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DİL ÖĞRETME STRATEJİLERİNİN YABANCI DİL ÖĞRENCİLERİNİN DİL YETERLİLİĞİ ÜZERİNE ETKİSİ

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Nuran MURSHUDZADA

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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF LANGUAGE TEACHING STRATEGIES ON THE PROFICIENCY OF FOREIGN LANGUAGE LEARNERS

MA THESIS

Nuran MURSHUDZADA

Supervisor
Asst. Prof. Dr. Emrah GÖRGÜLÜ

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Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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Üye   Dr. Öğr. Üyesi Hidayet SARANDİ   .

Üye   Dr. Öğr. Üyesi Dilek UYGUN GÖKMEN   .

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AUTHOR'S DECLARATION

I hereby declare and confirm that this master's thesis named as **" The Effects of Language Teaching Strategies on the Proficiency of Foreign Language Learners"** is my own work and I have documented all sources and material used. This thesis was not previously presented to another examination board and has not been published and is given full of acknowledgement.

Nuran MURSHUDZADA

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ÖZET

DİL ÖGRETME STRATEJİLERİNİN YABANCI DİL ÖĞRENCİLERİNİN DİL YETERLİLİĞİ ÜZERİNE ETKİSİ

Nuran MURSHUDZADA

Yüksek Lisans, İngiliz Dili Eğitimi

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Yabancı dil olarak İngilizce öğretimi, araştırmacıların ve öğretmenlerin üzerinde sıklıkla durduğu bir konudur. Dünyada geniş çapta tartışılmış ve araştırılmıştır. Azerbaycan gibi İngilizce konuşulmayan bağlamlarda İngilizce Yabancı Dili müfredatının öğretmenler tarafından nasıl yorumlandığını ve İngilizce öğretim stratejilerinin öğrencilerin ihtiyaçlarına cevap verip veremediğini araştırmak gereklidir. Bu çalışmanın sınıf uygulamalarının incelenmesi yoluyla tartışmaya katkıda bulunması beklenmektedir. Bu çalışma dil oğretim stratejilerini vurgulamaktadır, yeni dilin kavranılmasında ve dil öğrenim becerilerinin oluşmasında onların etkilerini araştırmaktadır.

Çalışma, destekleyici yöntemlerle yabancı dili öğretmek için yeni yaklaşımları ve uygun stratejileri göstermeyi ve bunlardan etkili bir şekilde yararlanan öğretmen ve öğrencilere stratejiler sunmayı amaçlamaktadır. Yabancı dil öğretme stratejileri öğretmenleri teşvik etmektedir. Öğrenci ve öğretmenlerin dil stratejilerinden doğru şekilde faydalanmaları için onları yönlendirmektedir. Bu çalışma, öğretmenleri ve öğrencileri etkileyen dil öğretim stratejilerini tartışmaktadır. Bu çalışmada EFL'yi nasıl algılamanız gerektiği ve Azerbaycan'da yabancı dil öğretiminin yollarını nasıl bulmanız gerektiği anlatılmaktadır. Ayrıca, bu çalışma, dil öğretmenlerinin yöntemlerini artıran, dil öğrenenlerin anlayışını kolaylaştıran dil öğretim stratejilerini bir araya getirmistir. Bu çalışma ayrıca, öğretme ve öğrenme sürecinde yardım hizmeti bulunduran beş yenilikçi, üretken yabancı dil öğretim stratejisini sunmaktadır.

Okul başarısızlığı, okullarımızı kuşatan bir çok problemle birlikte bir problemdir ve öğrenme güçlüğü ile ilgilidir. Bu tez, öğrenim zorluğu olan öğrenenlerin (Yabancı Dil Olarak İngilizce) öğrenme sürecine LTS (Dil Öğretme Stratejileri) öğretiminin etkilerini araştıran bir çalışmayı rapor etmeyi amaçlamaktadır. Ayrıca, çalışmanın amaçları doğrultusunda tasarlanan Dil Öğretim Stratejisini tanıtmakta ve LTS'nin İYD (İngilizce Yabancı dil gibi) derslerinde açık öğretiminin önemini tartışmaktadır. Araştırmada 40 katılımcı vardır: deney grubunda 20, kontrol grubunda 20 kişi. Verilerin analizi, gözlemlenen 45 dakikalık dersler, anketler, öğrenci günlüğü sayfaları ve

mülakatlarla analiz edilmktedir. (1) katılımcıların dinleme, konuşma, okuma ve yazmada zorluk yaşadıklarını, (2) kontrol grubundaki katılımcıların çoğunun kurs başlangıcında belirlenen zorluklar ve (3) derse katıldıktan sonra, deneysel katılımcılar temel olarak İngilizceye karşı tutumlarında değişiklikler yapmaktadırlar, çünkü derse katılmaya daha istekli olduklarından, daha fazla motive olmuşlar ve zorlukların üstesinden gelmektedirler. Bu sonuçlar, öğrenim zorlukları olan öğrencilere LTS öğretmenin önemini güçlendirmekte ve LTS'nin Azerbaycan İYD (İngilizce Yabanc Dil gibi) sınıflarına dahil edilmesini önermektedir.

ABSTRACT

THE EFFECTS OF LANGUAGE TEACHING STRATEGIES ON THE PROFICIENCY OF FOREIGN LANGUAGE LEARNERS

Nuran MURSHUDZADA

M.A thesis, English Language Education

Supervisor: Asst. Prof. Dr. Emrah GÖRGÜLÜ

May 2018, - 145 + x

The teaching of English as a foreign language (EFL) has been one of the major concern of researchers and teachers. It is widely discussed and investigated all over the world. In non-English speaking contexts like Azerbaijan, it is necessary to investigate how the EFL curriculum is interpreted by teachers and how the teaching strategies of English have responded to the students' needs. It is expected that this paper will contribute to the discussion through the investigation of classroom practices. This study emphasizes language teaching strategies, it investigates their effects on comprehension of new language and building comprehension for language learning skills.

The study aims to show the new approaches and appropriate strategies to teach the foreign language with supportive ways and presents strategies to teachers and learners utilizing from effectively. The foreign language teaching strategies can encourage them and direct them to the right use of language strategies of the students and teachers. This study discusses the language teaching strategies that influence teachers and learners. This article talks about how to perceive EFL and to find the most suitable ways of foreign language teaching in Azerbaijan. Additionally, this study is going to collect together the language teaching strategies that increase the number of methods of the language teachers and facilitate understanding of the language learners. This study also presents five innovative and productive foreign language teaching strategies, which rescue in the teaching and learning process.

School failure is a problem, along with many others, which has surrounded our schools, and it has been related to learning difficulties. This thesis aims at reporting about a study investigating the effects of the teaching of LTS (Language Teaching Strategies) on the learning process of EFL (English as a Foreign Language) learners with learning difficulties. Also, it introduces the Language Teaching Strategy devised for the purposes of the study and discusses the importance of the explicit teaching of LTS in EFL classes. There is 40 participants in the study: 20 in the experimental group, and 20 in the control group. The analysis of the data collects through 45 minute classes

observed, questionnaires, learner diary pages, and interviews shows that (1) participants have difficulties in listening, speaking, reading, and writing, (2) most participants in the control group remain with the difficulties identified in the beginning of the course, and (3) after attending, the experimental participants have changes mainly in regard to their attitude towards English, since they become more willing to participate in class, seems to be more motivated and to believe they overcome their difficulties. These results strengthens the importance of teaching LTS to students with learning difficulties and suggest the inclusion of LTS in the Azerbaijan EFL classes.

Key words: Foreign language, Methods, Teaching Strategies

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ABBREVIATIONS

EFL: English as a Foreign Language

LTS: Language-teaching strategies

CALP: Cognitive academic language proficiency

TS: Teaching Strategy

R: Researcher

Ss: Students

EG: Experimental group

CG: Control group

CLT: Communicative language teaching

CHAPTER 1
INTRODUCTION

"If you talk to a man in a language he understands, that goes to his head.
"If you talk to him in his own language that goes to his heart".

-Nelson Mandela

This chapter introduces the aims and objectives of the study, the background of the study, significance and limitations of the study. The research questions and the definitions of technical terms are also introduced.

All students come from different backgrounds with unique academic needs, culture, language, interests and attitude towards learning. Teachers are trying as hard as they can meet students' needs in their learning. Teaching language is a complicated task for teachers and the right techniques and strategies are needed to deliver effective language learning especially in English.

For some students, learning English as a foreign language is one of the most difficult subjects they have had. Due to the difficulties in its learning, the English language can make students lose their interest easily. Interest is one of the strongest motivations for learning English. Motivation has long been identified as one of the main factors affecting English language teaching (Gardner, 1985: 12). Parsons, Hinson and Brown (2001) define motivation as an important component or factor in the learning process. "Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourages us to go through the learning process" (Gardner, 1985: 23).

Wimolmas, (2013) stated that "as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the underlying possible factors which affect students' motivation and interest in learning English" (Wimolmas, 2013: 10-12).

This study was conducted to investigate the strategies that teachers have used to arouse students' interest and motivation in learning the English language as a foreign language at university. It is hoped that this study will help to be able to identify the right strategies to boost students' interest as well motivation in learning English effectively.

