

**BASIC PRINCIPLES AND THEIR APPLICATION
FOR EFFECTIVE FOREIGN LANGUAGE
EDUCATION IN SCHOOLS**

RABIYE OTUGEN

Master's Thesis

Department of Foreign Language Education

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T.C.
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PRENSİPLER VE BU PRENSİPLERİN UYGULANMASI

(Basic Principles and Their Application for Effective Foreign Language
Education in Schools)

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KABUL VE ONAY TUTANAĞI

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ÖZET

YÜKSEK LİSANS TEZİ OKULLARDA ETKİLİ YABANCI DİL EĞİTİMİ İÇİN TEMEL PRENSİPLER VE BU PRENSİPLERİN UYGULANMASI

Rabiye ÖTÜGEN

2011, 122 sayfa

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Bu çalışma, okullarda etkili yabancı dil öğretiminin sağlanması hususunda gösterilen çabaların olumlu sonuçlar verebilmesi için yabancı dil öğretimi ve öğrenimi temel prensiplerine büyük ölçüde dikkat gösterilmesi gerektiği tezini desteklemektedir. Çalışma, öncelikle, etkili yabancı dil öğretimi esnasında görülen anahtar prensiplerle ilgili birtakım bilgiler sunmakta ve devamında da bu prensiplerin pratiğe nasıl dönüştürülebileceğini açıklamak üzere Erzurum'daki özel bir okulda 'vaka incelemesi' yapmaktadır.

Araştırma projesi, nitel bir çerçevede gerçekleştirilmiş, veri toplama aracı olarak ise gözlem ve anketler kullanılmıştır. Sonuçta, etkili yabancı dil öğretimi teorik prensiplerinin, yabancı dil sınıflarında uygulanmasının tamamen gerçekçi bir hedef olduğu ve bu uygulamanın okullardaki yabancı dil sınıflarında verilen eğitimin etkinliği için gerekli olduğu sonucuna varılmıştır. Çıkarılan ikinci sonuç ise bu hedefin gerçekleştirilmesine yardımcı olan unsurlar arasında, iletişimsel dil öğretim yöntemi, öğretmen tarafından üretilen ders materyalleri ve uygun sınıf yönetimi tekniklerinin bulunduğudır.

Anahtar Sözcükler: Etkili yabancı dil eğitimi, yabancı dil İngilizce, dil öğretim prensipleri, teori ve pratik.

ABSTRACT

MASTER’S THESIS

**BASIC PRINCIPLES AND THEIR APPLICATION FOR EFFECTIVE
FOREIGN LANGUAGE EDUCATION IN SCHOOLS**

Rabiye OTUGEN

2011, 122 pages

Much has been written about the basic principles of effective foreign language teaching (FLT) and the need that FLT in schools should be based on these principles. However, too little work has been published on how this can practically be achieved.

This study supports the thesis that considerable attention must be paid to the basic principles of FL teaching and learning in order that efforts to achieve effective FL teaching in schools may be productive. It, first of all, presents some data on the key principles which appear to be involved in when effective foreign language (FL) teaching and learning take place, and, in what follows, conducts a case study – in a private school in Erzurum – in order to explain how these principles can be put into practice.

The research project was done within a qualitative framework and, as data-collecting instruments, observation and questionnaires were used. At the end, it was concluded that the implementation of theoretical principles of effective FL teaching within the limits of actual FL classrooms was an entirely realistic goal, and, this implementation was what the effectiveness in FL education in schools called for. A second conclusion was that communicative approach, teacher-created materials, and proper classroom management techniques were among the contributors to the achievement of this goal.

Key Words: Effective foreign language education, English as a foreign language, language teaching principles, theory and practice.

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LIST OF ABBREVIATIONS

CLT	: Communicative Language Teaching
CBI	: Content-Based Instruction
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
FFI	: Form-Focused Instruction
FL	: Foreign Language
FLL	: Foreign Language Learning
FLT	: Foreign Language Teaching
TEFL	: Teaching of English as a Foreign Language
TL	: Target Language
L	: Listening
R	: Reading
S	: Speaking
W	: Writing
TQ	: Teacher Questionnaire
SQ	: Student Questionnaire

CHAPTER 1

1. INTRODUCTION

How to achieve effective foreign language teaching (FLT) in schools is a source of long-lasting debate in many countries throughout the world. In order that efforts to achieve effective language teaching and learning in FL classrooms may be productive, the need to apply the theoretical principles of effective teaching has always been emphasized. However, though the principles connected with effective FLT have been known and have been given widespread acceptance, they have not been given widespread implementation – with the claim that most of the principles are not applicable within the limits of actual FL classrooms. FLT system with deficiencies, the curriculum to be followed, inadequate materials for instruction, and large class size are among the excuses not to be able to apply the principles in FL classes.

This is often discussed as the gap between theory and practice. Unfortunately, most of what has been written on the principles and their implementation deepens this gap rather than bridging it. On the first page of the book ‘Effective Teaching in Schools: Theory and Practice’, attention focuses on this discussion and it is commented:

... most books on effective teaching ... largely fall into two camps. Some specifically concern themselves with common-sense observations about teaching, largely based on the professional experience of the writers, often termed ‘craft knowledge’. Others concern themselves with theoretical discussion and research, stemming from mainly psychological and sociological perspectives ... The former camp, whilst often giving good advice, does not provide the necessary framework of understanding which enables teachers to teach effectively. The danger of simply following advice is that it encourages an attempt to model one’s practice upon some envisaged image of teaching, which does little to help one deal with the variety of classroom situations which occur. Books in the latter camp, however, often tend to gear this discussion towards the needs of those concerned to develop their own teaching effectiveness. These two camps are often discussed as the gap between theory and practice ... (Kyriacou, 1997: 1).

This study is devoted to be a part of efforts to bridge this gap. It is mainly concerned with English as a foreign language (EFL) and it is to explore how to put principles into practice within the limits of actual FL classrooms.

By English as a foreign language, they mean English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways – to read literature, to read technical words, to listen to the radio, to understand dialogue in the movies, to use language for communication possibly with transient English or Americans (Marckwardt, 1963: 25).

The study consists of five chapters. Chapter 1, the introductory chapter, importantly provides an introduction to the succeeding chapters. It clarifies the research problem, the significance and aims of the research, the research hypotheses and, additionally, the limitations of the project.

Chapter 2, on the other hand, focuses on providing an understanding of key issues underpinning effective teaching and learning in FL classrooms. First half of the chapter aims at reviewing what the literature reveals concerning the basic principles of FLT. In this half, institutional factors, teacher factors, and teaching and learning factors are dealt with. “Institutional factors are about the school’s organization culture and its approach to the maintenance of educational quality” (Richards, 2003: 1), teacher factors include the skills and qualifications of teachers which enhance good teaching and learning in their classrooms; and teaching and learning factors consist of issues related to planning, presentation, evaluation processes and additionally motivational and emotional design of the classrooms. The second half, however, offers three keys to put principles into practice: communicative language teaching (CLT), instructional materials, and classroom management. In this second half, a comprehensive look at the CLT – together with the sub-issue of ‘focus on form in communicative contexts’ – is taken in the light of several point of views, first of all. Then, it is argued that teacher-created materials can do more than any number of passively enjoyed, ready-to-use materials. Finally, the attention focuses on the effect of classroom management on the effectiveness of teaching and learning activity, and the role of establishing classroom routines and rules for effective classroom management is emphasized.

The third chapter focuses on the research design and methodology employed during the research project. It reveals the approach within which the research was conducted, the setting and the subjects, the data collecting instruments and the analysis of the data collected.

In the next chapter, chapter 4, ‘findings and comments’; in the concluding chapter, chapter 5, ‘concluding remarks’; and, at the end, references and appendices take place.

1.1.Statement of the Problem

Research findings of successful FL education programs and general principles of effective practice in language teaching offer a strong foundation in the search for effective FL education in schools. Then, it is of high importance that FL teaching in schools be founded, in the first instance, on what these research findings emphasize as the basic principles of effective FL teaching and learning. However, the basic principles connected with effective FLT, which were revealed by the research, have been given widespread acceptance but have not been given widespread implementation with the claim that most of the principles are not applicable within the limits of actual FL classrooms – mostly because of the FLT system with deficiencies, the curriculum to be followed, inadequate materials for instruction, large class size etc.

Then, the problem is to make the implementation of these principles within the limits of FL classrooms possible. It is needed to develop a FL teaching and learning model in each school, which revalues the general principles of effective FLT, and ties professionalism to what happens in language classroom. However, how to achieve this practically has been a challenge for most FL teachers in most countries throughout the world.

1.2.Aim of the Study

The aim of this study is to help FL teachers find their ways of handling the educational problem “how to make theoretical principles practical” in order that students’ learning in their classrooms is enhanced and effective FLT may occur.

It is quite impossible to clarify every principle of effective FL teaching and learning in schools in one study, and these pages do not attempt to do anything of this kind. The aim is to stimulate thinking about effective FLT and demonstrate that the achievement of effective FLT using a professional, principle-based approach is an entirely realistic goal.

The ultimate hope is, of course, that the findings of the study would contribute to the improvement and greater effectiveness of FLT that we all strive to achieve.

1.3. Educational Significance

In the light of the absence of much research on the whole implementation process of the effective FLT principles and the impact of the principles on FLT, this study is important for several reasons.

First by establishing a theoretical guideline which is based on research findings on effective FL education in schools and second by providing a case study of good practice conducted in a private school in Erzurum, this study would serve as not only a theoretical but also a practical guide for most language teachers for whom ‘how to accomplish effective teaching and learning in FL classes’ is a question waiting to be answered.

In its theoretical part, rather than giving an authoritative, indisputable definition of effective teaching, it makes headway into a profile of what the research emphasizes about it, in the hope that FL teachers might be inspired (a) to take stock of their own beliefs on particular issues in FL pedagogy and those of researchers, professional teachers and even students, (b) to compare them, and (c) to devise a plan of action to reconcile any differences in order to achieve effective teaching in their language classrooms. However, with its part devoted to be a practical guide, this study would be a valuable assistance for new and experienced teachers alike and be a good example of how to apply information from research to everyday classrooms. Because, it does the job of making principles of effective FL teaching and learning accessible and making theoretical knowledge on FL teaching and learning practically usable.

1.4. Hypotheses

The present study starts with the thesis that considerable attention must be paid to the basic principles of effective FL teaching and learning in order that efforts to enhance students' learning in FL classrooms and ultimately to achieve effective FL teaching in schools may be productive.

In the study, it is also hypothesized that the application of principles in FL classrooms would be easier and give better results with the use of;

- (a) communicative language teaching, with focus on form
- (b) teacher-created instructional materials rather than ready-to-use ones
- (c) best classroom management techniques for EFL classes.

1.5. Limitations of the Study

There are mainly two limitations of this study. The first one is that the kind of FLT model suggested in the study would require highly sophisticated teachers and assumes a degree of sophistication in the students as well. Carefully organized teaching materials would also be necessary as well as a good collection of source materials.

Another limitation is that the research is limited to the observations made in a private school in Erzurum and to the open-ended questionnaires applied to the FL teachers and students of this school. Future studies can investigate the implications of the implementation of the mentioned principles in different language teaching institutions.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Basic Principles of Effective Foreign Language Education in Schools

The question ‘What is effective teaching?’ has multiple answers depending on the person who is asking it and the context in which the question is being posed. Moreover, different criteria, such as “the grades achieved by pupils in the subject, the development of an increased interest by pupils in the subject, the proportion of pupils who go on to take the subject at advanced level, the proportion who develop a good understanding of the subject, the proportion of pupils who felt they had enjoyed the course” (Kyriacou, 1997: 9), also lead to varying definitions of the term ‘effective teaching’.

Therefore, as defining the term ‘effective teaching’, it is also preferred to clarify what “effective teaching” is not. For instance, Kyriacou (1997: 11) explains the meaning of the term by making a useful distinction between effective teaching and some other similar terms in common use. He emphasizes that the term ‘effective teaching’ puts its emphasis on observable outcomes whereas the terms such as ‘liked’, or ‘preferred teaching’ usually focus on qualities and characteristics of teaching that the observer feels desirable without necessarily any direct reference to the outcomes.

The term ‘effective foreign language teaching’, however, is a more complex and more difficult term to define than the term ‘effective teaching’ itself. Because, there are many factors related to it since it is an umbrella term covering both the term ‘effective teaching’ and the term ‘foreign language teaching’. Consideration of these complex factors can be a daunting task and it presents challenges. Fortunately, some research make it possible to summarize all these factors under a few main headings.

Institutional factors include the school’s organization culture and its approach to the maintenance of educational quality. *Teacher factors* include the skills and qualifications of teachers and the level of professional support

provided. *Teaching factors* include the philosophy of teaching reflected in the program and how good teaching is supported and maintained. *Learning factors* include learners' views of the program as well as learning styles and how these are addressed within the program (Richards, 2003: 1).

Based on the general principles of effective FL teaching and learning which were clarified by the research, the following summarizes the factors related to effective FL education under three main headings – institutional factors, teacher factors, teaching and learning factors.

2.1.1. Institutional Factors

In his guidelines relative to instructional factors which may influence the effectiveness of a language teaching program, Richards suggests that “since language teaching normally takes place within an institution of some sort, some of the principles of effective instructional management identified in other kinds of settings can also be applied to language teaching” (2003: 21), and he notes some characteristics such as “a flexible organizational framework, good internal communications and opportunities for teacher development, and administrators who are open to change, flexible and who encourage teachers to innovate ” (2003: 6-8) as the indicators of quality of a school or educational institution.

To what Richards emphasizes, administrators in quality schools provide the needed support for teachers by creating a good teaching context. Such a context includes (2003: 8-13): (1) *equipment* – current textbooks, resource books, magazines, computers, cassette and CD players, OHT machines, photocopiers, etc., (2) *workspace* – a staffroom where teachers can interact with colleagues and prepare teaching materials or handouts; and a resource room/ similar facility where teachers can access a range of materials, (3) *class size* – not exceeding fifteen, (4) *mentoring and help lines* – to sound off ideas, share problems, get advice, or to turn for help in solving different kinds of problems regarding student discipline, course materials, team-mates, etc., (5) *opportunities for professional development* – professional conferences or seminars, workshops or in-service seminars offered by specialists from other schools, etc., (6)

feedback – to give acknowledgement for good service, and to provide constructive and non-threatening feedback for unsatisfactory service.

2.1.2. Teacher Factors

While institutions do many things to create a good context for effective teaching, the main responsibility to determine the success of a program is on teachers themselves. The influence of each individual teacher's teaching and assessment method on the success of his or her students cannot be ignored. But, what does skill in teaching of a FL consist of?

The competencies that a FL teacher needs in order to function effectively can be grouped under the headings of mastery of subject matter, application of subject matter, management of the teaching and learning process, guidance services, and personal and professional development. Mastery of subject matter consists of the knowledge of the target language (TL), the ability to use it communicatively, and a good understanding of FLT methods and theories; application of the subject matter refers to a good repertoire of classroom techniques and strategies, and the ability to present the subject matter in a clear, simple language and in a stimulating manner; management of the process mainly requires delivering a well-structured and well-organized lesson, using variety of activities and methods appropriate for the ages, previous learning and ability levels of the students, using teaching facilities appropriately and effectively, establishing good relationship with students and motivating them to learn, taking preventive steps to implement instructional methods without disturbances and dealing with occurring disruptions and interferences effectively, encouraging student participation, and getting all students involved, giving necessary and useful (positive and constructive) feedback; guidance services need being familiar with the school or institutional context, school norms and knowledge of learners (cultural and other relevant information), developing effective working relationship with colleagues and maintaining contact with parents, and; finally personal and professional development requires exchanging professional information with other teachers, attending school activities such as meetings, in-service training and materials development sessions.

However, what students say when they are asked to describe what a good teacher does, mirrors the research findings on good teaching and the qualities of good teachers. Studies of pupils' descriptions of good teachers and/or pupils' views of teachers and teaching (Taylor, 1962; Brown & McIntyre, 1993; Kyriacou, 1997) have revealed some characteristics attributed to best teachers. To what they have reported, a good teacher is firm and keeps order in the classroom, explains the work to do and helps with it, creates a relaxed and enjoyable atmosphere in the classroom, presents work in a way which interests and motivates pupils, provides conditions so pupils understand the work, and is talented (subject-related or other).

“A good teacher is someone who knows our names”, “He should be able to correct people without offending them”, “A good teacher is someone who asks the people who don't always put their hands up”, are the representatives of many answers given to the question ‘What makes a good teacher?’ by the students of different nationalities, in Harmer (1998)'s study.

Harmer comments:

“The least predictable things can affect their pupils' perception. One 13-year-old girl was adamant that ‘The teacher needs to have a dress-sense – not always the same old boring suits and ties!’ ” (1998: 3).

2.1.3. Teaching and Learning Factors

There are several issues related to the FL teaching and learning process to keep in mind as principles because they have a significant contribution to the achievement of effective FL teaching.

First of these principles is that FLT should start with effective planning. Effective planning, first of all, requires objectives which are both attainable and challenging. Bai emphasizes:

If the specified tasks are too difficult the students will be frustrated and therefore lose confidence and interest in the practice activities. On the other hand, if the tasks are too easy, the students will feel that they are not learning enough and may become bored in the practice (n.d: 17).

Effective planning also requires that learners actively participate in the learning process. Active participation in the production of the language is needed since “passive listening or note taking of someone else’s language will never result in proficiency in the production of the language” (Mitsutomi, 2004: 3).

In deciding upon the content and aims, on the other hand, Ramsden argues that much the easiest mistake to make is to include too much content. “We should rather strive to include less, but to ensure that students learn that smaller part properly” (1992: 137), he suggests. He stresses that “the inevitable result of too much busy work is that many students adapt minimizing strategies and complete their courses with sketchy and confused knowledge of the topics they have ‘learned’ ”(1992: 138). Whitehead (1929) explains this principle in a very short and clear way: “We enunciate two educational commandments, ‘Do not teach too many subjects’, and again, ‘What you teach, teach thoroughly’ ” (cited in Whitehead, 1953: 88) .

A number of learner characteristics or ‘variables’ should also be recognized when planning any teaching. Lado writes:

Age is a major variable ... The teacher must recognize the learning characteristics of at least four age groups: (1) preschool, (2) primary school, (3) secondary school, and (4) college, university, and other adult groups. Preschool children can learn ... by exposure ... Primary school children require special techniques. They learn by play and memorization. ... Secondary school pupils can study for the sake of grade or other direct reward. ... Adults learn more effectively by systems and systematic cataloguing than do children, and they respond favorably to the work motive (1964: 57).

McDonough and Shaw (2003) add two other variables: (1) interests (as with age, may help in the specification of topics and learning activities), and (2) level of proficiency in English (teachers will wish to know this even when their classes are based on a ‘mixed proficiency’ principle rather than streamed according to the level).

Second principle to the effective FLT is about the presentation of the TL. According to this principle, effective FLT requires effective presentation on the part of the teacher. For an effective presentation, however, teachers use knowledge of their students' varied learning styles and present the subject matter in different ways. Willing (1985) found four different types: concrete learners, analytical learners, communicative learners, and authority-oriented learners. Concrete learners prefer learning by games, pictures, films and video, talking in pairs, learning through the use of cassettes and going on excursions; analytical learners like studying grammar, studying English books, studying alone, finding their own mistakes, having problems to work on, learning through reading newspapers; communicative learners like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English shops etc., learning English words by hearing them and learning through conversations; and authority-oriented learners like teachers to explain everything, writing everything in a notebook, having their own textbook, learning to read, studying grammar and learning English words by seeing them (cited in Richards (2003: 20).

Whatever the way language teachers choose to instruct the TL, however, it is the basic requirement for effective FL teaching that the contexts and tasks be presented in an organized and clear way. As pointed out by Ur (1996), since the learners in FL courses do not have plenty of time and resources for repeated and different ways of exposures to the TL, the necessity for presenting it in such a way that it can be perceived and understood at the first encounter inevitably arises.

Limited time to learn the TL is not only the reason why the language materials should be presented clearly but also the reason why teachers of foreign languages should use the TL as much of the time as they can in the class. In the book "Teaching English to Children", Scott and Ytreberg recommend:

Try to speak English as much of the time as you can Your pupils are unlikely to have the opportunity to hear English all day so you should let them hear as much as possible while you have them in class. Keep your language as simple but natural, and keep it at their level (1990: 18).

Sufficient practice is also a characteristic of effective FL instruction. Repeated practice – when it is communicative, comprehensible, interesting, relevant, in sufficient quantity and with active involvement of learners – facilitates learning. However, FL learners have not much tolerance to repeat the same thing over and over again, although they need a lot of practice. Therefore, in effective teaching, the term ‘repeated practice’ does not refer to the mere repetition of the tasks but to the multicontextualizing of linguistic patterns. The use of multicontexts is also believed to help learners avoid rote-memory, develop fluency in the TL and get a better understanding of new patterns.

Homework may also be considered as a kind of practice. It not only gives language learners the opportunity for practicing the language under study outside the classroom, but also helps them learn that they should take charge of their learning. Harmer comments:

Students need to be aware that we cannot teach them English unless they themselves are prepared to take some of the strain. Learning is a partnership between teachers and students. This message may be difficult for some students ... who have been led to believe that it is the teacher’s job to provide learning ... In such cases, it is much better to start very gradually with a piece of homework ... As students get used to working things out for themselves and/or doing homework at home so they can gradually start to take their decisions about learning (1998: 9).

In order that homework functions as an effective tool, Harmer (1998) emphasizes that it should not take up too much of students’ time or occupy too little of it by being trivial. In addition, teachers should choose the right kind of task for the students, follow up it when they say they are going to, and, if it is something to be written, they should insist on neatness and legibility without asking the students change their handwriting style.

However, both in homeworks and all other types of language works – oral / written – errors are inevitable. During the language teaching process, errors will occur and the need to correct these errors effectively will necessarily arise. In order to deal with these errors, research (Harmer, 1998) finds it useful to make a distinction between oral correction and written correction.

As correcting mistakes made during speaking activities, Bai (n.d: 18-19) advises that teachers should realize that it takes time for the students to correct their errors, they should be patient and reserve the correction until the students finish talking. Vale and Feunteun (1995) write especially on the oral errors made in the early learning days and their correction, and warn that over-zealous correction of errors by the teacher in too early stages may encourage reluctance to speak for fear of making a mistake, and fear or dislike of learning the TL. Scott and Ytreberg (1990), on the other hand, emphasize that when new beginners are working with controlled and guided activities and if they make mistakes then they should be corrected at once, but, when they are working on free oral activities, what should be done to deal with the errors should not be more than accepting whatever they say – mistakes as well.

