cancer.
(*reasonable / negative / violent*)
6. News people often _____ bad news because they think that is what people want to hear. (*contain / affect / report*)
7. Because crime is decreasing in our neighborhood, our _____ should be on other problems. (*focus / factor / pleasure*)
8. Most people feel _____ when they see a smiling baby.
(*fright / harm / pleasure*)
9. It is more _____ to fear car accidents than airplane crashes.
(*violent / pleasant / reasonable*)
10. Fat in your diet is one _____ in heart disease.
(*factor / focus / disease*)

Match each word with the correct definition.

- | | |
|---------------------|--|
| _____ 1. reputation | A. something bad that happens to someone because he or she did something wrong |
| _____ 2. require | B. a difficulty or problem |
| _____ 3. punishment | C. what people say or think about someone or something |
| _____ 4. trouble | D. to need something |
| _____ 5. avoid | E. to try <i>not</i> to do something |

Match each word with the correct definition.

- | | |
|--------------------|--|
| _____ 6 permission | A. your ability to make good decisions |
|--------------------|--|

- _____ 7. legal B. able to be done according to the laws of the government
_____ 8. judgment C. the act of giving someone the freedom to do something
_____ 9. participate D. take part in
_____ 10. ceremony E. a very formal public or religious event

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GRAMMAR SECTION

Choose the correct preposition to complete the sentences.

1. Jeff works _____ home.
 - a) in
 - b) on
 - c) at
2. I live _____ a tall apartment building.
 - A. in
 - B. on
 - C. at
3. I always sleep _____ planes.
 - A. in
 - B. on
 - C. at
4. My parents are _____ Morocco now.
 - A. in
 - B. on
 - C. at
5. We're going to a game _____ the stadium.
 - A. in
 - B. on
 - C. at

Put the words in order to write sentences with an infinitive of purpose.

6. drinks/ coffee / wake up / she / to
-

7. long hours / make / I / in order to / more money/ work

8. watch / to / television / relax / they

9. John / lose weight / runs / in order to

10. avoid / trouble / lie / people / to

Correct the error in the sentence.

11) I want me find a career in the medical field.

12) There aren't children in my neighborhood when I was young.

13. Some fears are reasonable than others.

14. An elephant is more big than a lion.

15. After we celebrated, we won the game.

	15
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WRITING SECTION

A) Connect the two events with the words in parentheses. Pay attention to punctuation and capitalization. (Clauses with after and after that)

First event: I graduated from high school. *Second event:* I moved to New York. (after)

.....

First event: Janet moved to Spain. *Second event:* Her Spanish quickly improved. (after that)

.....

First event: I had a late breakfast. *Second event:* I took a walk on the beach. (then)

.....

Connect the sentences with *but* and *however* .Pay attention to punctuation (commas and periods). (Contrasting ideas with *however*)

1. My neighborhood has some beautiful buildings. At night it can be scary if you are alone.

a) _____

(however)

b) _____

____(but)

B) Number the following sentences in the order of a paragraph (1-5). Then write the type of each sentence opposite at the end of the sentences.

TS: Topic Sentence

SS: Supporting Sentence

D: Detail

No	Sentence	TS?, SS?, D?
....	For example, in China nearly 2000 years ago, soldiers kicked a ball as part of their exercise.
....	Soccer is not a new sport.
....	Five hundred years ago in Europe, large disorganized games in the street were common.
....	Sometimes people were hurt or killed playing these games.
....	People all over the world played versions of the game long ago.

C) Free Writing (20 points)

Write an opinion paragraph to discuss this question: “ **Is it ever OK to lie?**”

Give reasons. Write a **topic sentence**, at least **4 supporting sentences** and a **concluding sentence**. Use the connectors like **and**, **so**, **because**, and **when** if necessary.

.....

.....