With the implementation of the new national English curriculum standards, primary school English teaching develops rapidly in Azerbaijan, in which phonetic, grammar and vocabulary teaching play an important role and have become an inevitable trend in English teaching. Azerbaijani students learn English mainly through attending English classes to improve their ability to speak English. However, English phonetics teaching in Azerbaijan is not perfect; teachers mostly pay attention to teaching words

and sentence patterns and less the guidance of teachers' phonetic skills. The teaching mode omits pronunciation and intonation so that students' interest in English phonetic learning is not strong, and learners' phonetic ability is unsatisfactory. Based on this, it is necessary for teachers to analyze problems in English teaching in schools and university.

It is important for teachers of English to recognize the most suitable way which they must adapt lessons and assessment to meet the unique needs of these students. Teachers need to understand the basic strategies that must be provided for English language acquisition in the context of the classroom. English learners can comprehensively acquire language and content if they are given the appropriate scaffolding and are assessed in ways that allow them to demonstrate their understanding and knowledge.

The format of this thesis is arranged to help teachers recognize how these students must be supported so that they can be successful in classes taught in English. The strategies are arranged in two sections: Strategies 1) for enhancing instruction through planning, which focuses on the ways in which teachers must adapt their lesson plans and add supports for English learners; and 2) Strategies for Building Comprehension, which emphasize ways teachers can support students' understanding English.

This thesis explores appropriate teaching strategies by using the questionnaire survey with a view to help teachers to enhance their teaching quality and to students to improve their English language skills.

1.1. Objectives of the study

The language teaching strategies are the ways to facilitate the process of the language learning. Many researchers have been working on this particular topic. The strategies, their contribution and influence to education are important.

Many people in Azerbaijan are eager to learn new foreign languages for different reasons. Some learners prefer to learn a language by themselves, but most people try to learn it with the support of teachers.

The English language is a foreign language in Azerbaijan and teachers go to different courses for developing their professional teaching skills with new approaches and strategies, which are acceptable in all developed countries.

Effective teachers are always in search for new and new **teaching strategies** that will keep their students motivated and engaged. Some effective teaching strategies, their basic theories, principles, and assessment are introduced in this chapter. These language-teaching strategies (LTS) can direct the teachers and learners to have a better way of learning and have been arranged for teachers and learners in this work.

With these **aims** in mind, we formulated a series of objectives to guide the study as follows:

- To investigate the language teaching strategies and their benefits, and develop teachers' intellectual, personal and professional abilities of teaching basic language skills (listening, speaking, reading and writing) in order to manage, make plans and motivate students.
- To define and describe active teaching strategy activities
- To describe and give examples of active teaching strategies that are connected to content and language objectives
- To demonstrate examples of active teaching strategies in the EFL classes.
- To describe how the teacher can modify lesson activities

1.2. Background of the study

One of the difficulties with researching language learning strategies is that they cannot usually be observed directly; they can only be inferred from language learners' behavior. As Ellis (1986) rather colorfully puts it: "It is a bit like trying to work out the classification system of a library when the only evidence to go on consists of the few books you have been allowed to take out". Ellis (1986: 14) Given the difficulties of such a task, the challenge has been to devise a means first of all to record and subsequently to interpret the phenomena involved, a process which Ellis (1986) likens to "stumbling blindfold round a room to find a hidden object". Over the years, different researchers have employed a variety of approaches to this rather daunting task, one of the most frequently used of which has been the gathering of data about good language learners and about what it is that they do that makes them more successful than slower language learners.

Strategic teaching is a way of making decisions about an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about the course content, structure, methods of assessment, and other key components.

Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803–1865), Henry Sweet (1845–1912), Otto Jespersen (1860–1943), and Harold Palmer (1877–1949). "In their early years of teaching, most teachers struggle. Most teachers improve from their first to their second to their third year of teaching. However, a substantial share of teachers will underperform the average rookie in their third years of teaching" (Thomas J. Kane, 2013: 2). "The language teacher aiming at training his/her students in using language learning strategies should learn about the

students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class" (M.Hismanoglu, 2000: 6). Especially the new teachers need the language teaching strategies. Not all students are active in the classrooms. Most of them do not have confidence to show their abilities, most of them abandon to be active and others intend to comprehend, but they do not realize how to express themselves.

When discussing strategies, it is helpful to dissect the definition. Strategies are "Goals directed and consciously controllable process that facilitates performance" (Adrenne, H and Michael, J. 2004: 13). In essence, a strategy is simply a tool used to accomplish a task. A strategy concentrates and enhances effort.

Strategic approaches to tasks separate poor learners from learners that are more effective. While the use of strategies is common among successful learners, the opposite is true for struggling learners and in particular students with learning disabilities. These students may not develop effective strategies, or may use ineffective or inappropriate strategies.

The use of strategies is important because the means ready to get these goals are usually scanty. The strategy encompasses the progress of events, goals and their managing under the control. A strategy typically involves two major processes: formulation and implementation.

Formulation involves analyzing the environment or situation, making a diagnosis, and developing guiding policies. It includes such activities as strategic planning and strategic thinking. Implementation refers to the action plans taken to achieve the goals established by the guiding policy. According to Bruce Henderson (1981), "the strategy depends upon the ability to foresee future consequences of present initiatives" (Henderson, 1981: 21) He wrote that the basic requirements for strategy development include, among other factors:

1). extensive knowledge about the environment, market and competitors;

2). ability to examine this knowledge as an interactive dynamic system;

3). and the imagination and logic to choose between specific alternatives.

Throughout history, foreign language learning has always been an important problem. Today English is the world's most widely-learned language. The necessity of strategies is paramount in various areas. The strategies are the "right hand" of the users. A lot of politicians, teachers, doctors and other proffesionals carry out different and sometimes identical techniques. It can be the same, because they work on and with people; It can be different, because their areas are not the same.

The language teaching has a historical background. The approaches and strategies in language teaching that we are likely to discuss here require a brief understanding of the history of language teaching. About 60% of today's world population speaks diverse languages. "From both contemporary and historical perspective, bilingualism and multilingualism is the norm rather than the exception" (Jack C. Richards and Theodre S. Rodgers, 1986: 16).

New teaching strategies in EFL have been developed over the last 25 years in Azerbaijan. Since 1993, The Independent Azerbaijani government has made a firm commitment to a high quality of education for all learners. It has recognized the fact that building the capacity of teachers, schools and universities to teach students develop their skills and knowledge. It provides an overview of teaching strategies and approaches for students of educational needs, the theoretical underpinnings of these strategies and approaches, and the role of specialist knowledge in teaching the learners.

The comprehensive study drew upon national and international publications, including reviews of research findings, individual research reports and professional guidance for teachers. Theoretically, EFL textbooks in Azerbaijan should offer clear teaching materials with four skills in each lesson so that teachers can integrate listening, speaking, reading, and writing tasks flexibly in class.

English teachers need to have a broad range of subject knowledge about English language in order to effectively teach it as a foreign language. This knowledge includes such things as oral and written language, grammatical structures, vocabulary, phonology, and the nature of language acquisition.

This knowledge helps teachers in giving clear and accurate explanation;

a) Giving accurate answers to the students' questions;

b) Demonstrating knowledge of concepts and skills;

c) Combining different techniques to convey the language knowledge and skills;

c) Presenting learning content in a logical sequential order;

d) Coordinating learning content with learning objectives. (Fillmore & Snow, 2000: 17)

Scholars have provided different ideas and reasons for the language teachers' responsibility. They think that English teachers need to have pedagogical knowledge. That is to say, "teachers must understand clearly about teaching strategies and teaching and learning theories". (Fillmore & Snow, 2000:. 23). Additionally, according to Gess-Newsome (2002) and Koehler (2011), pedagogical knowledge is not only related to classroom organization and management, lesson plan, student assessment, instructional models and strategies, and classroom communication, but also to teachers' beliefs and perceptions about teaching, and teaching experience. Overall, "teaching effectiveness requires teachers not only to have deep knowledge about techniques of teaching to be used in the classroom; the background of the students; methods of assessing student understanding, but also to provide both language support and opportunities for students' use of English, together with appropriate feedback" (Hoare and Kong, 1995: 21).

Making good decisions about instructional practices for English language learners, the teachers must understand how students acquire English and now this acquisition differs from the way foreign languages have traditionally been taught in Azerbaijan. Many teachers have experienced classes in Azerbaijan in which they have practiced repetitive drills and translated long passages using English-Azerbaijani and Azerbaijani-English dictionaries. While these approaches have been used for many

years in Azerbaijan without much success and educational system needs innovative methods for developing the teaching and learning process.

Krashen (1982), in his study of language acquisition, makes a distinction between language acquisition and language learning that is vital "to the support of students' gradual acquisition of fluency in a new language" (Krashen, 1982: 22). Krashen states that "language acquisition is a natural thing. Young children acquire their home language easily without formal teaching" (Krashen, 1982: 23).

This acquisition is gradual, based on receiving and understanding messages, building a listening (receptive) vocabulary, and slowly attempting verbal production of the language in a highly supportive, non-stressful situation. It is exactly these same conditions that foster the acquisition of a second language.

Teachers are responsible for providing the understandable language along with whatever supports are necessary for students to understand the messages. Using approaches and materials that add context to the language-props, gestures, pictures-all contribute to the child's acquisition and eventually to the production of language.