Just like oral correction, written correction also requires some care to be effective. Among all the principles related to written correction, the following three, pointed out by Harmer (1998), appear to be the most important ones for effective FL teaching and learning: avoid over-correction even if the work is completely full of mistakes, because it is demotivating; always write a ‘useful’ comment at the end of each work; and ensure that students do not put their corrected writing away but understand the problem and redraft the work correctly.

The use of appropriate and different types of evaluation is what the **third principle** about. According to this principle, different ways of evaluation (e.g. tests, quizzes, observations, portfolios) should be used since getting a comprehensive and multi-faceted view of students’ mastery in the TL is very important. Among all these different ways, there are widely used three types to be especially mentioned – quiz, test, and examination. Brooks defines these three types of evaluation by making a useful distinction between them. He defines:

a quiz is a brief exercise that occupies only a few minutes of class time; *the test* occupies all or nearly all of a class period and covers a body of material specifically assigned for review – usually the work of a two-week period; and *the examination* is a sustained performance that comes at the end of a term or semester and summarizes a long sequence of learning (1960: 124).

Then, he adds: “quizzes and tests are given far less to “grade” the student than to provide the self-discipline without which he cannot be a successful learner” (1960: 132).

Whatever kind of evaluation is used, however, in order that it may function as an effective tool, it should be frequent and periodic. Besides, it should be designed in a way that will not “require students rote-learn or merely produce detail” (Ramsden, 1992: 99), but will contribute to the improvement of learning.

The point to be made here is that achievement evaluation becomes worthless unless it is followed by some kind of feedback. Tiberius & Tipping give a good reason why feedback is critical to foreign language learning (FLL). “Without feedback, neither learner nor teacher can improve because they will not know what they need to know or to what extent they are fulfilling their goals” (1990: 2), they say. However, feedback facilitates learning when it does not consist only of a mark or a grade. This means that it should be accompanied by teacher’s suggestive and encouraging comments, and, if it is to be critical, to what Ramsden (1992) advises, it should help students learn something rather than become disheartened.

Rewards and prizes may accompany the feedback given and contribute to its effectiveness. However, instead of physical rewards and prizes, some other types of encouragement (e.g. commenting on the success of the learner, putting his/her work on the display board) are advised to be preferred. Scott and Ytreberg comment, for instance :

Avoid giving physical rewards and prizes. It tells others that they have ‘not’ won and it does not help learning to take place. It is far better to tell the pupil that you like his or her work, or put it up on the display board, or read the story aloud for the others or do whatever seems appropriate. This gives the pupil a sense of achievement which does not exclude the other pupils. Include, don’t exclude (1990: 11).

In addition, as giving feedback, even if it may not be a compulsory part of a teacher’s work, it is always useful to make regular notes about each student’s progress. On the part of the learner, such a recording helps him/her become aware that he/she is

progressing towards the goals. On the part of the teacher, however, it functions as a guide while informing the parents about how their children are doing.

Keeping the parents informed of the progress of their children is of great importance. Because it is an inseparable part of healthy and balanced teacher-parents-child relationship – **the fourth principle** – which is also crucial to effective language teaching. The partnership of the parents in the process should never be ignored because it is the support and involvement of parents in the process that enhance the motivation of the students and undoubtedly affect their achievement. Then, for effective teaching, language teachers should develop strong and positive communication with parents. To achieve this, they can keep the parents informed of the progress of their child and ask them to look at, sign, and comment on quiz sheets brought home by their child, to visit the teacher at frequent intervals, and to make their contributions and give comments – positive and negative – for further development, for instance.

The fifth principle refers to the teaching and learning environment. Effective FL teaching requires some care of physical surroundings. The walls covered with posters, calendars, student works, flashcards or writing; and, an English corner designed with shelves, a noticeboard and a few chairs enhance learning.

In addition to physical design, the motivational and emotional design of the class is also important. Non-cognitive issues should be addressed in order that effective FLT can be achieved. During language instruction, negative feelings (e.g. anxiety, fear of failure) that impede learning should be reduced and, instead, positive feelings (e.g. sympathy and pleasure) that enhance learning should be increased.

Helping students have some success in learning the TL, emphasizing the advantageous and enjoyable aspects of learning a FL, providing abundant experience in using the TL, and helping students experience FLL as an enjoyable process not as such hours spent for studying/memorizing complex rules work well. Besides, motivating games and entertaining activities such as singing songs and watching movies/cartoons in the TL – provided that they are carried out with a clearly defined purpose – also

reduce the artificiality of the classroom and lower the anxiety which may inhibit learning.

2.2. Keys to Put Principles into Practice

2.2.1. Communicative Language Teaching

“Communicative language teaching (CLT) is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practises” (en.wikipedia.org., 2011). It emphasizes the teaching of communicative competence (being able to use the language) rather than grammatical competence (being able to produce grammatically right sentences in the language).

Historically, ‘communicative’ movement which has been influential in FLT since early 1970s is the product of educators and linguists who were dissatisfied with the earlier methods of FL instruction. “Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation” (Richards, 2006: 4). Some educators who observed that their students could produce sentences accurately in the lesson, but could not use them when communicating outside the classroom, argued that being able to communicate in the TL required more than mastering linguistic structures, and that knowing the rules of linguistic structures did not necessarily mean to be able to use the language. Such arguments, Chomsky’s criticisms of structural theories, studies of some linguists such as Labov, and some writings on ‘speech acts’, contributed to a shift in the field in the late 1970s and early 1980s from a *structure-centered approach* to *communicative approach*, and communicative approach was applied by CLT, according to which learners must be taught not only how to manipulate the structures of the TL but also how to relate these structures to their communicative functions in real situations and real time.

Broadly speaking, since its inception in 1970s, CLT has passed through two phases. The first one is from 1970s to late 1980s, and the second one is from late 1980s to present. Lowe explains these phases in a very clear way. To what he writes, “**the first**

tranche of the communicative ‘revolution’ was based on the idea of grouping bits of language according to communicative functions (in the USA called ‘speech acts’) like apologising, requesting, and advising” (2003: 2); “no obvious method was suggested by defining language in this way, so the listen-and-repeat and repeat-and-extend methods persisted, and rightly so, because, as such phrases depended for their usefulness on accurate rhythm and intonation, various forms of drill lent themselves well” (2003: 3). The key principle in **the second tranche**, however, “was the separation of classroom into ‘accuracy’ work and ‘fluency’ work; accuracy work was for concentrating on learning new bits of language (grammar patterns, functional exponents, vocabulary etc.); fluency work was for getting the students to speak freely (say in discussions)” (2003: 3). At that time, “an influential version of second language learning theory was also developed by Stephen Krashen, which postulated that learners ‘acquired’ language if fed a diet of genuine communication (as does the child acquiring the first language), but they only ‘learnt’ language if fed a diet of classroom exercises; the result was that many teachers started to believe that (unconscious) ‘acquisition’ was profounder, more real, and therefore better, than (conscious) ‘learning’; these teachers decided that the classroom had to become an immersive ‘bath’ of authentic communication” (2003: 3).

Today, “no single methodology or fixed set of techniques is prescribed” (Savignon, 2002: 6) for CLT but some principles on which CLT is based are emphasized: (1) “successful language learning involves not only a knowledge of the structures and forms of a language but also the functions and purposes that a language serves in different communicative settings” (Lightbown & Spada, 1999: 172), (2) language learning is learning to communicate and communicative syllabus is superior to the structural syllabus, (3) learner-centred, not teacher-centred, teaching is acceptable, (4) the teacher should balance activities which focus on accuracy (correct grammar) as well as fluency, (5) errors are natural outcomes of the development of communication skills, (6) it is important to establish an appropriate physical and psychological atmosphere in the classroom – “instructors must be dedicated to the belief that oral communication is important for learning and be willing to arrange classroom furniture so that talk between students in large and small groups is convenient. The psychological atmosphere should be one in which students feel comfortable and take increasing

responsibility for their own learning” (Chaugule, 2009), (7) teachers should “welcome the opportunity to select or develop their own materials, providing learners with a range of communicative tasks” (Savignon, 2002: 5). Finnochiaro & Brumfit (1983) complete the above list of principles, and write, (8) dialogs, if used, center around communicative functions and are not normally memorized, (9) drilling may occur, but peripherially, (10) attempts to communicate may be encouraged from the very beginning, (11) teachers help learners in any way that motivates them to work with the language, (12) any device which helps the learners is accepted – varying according to their age, interest etc., (13) translation may be used where students need or benefit from it, (14) reading and writing can start from the first day, if desired, (15) the TL system will be learned best through the process of struggling to communicate, (16) comprehensible pronunciation is sought, (17) judicious use of native language is accepted where feasible (cited in “The Communicative”, 2007).

Based on the same principles, however, the procedure in communicative classes is difficult to be summarized because of the wide variety of activities used. Chaugule (2009) mentions some of these activities: operations/transformations – to achieve accuracy (for example, elements of language are added, deleted, substituted, recorded, or combined); warm-ups/relaxes – to add an element of enjoyment and personal involvement (games, songs, physical activities, puzzles etc); workouts which involve transferring and reconstruction of information (e.g. transferring information from text to a graphic display such as a chart, filling in forms, providing language to complete visual display such as a cartoon or photograph); information-centered tasks – to enable learners to use the language naturally (share-and-tell in the classroom, gathering information outside the classroom, interviews with peer or others etc); group dynamics and experiential tasks – to create opportunity for sharing personal feelings and emotions among learners (for example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feeling rather than general subject matter topics external to self); problem-solving-tasks – to involve learners in making decisions about issues while using the TL (small group discussions around topical, political or local issues, posing a concrete problem which the group must make recommendations).

Richards (2006) indicates that some advocates of CLT make distinction between three different kinds of practice – mechanical, meaningful and communicative – in communicative classes. **Mechanical practice** refers to a controlled activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice the use of particular grammatical or other items. **Meaningful practice** refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as *across from*, *on the corner of*, *near*, *on*, *next to*. They then have to answer questions such as “Where is the bookshop?, Where is the cafe?” etc. The practice is now meaningful because they have to respond according to the locations of places on the map. **Communicative practice** refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the locations of different places in their neighborhood, such as the nearest bus stop, the nearest cafe, etc.

As important as the type of activities and practices chosen, however, there are some points to keep in mind as warnings, in order that CLT reveals its efficacy in the teaching of a FL. Brown gives three of these warnings:

- Giving "lip service" to the principles of CLT without actually grounding one's teaching techniques in those principles, or making sure one indeed understands and practices according to the characteristics that make CLT what it is.
- Overdoing certain CLT features, for example engaging in real-life authentic language to the exclusion of helpful devices such as controlled practice, or vice versa. Moderation is needed in combination with common sense and a balanced approach.

- Ignoring the numerous interpretations of what CLT actually "is". Teachers need to be aware that there are many possible versions, and it is intended as an "umbrella" term covering a variety of methods

(1994: 78-80, cited in "The Communicative", 2007).

As another warning, Li (1998) writes that there is a conflict between what CLT demands and what the FL – in his writing, it is English – situation in many countries allows, in terms of curriculum, class size and schedules, resources and equipment, teachers' proficiency in the TL, etc. He recommends that FL countries should adapt rather than adopt CLT into their language teaching. That is, they should carefully study their language teaching situations and decide how CLT can best serve their needs and interests.

2.2.1.1. Focus on form in communicative contexts

The introduction of the communicative approach to second and foreign language teaching led to (1) the misconception that grammar is not important and there is no need to focus on linguistic forms, (2) the impression that proponents of CLT favor learners' ability to express themselves, without regard to form, and (3) a consequent downplaying of the status of grammar teaching (Nassaji, 1999).

However, contrary to a misconception, CLT does not exclude the teaching of grammar (Tompson, 1996; cited in Li, 1998). What it excludes is the teaching of grammar in isolation. With the exception of the strong version of CLT, which includes no attention to form, CLT includes some kind of attention to form.

Savignon comments:

Communicative Language Teaching does not exclude a focus on metalinguistic awareness of knowledge of rules of syntax, discourse, and social appropriateness. Focus on form can be a familiar and welcome component in a learning environment that provides rich opportunity for focus on meaning; but focus on form cannot replace practice in communication (2002: 22).

However, the idea of attention to form has often been misinterpreted as explicit rule teaching. On the contrary, the idea of attention to form in communicative contexts differs from explicit formal instruction in many ways. To emphasize the difference, Long (1991) distinguishes two terms similar in writing but different in meaning – focus on forms and focus on form. Nassaji (2000) indicates that focus on forms, according to Long, is very similar to traditional grammar teaching and has to do with activities whose primary purpose is to teach language forms in isolation. Focus on form, on the other hand, attempts to draw the student’s attention to linguistic forms as they arise in activities whose primary focus is on meaning.

Teaching experience supports the integration of form-focused approach to language learning. El-dali states:

Teachers who have experience with the strong version of CLT – an exclusive focus on meaning with no attention to language form ... have observed that, without FFI, some language features never emerge in learners’ language, and some nontarget forms persist for years. Experience with CLT and CBI shows that meaning-based exposure to the language allows L2 learners to develop comprehension skills, oral fluency, self-confidence, and communicative abilities, but that they continue to have difficulties with pronunciation as well as with morphological, syntactic, and pragmatic features of the L2 (2010: 67-68).

Research also has led to a growing consensus that the integration of form-focused approach to communicative language learning is needed. For example, Savignon notes: “While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form, and communication cannot take place in the absence of structure or grammar...” (2005: 640). Some other research also emphasize that the mentioned kind of teaching,

- is the instructional model that has the greatest potential for facilitating the development of fluent and accurate language that is available for use outside the classroom (Spada & Lightbown, 2008)
- can help the learners notice features in the input, making it more likely that they will acquire them (Gass, 1997; Lightbown, 1998; Schmidt, 1990)

- helps learners who begin learning when they are beyond early childhood make more efficient use of their limited exposure to the sounds, words, and sentences of the language they are learning (Lightbown & Spada, 2006)
- helps learners in communicative or content-based instruction to learn features of the target language that they may not acquire without guidance (Spada & Lightbown, 2008)
- can play a role in helping classroom learners in CLT and CBI use the target language with greater influence and accuracy (Spada & Lightbown, 1993; Lyster, 2004) and use language forms that represent more advanced developmental levels (Doughty & Varela, 1998).

As a result, in FL and L2 pedagogy, whether CLT should include attention to form is not questioned any more. What is questioned is how and when it is most effective.

2.2.2. Instructional Materials

Instructional materials are essential tools in English language teaching (ELT) classes. They are a primary resource for teachers of English and they have a certain influence on what goes on in the classroom. Therefore, they must be selected wisely and suit the students and their needs.

But, what do we mean by instructional materials? Years ago, textbooks or workbooks were perhaps the only answers given to this question. Today, however, the answer includes several materials including coursebooks, magazines, readers, computer software, and much more.

2.2.2.1. Coursebooks as instructional materials

Although there is a great variety of language teaching materials on the market, coursebooks/textbooks are the most preferred materials for instructing languages. With the belief that “no single textbook or a small set of instructional materials will meet the curricular goals of presenting various points of view, situations and styles; addressing diverse ability levels; and representing the contributions of people of diverse regions,

ages, races, ethnicity, abilities and cultures” (National Council of Teachers of English Guideline, [NCTE], 1998), some teachers even prefer using more than one coursebook.

The first reason why coursebooks are the most widely used instructional materials in FL classes is that “they are written by experienced teachers and well-qualified people, and the material contained in them is usually carefully tested in pilot studies before publication. Therefore, teachers can be assured that coursebooks from reputable publishers can serve them well” (Cunningsworth, 1984: 1). The second reason is that “using a coursebook, to some extent, guarantees a degree of consistency in the courses that are taught by a number of different teachers who bring into classrooms different professional skills and personality traits; ensures some continuity between grade levels when materials come in a series; and it helps the teacher in the process of materials selection” (Judy, 1981; cited in Pakkan, 1997: 7). Several other reasons are given by Pakkan:

Teachers need a coursebook to help them bring the real world into the essentially artificial classroom situation so that they can relate the language items they are teaching to actual use. It relieves teachers from the pressure of having to think of original material and preparing handouts for learners for every class, provides ample drills and shows what has to be learned and, in some cases, summarizes what has been studied so that learners can revise grammatical and functional points on which they have been concentrating (1997: 7).

However, it is not likely that coursebooks are always preferred because they are advantageous to the FL teaching and learning. The use of coursebooks is sometimes the lazy teachers’ get out tactic to make their own materials. “Many teachers do not have enough time to make supplementary materials, so they just follow the textbook”, claim K.Kitao and S.K. Kitao (1997). “We use coursebooks because they make it easy to get from 9 o’clock to 10 o’clock, not because they are a good way to promote learning”, Meddings (2004) argues.

Whatever the reason to use the coursebook/s is, however, the direct use of coursebooks is not with its disadvantages. Vale and Feunteun comment, for example:

It is easier for a busy teacher to follow a coursebook where the majority of units and lessons have been determined and pre-timed. This instant type of lesson plan saves a lot of preparation time but carries the danger of encouraging a mechanical learning situation (1995: 68).

In their book ‘Teaching Children English’, Vale and Feunteun also argue that most coursebooks present a fixed language learning content to be achieved within a fixed time frame by the whole class and a coursebook that presents language in a structured and sequential manner implies that all pupils (a) learn at the same pace and in the same manner, (b) are motivated to learn by the same content, (c) will retain knowledge equally, and (d) will be able to transfer knowledge of language in one context to another, and will therefore be able to use it to complete successive units (1995: 74-75). “Most practicing teachers realize that such assumptions are not normally valid” (1995: 75), they say. Ramsden adds another disadvantage. “No wonder some students develop a negative attitude to the subject and to their own abilities as learners of it through studying textbooks... , textbooks are often poor teachers – because they are written using an inappropriate approach to teaching” (1992: 163), he writes.

Though all these disadvantages, however, it is very commonly the case that the direct use of coursebooks is inevitable. In such cases, making some arrangements on the coursebooks available also becomes inevitable – if effective teaching is the goal, of course. Lynch (2005) and Pakkan (1997) give several reasons why some arrangements on the materials at hand are required. To what has been indicated, (1) *the materials may not fit the objectives of the course*, or, as Lynch (2005) points out, (2) *they may not be suitable for the level of the learners*. If the learners are beginning level, for instance, the vocabulary or context elements may have to be simplified. (3) *The materials may not be suitable for the style of the learners*, and so changing the material from one form to another may be required. “A reading passage then becomes a listening, a listening passage molts into a grammar-themed one, ... the list goes on and on” (Lynch, 2005). (4) *Some additions may be necessary*. A shorter piece may need additions in order that activities become useful in the classroom setting, for example. Conversely, a longer language piece may need to be excerpted or shortened to make it fit to the allotted lesson time. (5) *Some omissions may also be needed* because some units, teaching

points, exercises or activities, which are not relevant or appropriate to the needs of the learners are featured in the given passages, or exercises etc.

With an another point of view, Vale and Feunteun add another reason:

Providing a wide variety of motivating activities (and changes of pace) within a lesson should not be seen as a bonus or as a final stage to a lesson, but as essential for the children's learning situation. Since many coursebooks do not take this aspect into consideration, teachers need, at the very least, to look at the activities and activity sequence within a particular coursebook unit, and to adapt these to provide a balance in terms of pace and variety (1995: 69).

When all these ideas about coursebooks are taken into consideration and are taken in combination, it can be concluded that (1) the coursebook/textbook is an important material for FL instruction since it provides a strong framework and guidelines for learning content, but (2) "textbooks are too inflexible to be used directly as instructional materials" (Allwright, 1990, cited in Kitao & Kitao, 1997), and, therefore, (3) it is recommendable that the teachers should avoid the direct use of beautifully-made, ready-to-use coursebooks and similar materials, and, instead, use them only after making some adjustments.

2.2.3. Classroom Management

In order to maintain effective teaching and learning environment for the entire class, disrespectful behaviour (e.g., pushing other students, laughing loudly, getting out of the seat without permission, talking disruptively, etc.) should not be allowed and preventive steps should be taken to implement instructional methods without disturbances. This is a matter of effective classroom management.

Classroom management is defined as the "... orchestration of classroom life: planning, curriculum, organising procedures and resources, arranging the environment to maximise efficiency, monitoring student progress, anticipating potential problems" (Lemlech, 1988: 3), and is said to imply "not only the ability to deal with problems that arise, which is called classroom discipline, but also the ability to organize the classroom

environment in such a way as to actually prevent the occurrence of deviant behavior” (Hunt, Touzel & Wiseman, 1999: 193). Kruger and van Schalkwyk argue: “Classroom management is the sum of activities (education and teaching activities excluded) that are necessary to enable the core or main task of the teaching and learning situation to take place effectively” (1997: 6, cited in Johannes, 2005: 33). This suggests that effective classroom management should be a priority for effective teaching and learning. Also, Brophy and Evertson (1976) conclude: “Almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success” (cited in Marzano. J., Marzano J.S., & Pickering D.J., 2003: 5). Then, it can appropriately be claimed that effective classroom management is important for effective teaching and learning and its importance stems mainly from the fact that effective teaching and learning can take place only in a well-managed classroom.

2.2.3.1. How to accomplish effective classroom management?

“Despite the generally recognized importance of classroom management, it has remained a murky area of conflicting ideas and vague rules” (Doyle, 1980: 6). Since teachers have different personalities and philosophies; different objectives and strategies of teaching; and different students with different characteristics, there are several methods for achieving effective classroom management and the answer to the question “Which method is the most effective one?” is not clear.

Though there is no certain way that may lead to effective classroom management, there are commonly accepted two priorities to achieve it. The first one is maximized students’ participation, on which Kyriacou comments:

It is the teacher’s ability to keep pupils engaged in the learning experience which is of fundamental importance for maintaining discipline Almost all discussions of misbehaviour make reference to the qualities of effective teaching which sustain pupils’ engagement in the learning activities in hand (1997: 121-125).

To a large extent, participation can be maximized (a) by the use of best instructional methods and materials – because the more the methods and materials address the needs and interests of the students, the more the students are interested in

the subject under the study and engage in the lesson, and (b) by the use of appropriate methods for grading the students' works and answers – because, if the students know that their works and answers will be graded justly and that these grades will certainly be recorded, then their motivation and involvement in the lesson is high.

The second priority, however, is minimized discipline problems and misbehaviours. Teachers can handle most misbehaviour with the use of eye-contact, voice, facial expressions, and other body language. But, rather than dealing with misbehaviour, preventing misbehaviour before it occurs is regarded as the key to success, and establishing clear rules and expectations is a good way of achieving this.

Although the work of forming rules may sound inappropriate and authoritarian, especially to those who always prefer to put “tolerance” at the top of their principles, setting some clear rules is almost a “must” to be able to function effectively in the classroom. Because, “if students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer” (Marzano et al., 2003: 1).