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* The items in the post tests consist of questions from unit tests 5-8 of the coursebook and the final test of the coursebook

Rubric for writing in Posttest 2

Write a Paragraph Giving Reasons	20 points	15 points	10 points	0 points
Paragraph uses vocabulary from the unit and words in the paragraph are spelled correctly.				
Sentences with and , so , because , and when are correct and all sentences have appropriate punctuation.				
Sentences have both a subject and a verb and those elements agree.				
Paragraph structure is correct and the first line of every paragraph is indented.				
Reasons are clear and specific.				

Total points:

Comments:

APPENDIX-D: Sample reading texts used in the control group

Laughter as a Cure

Section I

Many large hospitals around the world today have established a clown program as a part of their therapy in treating sick children. More and more doctors realize that although they can treat a child's illness, clowns provide laughter, joy, and happiness, which helps young patients forget their pain and suffering.

Section II

Hospitals can be scary places for children who have probably never spent a night away from home before. They miss their parents and loved ones, and are often afraid of their new surroundings. They may think of a doctor or nurse as the person who gives them horrible-tasting medicine or, worse still, a painful injection. This fear inspired medical staff to come up with the idea of introducing clowns as a therapeutic treatment for youngsters. The clowns themselves are often part of the hospital staff and have to be specially trained. More often than not they volunteer for the job because they know that they are helping to ease a child's suffering.

Section III

The clowns will visit the wards two or three times a week and see about twenty patients a day. They arrive with a sack filled with fun things for kids to do and spend from twenty to thirty minutes with each child. The children themselves invite the clowns to their bedside only if they want to. Some kids are afraid of clowns so they usually wear very little make-up. What they do wear is a colorful costume, a silly hat and of course a big red nose! However, once these children see the fun the other patients are having, they soon forget their fear. Parents of sick children love the clowns too for the benefits they bring, including increased confidence and self-esteem.

Section IV

Clown therapy is a huge success and more and more hospitals today are seeing the effects it has on children. Instead of most of them fearing hospitals, they can now think of them as places filled with fun. Medical staff as well as parents and patients all agree that clowns bring so much happiness to hospitals that they can't imagine what it would be like not to have them. You could say that giving kids a dose of laughter as well as a dose of medicine is just what the doctor ordered!

Choose the best answer.

1. Section I implies that
 - A. every hospital for children has a clown program.
 - B. doctors can't treat a child's illness without the help of clowns.
 - C. clowns help children to recover from an illness.
 - D. young patients feel no pain when the clowns visit them.
2. Section II leads us to believe that clowns
 - A. came up with the idea of therapeutic treatment.
 - B. usually volunteer to do the job.
 - C. are often doctors with free time on their hands.
 - D. get on well with patients and staff.
3. In Section III it suggests that clowns
 - A. are loved by all children.
 - B. who wear big red noses are frightening.
 - C. don't approach patients uninvited.
 - D. can only spend a certain time with each child.
4. How do most kids feel about hospitals?
 - A. Many kids feel they are places filled with fun and laughter.
 - B. Most of them can't imagine what hospitals are like without clowns.
 - C. They feel that clown therapy is a huge success.
 - D. A lot of children feel afraid of hospitals.

Correct the error in the sentence.

11. When I see someone fall down I laugh.

12. I watch TV when I laugh a lot.

13. My dad tells jokes, I always laugh.

13. Bob laughs when Bob feels uncomfortable.

14. People feel better, when they laugh.

Medicine and Sports

Section I

Most major soccer teams have a number of medical experts who work closely with the players to ensure that they are in the best possible condition. We don't often see these people. The medical staff works closely with the manager and the players. When a player is injured, they work hard to get him back on the field as quickly as possible. They work with specialist doctors and physiotherapists. Players earn thousands of dollars a month and each day without them means money lost for the team.

Section II

There are also sports psychologists. Sometimes a player's problems are psychological rather than physical. For example, a goalkeeper who makes a terrible mistake and lets in a goal, or a striker who doesn't score for several games. Psychologists can help them develop a more positive attitude. Other specialists will work with players to improve their speed of reaction. The treatment they provide is adapted to the individual player.