Krashen and Terrell (1983) also stress "the need for English language learners to be allowed to move into verbal production of the new language at a comfortable rate" (Krashen and Terrell,1983: 24). Students must hear and understand messages in the target language and build a listening or reading vocabulary before being expected to produce spoken language. This does not mean that the English language learners should be uninvolved in classroom activities, but that the activities should be structured so that English language learners can participate at a level of comfort. Questions asked of them should be answerable at first with gestures, nods or other physical responses. This language acquisition stage is called the silent or preproduction period, and it is a vital start to language acquisition.

Language teaching strategies are defined in this thesis as approaches that can be used across curricular areas to support the learning of students. The strategies described in here are based on the theories of the linguists and English language teaching described in this introductory section. The goals of the strategies are to enhance learning. To provide this enhancement, one or more of the underlying premises of effective instruction of English language learners are emphasized in each of the strategies.

1.3 Research questions

This study is aiming to find the answers to the questions concerned with the language teaching strategies. Here are some questions and sub questions about this work. In the section of this study, the questions are related to the use, benefit and role of the strategies in language teaching and learners.

Question 1: How do teaching strategies help students to improve their communicative competence?

Question 2: How does inquiry-based instruction as a teaching strategy help students in the learning process?

Question 3: How do best practice teaching strategies improve students' proficiency in and attitudes toward language?"

Question 4: How does reading aloud as a strategy motivate students to read independently?

1.4. Hypotheses of the study

In this context, the expected outcomes of the study, namely, the hypotheses of the research are the following:

1. Language teaching strategies used in this work with significantly improve the communicative competence of foreign language learners.

2. Inquiry-based instruction as a teaching strategy with assist language learners in the process of learning.

3. Teaching Strategies with improve students' proficiency and attitude toward knowledge based on best practice teaching and offer opportunities for interactive involvement.

4. Reading aloud as a teaching strategy with motivate students and they with comprehend what they are reading picture prediction and discussion and have opportunities to practice reading in a foreign language.

1.5. The significance of the research

In recent years, a number of studies have focused on foreign language teaching. Especially, the priority of researches is the foreign language students. These studies have confirmed that these strategies help learners in becoming more effective learners inside the class and encourage more efficient development of students' mastery of the target language after leaving school. This study is aimed to examine learners' LTS through Azerbaijani students. EFL teachers who want active English language learners, they should utilize the effective teaching strategies that are mentioned in this study.

By using from this thesis, the teachers can motivate their students to engage the foreign language lessons. This research carried out with students with acquiring difficulties has suggested that when these students employ teaching strategies they may cope with most of their difficulties and thus achieve the success in general learning that they are expected to reach. This study also emphasizes that education and teachers have a fundamental role in this language teaching progress for learners. The teachers try to

focus their leaners attention to the lessons by using the effective language teaching strategies in the classroom.

In recent decades the grammar, lexis and reading the text are mostly applied in many countries. But the usage of these methods teaching language does not strengthen the learners' speaking. The students need to increase all of their skills in the classroom. This study also aims to find out and investigate the language strategies to develop the teachers' intellectual, personal and professional abilities of teaching basic language skills and to make plans, motivate their learners and manage them.

1.6. Limitations of the study

Like any investigation, there are some limitations of this study, too:

- First the research was conducted in the two intermediate classes which have lasted for eight weeks and it is not satisfactory for the researcher to observe the students' skills development.

- Second, the participants of both experimental and control group are small, there are twenty in each group and other students of intermediate level might not represent.

- Third, the questionnaire designed to measure the students' attitude towards the use of communication strategies might give useful information about the impacts of communicative strategies: it seems to provide evidence of participants' actual behaving to communication skills in the speaking performance.

1.7. Definitions of the terms

Cognitive approach: Emphasis on the viewpoint that factors within the individual account for behaviors.

Comprehension: Cognitive learning that entails changing the form of previously learned material or making simple interpretations.

Continuous reinforcement schedule: A question that has only one correct response.

Discovery learning: Instructional method that focuses on intentional learning through supervised problem solving according to the scientific method. Students are encouraged to learn concepts and principles through their own exploration.

Imitation: Carrying out the basic rudiments of a skill when given directions and supervision.

Empirical questions: Questions that require integration or analysis of remembered or given information in order to supply a predictable answer.

English Language Development (ELD): Classes designed to assist English Language Learners.

English Language Learner (ELL): A student who is the process of acquiring the English language and whose first language is not English.

Specially Designed Academic Instruction in English (SDAIE): Teaching strategies for teaching academic content to English Language Learners.

Strategy - (from Greek stratēgia), "art of troop leader; office of general, command, generalship" is a high level plan to achieve one or more goals under conditions of uncertainty.

Teaching strategy: Teaching strategy refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Comprehension strategies: are conscious plans sets of steps that good readers and writers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading and writing comprehension.

1.8. Structure of the thesis

The study consists of five chapters. The first chapter, namely the introduction, presents the study, raises research questions, contains information on the research aim and objectives, and outlines the research structure. The Second chapter is the Literature review and it reviews the related literature. This chapter contains the analysis of theoretical frameworks that have been previously introduced to the research area. This chapter contains definitions of main terms and explains research strategies and viewpoints of other authors regarding the research area in general and research problem in particular have been presented in a logical manner in this section. The Third chapter addresses methodology. The chapter outlines the research process and addresses the issues of research. Moreover, the methodology chapter provides the research design, and the choice and implementation of data collection methods. Sampling aspect of the study and discussions of ethical considerations are also included in this chapter. The Fourth chapter contains presentation of the primary data collected through questionnaires/interviews/focus groups/observation, constitutes results and discussions. Presentation of primary data findings have been facilitated through tables. Brief discussions have been included to explain each table. The Fifth chapter briefly summarizes the study and provides points for future research.

CHAPTER 2

LITERATURE REVIEW

It was common people language, but now it has become a global language, regularly used and understood by many nations for whom it is not their first language. The eventual effects on the English language of both of these developments can only be guessed at today, but there can be little doubt that they will be as important as anything that has happened to English in the past sixteen hundred years (Philip Durkin, p. 3)

This chapter provides a thorough and detailed review of the language teaching strategies, their usage, benefits in miscellaneous contexts, at various ages and levels, the spread and use of the English language in the world and Azerbaijan. It also presents some challenging issues for teachers of Azerbaijan. The teachers have been faced with big challenges in their teaching classes. They also face the changing the changing process in Azerbaijan teaching English strategies, teacher involvement in the preparation of trainings and courses, identifying the teachers needs to understand their existing and the new classroom practice and the skills.

Teaching strategies and approaches are associated with, but not necessarily related directly to, specific categories of EFL needs (e.g. vocabulary, grammar difficulties, etc). A range of theoretical perspectives underpins research in each of the strand areas. However, there is a considerable overlap with behavioral, social constructivist and ecological approaches dominating the intervention literature. At the same time there is an increasing understanding of psychological and educational connection between different theoretical approaches to teaching and learning, and between social, emotional and cognitive aspects of educational experience.

During lessons, some teachers use Elaborated Input, that is the use of "…repetition, paraphrasing, slower speech contains redundant information, the redundancy being achieved through repetition, paraphrase, slower speech and so on" (Nunan 2000, p. 191) and according to research it may be more effective than a teacher using simpler syntax and vocabulary (Nunan 2000: 191). The use of this type language with actions, illustrations, context or prior knowledge, is a key factor in helping children to learn a foreign language (Brewster, Ellis and Girard 2002: 15).

"For many years, the lecture method was the most widely used instructional strategy in EFL classrooms. Nearly 80% of all Azerbaijan university classrooms in the late 1990s reported using some form of the lecture method to teach students. Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information. There is evidence that the more prominent strategies are needed in Azerbaijan EFL classes" (R.Aliyeva,

T.Mehtiyeva, J.R.Silver, 2002: 7). Research on the efficacy of multiple approach strategies reports that a combination of strategies produces more powerful effects than a single strategy solution.

2.1. The concept of teaching strategy

Strategy is an important factor to gain success. The characteristics of a strategy that is conducive to success stand out four common factors:
- Goals that are simple, consistent and long term.
- Profound understanding of the competitive environment.
- Objective appraisal of resources

Effective implementation (Robert M. Grant, Judith Jordan: 2007:.7).

In its broadest sense, strategy is the means by which individuals or organizations achieve their objectives. (Robert M. Grant, Judith Jordan. 2004: 11)

Table 2.1.1. A number of definitions of the terms of strategy

Strategy: a plan, method, or series of actions designed to achieve a specific goal or effect. –
Wordsmyth Dictionary.
The determination of the long-run goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out these goals.

The strategies included in this section provide ways for teachers to involve students actively in learning. The research in language acquisition and student motivation overwhelmingly supports the importance of student engagement in facilitating student learning.

The effective teacher must identify **Teaching Concepts** that is a category to which a set of objects, conditions, events, or processes can be grouped based on some similarities that they have in common. This category of things is then represented by a single symbol. Thus, concepts can be thought of as definitions.

Concepts give meaning and order to our world. They enrich our psychological world. Basically, concepts benefit us in three ways. First, they reduce the complexity of learning tasks. Second, they give us a means to communicate with each other.

Third, they help us better understand our environment.