However, in order that classroom rules give their best help in achieving effective classroom management, there are some principles to keep in mind. **First of all**, establishing the rules as early as possible is crucial. In the studies of Evertson and Emmer (1982), and Sanford and Evertson (1981), it was concluded that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom (Marzano et al., 2003: 5). Studies have shown that experienced teachers are very clear about the classroom rules they expect to be followed when they first meet their new classes at the start of the academic year (Wragg, 1993; Wragg & Wood, 1984). Brooks comments:

The ‘ground rules’ of the course must be clearly established first of all. The student should know what he is expected to do and not to do, and why. A preliminary class or two spent in explanations of this kind will bring rich rewards in the months that follow (1960: 124).

Secondly, students' involvement in the establishment of classroom rules is important. Some models of classroom management (Glasser, 1992, 1969, 1965; Glasser & Dotson, 1998) emphasize that a disruptive student must learn that, in order to remain in the classroom, agreed upon rules for appropriate behavior must be followed; students must be responsible for their own behavior and must accept any negative consequences that might result from misbehavior. **Thirdly**, negative descriptions should be avoided. To what Anderson (2009) advises, to help establish an atmosphere of mutual respect, the set of guidelines should use a positive tone to inform the students about not only what the teacher expects of them, but what the teacher promises to do himself/herself. In addition, to increase the effectiveness, it should be firm, build mutual respect, emphasize the positive, be consistent, and avoid idle threats. **Finally**, consistency and continuity are essential for the efficiency of the rules. The first one, consistency, requires that how the teacher deals with a misbehaving student should be consistent with how s/he deals with another misbehaving student. Anderson notes:

If you are consistent with the way you handle uncivil or inappropriate behavior in your classroom, and if you set a good example of yourself, you will find that your students will begin to follow the guidelines you have set, and may even help you to enforce them (2009: 4).

The second, continuity, however, helps the classroom activities and rules become routines. This is important because routinized activities and rules reduce confusion in classrooms, and help teachers avoid wasting time on giving unnecessary explanations. Teachers who establish routines and rules in their classes feel at ease, act fast and have extra time for constructive teaching.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

In this study, it has been hypothesized that considerable attention must be paid to the basic principles of effective FL teaching and learning in order that efforts to enhance students' learning in FL classrooms and to achieve effective FL education in schools may be productive. In order to support this hypothesis, the implementation process of the principles and its impact on FL teaching and learning have been explored.

Erzurum Private Aziziye College was chosen as the school of the study. The reason why this college was chosen is that in addition to the two schools (one of them was a high school and the other was a primary school in Erzurum) where the researcher had worked as an assistant teacher in the years of academic study, the researcher had also worked as a teacher of English both in Private Aziziye College and in an another public school in Erzurum. The teaching experience in all these schools led the researcher to the realization that the difference between the success levels of the students of these schools in the use of EFL was not because of the coursebooks studied or the curriculum followed – the schools all used the coursebooks and the curriculums prepared by the Ministry of Education – but the FL teaching systems used in these schools. After comparing the FL teaching systems of these schools, the researcher concluded that the main factor behind the effectiveness of a FL program was the ability to put the principles of effective FL teaching and learning into practice, and the FL teaching system of the Private Aziziye College presented a good model for applying the basic principles of effective FLT.

The FLT system of Private Aziziye College has been found a good representative of the systems which apply the principles best because it has achieved a higher level of

success in the teaching of EFL (the college has the only students in the district, who took International Language Exams and performed well, for instance) than the other schools in the district have done, despite the fact that it has taught English with the same coursebook and the same curriculum with the ones used in other schools in the city – the ones prepared by the Ministry of Education – with the materials that any public school can get, and with the language teachers who graduated from the universities in Turkey, from which the language teachers in other schools in the district also graduated.

For the research, ‘observation’ and ‘questionnaire’ were chosen as the instruments to get a good understanding of the system. The observations made and the questionnaires applied, revealed the building blocks of the system, to which the success of the students of the school in their use of EFL were related. Finally, it was concluded that the main factor behind the effectiveness of the system was the good application of the basic principles of effective FLT.

3.2. Subjects

This study was carried out with the EFL teachers and learners of Erzurum Private Aziziye College. The participants consisted of eight EFL teachers (four female and four male) and 70 of their 8th - grade students.

At the time of the study, of the eight participating teachers, three were teaching in the high school department and five were teaching in both primary and secondary departments of the college. However, many of them had teaching experience in all three departments. The table below provides information about the students of these teachers, who participated in this study and completed the Student Questionnaire.

Table 3.1.

Student Questionnaire Group Profile

	Class 1	Class 2	Class 3	Class 4
22 Female Participants (31%)	4	6	6	6
48 Male Participants (69%)	17	8	11	12
Total Participants (100%)	21	14	17	18

3.3. Method of Data Collection

The nature of this study – the implementation process of the principles of effective FL teaching and learning – called for a qualitative case study. Stake states that “the real business of a case study is particularization, not generalization. We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does” (1995: 8). Merriam (1988) states that a case study is appropriate when a bounded system such as a person, an event, a process, a program, or a social group is the focus of the investigation (cited in Sarroub G.J., 2001: 502).

The data consisted of observations and questionnaires. The observations included a detailed description of the FLT system used in the school. The researcher’s own teaching experience in the same school (2003-2006) helped a lot during the process.

Two questionnaires were created to elicit the teachers’ and students’ answers to the questions about the system. The questionnaires included open-ended questions. While formulating questions, it was made sure that the questions were clear and precise. The data was collected in three stages:

First of all, for the application of the questionnaires, the school administration was contacted, the aim and the content of the questionnaires were explained, and the permission necessary was obtained. Secondly, the Teacher Questionnaire (TQ) was administered to the eight EFL teachers of the college – at the time of the study, two of the teachers were out of the city. Therefore, the questionnaire was applied to these teachers via e-mail. With the assumption that teachers’ English might limit the information they would provide, the TQ was applied in the native language of the teachers, Turkish. In this way, it was made certain that the teachers were able to understand the questions and able to express their ideas fully as well. Participants completed it at home and all eight questionnaires distributed were handed back. The questionnaire consisted of five questions:

1. What are / must be the main element / s of success in FLT in schools, to you?
2. What do you think about the effect of the use of teacher-created worksheets as instructional materials on FLT?
3. How do you think about establishing a ‘classroom contract’ from ‘teacher-student-parents relationship’ aspect?
4. What is the responsibility of your school administration for the success of FLT (in your school)?
5. What is the importance of CLT for the FL education you provide?

Thirdly, the Student Questionnaire (SQ) was administrated to the 70 young learners of English of the college. The questionnaire was limited with the 8th grade students since they were matured enough to assess the FLT system in the school objectively. It was applied to the students by their teachers of English and the student participants completed it in class (taking approximately 15 minutes). The questionnaire consisted of three open-ended questions (in Turkish):

1. What do you think about your English teacher and the way the English classes are performed?
2. Are there any classroom rules for your English classes? If any, do you think that they are useful?
3. Do you think that it is beneficial to you to study with worksheets as learning English?

3.4. Data Analysis

“Data collected by means of questionnaires, interviews, diaries or any other method mean very little until they are analysed and evaluated” (Bell, 1993, p.125). “Data analysis is the process of systematically searching and arranging the raw data with the aim of increasing your own understanding of the data” (Bogden et al., 1982, p.145; cited in Johannes, 2005: 18). Creswell states:

Data analysis in qualitative research consists of preparing and organizing the data ... for analysis, then reducing the data into themes ... and finally

representing the data in figures, tables, or a discussion. Across many books on qualitative research, this is the general process that researchers use. Undoubtedly, there will be some variations in this approach (2007: 148).

In this qualitative study, the process of implementing the principles of effective FL teaching and learning in a private school in Erzurum was explored. The setting, the subjects and the procedures were given above. In the following, the analysis of the data will be presented.

The analysis consisted of observations and two questionnaires. All the data collected was analyzed systematically. The following is the process which was followed for the analysis of the observational data:

FLT system in the school subject to this study was considered as a whole from the beginning to the end. What had been done in and out of the class for FLT throughout the school year was put together. This detailed description of the system showed that two building blocks of the system – teacher-created worksheets and classroom contract-needed to be detailed. Consequently, the huge amount of data collected by way of observations was clustered according to themes. Observation 1 explained how the FLT system in the college worked in general whereas Observation 2 focused specifically on how the target language was instructed in classes and Observation 3 dealt with how the management and evaluation system worked.

Observation 1 was labeled as ‘How the system works?’. It gave the general description of how the FLT system in the school worked. For a better and easier understanding of the data, it was presented in an orderly manner. That is, it was presented in order of ‘before the term’, ‘beginning of the term’ and ‘during the term’ activities. On the other hand, Observation 2 ‘Worksheets as instructional materials’ and Observation 3 ‘Classroom Contract’ gave the detailed descriptions of the two building blocks of the system. Since the type of the research was a qualitative one, the data collected was textual. In order to make this textual data easy to understand, tables and figures were used.

For the analysis of the Teacher Questionnaire (TQ), however, the completed questionnaires were read through repeatedly. In this process, all the mentioned themes were noted, listed, and then grouped as recurrent ones and unique ones. Also, the recurrent ones were subsumed under main categories (All these themes and illustrative quotes were presented in the Results section). Additionally, the number of times the participants referred to a theme (no of mention) were indicated and tables / figures were produced to display what the results of the data analysis revealed. Finally, all the comments were translated into English since the questionnaire had been applied in Turkish.

For the analysis of the Student Questionnaire (SQ), the same process as what was done for the analysis of the TQ was followed. Different than the analysis of the TQ, however, the analysis of the SQ allowed to group the students' answers to each question under four main headings – positive, partially positive, negative and others – and a figure was produced to display these groups. Such a figure provided a clear expression of how the students felt about the FLT system in their school.

Finally, 'comments on findings' took place since "data analysis is not a simple description of the data collected but a process by which the researcher can bring interpretation to the data" (Powney and Watts, 1987; cited in Li, 1998).

CHAPTER 4

4. FINDINGS AND COMMENTS

Patton argues:

Qualitative data describe. They take us, as readers, into the time and place of the observation so that we know what it was like to have been there. They capture and communicate someone else's experience of the world in his or her own words. Qualitative data tell a story (2002: 47, cited in Bodner and Orgill, 2007: 7-8)

Then, the observational data in the following is in form of a story. It tells how the FLT system under the study works.

4.1. Observational Data 1 (General Observation)

Planning activities and preparations for the term take start one month before the beginning of the school year. All the teachers of the English department of the school come together, and review the curriculum and the coursebook prepared and advised by the Ministry of Education. With the guidance of the curriculum and the coursebook, and according to the characteristics of their students, the teachers create their own materials for the instruction of the TL, English (The materials, the steps to create them, and the qualities that these materials must have will be highlighted in Observation 2). The materials are designed as chapters and each chapter follows almost the same format. Although the chapters revisit the previously introduced materials, each can be used independently. For the effectiveness of these materials, however, how these materials will be presented is also discussed and planned. For each worksheet, a shared way of presenting is specified.

‘Before the term’ activities also include the physical design of the teaching environment. The classroom walls (each English teacher has his/her own classroom) and the noticeboards in the English department are all covered with useful English materials in order that students may feel English in the atmosphere and develop some kind of interest in it as soon as they enter the department.

At the very beginning of the term, the teachers make a strong agreement that their students differ in their abilities and styles to learn English, the TL. Therefore, the ELT framework in the school is divided into four main levels. These levels from Basic to Advanced are A,B,C, and D. To decide the levels of the students, however, students take ‘level exams’ prepared by the teachers of the English department of the school according to the learned material in the previous year (*Appendix 1. Sample Level Exam*).

In addition to the level exams, there is another activity to be done at the very beginning of the term: establishing a classroom contract consisting of the rules to be obeyed and the activities to be routinized throughout the term. The rules are made up by both the teacher and the students, and the contract is signed by the teacher, the students and the parents as well. Throughout the school year, the lessons are all performed according to the rules in the contract (How this contract is established and how it works will be detailed in Observation 3).

During the term, teacher-created worksheets are used as instructional materials. Since the English material in each lesson provides the foundation for the next one, mastery of the content and the complete and thorough learning of the materials presented are of high importance.

Although, all the materials and activities aim at the development of the four skills (L,S,R,W), the main focus is the teaching of oral communication in the TL. The first goal of the classes is that the student can use communicatively all the English he studies each day. Therefore, ‘General Questions’ (*Appendix 2. Sample ‘General Questions’ Sheet*) and ‘Daily Conversations’ (*Appendix 3. Sample ‘Daily Conversations’ Sheet*) are the usual classroom activities, the TL is the language spoken most of the class time – the vocabulary and the patterns used are appropriate to the levels of the students, of

course – and, in the classes with the students of advanced level, the use of the native language is forbidden. Frequent and regular testing is also of high importance in the system. After each topic (each topic equals to 3 or 4 worksheets) students unavoidably take a quiz. In one or two days, at most, the results are announced by the teacher and the quiz sheets, almost all of which have the teacher’s useful comments, are handed back to the students. As required by the classroom contract, the students have their quizzes signed to their parents, prepare correction pages for their quizzes, and keep them in their files.

The table below shows the above-told process in practice.

Table 4.1.

Steps to teach how to express daily routines

Aim of the activity	➤ To teach how to use simple present tense to express daily routines
STEP 1	➤ Give students some general questions and answers in simple present tense and provide them with many activities to practice these questions and answers orally in order that they gain familiarity with the use of the simple present tense (see Appendix 4.1- 4.2- 4.3- 4.4.and 4.5 for these questions)
STEP 2	<ul style="list-style-type: none"> ➤ Stick Cem’s and his sister’s picture on the board (Appendix 4.6) ➤ Read the passage twice or three times as a model. ➤ Ask easy oral questions about the passage in order to check if they comprehend the passage. ➤ Hand out the sheets and have students read the passage for a few minutes. ➤ Ask questions again ... (while sheets upside down) ➤ HOMEWORK: Students write the passage in their notebooks and ask 15 information questions with their answers.
STEP 3	<ul style="list-style-type: none"> ➤ Check the homework. ➤ Pin or stick the new words on board or noticeboard (Appendix 4.7) ➤ Have your students pronounce them after you chorally and individually. ➤ Give their Turkish meaning if necessary. Then have them use each word in a sentence orally. ➤ Read twice as a model. ➤ Have them read a part from the passage individually and grade their reading and pronunciation, but read the marks at the end of the lesson, not before that. ➤ HOMEWORK: Hand out the homework sheet, and ask them to complete and write a composition as a third person singular as it is in the sheet. (Appendix 4.7)
STEP 4	<ul style="list-style-type: none"> ➤ Check the homework. ➤ Write or stick the cue words on the board before students come into the class. ➤ Warm-up and motivation with general questions. ➤ Have students make sentences individually by looking at the cue words. ➤ Ask any student /s to make 5 sentences with the ones you want and grade him/her. ➤ Ask any student one after another to summarize the subject as a whole and you grade.

Table 4.1. (*Second Part*)

STEP 5	<ul style="list-style-type: none"> ➤ Warm-up and motivation with general questions. ➤ Have students write a composition by looking at the cue words (they can add some extra sentences about the topic) ➤ Announce that they will take a composition quiz next lesson (Appendix 4.8)
STEP 6	<ul style="list-style-type: none"> ➤ At the final step, make students speak about their daily routines (Appendix 4.9) ask them write a composition about their daily routines (Appendix 4.10) and give a composition quiz (Appendix 4.11) ➤ (These activities will take many lessons)
BE CAREFUL ABOUT	Quizzes and compositions should be given in the second half of the lesson before the break.

In order that students' learning be enhanced and the teaching process not to become monotonous, motivating games are played, cartoons – according to the level of the students – and films in the TL are watched and speaking contests between the English classes are held from time to time. The speaking contests are usually based on the general questions and answers. The following is the process for these contests which usually take 2-class time: Student A from class X and student B from class Y come to the stage, and, then student A asks a question – What are your hobbies?, for instance – to the student B. Student B answers the question right and then asks a question – Where is your house?, for instance – to the student A. Student A cannot answer it, let's say, and, consequently leaves the stage with no points for his/her class whereas the student B leaves the stage with 1 point for his/her class. In order that a question or an answer be accepted full, however, it has to be free of all kind of errors. Wrong prepositions, mispronunciation, etc. are all accepted as the mistakes which make the student leave the stage with no points. The reward given at the end of the competition is a chocolate for each member of the winning class. What makes a little chocolate a 'reward' is that the chocolates are bought by the members of the losing class.

All these motivational activities, however, are done with the support of the school administration. The materials (films, projectors etc.) and the place necessary for the activities are all provided by the school administration, for instance.

The support of the school administration is not limited to such kind of activities, however. For materials development, the administration provides the teachers of the English department with a resource room full of EFL/ESL textbooks, magazines and other similar materials, and, for professional development, it arranges seminars and workshops during the semester holiday or at the weekends (*Appendix 5* is the certificate of attendance given to the researcher at the end of one of the programmes provided by the school administration). Besides, it regularly gives the teachers some tests in FL pedagogy and English language, evaluates the teachers' performance via some kind of questionnaires completed by both their colleagues and students, and, according to the results, rewards the teachers who have performed well. To create an emotionally supportive environment, however, it arranges many informal gatherings. Gatherings for having breakfast – usually on Saturday mornings – and picnics with the involvement of both the staff and the parents, for instance, are usual.

All these supportive works of the school administration are completed with the hardwork of the teachers. English teachers' meetings are held three times a week and each teacher participates in these meetings unless something extraordinary is the case. The teachers of English are also present at school at many weekends for designing their classes, arranging the materials on noticeboards in the English department or preparing extra worksheets and other materials such as flashcards.

4.2. Observational Data 2 (Worksheets as Instructional Materials)

In the system, the direct use of coursebooks in FL classes is avoided and the language material to be learned is presented in forms of worksheets. With the help of all materials at hand – no matter they are instructional, supplementary or supporting – worksheets are created by the language teachers themselves. However, as worksheets are being created, the objectives of the course, the curriculum to be followed and, most importantly, the needs, levels, learning styles and other characteristics of the learners are all taken into consideration. The figure below shows the steps to design a worksheet-based language course:

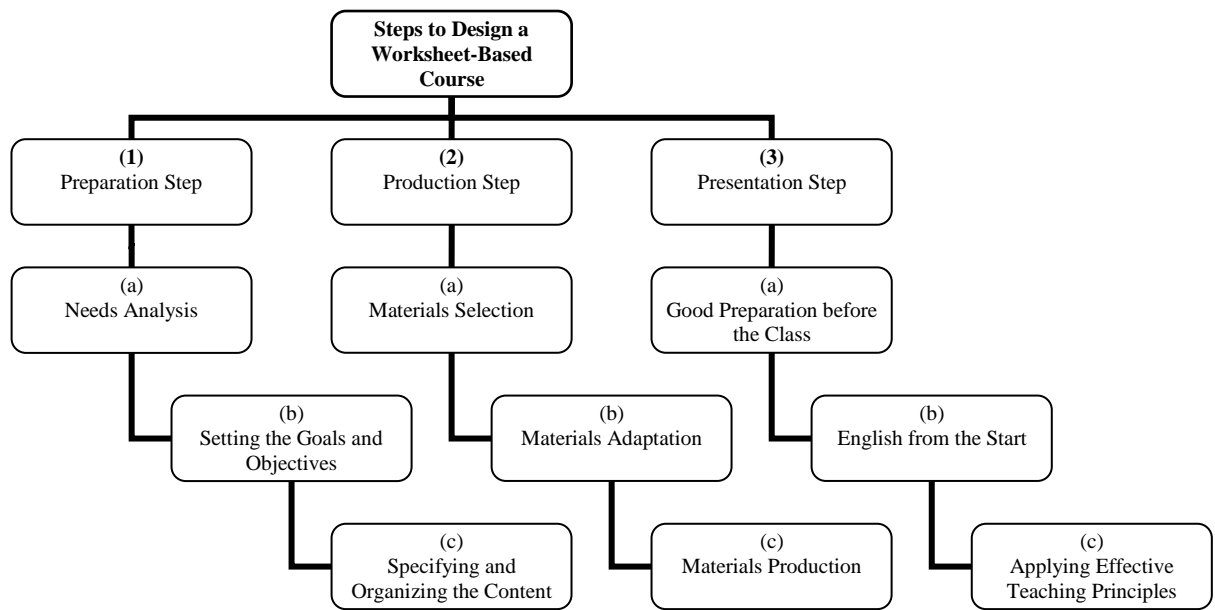


Figure 4.1. Steps to design a worksheet-based language course

As the figure above indicates, designing a language course requires certain steps to follow. “Like links in a chain, the steps involved in course design are interconnected, and successful preparation in one will contribute to the success of the others” (Pakkan, 1997: 1).

➤ Needs analysis – “the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the learners within the context of the particular institutions involved in the learning situation” (Brown, 1995: 21; cited in Pakkan, 1997) – is what the preparation step begins with. It basically requires the descriptions of (a) the learners, in terms of topics such as age, sex, proficiency level in English (Beginner, Elementary, etc.), previously studied subjects and used materials, social-cultural-educational background, motivation, interests and beliefs, and (b) the school/ institution where the program will be implemented, in terms of institutional educational objectives, type of physical environment (e.g. classroom size, flexibility of the seating arrangement), time (years and/or hours perweek allocated to the study of English etc.).

➤ In the light of all these descriptions, the goals and the objectives of the course are set. The goals and objectives of the course have a clear connection to the national and institutional objectives of FL instruction. But, more importantly, they address the needs of the students. The teachers of English in the school review both the curriculum of foreign language study and examination and the coursebook to which they are assigned, and, then, set the goals and objectives which will meet their students' needs best. Besides, they believe that without feeling confident about the understanding of one language item, a quick move to another one in order to finish the syllabus only puts the efforts to teach in vain and means waste of time. Therefore, they strongly support the idea that to finish the whole syllabus to teach must not be the main goal of the language program.

➤ Taking the suggested syllabus as a base, the content of the course (what is going to be taught: the teaching points – pronunciation, vocabulary, grammar; the skills – listening, speaking, reading, writing; the language exercises to be presented via worksheets; and the texts providing contexts for these points) is specified and organized. Here are some of the principles to organize the teachable content:

- recognizing those things the students should learn, which the analysis indicates,
- following clearly understood aims and objectives,
- organizing with an eye toward coordinating instruction within and between grade levels,
- presenting the content according to the well-known criteria (sequencing from familiar to unfamiliar, from simple to complex, from easy to difficult, from known to unknown etc),
- recycling the already learned material several times, presenting new items, structures or vocabulary in different contexts,
- using the resources and devices for learning and implementing the principles of teaching and learning.

➤ After organizing the content, what to do the next is the production of worksheets to be used as instructional materials, which should take the following steps:

Materials Selection: The first step is to select the best materials among a large variety of existing materials – all kinds of materials ranging from different coursebooks and workbooks (for vocabulary lists, exercises, listening and reading materials, visuals) to readers, magazines, newspapers, pictures, posters etc.