Section III

Probably the only time most of us see the medical staff is when they come on the field when a player is injured. They're the people with orange jackets. Sometimes they can treat the player on the field. Sometimes, of course, they have to carry him off.

Section IV

Some of the research in sports medicine has affected treatment for everybody. Today people spend less time in hospital than even ten years ago. That's partly because sports doctors have worked so hard to get players back on their feet quickly.

Choose the best answer.

1. According to the article, when are we most likely to see sports doctors?
 - A. when a goalkeeper makes a mistake
 - B. when a player is injured during a game
 - C. when we are in hospital

2. What type of expert might help a striker who isn't scoring goals?
 - A. a manager
 - B. a physiotherapist
 - C. a sports psychologist

3. Which sentence from paragraph 3 is a detail?
- A. Sometimes they can treat the player on the field.
 - B. They're the people with orange jackets.
 - C. Sometimes, of course, they have to carry him off.
4. Which sentence from paragraph 2 is a supporting sentence?
- A. Psychologists can help them develop a more positive attitude.
 - B. Sometimes a player's problems are psychological rather than physical.
 - C. The treatment they provide is adapted to the individual player.

Complete the sentence with the correct word in parentheses.

5. I'm a big _____ of that soccer team. I watch all their games.
(*history / fan / tie*)
6. You have to _____ the ball into the goal.
(*kick / surprise / pretend*)
7. This is a very _____ restaurant. It's always crowded.
(*volume / similar / popular*)
8. I didn't _____ the sign. Did you see it?
(*kick / notice / invent*)
9. Ben and David have _____ cars, but Ben's is blue.
(*tie / familiar / similar*)
10. The _____ number of days students are sick is 3 per semester.
(*average / policy / attitude*)

Choose the correct preposition to complete the sentences.

11. Jeff works _____ home.
- a) in
 - b) on
 - c) at
12. I live _____ a tall apartment building.
- A. in
 - B. on
 - C. at

13. I always sleep_____planes.

- A. in
- B. on
- C. at

14. My parents are_____ Morocco now.

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

15. We're going to a game_____ the stadium.

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

Put the following sentences into the order of a paragraph.

____ First of all, children can discover nature by hiking in the mountains or going to beaches.

____ Finally, as they get older, teenagers can get work experience in the summer.

____ Summer vacation is an opportunity to learn about the world.

____ All these experiences are possible on long summer vacations.

____ Also they can travel abroad to learn new languages.

Source: Q:Skills for Reading and Writing 1 Second Edition
(Oxford University Press, 2015)

APPENDIX-E: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Genel Sekreterlik

Sayı : 76000869/ 488-509


20 Şubat 2015

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 05.01.2015 tarih ve 2482 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencisi **Ramazan GÜÇLÜ**'nün **Prof. Dr. Mehmet DEMİREZEN** danışmanlığında yürüttüğü "**Harmanlanmış Öğrenme Ortamında Tümüleşik Beceri Uygulamaları Yoluyla İngilizce Okuma Becerilerini Geliştirmek İçin Örnek Bir İzlençe**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **17 Şubat 2015** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi rica ederim.


Prof. Dr. Ömer UĞUR
Rektör a.
Rektör Yardımcısı

Ek: Tutanak

APPENDIX- F: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis research at this or any other university.

01 / 02 / 2018



Ramazan GÜÇLÜ

APPENDIX-G: Thesis/Dissertation Originality Report

01/02/2018

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Languages Education

Thesis Title: An Investigation of Integrated Skills Practices and Blended Learning in English Classes

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software by taking into the consideration requested filtering options. According to the originality report obtained data are as below.

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1. Bibliography excluded
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Ramazan GÜÇLÜ

Student No.: N11242930

Department: Foreign Languages Education

Program: English Language Teaching

Status: Master's Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED


Prof. Dr. Mehmet DEMİREZEN

APPENDIX-H: Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

Tezimin/Raporumun 01.02.2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

Serbest Seçenek/Yazarın Seçimi:

.....
.....
.....

01 / 02 / 2018

Ramazan GÜÇLÜ