Our environment is very complex. Concept formation helps us function better in this environment. Concepts are abstractions. They can be categorized into two kinds:
- Abstractions derived from concrete objects*;*

- Abstractions derived from conditions or processes

The learning process for the different abstractions can be quite different. Indeed, some concepts are learned through informal situations while others are learned through some type of systematic situation.

Table. 2.1. 2 Presents a simple continuum of the formality that might occur for individuals in learning concepts

Learning the concept storm	Learning the concept fire fighter	Learning the concept longitude
Mainly informal learning	Partial informal partial systematic learning	Mainly systematic learning

Concepts are generally learned in one of two ways. The learning of object concepts such as rock, chair, or car can usually be accomplished through a classification process of finding the essential characteristics that define the concept, while the initial understanding of condition or process concepts such as cold, noise, or freedom requires some type of direct experience.

Many simple concepts, such as horse and blue, can be taught through observation and association. Many of these simple concepts are learned outside of school. For example, a child learns the concept bicycle by hearing certain objects referred to as bicycles. Initially, the child may include motorcycles, tricycles, or other toys with wheels in the concept category of bicycle, but with time and experience, the concept is refined until the child can differentiate between bicycle and non-bicycle.

Diagrams, mappings, and webbings can often be employed as visual examples of abstract concepts. They can also aid the teacher in analyzing the concept for instructional decisions.

Planning the lessons must be implemented, and this requires that the teacher is a master of a variety of teaching skills. First, s/he must be able to communicate effectively. Second, to establish and maintain student attention, third, to elicit responses from students so as to keep them involved and to examine the results of his/her teaching. Finally, the teacher must be an effective classroom manager.

2.2. Language and teaching strategies

For a long time, there has been a lot of discussion about how **languages** are used and learnt. Until the middle of the twentieth century, many people believed that, in order to speak or write the best kind of English, you had to use complete sentences which were grammatically correct. People learning English should learn to write and

speak this 'Standard English'. They also wanted to sound like native speakers of English from the home counties. Two things have happened to change these ideas.

First, English has become an international language and it is used as the main language or one of the main languages in countries like America, Australia, India, Malaysia, Nigeria, Pakistan, Philippines, Singapore, South Africa, Zambia and Zimbabwe. In these countries, different varieties of English have developed. People may pronounce English differently and they may use a different sentence structure from Standard English. Similar words may have completely different meanings or they may not exist in Standard English. For example, in Ghana, people use the word 'trek' to mean 'walk'; 'I trekked to the shop on the corner.' 'Trek' also exists in Standard English, but it has a much more specific meaning than 'walk'(it means to migrate or to make a long and difficult journey on foot, carrying equipment and camping at night). But people speaking local varieties of English have no problems communicating with other people who speak the same variety. However, these different or local varieties of English can sometimes be a problem for teachers. Your students may be fluent in the local variety of English, but in order to understand their textbooks or pass their exams they may have to learn British English or American English.(Joanna Baker. Heather Westrup. 2005)

Second, people need a common language in order to communicate with each other business, travel and social reasons. So, some linguists began to think more about how people actually use and learn to use language for communication in everyday life (Joanna Baker. Heather Westrup. 2005).

2.2.1. Role of teaching strategies helping students to improve their communicative competence

"While developing their speaking abilities and increasing their vocabulary level, students simultaneously develop their listening skill and gain confidence during the process of communication. It is apparent that an English context is automatically created during various activities when implementing CLT while English is used as the medium for students to communicate with each other. The English context can help students cultivate their sense of the language, and create an atmosphere where students can improve their English ability. CLT provides students an opportunity to speak and share ideas in a relatively relaxing way. Therefore, students become the protagonists in the classroom, and their initiative and motivation are both enhanced. A problem that the lack of an English context may block students" English study can be solved by implementing this teaching method, because CLT not only focuses on developing students" listening and speaking skills of English, but also reading and writing skills. CLT can introduce new teaching methods, creating a diversified teaching process. Teachers can use various resources to help students develop their

communicative skills, which is another manifestation of the diversity of the teaching method (Fan Gabriel Fang, 2010: 2).

2.2.2. Seven benefits of inquiry-based instruction as a teaching strategy

Developed in the 1960s, many teachers see inquiry-based learning as a new pedagogy meaning they have questions about how to use it and if it' is worthwhile. Like problem-based learning, proponents state that letting students investigate solutions to open questions has a range of advantages. However, the pedagogy must be shaped by research-backed approaches to reap these advantages. Along with a definition, below are the benefits of inquiry-based learning and strategies for implementing activities in your classroom. For the many educators who are not, it is learning and teaching method that prioritizes student questions, ideas and analyses. To highlight the pedagogy's nuances, it is important to define inquiry-based learning from both a learner and teacher perspective. From a student point-of-view, inquiry-based learning focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem solving to reach a conclusion, which they must defend or present. From a teacher point-of-view, inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. You must encourage students to ask questions and support them through the investigation process, understanding when to begin and how to structure an inquiry activity.

As well as building skills to help students reach a high level of thinking, inquiry-based learning can deliver other benefits to students and teachers:

1. Reinforces Curriculum Content

Whereas some see inquiry-based learning as a departure from the curriculum, you can use it to reinforce relevant content and improve understanding of core concepts. This is due to curiosity's effect on the brain. When a concept sparks curiosity, there is increased activity in the hippocampus the region of the brain responsible for memory creation. When students show more curiosity than normal regarding a specific topic, satiate it by using their questions to introduce an inquiry activity in the coming days. In doing so, they should effectively retain essential information gleaned during the exercise, according to a study from the Association for Psychological Science.

2. "Warms Up" the Brain for Learning

Running a brief inquiry activity to start class can help students absorb information throughout the day, according to the same study. Specifically, it states that curiosity prepares the brain for learning allowing students to become more proficient at understanding and remembering skills and concepts. An easy way to inspire curiosity is by launching an inquiry activity as a surprise. Related to a recent topic students found especially interesting, begin a lesson by playing a video or sharing a primary source

document. Then, give students an open question to answer either individually or as a group. This will help start class in a curiosity-sparking, intellectually stimulating way.

3. Promotes a Deeper Understanding of Content

By delving into a concept through inquiry, students should see it as more than a simple rule, idea or formula.

Many of them will understand:

- How the idea was developed,
- Why the rule or formula works,
- When they can properly apply the rule, idea or formula.

This is because the process of asking open questions, solving them through original strategies, empowers students to take ownership of their learning. Barring hiccups, they should be able to build understanding of a concept through their own methods and thinking styles. They will not have to follow a process they cannot grasp, possibly arriving at a seemingly unjustified conclusion.

4. Helps Make Learning Rewarding

Inquiry can help students see the intrinsic rewards of learning, says an oft-cited article from the Harvard Educational Review. The author states that many kids learn in an attempt to earn "the rewards of parental or teacher approval or the avoidance of failure." As a result, they may not appreciate the inherent benefits of learning. He hypothesized that inquiry-based learning instills a different mindset. It shows students how fulfilling the act of discovery is, and that theorizing a new strategy or original conclusion is a reward. Because of this, they grow to enjoy the learning process itself not parent or teacher approval. This means that student appreciation for learning can improve with a simple inquiry exercise.

5. Builds Initiative and Self-Direction

Students can improve certain transferable skills through inquiry-based learning, many of which relate to initiative and self-direction. This is evident when examining the steps of the inquiry process. Students learn how to ask questions, investigate, discuss, collaborate and reach their own conclusions. Although they can separately build these skills through other activities, self-guided inquiry and analysis synthesizes this development. Such skills will not only prove useful as students reach higher grades, but enter post-secondary school and beyond.

6. Works in Almost Any Classroom

Inquiry-based learning can also benefit teachers, as you can repurpose activities for almost any classroom. Even regardless of grade and individual skill levels.

This is because you can:

1. Adapt the pace and content to suit the needs of students
2. Appeal to students who struggle to grasp content through traditional lessons
3. Deliver exercises that greatly differ, using distinct content and investigation methods

4. Use an inquiry exercise as either a "minds-on" activity, review, full lesson or standalone project curiosity towards it

In these ways, you will have the flexibility to provide inquiry exercises to the majority of your classes year after year.

7. Offers Differentiated Instruction

Running an inquiry-based learning activity will give teachers a chance to use differentiated instruction strategies, appealing to the diverse learning styles of your students. Students can work by themselves, or as part of a small or large group. Inquiry itself typically involves methods such as discussion and guided research. You can also provide content in form of text, audio, video and virtual or physical manipulative such as building blocks. Delivering a range of content and ways to process it, inquiry activities can allow you to meet your students' distinct learning needs and preferences."(Marcus Guido, 2017: 1-7)

"Inquiry-based teaching is a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions. Also known as problem-based teaching or simply as 'inquiry,' this approach puts students' questions at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content. The role of the teacher in an inquiry-based classroom is quite different from that of a teacher in a conventional classroom. Instead of providing direct instruction to students, teachers help students generate their own content-related questions and guide the investigation that follows. Because of the role of the teacher in an inquiry-based classroom is unconventional, it is sometimes misunderstood. Administrators, parents, or even students may not recognize the hard work that goes into planning and implementing an inquiry-based approach in fact, it may seem that teachers "aren't doing anything" as students struggle to formulate questions and seek out answers. Nothing could be further from the truth. When teachers choose to use an inquiry based approach, they commit to provide rich experiences that provoke students' thinking and curiosity, plan carefully constructed questioning sequences, manage multiple student investigations at the same time, continuously assess the progress of each student as they work toward their solution or final product and respond to students' emerging queries and discoveries (Nystrand, Martin and Adam Gamoran, 1991: 261).