Materials Adaptation: To make necessary changes and rearrangements in the selected materials according to the needs, is the second step. For example, the materials may be given smaller or bigger sizes, with the help of copying machines, to fit the size or to suit the design of the materials to be created; the colour of pictures may be changed or students' photos may be added to take interest. In case of using passages or exercises taken from coursebooks or workbooks, however, the content may need to be rearranged to meet the learners' needs best or to take their interest – the names of the students in the class or the words and patterns wanted to be recycled, for instance, may take place.

Materials Production: To put all the rearranged/changed materials together and to use them for designing the new materials is the next and final step of creating sheets to be used directly to instruct the TL. As designing worksheets, and, additionally, other visual aids such as word or picture flashcards to support worksheets, it is essential (1) to consider whether the worksheet is for beginners, intermediate or advanced learners, (2) to look through the learner's eye – that is the teacher should ask himself/herself, 'How can I make this material useful and attractive for my students?', and (3) to decide whether to present the new language through reading, listening or in dialogues etc. , whether to use authentic language or not, which skill/s to emphasize, which type of exercises and activities to use, which supporting materials to use etc. Besides, considering the familiarity of vocabulary, presenting the information sequentially, instructing new language points clearly, presenting the information in a simple form but with an interesting design, presenting the subject matter in such a form that will allow students to focus on one topic at one time and master it, are among the criteria to how to design worksheets.

Providing plenty of practices with each topic is also important. Scott and Ytreberg comment:

What is important with beginners is finding the balance between providing language through controlled and guided activities, and at the same time letting them enjoy natural talk. Most of our pupils have little opportunity to practice speaking English outside classroom and so needs lots of practice when they are in class (1990: 33).

However, “a practice does not have to be long. Successfully completing 10 to 15 questions over a topic provide sufficient practice for one class period” (Green, n.d). (*Appendix 6. Sample worksheet for language practice*).

As stated by Scott and Ytreberg, **‘Listen and repeat’** exercises are great fun and give the pupils the chance to get a feel for the language: the sounds, the stress and rhythm and the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between the words and meaning (1990: 27). **‘Controlled practice’** goes hand in hand with presentation since it is important that pupils try out new language as soon as they have heard it. In controlled practice, there is very little chance that the pupils can make a mistake (1990: 37). **‘Guided practice’** follows on directly from controlled practice. Textbooks are full of exercises for guided practice and you can use pictures or objects or miming to help the pupils understand the content and practice the words – telling the time, asking the way, talking about colours etc. (1990: 38). (*Appendix 7* includes worksheets to teach how to tell time through the above-mentioned practices).

➤ How the worksheets are presented in the class is not less important than how they are designed. It is strongly important that the meticulously designed worksheets be presented according to the principles of effective teaching and learning. Among these principles, there are especially two issues which appear to be central and crucial to the effective language teaching in a worksheet-based language course:

preparation before the class:

Kyriacou comments:

The care and effort that teachers take over preparation can have a major positive impact on pupils' sense that the teacher cares about their learning and that the activities to be undertaken are worthwhile and important. In contrast, the lack of preparation such as may be evident if the teacher has to leave the room at a crucial point to ... some ... that need to be handed out, does not simply disrupt the flow of the lesson, but may be perceived by pupils as insulting their sense of worth as learners (if our learning was really important, the teacher would have prepared better) (1998: 25).

English from the start:

Teaching of daily words and expressions in the TL should become a starting point for and a natural part of the language teaching process. If the development of communicative ability is to be the main goal of the program, then, the sooner the students learn simple, meaningful expressions such as 'I'm sorry', 'I don't know', or 'I don't understand'; and answers to some general questions such as 'How old are you?', 'Where are you from?', or 'What is your favourite football team?', provided that they are taught as phrases not as words or structures, as warned by Scott et al. (1990), the easier it will be.

The table below explains how to practice general questions-answers and use them to develop the communicative abilities of the students.

Table 4.2.

Steps to Teach General Questions and Answers

STEP 1	ORAL PRACTICE	Practice the questions one by one in the classroom. (Appendix 8.1 General Questions Sheet). Don't let the students write but just listen. Ask the same question individually. Then, have them ask and answer the same question as pair and chain work until you are sure it is settled.
STEP 2	HOMEWORK	Ask the students to write all the questions and answers in their notebooks at home. But never forget to check the homeworks the following day.
STEP 3	PAIR ACTIVITY	Make pairs and let them ask as many questions as they can to each other and answer each other's questions as well. Then, change the students roles (40 minutes)
STEP 4	COMPOSITION	Write a composition on the board by using the answers of 20 questions practiced before (Appendix 8.2. Sample Composition). Add the words <i>and</i> , <i>but</i> , <i>also</i> , <i>at the same time</i> , <i>etc.</i> at the beginning of the sentences they write. Just have the students listen to model them how to write. Do not let them copy from the board while you are writing and giving explanations. After your explanation, have them write their compositions in their notebooks. If the time isn't enough, ask them to finish their compositions at home. (40 minutes).
STEP 5	READING	Call some model students to read their compositions. After three or four students, write their common mistakes on the board and get them to correct those in their notebooks. Then, call the other three to read theirs. Meanwhile, ask some questions to all others about the composition each student reads. Finally, make an oral summary as a model, ten minutes before the ring, and tell the students that they will tell their own compositions on the following day in English class and will get good marks easily.
STEP 6	SPEAKING	Firstly, summarize a model composition by using the answers of those twenty questions in order to encourage your students. Meanwhile, be very careful with your pronunciation because students will just imitate you. Secondly, let two or three best students summarize what they wrote in front of the class and grade them to encourage others. Then, ask who can come and talk about his/her family, and listen to the volunteers and grade them. On the third step, call the ones you want, and certainly grade them too. Do not forget that speaking is the goal of all those previous steps. Be patient and make all the students speak in the classroom (40+40 minutes).
STEP 7	QUIZ	Give a quiz and ask the students to write a composition about themselves and their families (Appendix 8.3. Sample Quiz Sheet).

4.3. Observational Data 3 (Classroom Contract)

In the system which is subject to this study, classroom management is achieved through the use of some instruments arranged to serve to minimize discipline problems by maximizing students' participation during the lesson and providing parents' participation during the whole language teaching and learning process. The following are these instruments:

➤ A Classroom Contract to Establish Classroom Rules

A classroom contract which is rearranged at the every beginning of every school year, which is called to be a critical time for achieving order in classrooms, is the key component of effective classroom management.

<p>CLASSROOM CONTRACT Date:..... Class:.....</p>	
<p>This contract has been arranged by the teachers and students ofSchool in order to provide an effective learning and teaching environment with mutual respect. The contract is rearranged at the every beginning of every school year, and it is signed by the teachers and students after reading the rules one by one. Then, it becomes valid throughout the school year.</p> <p>..... </p>	
<p>The students, teachers and parents signed the contract accept, also, to pay the consequences agreed in case the rules are disobeyed.</p>	
<p>Student </p>	<p>Teacher </p>

Figure 4.2. Sample Classroom Contract

Such a contract works especially for building a mutual respect between teacher and pupils, which is important because “generally speaking, the most effective classrooms appears to be those in which atmosphere is task oriented, but at the same time the social and emotional needs of the pupils are met by establishing mutual respect and rapport” (Kyriacou, 1997: 114).

The set of rules which forms the contract is compiled following the general principles suggested by the studies of effective classroom management. First of all, considering his/her educational philosophy and how it can be expressed through the rules, or, gathering sample rules that have worked for other teachers, the teacher compiles a list of classroom rules. This list of rules can also be called as a description of the kind of the classroom environment that the teacher would like to have. As cited in the second chapter of this study (p. 28), this description (or set of guidelines) uses a positive tone to inform the students about not only what the teacher expects from them, but also what the teacher promises to do himself/herself. In addition, it is firm and consistent, builds mutual respect, emphasizes the positive attitude, and avoids idle threats.

On the first day of the school year, students are informed about the necessity of a classroom contract to make the classroom safe and to create a positive atmosphere that facilitates their learning. Then, as a beginning-of-year activity, the rules which were listed and copied by the teacher before the class are discussed and rearranged. Students are involved in making up the rules with the teacher's guidance. As a mostly-known fact, the more the class are involved in making up the rules, the more these rules and their consequences are obeyed, because of the feeling of responsibility for the actions. Throughout the process, using negatives and dictating rules without explanations are avoided, the rationales behind the rules are certainly explained. After making up the rules, the contract is signed by both the class and the teacher. Two copies of it are handed to each student. The first must be kept in their files and the other must be signed by parents and returned to the teacher to be kept. If the parents are informed of the rules their child must obey, then the teacher won't experience much difficulty when he/she is confronted with the misbehavior of the student. The signed contract, also, puts the teacher in a good place in the eyes of parents, because a teacher with effective management skills is always desired and admired by parents.

However, forming the classroom contract is just the beginning to accomplish effective classroom management. The efficiency and functionality of the classroom contract depend mostly on the teacher's ability to apply it and two essentials to be kept

in mind: ‘consistency’ and ‘continuity’. This means that the teacher should always deal with a misbehaving student in a very similar manner as he/she did another student (consistency) and make the classroom activities and rules become routines (continuity).

➤ Monthly Grading Sheet

Many activities are routinized through the rules provided in classroom contract, and their consequences are recorded on a table. Figure 4.3 is a sample form including main classroom activities to be routinized in a typical classroom. The use of the table is very practical, but it is needed that the table be adapted for the age groups that teachers are teaching and/or the classroom environment in which teaching takes place. In other words, the success of the table depends on the teacher’s ability to use it effectively.

MONTHLY GRADING SHEET														
LEVEL.....						MONTH.....								
No	Name & Surname	A 1			A2	A3	A4	A5	Average	A6	General Exams			FINAL GRADE
1		1	2	3							1	2	3	
2														
3														
4														

A: Activity A1: Quizzes and Projects A2: Notebook
 A3: File A4: Participation A5: Homework A6: Discipline

Figure 4.3. Monthly Grading Sheet

According to Figure 3, there are 6 main activities that can be routinized in a classroom: quizzes and projects, notebook, file, participation, discipline – of course, teachers can change its content as they desire. However, general exams are out of “routinized” activities although they are included in the table. The reason is that they are added directly to the general average, not to the average of other activities (*Appendix 9. Sample Monthly Grading Sheet*).

To function, the table also requires some sub-tables for each activity on it - different tables/sheets for participation, homework, quizzes, etc. During each 4-week period, each student's activities are graded by the teacher as it is agreed in the classroom contract, and they are recorded on those sub-tables/sheets. At the end of the period, the average of each activity is calculated one by one for each student and is recorded on the monthly grading sheet above.

	No	Name & Surname	Date	C 1	C2	C3	C4	C5	Final Grade
1									
2									
3									
4									

C: Criterion C1: Cover and Design C2: Handouts
 C3: Quiz Sheets C4: Correction Pages C5: Signatures

Figure 4.4. Sample Sub-table: File Grading Sheet

Though the content of the sub-tables can differ from teacher to teacher, all the sub-tables mainly work for achieving the same goal: keeping good records of pupils' progress in order to provide a useful basis for (1) giving feedback to pupils about their progress, which is of immense importance in contributing to motivation and further progress, and (2) reporting on pupils' progress on a regular basis to parents – during meetings with them and /or in the form of written reports.

The following are some of the rules for each routinized activity, which are required by the mentioned management system. What is crucial here is that the rules should be modified by teachers who know the best for their students.

Table 4.3.

Classroom Rules to Be Mentioned in the Contract

Exams & Quizzes	<ul style="list-style-type: none"> • Students whose parents call the teacher and tell the excuse, has the right to take the exam or quiz which wasn't taken on scheduled time. • Students failed in a quiz have the same right that the students mentioned above have. But the mark they got for the first quiz is also recorded and valid. • Quiz sheets are signed by parents and kept by students in their files, just after the handouts to which they are related. • All students who couldn't get full point in a given quiz prepare a "Correction Page" on which they write the right answers of the wrongly answered or not answered questions on their sheets. Correction pages are also kept in the files. • At the end of the month, while grading the files, the teacher records -2 points for each correction page which is not prepared and kept in the file, or not prepared according to the rules of the agreement.
Homework	<ul style="list-style-type: none"> • Homework is mostly given daily and involves about 30 minutes of work at home. • The teacher checks the homework everyday regularly and records if it is done or not. • The parents whose child hasn't done his/ her homework 3 times are informed by the teacher. • Homework must be free of errors as much as possible and should be written clearly to be accepted as a full one. • Each missing homework makes the student lose 2 points out of his/her monthly grade of homework. • The student who didn't do the homework given the day before is responsible for the same homework for the next day. • The student who gets -2 points for not doing the homework on scheduled time, gets another -2 points if it is not done the next day. However, even if it is completed, the -2 points recorded the day before remains.
Files	<ul style="list-style-type: none"> • Handouts are kept in files clearly and orderly. • Students write their names and surnames on each handout to make the teacher sure that no student uses the other one's handouts at the time of grading. • Students are free to make some extra covers for the topics in their files. • While grading files, the following are taken into consideration: <ul style="list-style-type: none"> - Does it have a sticker on it? - Is the student's name written on each handout? - Are there any missing handouts, quiz sheets, or correction pages? - What about the design of the sheets inside? (Their orders etc.) - Does each quiz sheet have the signature of the parent?
Discipline & Participation	<ul style="list-style-type: none"> • At the beginning of every lesson, "Classroom Discipline" is written on the right side of the board. • During the class period, the student whose name is written under the title of " Classroom Discipline" gets -2 points because of misbehaving (misbehaviors are provided in the classroom contract), missing materials such as notebook and files, not being able to answer the question that has been answered 3 times before , and so on. • During each 4-week period, each student has a right to get ten "pluses", each of which is 10 points, and the total of which is 100 points, to be recorded as the grade of participation on the monthly grading form. • Each answer to each question is graded out of 10 points by the teacher according to the degree of correctness (The more the students participate and give correct answers, the higher marks of participation they get)

At the end of each month, the teacher prepares the monthly grading form according to the sub-tables. One or two class period is spent by evaluating the grades on this form. However, the kind of the process of evaluation is of high importance. If the teacher wants to use it as an effective tool for achieving effective classroom management, it must be done in such an atmosphere that all members of the class must consider it as a breathtaking moment. The process is as follows: The student whose name is announced comes to the board and the teacher reads the student's monthly grades for each activity – except that of discipline. The student writes his/her grades one by one on the board. At the same time, another student sitting at his/her table calculates the average with the help of a calculator – it is better if the teacher calculates them before coming to the classroom to make sure of its correctness and not to waste time. Then, the result is written on the board and the critical time comes - the time to announce the grade under the title of “Classroom Discipline” that shows to what extent the student obeyed the classroom discipline rules throughout the month. It is important because it makes the student lose some points out of his/her monthly average or gain some extra points to make the average higher. It is possible that a student with high grades of homework, participation, and even quizzes can get a low grade as monthly average because of his/her misbehaviors called “discipline”, and vice versa. In this way, the teacher emphasizes the importance of obeying classroom discipline rules and gets stronger on the way of achieving effective classroom management for the next month.

Next day, a list which was prepared by the teacher according to the final grades calculated the day before is put on the noticeboard. This list also shows the student who will become the class president for the next month – as a rule and a routine, the student with the highest final grade is listed at the top and becomes the new president.

➤ Monthly Report to Inform Parents

The next step is to write a monthly report on the student's progress, to be sent to the parents. The report includes not only the grades the student got during the month but also the teacher's comments. Besides, it has a part separated for parents' comments and recommendations (*Appendix 10. Sample Report to Inform Parents*).

In order to contribute to motivation, further progress and even the effectiveness of classroom management, writing reports that are fair, valid and meaningful to the reader works well. The key point here is that teachers should make helpful and constructive comments. Where they need to be critical, their comments should usefully point to what needs to be done in future to improve matters (Kyriacou, 1998).

4.4. Results of the Teacher Questionnaire (TQ)

The Teacher Questionnaire (TQ) was administrated to the eight EFL teachers (four female and four male) of the college. It consisted of five open-ended questions (*Appendix 11. Teacher Questionnaire*) and it was applied in the native language of the teachers, Turkish. Participants completed it at home and all eight questionnaires distributed were handed back.

Question 1: What are / must be the main element / s of success in FLT in schools, to you?

In response to the first question several themes emerged. The importance of the class size – *“The class size should be small”* (Teacher 1)¹, the support of the school administration – *“The school administration should help the teacher in every aspect and provide opportunities”* (Teacher 5)², and the recycling of the already learned material – *“It is the recycling of the vocabulary in the following chapters”* (Teacher 6)³ were the themes mentioned once.

Except for the above mentioned themes, six other themes also emerged. The following figure shows these themes and how many times they were mentioned.

¹ “Sınıfta öğrenci sayısı az olmalı” (Öğretmen 1).

² “İdare dil konusunda öğretmene her açıdan yardımcı olmalı, imkân sağlamalı” (Öğretmen 5).

³ “Öğrenilen kelimelerin ileriki konularda tekrar edilmesi” (Öğretmen 6).

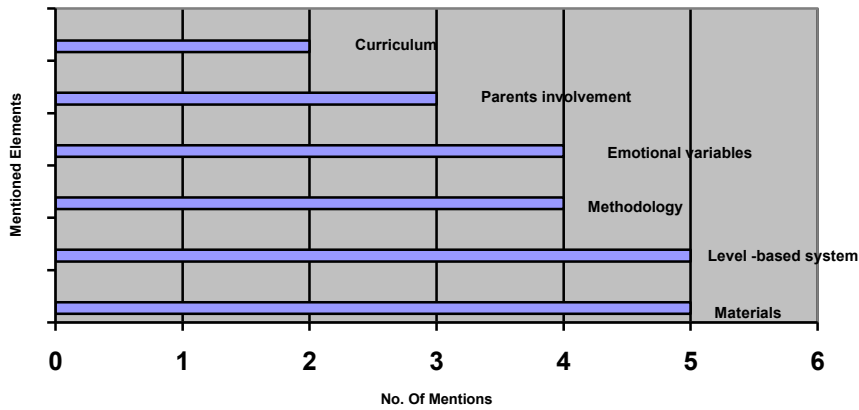


Figure 4.5. Mentioned Elements of Success in FLT

As the Figure 4.5 shows, among all the elements mentioned, instructional materials and the level-based system were the most emphasized ones. Many teachers mentioned the materials and the qualities these materials must have. *“It is the good choice of the instructional materials which address the students’ levels and interests”*, wrote one participant (Teacher 5)⁴. *“We are trying to use visual and audio-visual materials and ... in our classes”*, commented one another (Teacher 3)⁵. One participant recommended *“Just because ... the coursebooks under the study should not be changed frequently...”*(Teacher 7)⁶.

Level-based system, on the other hand, was emphasized in comments like *“Level-based system is certainly required. Classes should be formed according to the mastery level in the target language”* (Teacher 8)⁷. Many teachers put the level-based system among the elements they listed and wrote *“It is the level-based system”* (Teacher 1)⁸, *“It is to divide the students into the groups of levels”* (Teacher 5)⁹, and *“It is to form level-based classes”* (Teacher 6)¹⁰.

⁴ “Kaynakların iyi seçilmesi, öğrencinin seviyesine, ilgilerine yönelik olması” (Öğretmen 5).

⁵ “Derslerimizde görsel ve işitsel materyaller kullanmaya ve ...’ya çalışıyoruz” (Öğretmen 3).

⁶ “Sırf ... diye okutulan kitaplar sık sık değiştirilmemeli” (Öğretmen 7).

⁷ “Kur sistemi kesinlikle gerekiyor. Dilde başarı sırasına göre sınıflar ayarlanmalı” (Öğretmen 8)

⁸ “Kur sistemi” (Öğretmen 1).

⁹ “Öğrencilerin seviye gruplarına bölünmesi” (Öğretmen 5).

¹⁰ “Seviye sınıflarının oluşturulması” (Öğretmen 6).

Comments regarding the methodology included *“It is the reciprocal dialogue between the teacher and the children, making students the center of teaching activity and letting them speak more ... It is not something likely to be achieved by just memorization”* (Teacher 4)¹¹, and *“It is the education which is based heavily on vocabulary and pronunciation rather than grammar”* (Teacher 1)¹².

Regarding the same theme, two participants focused on language skills and commented *“First of all, for our students, an effective programme which aims mastery in four skills (L,R,W,S) is implemented”* (Teacher 3)¹³, *“Listening and speaking should come first ... It should not be the kind of education which is just based on grammar”* (Teacher 8)¹⁴.

Emotional variables were also emphasized by many teachers. To some teachers it was an important element that the learners like English and be interested in it. *“It is to take the attention of the students”* (Teacher 2)¹⁵, and *“It is to aim at making the students like English”* (Teacher 1)¹⁶, they wrote among the elements they listed. However, one teacher felt that the enthusiasm of the teacher was of high importance and commented *“Before all else, there must be teachers who are talented and full of enthusiasm. The hobby of the teacher must be his/her work. Nothing can be achieved with the teachers who just think: ‘I wish the class came to an end quickly and I could go as soon as possible’ ”* (Teacher 7)¹⁷.

According to some other teachers, parents’ involvement in the process was an element of successful FL teaching. *“It is the parents-teacher dialogue”* (Teacher 2)¹⁸, *“It is the cooperation between the teacher and the parents. It is necessary that both the teacher and the parents motivate the student and inform him/her about the importance*

¹¹ “Çocuklarla karşılıklı dialog, öğrencileri merkeze alıp daha çok onların konuşmasını sağlamak ... Sadece ezberle olacak bir şey değil” (Öğretmen 4).

¹² “Gramerden ziyade kelime ve telaffuz ağırlıklı eğitim” (Öğretmen 1).

¹³ “Öncelikle öğrencilerimize dört temel beceriyi (dinleme-okuma-yazma ve konuşma) kazandırmaya yönelik etkin bir program uygulanmaktadır” (Öğretmen 3).

¹⁴ “Listening ve speaking önce gelmeli... Sadece gramer endeksli bir eğitim olmamalı” (Öğretmen 8)

¹⁵ “Öğrencilerin ilgisini çekme” (Öğretmen 2)

¹⁶ “Öğrencilere İngilizce’yi sevdirmeyi amaçlamak” (Öğretmen 1)

¹⁷ “Her şeyden önce yetenekli, aşklı şevkli öğretmenler olmalı. Hobisi işi olmalı öğretmenin. Dersim bitse de biran önce gitsem diyen öğretmenlerle hiçbir şey olmaz” (Öğretmen 7)

¹⁸ “Veli-öğretmen dialogu” (Öğretmen 2)

of language education” (Teacher 5)¹⁹, and “It is not more classes or English teachers’ meetings but the cooperation between the teacher and the parents...” (Teacher 1)²⁰, wrote these teachers.

Finally, there were two comments on the curriculum. As an important element, “The curriculum appropriate to the students’ level” (Teacher 2)²¹, “To study the curriculum according to the pace of the learners” (Teacher 6)²², wrote two participants.

Question 2: What do you think about the effect of the use of teacher-created worksheets as instructional materials on FLT?

Two participants explained why the worksheet-based instruction was useful whereas six participants explained how such an instruction would show its usefulness or effectiveness. The table below shows the themes emerged.

Table 4.4.

Teachers’ Views of the Use of Worksheets as Instructional Materials

Why to use worksheets	How to use worksheets
appropriate to the students’ specific needs and characteristics	using well-prepared worksheets, in terms of content, design, etc
interesting, attractive, not boring	developing all four language skills (Speaking, Listening, Reading, Writing)
	involving different kinds of activities
	doing many listening exercises

The basic reason why worksheets should be used as instructional materials in FL classes was given in the following comments:

¹⁹ “Öğretmen-veli arasındaki işbirliği. Hem öğretmenin hem de velinin öğrenciyi motive etmesi, dil eğitiminin önemi hakkında bilinçlendirmesi lâzım” (Öğretmen 5).

²⁰ “Daha çok ders saati veya İngilizce zümre toplantısı değil veli-öğretmen arasındaki işbirliği ...” (Öğretmen 1).

²¹ “Öğrenci seviyesine uygun müfredat” (Öğretmen 2).

²² “Müfredatın öğrenci hızına göre işlenmesi” (Öğretmen 6).

“In a month, the student examines the English coursebook in his/her hand page by page, he/she gets to know it well and gets bored with it. On the other hand, each new worksheet given in each lesson, attracts the learner’s attention with both its content and its design; and the student develops an interest in it” (Teacher 7)²³.

“It is very useful that the teacher creates worksheets, prepares quizzes and evaluates them. I wish we had, at the very least, the opportunity to divide the coursebooks (into several parts), and, then hand them out (page by page). Because, the students examine the material in their hands quickly, and, when the new (following) topic is to be studied, these pages do not attract the students’ attention any more” (Teacher 6)²⁴.

Hamit Ozkan, the head of the English department of the school and the designer of the worksheet-based instruction in the school, also mentioned that worksheet-based system was effective mainly because the worksheets were prepared according to the students’ needs. He commented:

“Worksheets are created and presented according to the students’ needs and shortcomings appeared in the previous lesson. The teacher treats like a doctor and prescribes the needed medicine according to the process of recovery of his patient. If the majority of the students cannot learn the material, then, this material is instructed (in the next lesson) again, with a different kind of presentation and with a new worksheet”²⁵.

Teachers who preferred to explain what the usefulness or effectiveness of such an instruction depended on, however, made comments like *“It is a must that different activities be inserted (between the worksheet-based ones)” (Teacher 2)²⁶, “If worksheets develop four skills (L, W, S, R) of the students, then, they become useful”*

²³ “Öğrenci, İngilizce kitabını bir ay içerisinde didik didik eder, tanır ve ondan usanır. Oysa, her derste verilen her yeni sayfa hem içeriği hem de tasarımıyla öğrencinin ilgisini çeker, merak uyandırır” (Öğretmen 7).

²⁴ Öğretmenin ... worksheetler, quizler hazırlayıp bunları değerlendirmesi çok faydalı oluyor ... En azından imkânımız olsa da ders kitaplarını sayfa sayfa ayırarak öğrenciye verebilsek. Çünkü öğrenciler ellerinde olan materyalleri bir çırpıda inceliyor ve ardından yeni konuya geçildiğinde öğrenci için o sayfalar ilginç gelmiyor” (Öğretmen 6).

²⁵ “Worksheets, öğrencilerin bir önceki derste görülen ihtiyaç ve eksikliklerine göre bir sonraki ders için hazırlanır ve sunulur. Öğretmen bir doktor gibi davranır, hastasının iyileşme sürecine göre yararlı ilacı verir. Öğrenciler çoğunlukla bir konuyu anlamadıysa, o konu değişik bir sunumla yeni bir sayfa ile öğrenciye tekrar sunulur” (Öğretmen 7).

²⁶ “Aralara mutlaka farklı aktiviteler konmalı” (Öğretmen 2).

(Teacher 8)²⁷, and “... *there should certainly be listening exercises accompanying the sheets*” (Teacher 4)²⁸.

Comments of the same kind also included:

“It (the effect) varies according to the material prepared. A 50-word worksheet without any colour or visual becomes useless in the long run. It will turn to be a torture to both the students and the equipped teacher, if the worksheet is the only material to be used everyday. The class environment and the materials should be variable, visual and of the kind which arouses interest in the subject” (Teacher 1)²⁹.

“Sometimes the worksheets used become more entertaining with a current character (especially for the primary school student). When the student finds his favourite comic hero on the worksheet, he/she answers the questions with pleasure. Besides, ... the principle ‘one topic at one time’ principle is on practice” (Teacher 3)³⁰.

Question 3: How do you think about establishing a ‘classroom contract’ from the ‘teacher-student-parents relationship’ aspect?

All eight participants had a general view of the efficacy or usefulness of establishing a classroom contract between the teacher, the parents and the child. This was evident through comments such as:

“I think it is very useful and effective” (Teacher 2)³¹.

²⁷ “Eğer hazırlanan çalışma yaprakları, öğrencinin dört becerisini (Listening, Writing, Speaking, Reading) geliştiriyorsa faydalı” (Öğretmen 8).

²⁸ “... mutlaka yanında dinleme parçalarının olması gerekir” (Öğretmen 4).

²⁹ “Hazırlanan materyale göre değişir. Renksiz, resimsiz kâğıtlarda yer alan 50 kelimelik bir worksheet uzun vadede fayda sağlamaz. Her gün sadece bunlardan kullanılmalı ise öğrenci ve donanımlı öğretmen için işkence olur. Sınıf ortamı ve materyaller değişken, görsel ve merak uyandıran türden olmalı” (Öğretmen 1).

³⁰ “Bazen kullanılan worksheetler gündemdeki herhangi bir karakterle (özellikle 1. kademe öğrencisi için) çok daha eğlenceli oluyor. Sevdiği bir çizgi film kahramanını çalışma yaprağında görünce soruları zevkle cevaplıyor. Ayrıca, hazırlanan çalışmalarda ... ‘bir şey bir kerede öğretilir’ metodu uygulanıyor” (Öğretmen 3).

³¹ “Çok faydalı ve etkili olduğunu düşünüyorum” (Öğretmen 2).

“It is absolutely useful. Thanks to the classroom contract, goals to be achieved in the short and long run, rewards and punishments can be made clear. It is a more planned beginning and it can provide the students with the feeling of confidence and motivation” (Teacher 1)³²; and

“It is very useful. I have experienced it. It is a lot of help” (Teacher 8)³³.

However, the teachers evaluated the classroom contract from different aspects. The figure below shows these aspects.

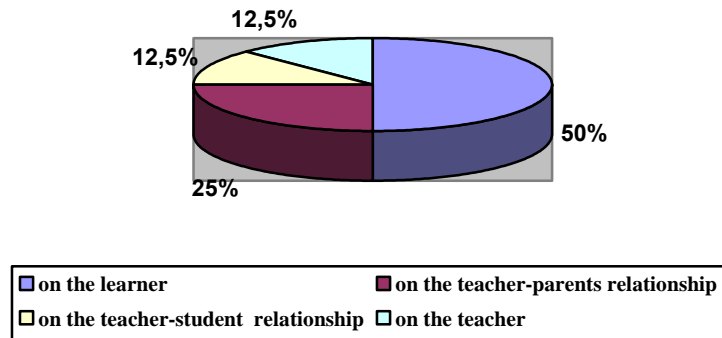


Figure 4.6. Percentages of Comments on the Effects of Classroom Contract

As the Figure 4.6 indicates, half of the participants mentioned the positive effects of such a contract on the learner. One participant wrote, for instance:

“Classroom contract makes what the students must do in the classes clear, and, thanks to the contract, the student becomes aware of what he is going to do and what he is responsible for ... The student knows how to behave and develops the ability of studying and acting in a disciplined way” (Teacher 5)³⁴.

³² “Mutlaka faydalı. Sınıf sözleşmesi ile uzun ve kısa vadeli hedefler, ödüller ve yaptırımlar belirlenebilir. Daha plânlı bir başlangıç olduğu gibi öğrencide bir güven ve motivasyon hissi sağlayabilir” (Öğretmen 1)

³³ “Çok faydalı. Kendim deniyorum. Çok yardımcı oluyor” (Öğretmen 8).

³⁴ “Sınıf sözleşmesi, öğrencilerin derslerde neler yapması gerektiğini açıklıyor ve sözleşme sayesinde öğrenci yapacaklarını, nelerden sorumlu olduğunu öğreniyor ve sözleşme sayesinde öğrenci, yapacaklarını, nelerden sorumlu olduğunu öğreniyor ... Öğrenci nasıl davranması gerektiğini biliyor, disiplinli çalışma ve davranma kabiliyeti geliştiriyor” (Öğretmen 5).

Another participant commented:

“It is especially effective for primary school (students). Thanks to the classroom contract, the student knows what response (reward or punishment) he is going to get to his certain behaviours” (Teacher 6)³⁵.

However, two participants commented on the contributions of the contract to the teacher-parents relationship. One of these participants explained why classroom contract was important for the teacher-parents dialogue as follows:

“To me, as teaching English to the child, involving the parents in the process means to start the work of teaching with a step further. Sometimes parents even do not know what their child has been studying about the foreign language” (Teacher 3)³⁶.

The other teacher wrote *“The classroom contract also gives an advantage in terms of teacher-parents relationship. The parent gets the opportunity to monitor his/her child and to understand his/her shortcomings” (Teacher 5)³⁷.*

One participant, on the other hand, commented on how the contract can effect the teacher-student relationship. He commented:

“Classroom contract is important since it ensures that the student will not become disheartened or adopt offensive manners against the teacher, when the teacher lowers his/her grade of ‘discipline’ or makes his/her parents informed of what he/she has done” (Teacher 7)³⁸.

³⁵ “Özellikle ilköğretim için etkili oluyor. Sınıf sözleşmesinde öğrenciler hangi davranışta nasıl tepki (ödül-ceza) alacağını biliyor” (Öğretmen 6).

³⁶ “Çocuğa dil öğretirken velisini de işin içine katmak işe bir adım önde başlamak bence. Bazen veli, çocuğunun dile dair ne öğrendiğini bile bilmiyor” (Öğretmen 3).

³⁷ “Sınıf sözleşmesi ayrıca veli-öğretmen ilişkilerinde de avantaj sağlıyor. Velinin, öğrencisini takip etme, eksiklerini görme imkânı oluyor” (Öğretmen 5).

³⁸ “Sınıf sözleşmesi, yarınki derste öğrencinin sözleşmeye uymayan bir davranışından dolayı öğretmen disiplin notunu kırdığında ya da velisini bilgilendirdiğinde derse küsmemesi ve öğretmene tavır almamasını sağlaması açısından önemlidir” (Öğretmen 7).

In addition to the comments above, there were also some unique answers such as “*You can show it to the student and the parents when the need arises*” (Teacher 8)³⁹, and “*However, for success, what is important here is the continuity of these practices*” (Teacher 6)⁴⁰.

Question 4: What is the responsibility of your school administration for the success of FLT(in your school)?

In response to this question, half of the participants directly listed what their school administration did to support the FLT in their school whereas the other half wrote on the qualities that school administrators, in general, must have, and in what aspects school administrators should support the teachers of English and their teaching.

Comments falling into the first group, consisted of the following:

“The school administration helps the teachers of English in terms of materials and equipment, it supports the teachers in every aspect. On occasions, seminars about the importance of English are given to the students” (Teacher 5)⁴¹.

“Full support, consent to the level-based system, physical conditions and opportunity for students to take the Ket/Pet/Fce exams” (Teacher 8)⁴².

“Providing the variety of the materials which we will use in the classes, ensuring that suggestions will appropriately be put into action, checking the change of the English materials on the boards at certain intervals, and including English, in several ways, in every activity done...” (Teacher 3)⁴³.

³⁹ “Sözleşmeyi yeri gelince öğrenciye ve veliye gösterebiliyorsunuz” (Öğretmen 8).

⁴⁰ “Fakat burada önemli olan başarı için bu uygulamaların devamlılığıdır” (Öğretmen 6).

⁴¹ “Okul idaresi, İngilizce öğretmenlerine gerekli dokuman ve ekipman konusunda yardımcı oluyor, öğretmenleri her konuda destekliyor. Zaman zaman öğrencilere İngilizce’nin önemine dair seminerler veriliyor” (Öğretmen 5).

⁴² “Tam destek, kur sistemi için onay, maddi imkânlar ve öğrenciler için İngilizce olimpiyatlarına (Ket, Pet, Fce) katılma fırsatı” (Öğretmen 8).

⁴³ “Derslerde kullanacağımız materyallerin çeşitliliğini sağlamak, sunulan fikirlerin uygun bir şekilde hayata geçmesini ve panolarda dile dair görsel materyallerin belli zaman aralıklarıyla değişmesini takip etme. Yapılan her aktivitede bir şekilde İngilizce’yi de etkinliğe dahil etme” (Öğretmen 3).

One participant thanked the school administration and wrote :

“The school administration has provided much support for level-based classes. They considered our suggestions and the teaching of English important and even offered the participation in Ket-Pet-Fce exams themselves. They promised to give rewards to the successful students and gave them. They favor almost all our offers” (Teacher 6)⁴⁴.

Comments in the second group, however, included *“It must give full support to the teacher. It must give both material and moral support” (Teacher 2)⁴⁵, “The effect of the manner of the administration on the teaching of English is undisputedly important. It should be the kind of administration which is not despotic or unconcerned but flexible, open to the changes and projects, and ready to give material and moral support” (Teacher 1)⁴⁶, and “As the administration, it should support the teacher and his/her works” (Teacher 4)⁴⁷.*

Question 5: What is the importance of CLT for the FL education you provide?

Except for one participant who made no comments on the kind of teaching asked, all participating teachers valued communicative approach to FL pedagogy. One participant wrote, for instance, *“It is a very useful system when it is used” (Teacher 5)⁴⁸. The same participant also commented on the usefulness of the approach. “Its practice provides the students with the development of their speaking abilities and with increase in their self-confidence ... With the use of this method, students get the opportunity to comprehend the material and practice it”⁴⁹.*

⁴⁴ “Okul idaresi, seviye sınıflarının kurulmasında çok destek oldu. Bizden giden teklifleri, İngilizce öğretimini çok önemsendi ve hatta kendileri bizlere Ket-Pet-Fce sınavlarına katılmamızı tavsiye ettiler. Başarılı öğrencilere ödülleri taahhüt ettiler ve ödülleri verdiler. Bizden gelen hemen her teklife açıklar” (Öğretmen 6).

⁴⁵ “Öğretmene tam destek vermeli. Maddi-manevi desteklemeli” (Öğretmen 2).

⁴⁶ “İdarenin yaklaşımının İngilizce eğitimi üzerindeki etkisi tartışılmaz derecede önemlidir. Baskıcı veya ilgisiz değil, esnek ve projelere, yeniliklere açık, maddi ve manevi destek vermeye hazır bir idare olmalı” (Öğretmen 1).

⁴⁷ “İdare olarak, öğretmeni ve yaptığı çalışmalarını desteklemesi lazım” (Öğretmen 4).

⁴⁸ “Kullanıldığında faydası olan bir sistem” (Öğretmen 5).

⁴⁹ “Kullanılması, öğrencilerin konuşma becerilerinin gelişmesini ve kendilerine güvenlerinin artmasını sağlıyor ...Yöntem kullanılarak, öğrencilerin bilgilerini zihinlerine yerleştirme, pratik yapma imkânları oluyor” (Öğretmen 5).

Also, three comments were made on the reason why CLT was useful and should be used. These comments included:

“...it is absolutely required to use the CLT. It (FL teaching) is nothing to be achieved by the mere presentation given by the teacher. It is undoubtedly needed that the students speak” (Teacher 4)⁵⁰.

“There are teachers and lecturers graduated from the department of English, who cannot communicate in English. In addition to the fact that the ones who can (communicate) are a few in numbers, the pronunciation, fluency, and vocabulary of these few are inadequate. The main reason is that what the students who are ready for ‘input’ in their early childhood will be able to achieve, is underestimated and that we are all ‘grade-focused’ as the whole country” (Teacher 1)⁵¹.

“The mere teaching of grammatical rules or the expansion of vocabulary does not develop the ability of the students to use the language. The language material does not last for a long time” (Teacher 5)⁵².

On the other hand, four participants focused on some points which need attention as using the CLT. One of these participants stressed that CLT should consist of communicative activities done both in and out of the class. *“That the student brings what he has learned or what he will learn to the home environment and shares it with his/her parents, makes language teaching easier” (Teacher 3)⁵³, she wrote.*

The remaining three participants, however, emphasized the role of the materials and stated:

⁵⁰ “... mutlaka Communicative Approach kullanmak gerekiyor. Sadece öğretmen anlatımıyla olacak bir şey değil. Öğrencilerin mutlaka konuşması gerekir” (Öğretmen 4).

⁵¹ “İngilizce bölümünden mezun İngilizce communication yapamayan öğretmenler, eğitim görevlileri var. Konuşanlar az sayıda olmakla birlikte, telaffuzu, akıcılığı ve kelime hazinesi yetersiz. Bunun başlıca sebebi, erken yaşta input olmaya hazır öğrencilerin yapabileceklerinin küçümsenmesi ve ülke olarak ‘not’ odaklı olmamız” (Öğretmen 1).

⁵² “Sadece gramer kurallarının öğretilmesi, kelime bilgisinin genişletilmesi, öğrencinin dili kullanma becerisini geliştirmiyor. Bilgiler kalıcı olmuyor” (Öğretmen 5).

⁵³ “Sınıf içinde öğrendikleri veya öğreneceklerini ev ortamına taşıması ve ailesi ile paylaşması dil öğretimini kolaylaştırıyor” (Öğretmen 3).

“Today, in both the coursebooks prepared by the Ministry of Education and the coursebooks published by foreign publishers, there are so many unnecessary topics that I get wondered. English coursebooks for primary schools, including topics from the ones which the student would not use throughout his/her life, and would not be able to understand even when it is explained Turkish, to scientific ones and to a great many stories – whereas the student even cannot bring two or three sentences together.... All the worksheets in our system consist of the sentences and studies which the student would be able to use directly in his/her daily life” (Teacher 7)⁵⁴.

“If there are worksheets of high quality (four skills), then, it (CLT) becomes useful” (Teacher 2)⁵⁵.

“It is needed that the words taught be the ones used in daily life, and that the reading passages be entertaining – according to the level of the students ... The time and the opportunity for the students to speak and express their thoughts should be provided by picking current issues and daily words, which help the students talk to each other in the classroom” (Teacher 6)⁵⁶.

4.5. Results of the Student Questionnaire (SQ)

The Student Questionnaire (SQ) was administrated to the 70 8th - grade students (22 female and 48 male) of the college. The questionnaire consisted of three open-ended questions (*Appendix 12. The Student Questionnaire*) and the participants completed it in class (taking approximately 15 minutes).

The analysis of the SQ revealed that the participating students’ views of the FLT system in their school can be grouped under four main headings: (1) positive, (2)

⁵⁴ “Bugün gerek Milli Eğitim’in gerekse yabancı yayınevlerinin hazırladığı ders kitaplarında o kadar çok ilgisiz konular var ki şaşıyorum. Öğrenci daha 2-3 cümleyi yan yana getirip kendini ifade edemezken bilimsel konulardan tutun da öğrencinin hayatı boyunca kullanmayacağı, Türkçe dahi anlatılsa kavrayamayacağı bilimsel konular ve bir yığın hikâyenin yer aldığı ilköğretim İngilizce kitapları Bizim sistemimizdeki tüm worksheet-çalışma sayfaları, tamamen öğrencinin kendi günlük yaşamında doğrudan kullanabileceği cümle ve çalışmalardan oluşur” (Öğretmen 7).

⁵⁵ “Çok kaliteli worksheetler olursa (4 skills) faydalı olur” (Öğretmen 2).

⁵⁶ Öğretilen kelimelerin güncel dilde kullandığımız kelimelerden olması, okuma parçalarının öğrencinin seviyesine göre eğlenceli gelmesi ... gerekir. Sınıf içerisinde öğrencilerin karşılıklı konuşmalarını sağlayan güncel konular ve kelimeler seçilerek konuşmaya, düşüncelerini ifade etmeye imkân ve zaman tanınmalı” (Öğretmen 6).

partially positive, (3) negative, and (4) others. The figure below was produced to show these groups.

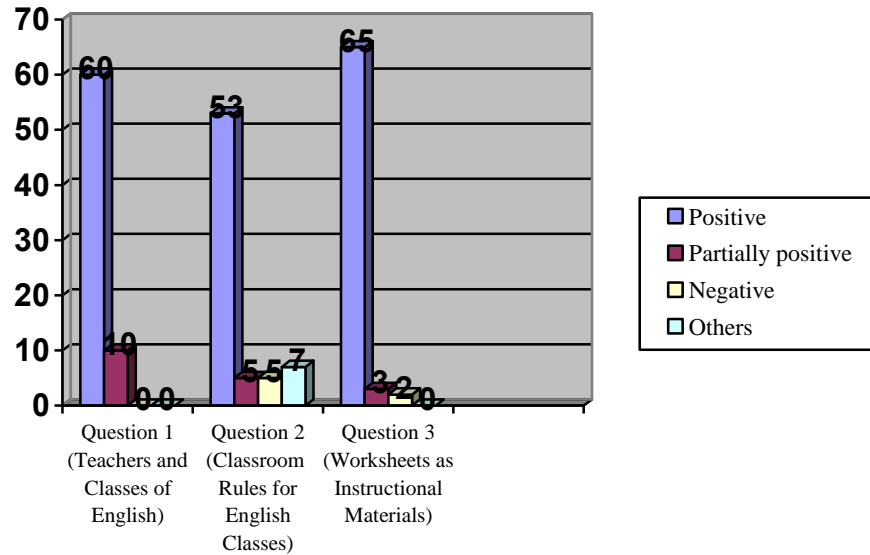


Figure 4.7. Students' Views of the FLT System in Their School

Question 1: What do you think about your English teacher and the way the English classes are performed?

To the question, all the participants gave positive answers. Although some answers were admittedly short (e.g. very good, generally good, pretty good), all the students made the point that they were pleased with their teachers of English and their English classes. “An English lesson can be performed this way best”, stated one learner (Student 1)⁵⁷. Another student commented “The way the lessons are performed is very enjoyable and productive ... I can say that this system is the most productive way in English education” (Student 2)⁵⁸.