2.2.3. The effects of best practice teaching strategies on improving students' proficiency in and attitudes toward language

Best practice teaching strategies are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for

communication and teamwork. Best practice teaching strategies are applicable to all grade levels and provide the building blocks for instruction. Best practice teaching strategies motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success.

Classrooms that exemplify best practice teaching strategies are easy to detect as soon as you enter the room:

- Project materials and books are numerous.
- Students are engaged and focused on their work.
- Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process.
- Seating arrangements are clustered, varied and functional with multi-instructional areas.
- Classrooms are activity-based spaces as opposed to places to "sit and get "lectures.
- Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments.
- There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment."(Daniels, H., & Bizar, M, 1998: 1)

The common theme among previous studies has been that it is essential to have a process by which teachers can be engaged in interpreting the data, linking the information to their own teaching, and testing the links using the discourse of evidence and accountability among peers. Teachers often do not link their teaching to student achievement, but attribute outcomes to factors beyond their control, such as home background. This is despite evidence that teacher/classroom effects can account for up to 60 per cent of the variance in student achievement (Alton-Lee, 2004: 21-24).

2.2.4. Reading aloud as a strategy motivate students to read independently

Some students, who attach no importance to reading aloud, believe that the reading and writing should follow the listening and speaking. However, "reading aloud" plays an important role in the English learning process. First of all, English is a kind of phonic language, which uses the alphabetic writing. Moreover, English is a subject with practice. At the same time, "reading aloud" also is an important part in education for all-around development, which has several functions in English teaching. But in recent years, some English teachers paid more attention to the accumulation of reading skill than to reading itself, and neglected to foster the reading practice ability. Some teachers

even believe that it is enough to make the students to open their mouths. In fact, reading aloud in English Teaching is very demanding.

Reading aloud has five functions in foreign language teaching:

1. Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice. Our students come from many places of the country, some of them have strong local accent. Reading aloud can help them correct their dialect effectively.

2. Improve oral English

The students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of fuzzy, repeat, improper pause, and develop natural and good pronunciation habit. Try to read with expression, change the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of our voice to show different characters or create a mood. Reading aloud can not only help us open our mouths, but also improve our oral English evidently.

3. Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply.

4. Strengthen the knowledge

We can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

5. Improve the classroom atmosphere

In class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. In a word, as the important part of language teaching, reading aloud is the primary pivot connecting reading and oral English training. Reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression. As long as we follow its principle and practice on hard, we can improve the students' integrated ability (Liangguang Huang, 2010: 1-3)

2.3. Traditions vs. current practices

Teaching English Language is one of the disciplines of schools and universities in Azerbaijan and a foreign language has always been compulsory.

In the soviet period knowledge was considered to be fixed and independent of the person. It was a teacher-centered learning process, and the teacher was the main knowledge sender to the audience. In half of the lesson, the teacher speaks, explains and was active, but students were passive listener and knowledge getter. There were "truths" that were outside the student. Knowledge is the accumulation of the "truths" in a subject area. The more "truths" one acquires, the more knowledge one possesses. Knowledge was independent of the person and consists of accumulating "truths". Rather knowledge is produced by the knower from existing beliefs and experiences. All knowledge is constructed and consists of what individuals create and express. Since individuals make their own meaning from their beliefs and experiences, all knowledge is tentative, subjective, and personal. Knowledge is viewed not as a set of universal "truths", but as a set of "working hypotheses."

Recent research illustrates that money makes a difference in the quality of education, especially as it is used to pay for more expert teachers, whose levels of preparation and skill prove to be the single most important determinant of student achievement.

In Azerbaijan, children, who are required by law to attend school are not guaranteed the right to a knowledgeable teacher. Students have consistently found that, with little knowledge of learning or child development to guide them, teachers who lack preparation are more reliant on rote methods of learning, more autocratic in the ways they manage their classrooms, less skilled at managing complex forms of instruction aimed at deeper levels of understanding, less capable of identifying children's learning styles and needs, and less likely to see it as their job to do so, blaming students when their teaching is not successful.

After gaining independence, Azerbaijan State Education Standards of Foreign Languages was prepared by the Institute of Educational Problems in 1997. The introductory part of the document, which defines aims, general methodology and requirements, is common for every foreign language taught in Azerbaijani schools. This conceptual document gives the definition of the concept of standards: "Education standards define the level of the knowledge and skills which are achieved in the three stages of schooling: elementary, middle and high. Each class is split into two groups with 10-12 students".

A lot of seminars, workshops, trainings were held and English language teachers participated there. Expert lecturers were invited from the USA, UK and other countries.

Building knowledge for powerful teaching depends on teachers' wide repertoire of teaching strategies that respond to the demands of subject matter as well as to the

needs of students depend on putting more usefully framed and contextualized knowledge directly into the hands of teachers-contributing to their education as teachers and researchers rather than trying to derive broad-gauged generalizations to control their actions.

2.4. Alterations of ineffective English teaching strategies

Strategies are defined in this section as approaches that can be used across curricular areas to support the learning of students. The strategies described in this section are based on the theories of the linguists described in this introductory section. The goals of the strategies are to enhance learning. To provide this enhancement, one or more of the underlying premises of effective instruction of English language learners are emphasized in each of the strategies. These premises are the following:

1. Teachers should provide instruction in a way that ensures that students are given *comprehensible input* (material presented in a manner that leads to the student's understanding of the content, i.e. visual, manipulative, scaffold in FL and so on.).

2. Teachers should provide opportunities to increase verbal interaction in classroom activities.

3. Teachers should provide instruction that contextualizes language as much as possible.

4. Teachers should use teaching strategies and grouping techniques that reduce the anxiety of the students as much as possible.

5. Teachers should provide activities in the classroom that offer opportunities for active involvement of the student.

As teaching strategies are explained in the following sections, the reader will be reminded of the national EFL standards by means of a graphic box at the beginning of each section, which connects the strategy to the reasons for its appropriateness to English language learners. Strategies will be related to the goals established by EFL standards as important to the support of students acquiring English. This will enable the teacher to select activities that best suit the needs of the learners being taught. In addition, the outcome behaviors to be expected from students after the use of the strategies are enumerated at the conclusion of each section. The strategies in this chapter are not meant to be used in isolation. By combining strategies, the teacher can plan innovative lessons, which will motivate the students to learn. The examples that are included in each section will demonstrate ways the strategies can be combined and used effectively.

Students in the process of acquiring English often have difficulty expressing themselves to convey the understanding they have of the content they are learning. Beginning English learners often understand much more than they are able to express. Their receptive English grows at a much faster rate than their expressive English. For

this reason, teachers must create a variety of ways for English learners to demonstrate their understanding. It is important that teachers provide ways to document the learning of English learners so that appropriate lessons can be planned. It is also vital that English learners be able to show that they are learning and for them to be included in the classroom interaction. Assessment strategies are included as a part of this theoretical overview because teachers will need to adjust their teaching strategies on the basis of their knowledge of the students' growing competencies. Because assessment can be extremely language-based, requiring exact vocabulary to read and answer questions, assessment strategies must be adjusted to find out how well the students understand the concepts being taught. Less formal assessment also provides an opportunity for teachers to learn more about the learners' understanding of English vocabulary and use of sentence structure.

Assessment strategies appropriate for English learners include the use of observation and anecdotal records by the classroom teacher and paraprofessionals, watching the students' reactions and responses, and documenting their growth. In addition, performance sampling, where students are asked to perform certain task and teachers observe and document their responses, are very effective in monitoring and documenting growth. The third assessment strategy, portfolio assessment, is a way of maintaining records of observations, performance sampling and ongoing growth. These three assessment strategies, when combined, provide a rich store of information about English learners, which give a more complete picture of their individual growth and learning development.

It is important for teachers of English language learners to recognize the essential way in which they must adapt lessons and assessment to meet the unique needs of these students. Teachers need to understand the basic support that must be provided for English language acquisition in the context of the classroom. English learners can comprehensively acquire language and content if they are given the appropriate scaffolding and are assessed in ways that allow them to demonstrate their understanding and knowledge.

2.5. Strategies for teaching English language

For this research the term strategies was defined as, "...the approaches that can be used across curricular areas to support the learning of students" (Herrell and Jordan 2004: 5) which "...may be used only on occasion" (Ritchhart, Church and Morrison 2011:. 48). Teaching strategies can help students expand their vocabulary and improve reading and writing skills both in and outside the classroom.

Below are brief descriptions of teaching strategies that promote active engagement and participation of students in the classroom, plus links to sample assignments and activities and more complete information for using each strategy

successfully. Below, you will find brief descriptions of teaching strategies that promote active engagement and participation of students in the classroom, plus links to sample assignments and activities and more complete information for using each strategy successfully.

The list of teaching strategies below does not by any means include all of the good ideas for structuring assignments and activities for students! But each is an effective way for actively engaging students and placing more responsibility on them for their own learning.