Among all the factors which led the students to feel that their English classes were favourable, the teaching skills of their teachers of English were the most mentioned

⁵⁷ “İngilizce dersi en iyi bu şekilde işlenebilir” (Öğrenci 1).

⁵⁸ “Derslerin işlenişi oldukça zevkli ve verimli oluyor ... Bu sistem, İngilizce eğitiminin en verimli şeklidir diyebilirim” (Öğrenci 2).

ones. Many participants felt that the way they were taught English was effective since their teachers were effective, or, in their words, since their teachers were of ‘high quality’. For example, many learners made comments like *“The teachers are the teachers of high quality. So, classes are successful”* (Student 3)⁵⁹. *“Our English classes are really perfect. The role of our teachers is great in the perfection of our classes”* (Student 4)⁶⁰, *“Our English classes are performed well thanks to our teachers”* (Student 5)⁶¹, and *“Just because the classes are fluent and productive thanks to our teachers, the classes become excellent”* (Student 6)⁶².

Many participants reported that they liked their teachers of English and, therefore, their English classes because their teachers were considerate and sensitive to the needs of students, made the material easy to learn, made the lesson enjoyable, provided active participation of the students in the lesson, and taught with a smiling face and in an extraordinary way. For example, many learners who found the way they were taught English favourable commented:

“Our teachers care about us very much. When there is a word unknown to me, I can ask without hesitating. He doesn’t get angry with us since we do not know. On the contrary, he feels glad when I say that I do not know. For this reason, I love my teacher and have begun to love English” (Student 7)⁶³.

“... and, together with our teacher’s smiling face, it (the lesson) is performed very well. Our teacher cares about our problems and this stimulates our interest in the lesson” (Student 8)⁶⁴.

⁵⁹ “Öğretmenler, kaliteli öğretmenler. Bu yüzden dersler başarılı oluyor” (Öğrenci 3).

⁶⁰ “İngilizce derslerimiz gerçekten mükemmel. Derslerimizin mükemmel olmasında öğretmenlerimizin etkisi büyük” (Öğrenci 4).

⁶¹ “İngilizce derslerimiz, öğretmenlerimiz sayesinde iyi işleniyor” (Öğrenci 5).

⁶² “Zaten öğretmenler sayesinde dersin işlenişi daha seri ve verimli olduğu için dersler de güzel bir hal alıyor” (Öğrenci 6).

⁶³ “Öğretmenlerimiz bizimle çok ilgilenir. Bilmediğim bir kelime olduğunda çekinmeden söyleyebiliyorum. Bilmediğimiz için bize kızmaz. Aksine, bilmediğimi söyleyince sevinir. Bu yüzden öğretmenimi seviyorum ve İngilizce’yi sevmeye başladım” (Öğrenci 7).

⁶⁴ “... ve hocamızın güler yüzüyle birlikte çok güzel işleniyor. Öğretmenimiz, bizim sorunlarımızla ilgileniyor ve bu da bizim derse olan ilgimizi artırıyor” (Öğrenci 8).

“However difficult it is to learn a new language, our teachers do their best to make the lesson easier and more enjoyable” (Student 9)⁶⁵.

“The lessons are going well. Our teacher is considerate and instructs well. Thanks to that, our interest in the lesson is stimulated” (Student 10)⁶⁶.

Other recurring factors reported as contributing to the learners’ like of the way they were taught English included teacher-created worksheets – e.g. *“English classes are very beneficial with worksheets” (Student 11)⁶⁷*, level-based system – e.g. *“It is very productive with level-based system and worksheets” (Student 12)⁶⁸*, and enjoyable classes – e.g. *“Classes are absolutely enjoyable” (Student 13)⁶⁹*.

However, 10 partially positive comments also emerged. Here are the representatives of such answers: *“Teachers are quite good, but studying with worksheets is wrong” (Student 14)⁷⁰*, *“I think English classes are good. But we should do more speaking and listening activities” (Student 15)⁷¹*, *“In (English) classes, it must not be spoken English all the time. Sometimes it must be spoken Turkish and cartoons must be watched” (Student 16)⁷²*.

Question 2: Are there any classroom rules for your English classes? If any, do you think that they are useful for the classes?

Of the 70 participants, five participants made no comments and two participants commented on the wrong place (they did not comment on the classroom rules they had but on the level-based classes in their school) since they misunderstood the term

⁶⁵ Her ne kadar yeni bir dil öğrenmek zor olsa da öğretmenlerimiz dersin daha zevkli ve kolay hale gelmesi için ellerinden geleni yapıyorlar” (Öğrenci 9).

⁶⁶ “Dersler güzel işleniyor. Hocamız anlayışlı ve dersi güzel anlatıyor. Bu sayede derse ilgimiz artıyor” (Öğrenci 10).

⁶⁷ “İngilizce dersleri, worksheetlerle çok faydalı” (Öğrenci 11).

⁶⁸ “Kur sistemi ve worksheetlerle çok verimli oluyor” (Öğrenci 12).

⁶⁹ “Dersler, kesinlikle zevkli geçiyor” (Öğrenci 13).

⁷⁰ “Hocalar gayet iyi. Fakat worksheet ile ders işleme yanlış” (Öğrenci 14).

⁷¹ “Bence İngilizce dersleri iyi. Fakat daha fazla listening ve speaking yapmalıyız” (Öğrenci 15).

⁷² “Derslerde her zaman İngilizce konuşulmamalı. Bazen Türkçe konuşulmalı ve çizgi film izlenmeli” (Öğrenci 16).

‘classroom rules’ as ‘level-based classes’ because of the similarity between the written forms of these two terms in Turkish (sınıf kuralları- kur sınıfları).

However, of the 63 participants who commented on the rules and their usefulness, 53 expressed positive, 5 expressed partially positive and 5 expressed negative comments in response to the usefulness of classroom rules they had.

“*We have a grade of ‘discipline’... It gets us down (! :)*” (Student 17)⁷³, “*Many students do not obey these rules. So, they are not useful*” (Student 14)⁷⁴, and “*I don’t think that they are useful. Because they reduce students’ motivation*” (Student 18)⁷⁵, were among the negative comments on the usefulness of the classroom rules.

However, it should be noted that such views were definitely in minority (8%) compared to the positive ones. The majority of the students hold a positive view (84%) or partially positive view (8 %) of having some classroom rules.

Positive or partially positive comments focused especially on ‘evaluation/grading sheets’ kept by the teacher: e.g. “*...teachers keep grading sheets and if somebody speaks (disturbingly) or does something naughty, the teacher lowers the grade, and, thus, the class is in full silence*” (Student 19)⁷⁶, “*In English classes, we have sheets for homework and discipline. It is a very useful procedure for giving us a continuous awareness of how we are doing in the classes*” (Student 20)⁷⁷.

This last idea got support from some other students. “*We have a classroom sheet. I think it is fine. Because we see what we have done*” (Student 7)⁷⁸. “*The teacher records the grades of discipline, homework, etc. on the table he prepared. To me, this is*

⁷³ “Disiplin puanımız var ... Moralimizi bozuyor (! :)” (Öğrenci 17).

⁷⁴ “Bazı öğrenciler bu kurallara uymuyor. O yüzden faydalı değil” (Öğrenci 14).

⁷⁵ “Faydalı olduğunu düşünmüyorum. Çünkü öğrenci motivasyonunu düşürüyor” (Öğrenci 18).

⁷⁶ “... sınıfta hocalar İngilizce puan tablosu tutuyor ve sınıfta konuşan veya yaramazlık yapan olursa, o puandan kırıyor ve böylece sınıfta tam sessizlik sağlanıyor” (Öğrenci 19).

⁷⁷ “İngilizce derslerinde ödev çizelgemiz, disiplin çizelgeleri var. Bu, derslerde kendimizi takip etmemiz için faydalı bir yürütme” (Öğrenci 20).

⁷⁸ “Bizim sınıf çizelgemiz var. Bence iyi çünkü neler yaptığımızı görüyoruz” (Öğrenci 7).

good, because everybody can see how he/she is doing” (Student 21)⁷⁹. “It is useful. Because, thanks to the classroom sheet, you can see your own level ” (Student 22)⁸⁰.

Some positive comments also highlighted how the classroom management system in their English classes worked:

“Everybody has the grades of discipline and homework. At the beginning, these grades are full (100 points) for every student. Then, these grades change according to the student (behaviour). This helps students become disciplined and responsible. It is a very useful system” (Student 3)⁸¹.

“We have 100 points for discipline and homework. It is lowered 5 points for each misbehaviour. It helps the silence in the class” (Student 23)⁸².

In general, among all the rules mentioned, the rule “Do not speak Turkish!” was the most mentioned one. Eight of the nine participants who mentioned this rule held positive views of this rule. “...English becomes more enjoyable” wrote one student (Student 24)⁸³, for instance. Comments of this kind also included:

“It is forbidden to speak Turkish and there are some punishments to be given to whom speaks it. This prevents us from speaking Turkish and promotes our fluency in English” (Student 25)⁸⁴.

“Some teachers of English forbid to speak Turkish in the class and develop our listening and speaking abilities by speaking English all the time. I think it is very beneficial to us” (Student 15)⁸⁵.

⁷⁹ “Öğretmen, hazırladığı çizelgeye disiplin, ödev vs. puanları yazıyor. Bence, bu iyi. Çünkü herkes kendini görebiliyor” (Öğrenci 21).

⁸⁰ “Faydası var. Çünkü sınıf çizelgesi ile kendi seviyeni görebiliyorsun” (Öğrenci 22).

⁸¹ “Herkesin disiplin ve ödev puanları vardır. Bunlar en başta herkesin 100’dir. Daha sonra kişiye göre notlar değişir. Bu da öğrencilerin disiplinli ve sorumlu olmasını sağlıyor. Çok iyi bir sistem” (Öğrenci 3).

⁸² “Disiplin ve ödevle ilgili 100 değerinde notumuz var. Her yanlış davranışta 5 puan azalmak üzere devam ediyor. Sınıfta sessizliğe yardımcı oluyor” (Öğrenci 23).

⁸³ “İngilizce daha zevkli hale geliyor” (Öğrenci 24).

⁸⁴ “Sınıfta Türkçe konuşmak yasak ve konuşana çeşitli cezalar var. Bu da bizim Türkçe konuşmamızı engelliyor ve İngilizce konuşmamızı hızlandırıyor” (Öğrenci 25).

⁸⁵ “Bazı İngilizce öğretmenleri, sınıfta Türkçe konuşma yasağı koyuyorlar ve devamlı İngilizce konuşarak bizim listening ve speaking kabiliyetimizi geliştiriyorlar. Bence bu bize çok faydalı oluyor” (Öğrenci 15).

“...we have a rule such as ‘Speak only English during the class!’. I think it is quite a useful rule. Our speaking ability develops and we can express what we want in English” (Student 26)⁸⁶.

The only student who held the only negative view of this rule, on the other hand, commented “As a rule, there is ‘Do not speak Turkish in the class!’. But, not many students obey this rule. I don’t think that it is useful” (Student 27)⁸⁷.

In general, classroom rules were found useful because of their contribution to classroom discipline. “Such rules are very important for student’s discipline” commented one learner (Student 28)⁸⁸. Many students explained why they found the rules useful as follows:

“... because these rules play an important role for classroom discipline. They increase the productivity of the lesson” (Student 29)⁸⁹, “... because they help classroom discipline and increase students’ participation” (Student 30)⁹⁰, “... because it is more beneficial to us that the lesson is performed in a disciplined way” (Student 31)⁹¹.

The reasons why classroom discipline was necessary, however, included: “If there were no discipline in the class, the lesson could not be performed” (Student 32)⁹², “The rules discipline the way the lessons are performed. When the lesson is performed according to the rules, it becomes quite productive” (Student 2)⁹³, and “Thanks to these rules, the student who doesn’t know, doesn’t speak, at the very least. And, the student who knows can learn the material better” (Student 33)⁹⁴.

86 “... derste sadece İngilizce konuşmak gibi bir kuralımız var. Bence gayet faydalı bir kural. İngilizce konuşmamız geliyor ve isteklerimizi İngilizce bir şekilde ifade edebiliyoruz” (Öğrenci 26).

87 “Kural olarak derste Türkçe konuşmamak var. Ama bu kurala fazla uyan olmuyor. Faydalı olduğunu düşünmüyorum” (Öğrenci 27).

88 “Bu kurallar öğrenci disiplini için çok önemlidir” (Öğrenci 28).

89 “... çünkü bu kurallar, sınıf içi disiplinde önemli rol oynuyor, dersin verimini artırıyor” (Öğrenci 29).

90 “... çünkü sınıf içi disiplini sağlıyor ve derslere katılımı artırıyor” (Öğrenci 30).

91 “... çünkü dersin disiplinli işlenmesi bizim için daha faydalı” (Öğrenci 31).

92 “Sınıfta bir disiplin olmazsa ders işlenemez” (Öğrenci 32).

93 “Kurallar dersin işlenişini düzene koyuyor. Ders belli kurallar çerçevesinde işlenince gayet verimli geçiyor” (Öğrenci 2).

94 “Bu kurallar sayesinde bilmeyen öğrenci en azından susuyor. Ve bilen öğrenci konuyu daha iyi öğrenebiliyor” (Öğrenci 33).

Several unique comments also emerged:

“I think they are useful. Because, these rules make the lesson more serious” (Student 13)⁹⁵.

“... there are some simple but useful rules. These rules affect our participation in the lesson to a great extent”(Student 25)⁹⁶.

“As a matter of fact, if there were no certain rules, our school would not be able to rise so much in the teaching of English” (Student 34)⁹⁷.

“If it was not this way, nobody would give attention to the lesson but would always make some noise” (Student 10)⁹⁸.

Two learners even found the usefulness of the rules undisputable and stated *“Yes, there are rules. They are just the classic rules for all English classes, you know. They are useful, of course. If they were not, why the authorities create such rules. Because they are intelligent people”* (Student 35)⁹⁹, and *“Yes, I think they are useful but I don’t know why!”* (Student 36)¹⁰⁰.

On the other hand, five participants were less positive and expressed an attitude of having to put up with the rules because they were beneficial. Their comments included:

“The rules are ridiculous, but, they can sometimes work” (Student 37)¹⁰¹.

“They are necessary for achieving discipline in the class, but, sometimes they become boring” (Student 38)¹⁰².

95 “Faydalı olduğunu düşünüyorum. Çünkü bu kurallar, dersi daha ciddi hale getiriyor” (Öğrenci 13).

96 “Basit ama yararlı kurallar var. Bunlar bizim derse katılımımızı büyük yönde etkiliyor” (Öğrenci 25).

97 “Zaten belirli kurallar olmasaydı, okulumuz İngilizce olarak bu kadar yükselemezdi” (Öğrenci 34).

98 “Eğer böyle olmasaydı, hiç kimse dersi dinlemez sürekli gürültü yapardı” (Öğrenci 10).

99 “Var. Bütün klasik İngilizce ders kuralları işte. Faydalı tabii ki.. Faydalı olmasa niye böyle kurallar koysunlar. Çünkü o insanlar zeki” (Öğrenci 35).

100 “Evet, faydalı olduğunu düşünüyorum. Nedenini ben de bilmiyorum” (Öğrenci 36).

101 “Kurallar saçma ama bazenleri faydalı olabiliyor” (Öğrenci 37).

102 “Ders içindeki disiplini sağlamak için gerekli ama bazen de sıkıyor” (Öğrenci 38).

“I think homeworks are very important. It is favorable that punishments be given to the students who do not do the homework. But it must not be overdone”(Student 39)¹⁰³.

“I’m a little bit undecided about this issue (whether the rules are useful or not). The reason is that it is favourable that the teachers keep some sheets, but, at the same time, it is partially offending” (Student 40)¹⁰⁴.

Question 3: Do you think that it is beneficial to you to study with worksheets as learning English?

The third question provided the student participants with the opportunity to express their ideas about the worksheet-based English instruction in their FL classes.

Except for two negative and three partially positive comments, all comments about the worksheet-based English teaching were positive. Negative comments about the lack of usefulness of the worksheet-based language instruction were *“I myself don’t find it useful. Learning with coursebooks is more enjoyable, more instructive. Besides, hundreds of trees are chopped down because of tens of worksheets”* (Student 41)¹⁰⁵, and *“No. It is better to study with coursebooks”* (Student 14)¹⁰⁶.

The partially positive comments, on the other hand, consisted of the following:

“Worksheets have both advantages and disadvantages. Worksheets can get lost easily. This is the disadvantage. However, the material is studied better. This is the advantage. ..” (Student 42)¹⁰⁷.

“It is useful and favourable to study with worksheets. But, ... although we can collect them during the school year, in the subsequent years, it becomes difficult to keep them

103 “Ödevler bence çok önemli. Yapmayanlara ceza verilmesi iyi ama abartılmamalı” (Öğrenci 39).

104 “Ben bu konuda biraz kararsızım. Kararsızlığım şu yönden hocaların çizelge tutması iyi ama rencide edici tarafı da var” (Öğrenci 40).

105 “Ben faydalı bulmuyorum. Kitapta işlemek daha zevkli, daha öğretici . Ayrıca onlarca worksheet yüzünden yüzlerce ağaç kesiliyor” (Öğrenci 41).

106 “Hayır. Kitapla işleme daha iyi” (Öğrenci 14).

107 “Worksheetlerin artı ve eksileri var. Worksheetler çabuk kaybolabiliyor. Bu eksileri. Ama daha iyi ders işleniyor. Bu da artıları....” (Öğrenci 42).

since there are a lot of worksheets in hand. Also, we can experience difficulties in connecting subjects since they are presented separately with worksheets” (Student 15)¹⁰⁸.

“It is partially useful and partially not” (Student 43)¹⁰⁹.

All other comments were positive. One student summarized, for instance:

“I strongly think that it is beneficial. With worksheets, not only the classes become enjoyable but also our learning is facilitated. Besides, when we realize how much trouble our teacher has gone to, we become more interested (in the subject). At the same time, the worksheets help us become tidier and prepare the exams better” (Student 25)¹¹⁰.

Several unique and short comments also expressed the idea that worksheet-based language course was productive: *“I think it is productive” (Student 1)¹¹¹, “Yes, it is very beneficial. It helps me study productively” (Student 24)¹¹².*

However, regarding the benefits of worksheet-based instruction, three benefits were mentioned most often: (a) it is much better than coursebook-followed instruction (21 participants), (b) it helps to get a better and easier learning of the material (14 participants) and (c) it facilitates the learning of vocabulary (11 participants).

Among these three, the first one was also the most mentioned one. 21 students found the use of worksheets beneficial because they found teacher-created worksheets better than coursebooks from several aspects. Many learners answered the question whether they found worksheet-based instruction beneficial or not as in the following:

108 “Worksheet ile ders işlemek güzel ve faydalı. Fakat, ... çok fazla worksheet olduğundan 1 yıl biriktiriyoruz fakat sonraki yıllarda elde çok fazla worksheet olduğu için saklamak zor oluyor. Ayrıca konuları worksheet’ te parça parça gördüğümüz için konular arasında bağlantı kurmakta zorluk çekebiliyoruz” (Öğrenci 15).

109 “Biraz evet biraz değil” (Öğrenci 43).

110 “Kesinlikle faydalı olduğunu düşünüyorum. Worksheetlerle dersler hem eğlenceli hale geliyor, hem de öğrenmemiz kolaylaşıyor. Ayrıca hocamızın o kadar zahmet çektiğini görünce biz daha da ilgili olmaya başlıyoruz. Aynı zamanda worksheetler bizim daha da düzenli olmamızı sağlıyor ve sınavlara daha iyi hazırlanmamızda yardımcı oluyor” (Öğrenci 25).

111 “Verimli olduğunu düşünüyorum” (Öğrenci 1).

112 “Evet, çok faydalı. Verimli çalışmamı sağlıyor” (Öğrenci 24).

“Worksheet-based system is better because worksheet is easier (to study) and more comprehensible than the coursebook” (Student 44)¹¹³.

“Yes. Since it (worksheet) is just like the summary of the material in coursebooks, we do not study the nonsensical parts in the coursebooks. When we study with coursebooks, I can’t understand anything, I become sleepy. When we study with worksheets not only I learn the material better but also the lesson does not become boring” (Student 45)¹¹⁴.

“Yes. Because we think that the coursebooks prepared by the Ministry of Education are inadequate. We can comprehend the material, especially the grammar, better with worksheet-based system” (Student 34)¹¹⁵.

“Yes. Because, the coursebook is very complicated” (Student 18)¹¹⁶.

“I think it is beneficial.. With coursebooks it is boring, but with worksheets, it is enjoyable” (Student 46)¹¹⁷

“Absolutely, yes! As all my teachers, I find the coursebook by the Ministry of Education inadequate, and even some parts of it nonsensical. I like the worksheets prepared meticulously by my teacher” (Student 39)¹¹⁸.

“Of course :) it is beneficial. In ‘Spot On’, it is not that everything is in detail. But, in worksheets, there is everything we need” (Student 13)¹¹⁹.

However, 14 learners stated that they enjoyed worksheet-based instruction because it made the task of learning easier and the material to be learned more

113 “Kitaptan daha kolay ve anlaşılır olduğu için worksheet sistemi daha iyi” (Öğrenci 44).

114 “Evet. Kitaptaki bilgilerin özeti şeklinde olduğu için kitapta bulunan saçma sapan bölümleri işlemiyoruz. Kitaptan işlediğimiz zaman hiçbirşey anlamıyorum, uykum geliyor. Worksheetle işlediğimiz zaman hem dersi iyi anlıyorum hem de ders sıkıcı olmuyor” (Öğrenci 45).

115 “Evet. Çünkü MEB’in hazırladığı kitapların yetersiz olduğunu düşünüyoruz. ‘Worksheet’ yöntemiyle dersleri, özellikle gramer bilgilerini daha iyi anlıyoruz” (Öğrenci 34).

116 “Evet. Çünkü kitap çok karışık” (Öğrenci 18).

117 “Faydalı olduğunu düşünüyorum. Kitaplarla sıkıcı geçiyor ama worksheetlerle zevkli oluyor” (Öğrenci 46).

118 “Kesinlikle, evet! MEB’in kitabını tüm hocalarım gibi yetersiz, bazı yerlerini de çok saçma buluyorum. Hocamızın özenle hazırladığı worksheetleri çok seviyorum” (Öğrenci 39).

119 “Of course :) Faydalı. ‘Spot On’larda her şey ayrıntısıyla yok. Ama worksheetlerde bizim için gerekli olan her şey var” (Öğrenci 13).

comprehensible. These learners made very clear comments such as “*Yes. Because we can understand easier with worksheets*” (Student 47)¹²⁰, and “*Yes. It helps us get a better understanding of the material*” (Student 48)¹²¹.

11 participants, on the other hand, hold the positive view that worksheet-based instruction was beneficial because worksheets facilitate their learning of new vocabulary. Comments regarding this idea included:

“Yes, I do. We comprehend the unknown words quickly” (Student 33)¹²².

“I think that studying with worksheets is beneficial to me. Because, I think that it gives me a higher speed in both memorizing the vocabulary and learning the sentences” (Student 38)¹²³.

“Yes, I think that it is beneficial. Because, I can learn the meanings of the words better and can use them in sentences easier” (Student 27)¹²⁴.

4.6. Comments on Findings

The previous section presented a qualitative investigation into the EFL teaching system in Erzurum Private Aziziye College. The qualitative analysis found that the main factor behind the effectiveness of the FLT system in the school was the good application of effective FLT principles. This finding was discovered as the result of the observations made in the school and the questionnaires applied to the EFL teachers and the students of the school.

The observations revealed that the system investigated was not tied to any coursebook or any curriculum different than the ones used in other schools in the district – the coursebook and the curriculum prepared by the Ministry of Education –

120 “Evet. Çünkü worksheetlerle daha iyi anlıyoruz” (Öğrenci 47).

121 “Evet. Dersi daha iyi anlamamıza yardımcı oluyor” (Öğrenci 48).

122 “Evet, düşünüyorum. Bilinmeyen kelimeleri daha çabuk kavriyoruz” (Öğrenci 33).

123 “Worksheet ile ders işlemenin bana faydalı olduğunu düşünüyorum. Çünkü hem kelime ezberleme hem de cümle öğrenmede bana hız kazandırdığını düşünüyorum” (Öğrenci 38).

124 “Evet, faydalı olduğunu düşünüyorum. Çünkü kelimelerin anlamlarını daha iyi öğrenip cümleler üzerinde daha kolay yazabiliyorum” (Öğrenci 27).

but to the confirmed principles of effective FL education. The findings from the observations provided evidence that teachers of the English department of the school;

- made a good preparation and planning before the beginning of the school year,
- based their teaching primarily on the levels, ages, interests and other characteristics of their students,
- made a strong agreement that their students differed in their abilities and styles to learn English as a foreign language, and, therefore, formed level-based classes (divided the students into classes according to their levels of mastery in the TL),
- avoided the direct use of coursebook/s and instructed the language through the instructional materials they created themselves – worksheets,
- preferred the use of worksheets to the use of coursebooks in order to enhance and facilitate students learning,
- instructed the language in an organized and clear way in order that students could get a better and easier learning of the material presented,
- devoted much of the class time to ‘practice’ activities,
- made the TL, English, the language of the classroom,
- focused mainly on the development of the communicative abilities of the students and provided the students with many activities to improve their communicative abilities in the TL,
- gave much importance to homeworks and kept a good recording of the homeworks done or not done,
- applied quizzes frequently and regularly, and gave immediate, useful and proper feedback,
- kept the parents informed of the students’ progress and cooperated with them to enhance the students learning,
- worked collaboratively with teammates and other staff in the school,
- maintained systematic approach to discipline by establishing and administrating a consistent and fair set of rules, and managed routines effectively,
- created a physically and emotionally positive environment for student learning,

- held the meetings of English teachers frequently and regularly for process evaluation and further development, and came together at many weekends for materials and/or professional development.

What was revealed by the Teacher Questionnaire and the Student Questionnaire also provided evidence that the ELT system in the college was tied to the basic principles of effective FLT.

Teachers of the English department of the college listed the elements that they considered important for the success of FLT in schools. The elements mentioned showed that the teachers in the college put emphasis primarily on the instructional materials, level-based system, methodology, parents involvement in the teaching process, emotional design of the teaching environment, the curriculum to be followed, class size and the support of the school administration.

To what was stated by the teacher participants in response to the first question of the TQ, for the success of FL education, it was needed that (1) the instructional materials be appropriate to the levels and interests of the students and be variable, (2) the students be divided according to their mastery levels in the TL- beginner, advanced etc., (3) the teaching be student-centered and the active participation of the students to the lesson be provided, (4) the development of the communicative abilities be aimed first, (5) the curriculum be appropriate to the level of the students and be followed according to the pace of students learning, (6) the involvement of the parents in the process and the support of the school administration be certainly provided, (7) the classes be enjoyable and interesting, and (8) the language teachers be full of enthusiasm.

This finding, at first glance, seemed to reveal just the recommendations of the teachers for achieving effective FL teaching. But, the observations made and the answers given to the other questions in both TQ and SQ showed that this finding revealed the principles which were not only recommended but also valued and practiced by the FL teachers of the college. The following findings provided clear evidence that the principles mentioned by the teachers were in practice in their EFL system.

First of all, the findings from the first observation revealed that there was a good team spirit among the teachers of the English of the school investigated. Activities done together, such as developing instructional materials, forming level-based classes, establishing shared rules for all the classes of the English department, coming together for materials development, all provided clear evidence that there was a good teamwork in the department. Also, the time the teachers devoted to materials and professional development, and the frequency of their meetings were among the evidences of their hardwork and the enthusiasm they had as well.

Besides, the FL teachers of the school were found to receive strong support from the school administration. Both the first observation made by the researcher and the answers given by the teachers to the fourth question of the TQ revealed that the school administration was encouraging, rewarding and open to change; provided physical conditions, in terms of materials, equipment and place needed for effective teaching, the help needed for putting suggestions into action, and the opportunities needed for teachers' professional development.

Secondly, the importance given to the instructional materials was clear. Although it was obviously easier to follow a coursebook or to use other ready-to-use materials, the efforts the teachers made to create their own instructional materials –worksheets – and the valuable time they devoted to the production and development of these materials showed how much the materials they used to instruct the TL were important for them. It was found that the teachers preferred the instruction with worksheets to the one with coursebooks mainly because it enhanced and facilitated the students' learning more than the coursebooks did. Instruction with worksheets was found more enhancing and facilitating than the instruction with coursebooks, firstly because worksheets were prepared according to the specific needs and characteristics of the students, and, secondly because, worksheets provided the students with new, attractive, and more importantly, clear-to-learn materials each lesson. However, the efficacy of the worksheet-based instruction was related to the practice of a wide variety activities and some qualities that worksheets should have, in terms of colour, content, and design.

The use of worksheets rather than coursebooks was also supported by the overwhelming majority of the students (97.1%). It was found that studying with worksheets was preferred by students mainly because worksheets were better than coursebooks in terms of content, organization, and their contribution to the enjoyment of the lesson. Students found instruction with worksheets effective since worksheets were clear and free of unnecessary details, and, therefore, facilitated their learning and made the language material more comprehensible. On the other hand, difficulties in keeping a lot of worksheets together and in connecting the subjects taught part by part were mentioned by a few students as the constraints of worksheet-based instruction. That many trees were chopped down for worksheets was also called a disadvantage of the worksheet-based instruction.

Thirdly, findings showed that there was a systematic approach to discipline. A classroom contract which consisted of the rules to be obeyed and the activities to be routinized in time was found not only effective for the management of the class but also beneficial to the learning of the students, and useful for the teacher-parents relationship.

All teacher participants in the study hold a strong view of the efficacy and usefulness of establishing a classroom contract. Their comments revealed that the classroom contract provided students with a clear expression of their responsibilities, and with the ability to study and act in a disciplined way. The contract was also said to ensure that the students would not become disheartened when the teacher gave some punishments or warnings, for instance, to him/her – since certain responses to certain behaviours had already been agreed on the contract. Additionally, its positive effects on the relationship between the teacher and the parents were emphasized and the contract was found useful because it provided the continuous teacher-parents dialogue and the needed parents' involvement in the process, which was considered important for the students' motivation and their language learning as well.

Findings from the third observation showed that the principles related to the homeworks, evaluation and the relationship with parents were also applied by means of the classroom contract. The rules and routines in the contract showed how much

importance the teachers gave to homeworks, how much care they put to the evaluation types they used and how they achieved a healthy and balanced teacher-student-parents relationship. It was found that teachers kept a good recording of the homeworks (done/not done) with the help of grading sheets, that they applied quizzes regularly and frequently, and that they always kept the parents informed of how their children were doing and asked their involvement in the teaching process, in several ways.

Supportingly, findings from the SQ revealed that overwhelming majority of the students (92%) also hold positive views of classroom rules. Grading sheets for homeworks and discipline, and the rule which forbids to speak the native language, Turkish, during the English classes, were the mentioned themes. 'No native language' rule got support from the students because it contributed to the development of their speaking skills, whereas other classroom rules were found useful mainly because of their contribution to the classroom discipline, without which, according to the students, the lessons could not be performed well. On the other hand, there were a few learners who thought that classroom rules were not useful or partially useful because they were not obeyed by the majority of the students, they lowered the students' motivation, they sometimes became boring or sometimes it was needed that the native language was spoken.

'No native language' rule was also a sign of the importance which the teachers attached to the development of the communicative abilities of the students. Observations showed that the development of the ability to use the TL communicatively in daily life was the main goal of the FLT system in the school. 'General Questions-Answers' practices, 'Daily Expressions-Conversations-Vocabulary' studies, and, additionally, language games, speaking contests, etc. were the activities which were done to help students express themselves in the TL and, therefore, they were the indicators of the importance given to the ability to communicate in the TL.

The finding that the teachers of English in the school valued communicative approach to FL pedagogy was also supported by the findings from the TQ. Teachers found CLT not only useful but also necessary because they found the mere teaching of

grammar and vocabulary insufficient to develop the students' communicative abilities in the TL. However, they emphasized that communicative activities should aim at the teaching of the daily use of the TL, and the words and the patterns taught should be the ones which would help students express themselves easily.

All the findings above showed that the basic principles of effective FLT were applied in the school subject to this study and the application was achieved through the use of teacher-created worksheets, communicative language teaching and appropriate classroom management techniques. However, the finding to be presented in the following showed if such an application was favorable or not.

It was found in the students' answers to the first question of the SQ that the FLT system in the school was favorable. The system was even claimed by some students to be the best one in FL education. 97.1% of the students found worksheets beneficial to their learning, and 90% of the students found classroom rules and routines useful and/or necessary.

The last finding was an element which was not hypothesized in this study but emerged from the comments made by the majority (62,5 %) of the teachers. It was the level-based system (to divide the students into classes according to their levels of mastery in the target language) which was mentioned by the teachers as an element of success in FLT. Further research may investigate the effect of level-based system on FL teaching and learning.

CHAPTER 5

5. CONCLUSION

5.1. Result

This study has been based on the idea that we can achieve effective FL education in schools by implementing the basic principles of effective FL teaching and learning. It has been hypothesized that considerable attention must be paid to the basic principles of effective FL teaching and learning in order that efforts to enhance students' learning in FL classrooms and ultimately to achieve effective FL teaching in schools may be productive.

In the study, some basic principles of foreign language teaching and learning – with no claim of completeness – were highlighted, first of all, and then the whole implementation process of these principles was explored. The research project was done within a qualitative framework and the case-study approach was chosen. The data was obtained by means of observations and open-ended questionnaires.

“Critics of the case-study approach point to the fact that generalization is not usually possible and question the value of the single events” (Bell, 1993: 9). However, in this case study, the following view was hold:

The reliability of a case study is more important than its generalisability ... If case studies are carried out systematically and critically, if they are aimed at the improvement of education, if they are relatable, and if by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research (Bassey, 1981: 85-86, cited in Bell, 1993: 9).

This research project has also been carried out systematically and the data found has provided enough evidence to support the hypothesis above. It has been concluded

that the implementation of the theoretical principles of effective FL teaching and learning is what the effectiveness in FL education in schools calls for, and this implementation is an entirely realistic goal, unlike many teachers may think.

Findings of the study have revealed that (a) the efficacy of a FLT program does not depend on expensive materials or coursebooks published by foreign publishers or the teachers who graduated from the universities abroad, but on the good application of the basic principles of effective FLT, which were confirmed by researchers and supported by professional teachers, (b) it is quite possible - with the efforts of talented and enthusiastic teachers – to put the theoretical principles of effective FLT into practice in actual classrooms, and, consequently, to achieve effective FLT in schools, and (c) the use of teacher-created worksheets, communicative language teaching and appropriate classroom management techniques are useful for the successful application of the basic principles of effective FLT, and are beneficial to the students' learning.

The main conclusion to which the findings of this study have led us, however, is that the answer to the question 'How might we achieve effective FLT in schools?' lies in the ability to apply the basic principles of effective FL teaching and learning. In other words, it lies in the ability to make the theoretical knowledge practical.

5.2. Discussion

For long decades, a great deal of theorizing, experimentation and innovation has occurred in the hope of making FLT in schools more effective. However, the matter of how to achieve effective teaching and learning in EFL classrooms has still been a source of debate in many countries throughout the world. Unfortunately, the following words which were uttered half a century ago are still valid today:

If there were as much failure as in the secondary schools of the world in the teaching of mathematics, history or science as there is in the teaching of living foreign languages, education as a whole might be said to have broken down (Gatenby, 1950: 143).

To solve the problem, much has been written and said about the need to relate the theoretical principles of FLT to the practical realities of actual EFL classrooms, but there is no extensive research available on the whole implementation process of these principles.

This study has been devoted to bridge this gap. We have firstly claimed that we can achieve effective FLT in our schools if we base our teaching on the basic principles which were revealed by research and supported by professional teachers. According to these principles, language teachers should be skilled in FLT, first of all. Then, the teaching should start with effective planning and should be based on the needs and characteristics of the learners, instructional methods and materials should be chosen carefully, appropriate techniques for error correction, feedback, homeworks, etc. should be used, a systematic approach to discipline should be maintained, physically and emotionally positive environment for learning should be created, the development of the communicative abilities of the students in the target language should come first, and a good teacher-parent-child relationship should be built. Finally, the school administration should provide the needed support for FL teachers by creating a good teaching context and the teachers should work enthusiastically.

We have secondly claimed that the application of these principles would become easier and give better results with the use of teacher-created worksheets, appropriate classroom management techniques, and communicative approach with focus on form. We have based this claim on the findings of the case study which we carried out in a private school in Erzurum. The detailed description of the FLT system used in the school has shown that the theoretical principles of effective FLT are applicable and the application of the principles is facilitated by the use of teacher-created worksheets, proper classroom management techniques, and communicative approach.

In conclusion, this study has made several contributions to the FL pedagogy. First of all, it has emphasized the role of the application of the basic principles of effective FLT in the success of the FLT programs in our schools. Secondly, it has provided clear evidence that theoretical principles of effective FLT are applicable, unlike many

teachers may think. Thirdly, since it has made the theoretical research information accessible to and usable by the teachers of English as a foreign language, it would be a good example of how to apply information from research to everyday classrooms, and a valuable assistance for new and experienced teachers alike. Finally, this study would give way to further research since the elements – teacher-created worksheets and classroom contract – which we have emphasized to be important for the effectiveness of the FLT programs in our schools need to be investigated in different FLT institutions.

Our hope is that the findings of this study would contribute to the improvement and greater effectiveness of FLT that we all strive to achieve.

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APPENDICES

APPENDIX 1. Sample Level Exam

B) GENERAL QUESTIONS

Asağıdaki soruların cevaplarını altlarına yazınız. (1 point each)

- 1- Have you got a computer ?
- 2- Is your father very rich ?
- 3- Is the teacher in classroom or outside now ?
- 4- What have you got in your bedroom ?
- 5- How many cities are there in Turkey ?
- 6- Are there noticeboards in your classroom ?
- 7- Are you and your father friendly ?
- 8- Is your mother tall or short ?
- 9- Where is your house ?
- 10- Has your father got a gun ?
- 11- What day is it today ?
- 12- Are we in the garden now ?
- 13- Has your school got a gymnasium ?
- 14- Is there a fridge in your house ?
- 15- Are you hardworking or lazy ?
- 16- How many balconies are there in your house ?
- 17- Who has got a car in your family ?
- 18- Have we got a big school ?
- 19- Is your aunt hardworking ?
- 20- Are the students in the classroom ?



2005 - 2006

FIRST TERM

LEVEL EXAM

level - 2

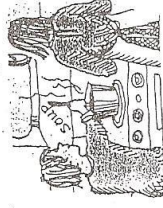
name.....surname.....class.....teacher's name.....

A) VOCABULARY

Kelimeyi topiama 40 puandır. Her kelime 0.5 puandır.)

VILLAGE.....	STREET.....	SLIPPERS.....
KEY.....	SHOP.....	BELT.....
CARPET.....	CLOSED.....	DRIVING LICENCE.....
PAINTING.....	LONG.....	PLANE.....
BONE.....	WITH.....	GUN.....
MOUTH.....	OUR.....	FACTORY.....
WARDROBE.....	BEST.....	WALLET.....
FLOOR.....	LOVELY.....	DICTIONARY.....
CITY.....	CURTAIN.....	PURSE.....
A LOT OF.....	BESIDES.....	TRUCK.....
TOWN.....	NICE.....	FILE.....
WORLD.....	DISHWASHER.....	FARM.....
COUNTRY.....	BOOTS.....	LORRY.....
BATHROOM.....	WATCH.....	STAFF ROOM.....
AROUND.....	HI-FL.....	TE.....
AIRPORT.....	TRAINERS.....	SUIT.....
MOSQUE.....	FLAG.....	GYMNASIUM.....
LATE.....	PERSONAL STEREO.....	OUTSIDE.....
STATION.....	DISHWASHER.....	NECKLACE.....
FIREPLACE.....	BRACELET.....	PATIENT.....
NOTICEBOARD.....	SHIP.....	FLAT.....
EASY.....	PET.....	LITTLE.....
EMPTY.....	DRESS.....	BOTTLE.....
UGLY.....	OVEN.....	RICH.....
DIFFICULT.....	FOREIGN FRIENDS.....	TAIL.....
FULL.....	TRACK SUITS.....	HORSE.....
CORNER.....	RUCKSACK.....	

D) AŞAĞIDAKİ RESİMLERE BAKARAK VERİLEN SORULARI TAMAMLAYINIZ. (her soru 2 puandır.)



1 -What.....? 2 -How.....?

C) AŞAĞIDAKİ CÜMLELERİ İNGİLİZCEYE ÇEVİRİNİZ. (1 point)

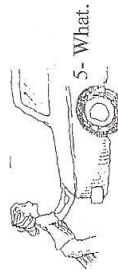
- 1-Ben televizyon seyretmiyorum. Ben ders çalışıyorum.
- 2-Yağmur yağıyor.
- 4-Annem sigara içmiyor.
- 5-Onlar yüzüyorlar.
- 6-Ben ağlamıyorum.
- 7-Biz İngilizce konuşuyoruz.
- 8-O düşünüyor.
- 9-Annem oturuyor mutfakta.
- 10-Kuşlar uçuyor.
- 11-Biz müzik dinliyoruz.
- 12-Babam arabaya sürüyor.
- 13-Ben çoraplarımı arıyorum.
- 14-Öğrenciler futbol oynuyorlar.
- 15-Öğretmen defterlere bakıyor.



3- What.....?

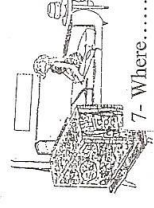


4- Where.....?



5- What.....?

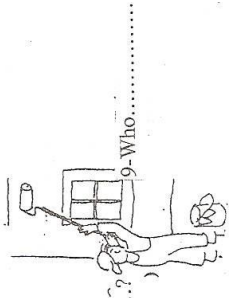
6- Who.....?



7- Where.....?



8- How.....?



9- Who.....?



10- Where.....?

APPENDIX 2. Sample 'General Questions' Sheet

GENERAL QUESTIONS – 8

1-What did you do last Sunday?
.....

2-Can you help me?
.....

3-How many English lessons do you have a week?
.....

4- What do your parents do when you pass your class?
.....

5-What subjects do you learn at school?
.....

6- Who is your favourite singer?
.....

7- How did you come to school this morning?
.....

8- How do you go to school?
.....

9- Where will you go after the lesson?
.....

10- What must you do to be successful?
.....

11- Do your parents speak English?
.....

12- Where did you have diner yesterday?
.....

13- Can you send e-mail to your friends?
.....

14- How many cups of tea did you drink yesterday?
.....

15- How can people fly?
.....

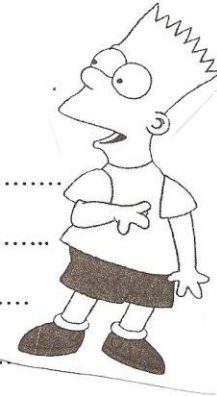
16- How many English books have you got?
.....

17- What can you do to earn money?
.....

18- What time does your school finish in the afternoon?
.....

19- Have you got a pet?
.....

20- What did you spend money on today?
.....



APPENDIX 3. Sample 'Daily Conversations' Sheet

DAILY CONVERSATIONS -2

- ✦ Don't worry, please.
- ✦ It isn't meaningful.
- ✦ Please, forgive me. I will never do it again.
- ✦ You are responsible for this subject.
- ✦ Are we responsible for this subject?
- ✦ Are you on my side?
- ✦ I'm on your side.
- ✦ It is impossible.
- ✦ It isn't impossible.
- ✦ It is very impolite.
- ✦ Do you agree with me?
- ✦ I agree with you.
- ✦ I don't agree with you.
- ✦ When shall we take an exam?
- ✦ Shall we take an exam?
- ✦ When will you announce the exam results?
- ✦ I don't know what to do.
- ✦ What is wrong with you?
- ✦ Can you help me?
- ✦ May I ask a question?
- ✦ I feel bored.
- ✦ I feel cold.
- ✦ I have no time.
- ✦ I will do my best.
- ✦ I can't understand you.
- ✦ When and where were you born?
- ✦ I need some money.
- ✦ Do you need any money?
- ✦ Please, don't get angry.



APPENDIX 4. Worksheets: How to Express Daily Routines**SIMPLE PRESENT****TENSE****(DAILY ROUTINES)**

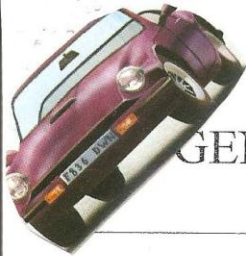
APPENDIX 4.1

WARM UP - MOTIVATION
GENERAL QUESTIONS
 Simple present



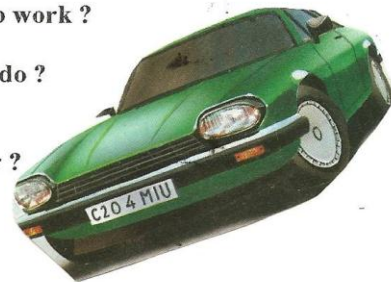
- 1-Do you get up early or late ?
- 2-Do you go to bed early or late ?
- 3-Do you have a shower every morning ?
- 4-Where do you have breakfast ?
- 5-What time do you leave home in the morning ?
- 6-How do you go to school ?
- 7-How many classes do you have a day ?
- 8-Do you have lunch in the canteen or dining hall ?
- 9-Do you go a public school or a private school ?
- 10-What languages do you learn at school ?
- 11-What time does your school start in the morning ?
- 12-What subjects do you learn at school ?
- 13-What time does your school finish in the afternoon ?
- 14-What time do you arrive home in the afternoon ?
- 15-How long do you study in the evening ?
- 16-Do your parents help you with your homeworks ?
- 17-How do you spend your time in the evening ?
- 18-Do you watch TV on weekdays ?
- 19-What kind of programs do you watch on TV ?
- 20-Do you work on computer for your studies ?
- 21-How long do you sleep at night ?
- 22-What time do you get up in the morning ?
- 23-What do you do in your free time ?
- 24-What kind of music do you like ?
- 25-Where does your father work ?
- 26-Where does your mother work ?
- 27-Do you go to football matches or watch on TV ?
- 28-What animals do you like ?
- 29-Who gives you pocket money ?
- 30-What do you want to be ? (when you grow up ?)