2.5.1. Strategies for building comprehension
2.5.1.1. Interactive writing: Developing writing skills through active scaffolding

Interactive writing (Pinnel & McCarrier 1994) is form of shared writing or language experience lesson in which the students and the teacher compose a story or text and share the pen in writing the words down on a chart or writing paper. The students are supported in using conventional spelling, capitalization and punctuation. They are encouraged to write the parts of the text they are able to write. The teacher supplies the non-phonetic parts of words as she supports the students' decision making as they practice writing with conventional spelling and mechanics.

Interactive writing provides scaffolding for young children moving from invented spelling into conventional spelling or to older students' need of skill- and confidence-building. It is especially appropriate for English language learners because providing an experience about which to write is the first step in interactive writing. While discussing the experience the students provide the language to be written. The teacher helps them in creating complete English sentences, sounding out the words to be written and teaching the use of capitalization and punctuation that are in.

The steps in conducting and interactive writing lesson are:

• **Providing an experience on which to focus writing**- Provide an experience to write about. Interactive writing can be done after a field trip, to share daily news, or after reading a book. The shared experience gives the group something to write about. If the interactive writing is done with an individual, it still works best to have a recent experience to write about.

• **Gathering materials**- display a piece of chart paper on which the text will be written, or a piece of writing paper if the text is to be written with and individual student. Gather markers and correction tape. Inch- wide correction tape is best when the story is written on chart paper.

• **Stating the process** -Negotiate a sentence to be written. In the beginning it is best to start with a fairly simple sentence. Have the students help you count the words in

the sentence. This helps you remember it and helps the student to see the individual words as they are written.

- **Scaffolding writing**-say the first word in the sentence slowly, drawing, at the sounds. Ask the students what letter they hear at the beginning of the word.
- **Rereading after each word is added**-After each word is written, go back and reread the sentence so far, pointing to each word as it is read. Continue to compose and support the children in writing the story following the same procedures.
- **Rereading the story aloud**- After the text is written, celebrate with the student by having the group read it aloud. Choose a student or two to illustrate it and then display it proudly in the classroom. (Adrienne, H. & Michael, J. 2004: 27)

Interactive writing involves the students in a thought process that is converted to writing. By discussing what they will write, and when and why at conventions of writing are used, students are consistently reminded of the rules of writing and spelling in English. Students soon become more confident in their ability to transcribe their thoughts into readable English text because the teacher provides support by asking questions and reminding the students to think about the rules. The conventions and thoughts they practice writing as a group are   then transferred to their independent writing. (Adrienne, H. & Michael, J. 2004: 27)

2.5.2. Strategies for supporting student involvement
2.5.2.1. Shared reading

Shared reading is a strategy that teachers use to read books, charts, and other texts with students when the text is too difficult for the students to read independently. Students and teachers read the text aloud together. (Holdaway, 1979: 32) Even "when the students cannot read along with the teacher, they are hearing the words pronounced as their eyes follow the text. In the primary grades, large books with big print- called big books- are used with small groups of students so that everyone can see the illustrations and text" (Depree & Iversen, 1996: 19). "Shared r. 24).

Using shared reading with English language learners is appropriate because "the teacher has opportunities to use illustrations to support vocabulary development, to use think-aloud strategies to teach problem-solving approaches, and to integrate verbal interactions to support comprehension*"* (Gibbons, 1993: 7).

When using shared reading with English language learners it becomes especially important to build background knowledge and experiences that help the students to understand the meaning of the text. The skills and strategies that can be taught through shared reading are shown in Table. 2.5.2.1.1.

Table 2.5.2.1.1. Skills and strategies to teach through shared reading

Guided reading Applications	Example
Word boundaries	"Frame the word caps in this sentence"
Left to right progression	"Point to the words with the pointer"
Punctuation uses	"How would you say this sentence?"
Word meaning	"Show me the animals in the picture."
Illustrations / story meaning	"How did you know he was scared?"
Cuing systems-visual meaning, syntax.	"How did you know the word was monkeys?" "Show me the picture that shows you what that word means." "Would we say, 'The boy went jeans?'"
Reading with expression	"How would he say that"
Fix-it-strategies	"How would it start if the word were lantern? Read it again."
Use of context for meaning	"Read the part that helps you understand what the word flourishes means."
Reading for cohesion links	"Read the part that tells you that he heard the noise after he went to bed."

Step-by-step

Introducing the text or book. When using a book, a teacher examines the cover and predicts from the illustrations on the cover, encourages the students to talk about experiences they have had that relate to the topic of the book, chart, or poem.

1. **Reading the book and tracking the print-** a teacher reads the book or other text aloud, tracking the words as a teacher reads so the students can read along. S/he uses a pointer to make sure the students are looking at and saying the word with her/him. They may not know all the words, but they will hear a teacher's pronunciation as point to them.

2. **Stopping for discussion and prediction -** A teacher stops at appropriate times to discuss what is happening or to predict what will happen next, then uses the illustrations to help support understanding of vocabulary. A teacher asks students to point to parts of the illustrations to show comprehension of words or events in the story and involves the students in acting out movement words and story events to reinforce meaning.

3. **Encouraging verbal interactions -** a teacher encourages students to talk about the story, then goes back through the book and asks them to talk about what happened

on each page. This is a chance for the students to practice oral language and incorporate new vocabulary into their retelling of the story.

4. **Rereading for additional practice and exposure-** a teacher rereads the book or text several times, tracking with a pointer, encourages individual students to take turns reading a page of refrain aloud, uses the pointer or turn the pages. (Adrienne, H. & Michael, J. 2004: 65)

5. **Practicing with small versions of the text**-After students have read the text several times, they can read small copies of the book or text independently or illustrate their favorite part of the story and write about it.

Shared reading is used across grade levels for much purpose. For emergent readers shared reading is a way to model concepts about print such as reading from left to right, starting on the left page before reading the right page, and the purpose of punctuation marks. For older readers, shared reading is a strategy used to support fluency, vocabulary, and comprehension. By reading books, together students can see comprehension strategies modeled at the point in reading at which they are needed. Teachers have a chance to demonstrate what they do when they come to difficult words or concepts. Follow-up activities can include projects that strengthen involvement with the book, such as retellings, simulation journals, or illustration opportunities. It is with these shared readings, follow-up projects that teacher, and students achieve a shared literary understanding.

2.5.2.2. Leveled questions. Adjusting questioning strategies to the language levels of students

Leveled questions are used when "teachers adapt the way they ask questions so that students can respond to them according to their language acquisition stage". (Krashen Terrell, 1983. 23).

To level questions, the teacher must observe the students and note how they interact in English. Once the teacher knows the level, at which the student interacts in English, the questions the teacher poses to the student can be adjusted to assure the student's success in answering. This may involve the teacher using gestures, visuals, or slowing the speech slightly while asking the question. The teacher asks the question in a way that encourages the student to answer by pointing to a visual, giving a one-word response or a complete sentence or explanation depending on the student`s level of language acquisition. The teacher's role in using this strategy involves knowing the student's level of English acquisition and providing enough contexts in the question so that the student can respond, either verbally or nonverbally, with understanding and confidence.

The steps in using leveled questions are:

Observing and documenting students' language levels – Observe the students to determine their current levels of interaction in English. On a class list, indicate whether each student is at the preproduction stage, early production stage, speech emergent stage, or intermediate fluency stage.

Leveled Questions: Adjusting Questioning Strategies to the Language Levels of Students.

Table 2.5.2.2.1. Appropriate Expectation for Students at Different Speech Stages Adapted from Krashen & Terrell, 1983: 21

Stage	Appropriate Expectations
Preproduction	Nodding, pointing, physically demonstrating
Early production	One-ortwo-word responsess, making choces from given language samples(Is it a whale or a dolphin?)
Speech emergence	Phrase or short sentences(expect grammar errors)
Intermediate fluency	Longer sentences, fewer grammar errors

Table 2.5.2.2.2. Appropriate questions for speech stages adapted from Krashen & Terrel, 1983: 24

Stage	Question or Cue
Preproduction	"Show me..". Which of these...?"
Preproduction	"Is it the__one or__one?"
Speech erhergnce	"Did this happen at th beginningor at the end?" "What happened next?" "Where did you find the answer?"
Intermediate flency	"What the character trying to do?"

• *Choosing and gathering materials -* A teacher determines which visuals, artifacts, or gestures s/he will need to make a teacher's meaning clear to the students whose understanding of English is limited. Then gathers these support materials to use during the presentation of the lesson and questioning. A teacher remembers that English language learners feel more comfortable participating when they have ways to demonstrate their understanding with visuals and support materials.

• *Planning a hierarcby of questions -* A teacher plans of series of questions that will help to involve the students and determines their levels of understanding of the material, they will be teaching. In the beginning, it is helpful to plan a series of questions at different levels so that a teacher can move around the room and use levels of questions for appropriate students without too much hesitation or confusion.

• ***Involving all students-*** A teacher uses the list of students and speech levels as a checklist to make sure that s/he is involving all the students in discussion and questioning and that adapting the levels of your questions to their changing language acquisition levels.