APPENDIX 4.2



WARM UP MOTIVATION
GENERAL QUESTIONS - II
Simple present

- 1-When does your dad usually come home from work ?
- 2-When do you visit your relatives and neighbours ?
- 3-Do your parents get angry with you ? When ?
- 4-Does your mum grow flowers in the house ?
- 5-Where do you spend your summer holidays ?
- 6-Do you like weekdays or weekends ? Why ?
- 7-Do you help your parents at home ?
(What do you do ?)
- 8-What food do you like best ?
- 9-Do you get up early on Sundays ?
- 10-How do you go to school ?
- 11-What do you do after school ?
- 12-Do your parents speak English ?
- 13-What kind of films do you like ?
- 14-What instruments do you play ?
- 15-Who teaches you English ?
- 16-How does your dad go to work ?
- 17-What sports do you do ?
- 18-Do you ever swear ?



APPENDIX 4.3

WARM UP MOTIVATION
GENERAL QUESTIONS - III

Simple present

1-Do you go shopping alone or with your parents ?

2-What newspapers do you buy ?

3-How much pocket money do you get every day ?

4-What do you usually spend your money on ?

5-What do you hate doing ?

6-Do you get pocket money every day or every week ?

7-Do you go to school at the weekend ?

8-Do you sometimes save money ?

9-Who cleans the house in your family ?

10-Which season do you like most ? Why ?

11-Where do you keep your timetable ?

12-Do you send e-mail to your friends ?

13-Where do you meet your friends ?

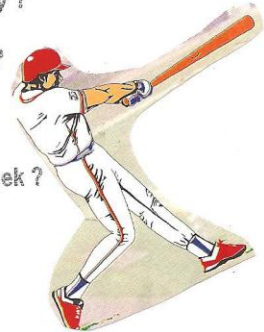
14-What do you usually use computer for ?

15-What sports do people do in your school ?

16-What sports are popular in your country ?

17-How do you feel before the exams ?

18-What do you do at the weekends ?



APPENDIX 4.4



GENERAL QUESTIONS

Simple present



- 1-Doearly or late ?
- 2-Doto bed
- 3-Doa showermorning ?
- 4-Wherebreakfast ?
- 5-Whatleave home in the.....?
- 6-Howto school ?
- 7-How many classes do you.....?
- 8-Do you have lunchor.....?
- 9-Door a private school ?
- 10-What languagesat school ?
- 11-What time does your school.....?
- 12-What subjectsat school ?
- 13-What time does..... in the afternoon ?
- 14-What timehome in the afternoon ?
- 15-How longin the evening ?
- 16-Dowith your homeworks ?
- 17-Howspendin the evening ?
- 18-Doon weekdays ?
- 19-What kind of programs.....?
- 20-Dofor your studies ?
- 21-How longat night ?
- 22-What timeup in the morning ?
- 23-Whatfree time ?
- 24-What kind of music.....?
- 25-Wherefather
- 26-Wheremother
- 27-Do youmatches or..... on TV ?
- 28-What animals.....?
- 29-Whopocket money ?
- 30-Whatwant.....? (when you grow up ?)



CLASSROOM ACTIVITY

APPENDIX 4.5

QUIZ
GENERAL QUESTIONS

Name :

Please write what questions you can ask your friend about his daily life .

- 1..... ?
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....
- 15.....
- 16.....
- 17.....
- 18.....
- 19.....
- 20.....
- 21.....
- 22.....
- 23.....
- 24.....
- 25.....

GRADING

1- 14 CORRECT QUESTIONS.....	1
14-15	2
16-17.....	3
18-19.....	4
20- 30.....	5

APPENDIX 4.6**AT THE WEEKEND**

Hello! My name is Cem. I'm a student and I go to school on weekdays. It isn't a public school. I like my school. My teachers are very friendly. There are twenty-four students in my class. They are all my classmates and I love them. They study hard. I don't love lazy and naughty friends.

On Fridays, the school finishes at 3:30. We go home by school bus. I'm always happy at the weekend, because it is holiday. I have a lot of time.

At the weekends, I go to bed late. So, I watch TV and play computer games. I talk to my parents in the evening. In the morning, I don't get up early. I sleep soundly. My mother prepares my breakfast and we have breakfast happily. After breakfast, I go out to play with my friends. We play different games and we go different places together. I sometimes visit my relatives. I usually have lunch outside with my friends.

I go home in the afternoon. I sometimes help my mother in the kitchen. She cooks delicious meals for us. We have dinner slowly and talk to each other. After dinner, I do my homework in my bedroom. My sister brings me some refreshments and tea. She is my best friend.

Finally, I go to bed to get up early for school.



APPENDIX 4.7

Speaking

CLASSROOM ACTIVITY
(At the Weekend)

Cem student private school friendly 24
 lazy and naughty at 3.30 by school bus
 happy-holiday a lot of free time bed late TV
 computer games talk to early in the morning
 prepares happily goes out with
 different games different places relatives
 has lunch goes home helps delicious meals
 homework refreshments best friend finally

SUMMARIZE THE PASSAGE BY LOOKING AT THE CUE WORDS AS IN THE EXAMPLE.

EXAMPLE :

His name is Cem. He is a student. He goes to a private school. His teachers are very friendly. There are 24 students in his classroom. He loves his classmates, but he.....

APPENDIX 4.9

PLEASE MAKE SENTENCES ABOUT YOUR
DAILY LIFE BY USING THESE WORDS

Use present simple



GET UP
PREPARE
PUT ON
TIDY
HAVE BREAKFAST
LEAVE
GET ON
ARRIVE AT
BEGIN
FINISH
HAVE LUNCH
EAT
DRINK
LISTEN
LEARN
STUDY
WATCH
PLAY
LIKE
GIVE
WANT
COME
VISIT
GET ANGRY
GROW
WORK
SPEND



HELP
DO
SPEAK
TEACH
SHOP
BUY
GET
HATE
SAVE
CLEAN
MEET
USE
FEEL
LIVE
COOK
TAKE A WALK
READ
DRIVE
SWIM
SLEEP
UNDERSTAND
WEAR
PERFORM...
PREFER
KNOW
NEED
OBEY
ASK
ANSWER
ENJOY
TALK TO
PUNISH
SPEND
BRING

CLASSROOM ACTIVITY.....Oral Practice

APPENDIX 4.10



MY DAILY ROUTINE

Firstly, I get up at about 7 o'clock in the morning. **After getting up**, I take off my pyjamas and go into the bathroom. I have a shower. My mother prepares my breakfast. **Then**, I go into the kitchen and I have breakfast with my family.

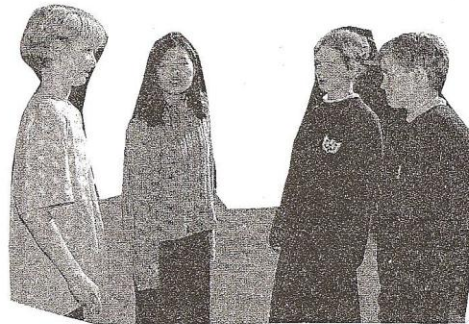
After breakfast, I prepare my school bag, and I leave home at about 8 o'clock. I get on the bus and I go to school.

The school starts at 9 o'clock. We have four lessons in the morning. I like English and science. My teachers are friendly. **During** the breaks, I sometimes go into the school canteen. I drink something cool and eat a sandwich. I sometimes go into the garden with my classmates and play basketball.

After that, we go to the dining hall for lunch. **After lunch**, we have some free time. So, we play different games.

In the afternoon, we have three lessons. The school finishes at 3:30. I get on the school bus again and I arrive home at 4:30.

In the evening, I study my lessons and I do my homeworks. **Later on**, I have dinner with my family. After dinner, I play games with my sister and brother. **Finally**, I go to bed and sleep.



APPENDIX 4.11



AZIZIYE COLLEGE

COMPOSITION

Please write about your daily routine.

my daily routine

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name :

Number :

Class :

APPENDIX 5. Certificate of Attendance



APPENDIX 6. Sample Worksheet for Language Practice

HOW MANY.....?

HOW MANY.....?

PLEASE LOOK AT THE PICTURES AND COMPLETE THE SENTENCES BELOW.



1-How many boats are there in the sea ?
there are four boats in the sea.

2-How many.....on the floor?
There.....

3-How many.....in the air ?
There.....

4- How many.....at the bus stop ?
There.....

5- How many..... in the car ?
There.....

6-How many.....in the garden?
There.....

7- How many.....on the sideboard ?
There.....

8-How many.....at the station ?
There.....

9-How many.....on the plate ?
There.....

10-How many.....in the shop ?
There.....

11- How many.....on the table ?
There.....

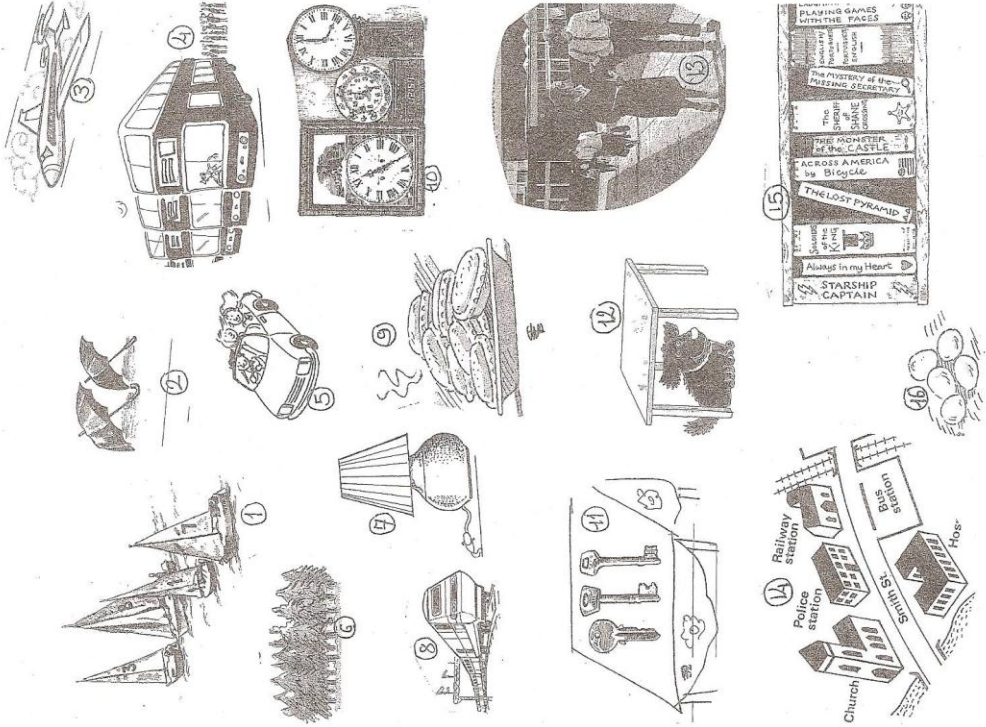
12-How many.....under the table ?
There.....

13-How many.....in the garden ?
There.....

14-How many.....in the village ?
There.....

15- How many.....in the bookcase ?
There.....

16-How many.....in the nest ?
There.....



APPENDIX 7. Worksheets: Telling the Time

WHAT 'S

THE

TIME ?



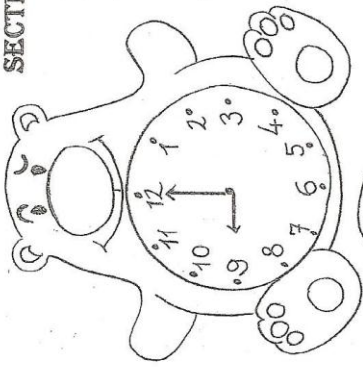
APPENDIX 7.1

SECTION - A -

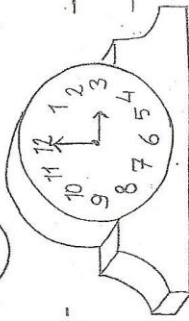


What's the time

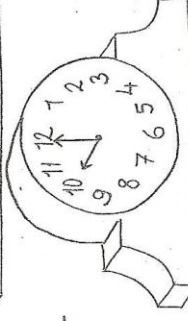
It is nine o'clock



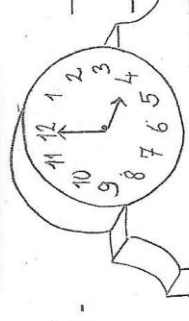
1-



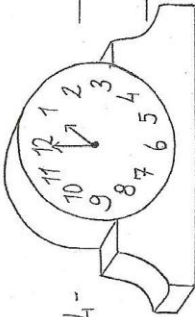
2-



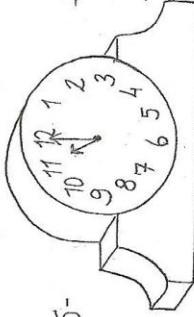
3-



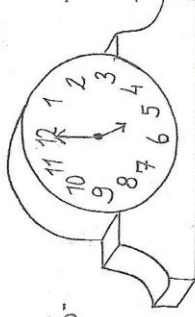
4-



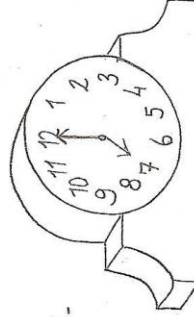
5-



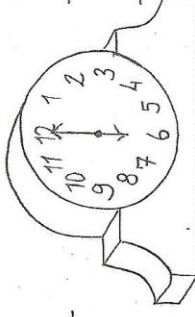
6-



7-

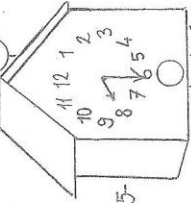
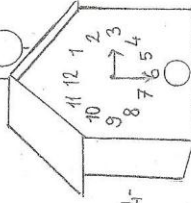
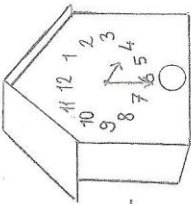
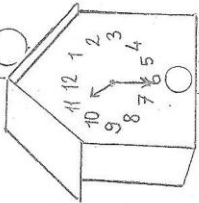
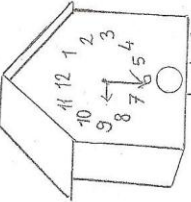

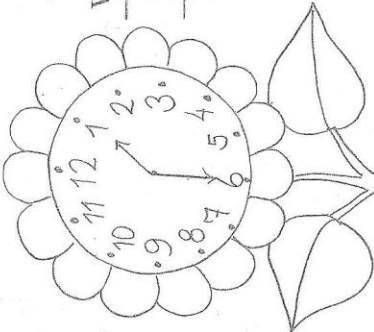


8-



APPENDIX 7.2

SECTION - B-
What's the time
It is half past one



1- _____

2- _____

3- _____

4- _____

5- _____

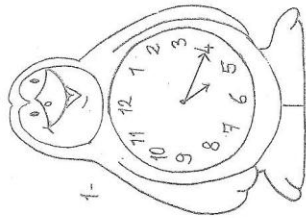
APPENDIX 7.3

SECTION - C -

5:20

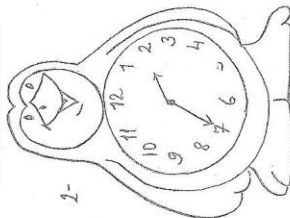
What's the time

It is five twenty



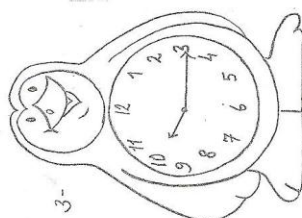
1-

1:35



2-

10:15

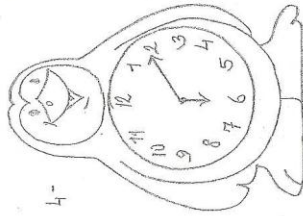


3-



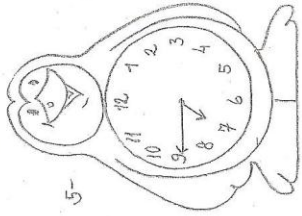
4-

6:10



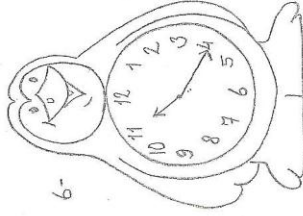
5-

6:45



6-

11:20



APPENDIX 7.4

MIXED EXERCISES
Telling the time



1-



2-



3-



4-



5-



6-



7-



8-



9-



10-



11-



12-



APPENDIX 7.5



QUIZ

(TELLING THE TIME)

Name:.....Surname:.....Number:.....

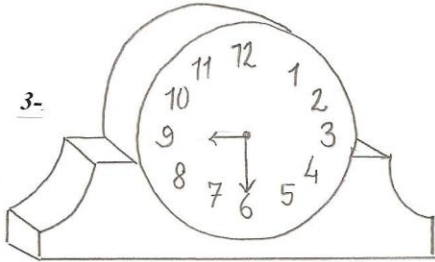


1-

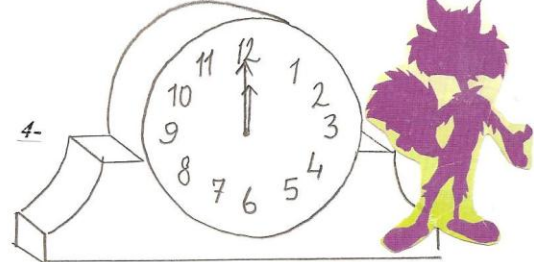
2-

.....?
.....

.....?
.....



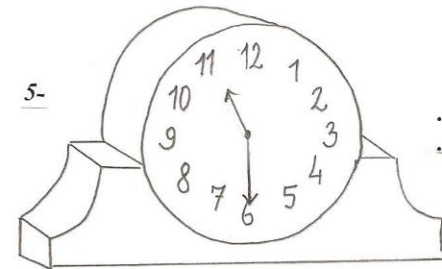
3-



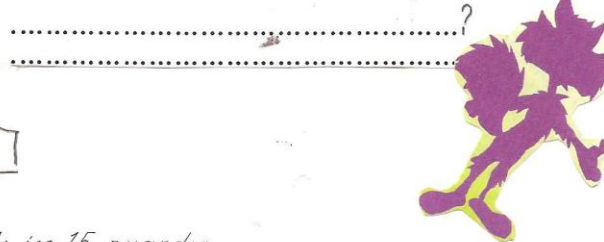
4-

.....?
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.....?
.....

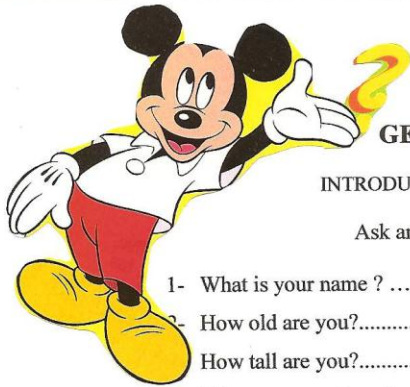


5-



Her soru 5 , cevabi ise 15 puandir.

APPENDIX 8. Worksheets: Introduce Yourself



GENERAL QUESTIONS – 1 –
VERB “BE”
INTRODUCE YOURSELF AND YOUR SCHOOL

Ask and Answer the Following Questions

- 1- What is your name ?
- 2- How old are you?.....
- 3- How tall are you?.....
- 4- Where are you from?.....
- 5- What school are you studying?.....
- 6- What class are you in?.....
- 7- What are your hobbies?.....
- 8- What is your favourite football team?.....
- 9- Are you happy or unhappy?.....
- 10- What is your father’s job?.....
- 11- Is your father tall or short?.....
- 12- How old is your father?.....
- 13- What is your mother’s job?.....
- 14- Is your mother thin or fat?.....
- 15- How old is your mother?.....
- 16- Have you got any brothers and sisters?.....
- 17- What are your brothers’ and sisters’ names?.....
- 18- Where is your house?.....
- 19- Is your house large or small?.....
- 20- Is your house beautiful?.....
- 21- What are the subjects at your school?.....
- 22- What is your favourite subject?.....
- 23- Are you good at math?.....
- 24- Are you good at English?.....
- 25- What colour is your school uniform?.....
- 26- Who is your English teacher?.....
- 27- Who is your principal?.....
- 28- Who is your vice-principal?.....
- 29- Where is your school?.....
- 30- Are you a hardworking student?.....

APPENDIX 8.1.

SPEAKING.....

Have all the students speak about themselves and their families.

MY FAMILY

My name is , and I am eleven years old. I am about 1.45 and I am from Erzurum. Also, I'm studying at Private Aziziye College. I'm in 6th class this year. My hobbies are music and football. My favourite football team is GS.

My father is a doctor, and he is 45 years old. He is tall and handsome. My mother is a housewife. I think, she is 33 years. She is very good at cooking. She isn't fat, she is thin. I have one sister but no brother. Her name is Büşra, and she is a student in 4th class.

Our house is in Yıldızkent. It isn't small. It is large and beautiful. We are very happy.



APPENDIX 8.2



AZIZIYE COLLEGE

COMPOSITION

Subject : Please write about yourself and your family.

MY FAMILY

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Name :

Number :

Class :

MONTHLY REPORT

ENGLISH

Date:.....

Name and Surname:.....

Quizzes and Projects							
Common Exams							
Homework							
Discipline							
Notebook and File							
Participation							
Average							
Frequency							

Dear,

Above are all the grades the student received in the last 4-week period. For better grades and further progress in the next period, your contributions, supports and comments are always requested.

Yours faithfully

Teacher of English

Head of English Department

.....

.....

Your Comments:

.....

.....

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CURRICULUM VITAE

The author was born in Erzurum in 1980. She completed her primary and secondary education in Erzurum. She graduated from Erzurum Anatolian Vocational High School in 1998. In the same year, she attended the English Language Department in Kazım Karabekir Education Faculty at Atatürk University and successfully graduated from the faculty in 2003. She worked as a teacher of English in Erzurum, from 2003 to 2006. She started MA program of ELT at Atatürk University in 2009.