• ***Assesing student progress and understanding-*** A teacher uses the checklist s/he has created for observation purposes. A teacher observes a few students each day until s/he has examples of the verbal responses typical for each student. Then the teacher writes these responses into an anecdotal record to include in the student's individual portfolio documenting periodic growth in their abilities to respond to questions in class. These documentation strategies apply to the students' progress in meeting demanding standards related to classroom interactions and academic language. (Adrienne, H. & Michael, J. 2004: 97)

The use of leveled questions in the classroom requires that the teacher know the stages of language development in which each student is functioning. It also requires that the teacher understand appropriate expectations of students in each stage of language development. Although this knowledge is vital, it is not difficult information to obtain it since the teacher is willing to observe the students carefully.

After gathering this knowledge and establishing a method for updating the information regularly, the teacher is ready to use leveled questions to ensure that each student in the class is provided with opportunities to participate fully. The effectiveness of this strategy stems from several sources. The students become more fully engaged in the lessons when their anxiety levels are reduced, their participation supports their understanding, and their self-confidence and language use increases. All of these factors contribute to the reduction of classroom management challenges as well.

2.5.2.3. Predictable Routines and Signals

Predictable routines and signals in the classroom are among the easiest strategies to implement and yet extremely important in reducing the anxiety of English language learners (Krashen,1982). Because English language learners do not always understand everything that is said in the classroom, having set patterns, routines, and signals helps them relax and not worry as much about being able to follow the sequence of events and activities during the school day. If they know what to expect, they can focus more of their energy on the instruction and less on what they will be expected to do next. Routines that can be set and be predictable include the sequence of the subjects to be taught, places with in the classroom where certain things are stored and accessible to students, a certain spot on the chalkboard or bulletin board where reading or homework assignments are posted, a daily list posted that gives the routine in sequence, and hand or flashing light signals that indicate the close of one activity and the beginning of another.

Table 2.5.2.3.1. A list of predictable routines and signals that support English language learners in the classroom

Routine	Use	Benefit to English language learners
Morning sign in	A way of taking role and indicating lunch count	Students feel a part of the class and that their presence is valued
Set activity at the beginning of the school day	A way to engage students immediately. Such things as journal writing, reading library books, tasks such as watering plants, sharpening pencils are appropriate	Students know what to do immediately. Have a chance to share their evening in writing, sign up to share to share journal entries, or chat briefly with peers and teacher
Set place in the room where certain activities occur	Students move to certain areas for group lessons, review, sharing orally	Students know what to expect when moved to certain area

The steps in implementing predictable routines and signals are:

1. Setting up your room – Set up your room with certain areas designated for group activities, free reading, and partner work. Establish these areas with the students by modeling their use and asking questions like, "Will you work with other people in this area?" Or "Where will you sit if you want to read a book by yourself?"

2. Establishing routines – Establish a set place for students to turn in assignments; pick up needed materials; and keep their book bags, and other personal belongings. Model putting these things in the established places.

3. Modeling routines – Model each new routine as it is established and be careful to maintain the routines once they've been established. Anytime a student shows confusion about a classroom routine or expectation, determine if a set routine would lessen the student's confusion.

4. Contextualizing directions – Be consistent about modeling as you give directions. For example, "Take out your math book," should be accompanied by you holding up the math book. "Open to page 21" should be modeled and page 21 should be written on the board. Modeling, gestures, and demonstrations are all vital ways to contextualize instructions. Be consistent! (Adrienne, H. & Michael, J. 2004, p. 102).

5. **Predictable routines and signals** save a lot of time in the classroom because a short signal or standard routine lets the students know what is expected of them. The signals and routines also serve to lower students' anxiety and help them feel that they are fully participating in the classroom community.

2.5.3. Individualized strategies

Students do not, in general, learn or master skills uniformly. Therefore, individualization is often required to maximize the potential of each student. Individualization can take two different forms: individualized instruction and independent study.

Individualized instruction can take several forms. Ideally, individualized instruction engages students in learning plans tailored to meet their interests, needs, and abilities. Accordingly, you might vary one or more of the following: (1) the instructional objectives, (2) the learning pace, (3) the teaching/learning method, or (4) the learning materials.

There is no reason for the teacher to do what students can do for themselves. As such, students can often be involved in independent study. Independent study can be defined as any educational activity carried out by an individual with little or no guidance. In effect, independent study is self-directed learning.

Every lesson must have a purpose. Obviously your selection- of methodology and experiences will be related to the teaching domain. In addition, the methodology should be related to such factors as goals, specific learning objectives, and content. For example, if you are trying to teach problem solving or a psychomotor skill, the lecture method is not a desirable approach.

Every teacher has a unique set of personal experiences, background knowledge, teaching skills, and personality traits that make him or her more comfortable and effective with certain methodologies than with others. Obviously most teachers select the methods that have proved most successful in the past. Because people are inclined to select the methodology that makes them feel most comfortable, it is easy to get into a teaching rut. Be prepared to experiment with different methods. You cannot become familiar and comfortable with methods you have not used.

The particular methodology selected must also match the maturity level and experiences of your students (Hunt, Touzel, & Wiseman, 1999: 43). You would not use the lecture method with very young children or with students who have trouble paying attention to verbal messages. Students, like teachers, feel comfortable and learn better when the method fits their abilities, needs, and interests. Always keep in mind that when the method is mismatched with your students, learning will not take place at the maximum level. Thus, effective teachers select the best possible method for a particular class.

Obviously, the selected method "may not always be the best one for every student in the class, but it should be the best fit for the class as a whole" (Ornstein, 1999: 17). To truly fit the abilities, needs, and interests of every student in a class, a teacher must individualize the instruction. However, individualizing instruction does not mean that a teacher should rely solely on individual seatwork. He/she should always use direct

instruction (active teacher-centered instruction) to some extent even when individualizing. After all, you, the teacher, are still responsible for organizing the content and directing the learning process. This point cannot be overemphasized.

Furthermore, the environment and related factors should be taken into account when you are selecting your methodology. Such factors as space available, time of day, and weather can influence a lesson and should be considered in selecting the methodology. For example, one should not select a method that requires a high level of concentration and little activity late in the school day or on a day when there has been a drastic weather change. Another example is that, if you have little space and a large class, the discovery approach may not be appropriate.

Finally, how much time should be devoted to each of the two approaches to instruction? This is a complex question. Suffice it to say that this decision will vary depending on the subject, the grade level, and the amount of time that students have available for the lesson, the materials available, and the philosophy of the teacher and school. Indeed, whenever possible, you should vary your method and become skilled in combining various methods into a total lesson strategy.

2.6. EFL teaching resources

In this section we look at what resources teachers can find or make, and how different resources can be used for many different teaching and learning techniques.

Teaching foreign language to non-native speakers may be one of the most challenging educational jobs. EFL teachers can use books, any person, animal, plant or any object, that make teaching and learning easier, clearer, more interesting as resources. Using many different resources improves students' motivation and participation, make learning more realistic and helps learners understand the learning materials.

Seeing, touching and smelling real objects, or drawings and photos are very motivating. Telling a story, describing something or someone, or practicing a dialogue is more memorable with an object or picture in front of the teacher.

2.7. Empirical studies on teaching English

According to communicative theory, students do not acquire knowledge in teachers' teaching but rather in cooperation with others in certain social environments. The theory stresses the importance of learning initiatives and cooperation. Based on communicative theory, this paper uses empirical research, literature reference, and questionnaire survey to explore the Teaching Strategy of English language, teaching process of university English, to analyze problems from teachers and pupils, thus putting forward corresponding countermeasures. In the study, 40 students are

interviewed from second year courses in Shaki City. It is found through the questionnaire and data analysis of the problems on English teaching ways and skills as well as the English teaching situation that pupils lack listening training and interest in English learning. By analyzing the problems, the thesis uses communicative theory to put forward proposals of improving teachers' teaching situation and students' English grammar, phonetic, vocabulary situation, with the purpose of helping teachers to improve themselves in English teaching and finally improving students' level in their English good.

2.8. Conclusion

This chapter is based on the researchers and linguists' thoughts that the benefits of effects of active teaching strategies on foreign language learners and they explain the necessity of teaching strategies. The twenty first century is a new era; it is shaped by the change affecting both the individuals and education. So educators and educational institutions are faced by the challenge of meeting the rapidly changing new demands of their students and fulfilling the needs of the new generation learners. So new active, effective teaching strategies are added by linguists and researchers. In this study, there are many thoughts by effective language research scholars. The opinions of them reveal the significant of the teaching strategies. In this research, R.Aliyeva, T.Mehtiyeva, J.R.Silver, Robert.M. Grant, Judith Jordan, Fan Gabriel Fang, Nystrand, Martin and Adam Gamoran, Joanna Baker. Heather Westrup and others scholars' thoughts are given.

CHAPTER 3

METHODOLOGY

" Learning another language is not only learning different words for the same things, but learning another way to think about things."

Flora Lewis

3.1. Experimental methodology
3.1.1 The aim of the study

This chapter represents the methodology of the study. It fleshes out the methodology used in the study. First, the pilot study is introduced the next one is the main study that is detailed information about language teaching strategies.

The study's aim is to investigate the basic theory, principles, and assessment strategies underlying the effective teaching of students who are in the process of learning English as a foreign language.

More specifically the research aims to:

• Undertake a literature review, which will broaden understanding of the different learning profiles of students with a range of EFL and identify the best ways of teaching them are commended by the various theoretical perspectives of teaching and learning.

• Demonstrate the effectiveness of these different approaches/strategies in raising the achievement of pupils learning EFL.

• Identify the most effective teaching approaches and strategies for students with the full range of EFL at different phases of their learning EFL.

• Make recommendations for the focus and development of future research in this area of research.

This study provides the research and exemplary practices on which some teaching strategies are built. It is important that teachers make good choices in their everyday interaction with students for whom English is a foreign language. Teachers make plans for instruction, interact verbally, correct students' mistakes and errors, and assess students' learning. It is aligned with the Azerbaijani national standards for teaching English language learners published by Azerbaijani Ministry of Education. These standards provide English language teachers with clear guidelines in supporting English language learners as they become more proficient in listening, reading, writing and speaking and comprehending formal and informal English.

This chapter will discuss basic components of experimental design, several validity issues and concerns, and methodological techniques to enhance experimental design in the context of TL research. The primary purpose is to provide readers with sufficient background to grasp and critically evaluate examples of experimental design that they find in the literature and to help them to identify proper research designs they may select in addressing their own research questions. A major contribution of this paper is that it attempts to discuss various issues regarding experimental design in the context of English teaching and learning, considering the fact that previous papers and books have discussed this theme in a rather broad social science or psychology domain. It will further draw on some of the recent innovations in the literature dealing with mixed methods, and consider various configurations of experimental design incorporating qualitative research elements.

3.1.2. Pilot study

In consideration of testing out the practicability of the research design, a pilot study, which is a small-scale exploratory and preparatory study, was administered before the main study. The results of the pilot study were used to determine the pretest and post-test categories and the perceptions of the students were used as a guide for the questionnaires.

This study obtained descriptions of practice from a university using strategy approaches of surveys, interviews, and observations. Quantitative data collection methods contained student surveys. Qualitative data collection methods encompassed student focus groups, individual interviews and classroom observations. Direct observations in classrooms provided data on teaching practices in the naturalistic setting (Merriam 1998). The combination of teaching strategies enabled the researcher to uncover trends in the practices and challenges of English language teaching. These teaching strategies also provided participants with a voice on potential solutions to the challenges of English language teaching. Together, the multiple sources enabled us to weave a broad tapestry of teaching in Azerbaijan.

Additionally, participants were given an information questionnaire to elicit their teachers' teaching ways and methods (see Appendix A). Following the questionnaire, a pre-test was given to the participants aiming to find out the proficiency level of the participating students (see Appendix D). At the end of the teaching process, a post-test was given to the participants to see whether there was a significant difference between the two pre-tests and post-tests.

In the research, 40 students were interviewed in The Shaki Branch of Azerbaijan State Pedagogical University (see Appendix C). The reason why students of second year are chosen is that they are pre-service teachers and have learned English for several years. The students begin to learn English from Grade 1 or 4 in Azerbaijan, the first year

is the transition for them to gain access to English, understand and read simple words. For older pupils, they start to learn English pronunciation and intonation. So 40 students in the second year are selected and empirical study is made more reliable and persuasive.

The 40 students of English department participated in the pilot study. The participants were taught reading, speaking, listening and writing for 4 weeks with some effective language teaching strategies dealing with teaching essential knowledge vocabulary, phonetics, grammar, and spelling of English. In addition to reading, students were also taught academic writing with topics from both the intercultural context and local topics to which students could easily relate.

The results of this pilot study indicate that the teaching approach based on the pupils' alternative ideas makes them reflect on their own work and ideas. It also seems to increase learning of scientific concepts related to the topic 'properties and corpuscular model of the air' and consequently favored conceptual change better than a 'traditional' approach.

40 students are randomly selected from second year students and 40 valid questionnaires are collected. All the data of the exams and questionnaires are collected to make comparison and analysis.

3.1.3. Design

The purpose of the experiment was to observe measure and analyze the effects of the Basic English teaching strategies models on the teaching English.

Based on both qualitative and quantitative grounds, the ultimate aim of the study is to compare the effects of teaching strategies using in EFL class. The participants for the present study were the students at the non-specialized English subject classes of a foundation university in Shaki Branch of Azerbaijan State Pedagogical University in 2016-2017 academic year.

Two classes were chosen to conduct the study. Students were randomly located in two groups. The random assignment process resulted in two groups that should share similar characteristics at the beginning of the experiment. One class, has determined as the control group, and in the other class, which was determined as the experimental group.

Prior to the study, the participants were given a questionnaire (see Appendix A) in order to obtain their opinion about the role of teachers' approach in learning English as a foreign language, characteristics of English teachers, English teachers using possible motivational strategies in students' own teaching practice. Additionally, participants were given a demographic information questionnaire (see Appendix B) to perceive participants' educational and social background.

Following the questionnaire, a pre-test aiming to find out the proficiency levels of the participating students was applied. Following these procedures, two classes were taught reading, listening, speaking and writing skills with two different materials mentioned above. At the end of the eight-week period, the students were given post-tests in order to see the effects of both cultural content on proficiency levels of students in both groups and whether the cultural content would help the students on their achievement test. As a result, all of the mentioned components make the present study a true experimental one.

As for the sampling strategy, convenience sampling was applied due to the fact that "convenience sampling is the strategy that is selected for a case study or a series of case studies" (Cohen, L., Manion, L. and Morrison, K. 2007: 32). Since the present research is a case study, convenience sampling was the most effective strategy for the nature of the experiment. Since convenience sampling does not represent any group apart from itself, the present study does not seek to generalize the wider population. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt, 1984: 27), it is 'the study of an instance in action'. The single instance is of a bounded system, for example a child, a clique, a class, a school, a community. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. Indeed a case study can enable readers to understand how ideas and abstract principles can fit together. As Robson (Robson 2002: 183) remarks, case studies opt for analytic rather than statistical generalization, in other words, they develop a theory, which can help researchers to understand other similar cases, phenomena or situations. Case studies are set in temporal, geographical, organizational, institutional and other contexts that enable boundaries to be drawn around the case; they can be defined with reference to characteristics defined by individuals and groups involved; and they can be defined by participants' roles and functions in the case (Hitchcock and Hughes 1995: 319).

So as to collect the data for the research, one of the classes was assigned as the control group and one was assigned as the experimental group. A total of 40 students, 20 in the control group and 20 in the experimental group participated in the study.

3.1.4. Participants

This was a quasi-experimental design, involving two regular classes' English majors from a university in Shaki Branch of Azerbaijan State Pedagogical University. One class was the experimental group (EG), and the other one the control group (CG). They had similar experiences of English learning. They shared the same teacher. The two groups worked from the same textbooks, Cutting Edge (elementary level Books) published by Foreign Language Teaching and Research Press. They received six periods

of instruction each week. The courses progressed at the same rate for each class, and almost the same number of assignments was given after class. The amount of time that students spent studying outside class was a variable that could not be directly controlled during the period of investigation. At the end of the treatment, the teacher investigated the average time that the students had spent studying out of class so as to take this into consideration during the analysis of the results. The both EG and CG received the strategies for building comprehension and for supporting student involvement that were carefully designed by the researcher. The EG had altogether 20 students, 18 females and 2 males. The CG had 20 students, 15 females and 5 males. The pretest (p= .467, two-tailed) indicated there were no significant differences between the two groups in terms of their initial level before the experiment. The treatment extended from September 2016 to January 2017.

2,5 (25 %) of the students in the experimental group were 18 years old; 10 (50 %) of them were 19; 3 (15 %) of them were 20; 2(10 %) of them was 21years old. The mean of age in the experimental group was 19,11 ($\bar{x}$=19,11). As for the control group, 2 (10 %) of the students were 17 years old; 10 (50%) of them were 18; 8 (40%) of them were 20 years old. The mean of age n the control group was 18,55 ($\bar{x}$=18,55).

5 (25 %) of the students in the control group were male and 15 (75%) of them were female.

According to gender distribution of the students in the experimental group indicates that 18 (90%) of the students were female and 2 (10 %) of them were male, in conclusion, female students were more than male students.

4 (20 %) of the students in the experimental group have been learning English for 1 to 4 years and 16 (80%) of them for 5 to 9 years.

3 (15 %) of the participants in the control group have been learning English for 1-4 years. 14 (70%) of them for 5-7 years, 3 (15 %) of them for 8-10 years have been learning English.

Participants were categorized in terms of their parents' level of education. The students were supposed to indicate their parents' highest level of education among doctoral, master's, bachelor's degree or high school, secondary school and primary school. As for the results, in the experimental group, 9 (45 %) of the students' fathers were high school graduates; 7 (35%) of them had a bachelor's degree; 4 (20 %) of them were secondary school leaver.

Furthermore, 12 (60 %) of the students' mothers in the control group were high school graduates; 5 (25 %) of them had a bachelor's degree; 3 (15 %) of them was a secondary school graduates.

Another category that the participants were classified was students' experience abroad. In the experimental group and control group, students had not been abroad for education. But in the control group, only 3 (15 %) of them had been abroad for travelling purposes. In the experimental group, only 2 (10%) of the students revealed that they had been abroad for travelling purposes.

The other classification was students' experience with a native speaker of English teacher and the data in the questionnaire indicates that in the experimental group 6 (30 %) of the students had a course teacher who was a native speaker of English and in the control group 8 (40 %) of the students took extra course from a native speaker of English. These teachers were from United States of America's Peace Corps volunteers.

In the experimental group, 4 (66.8 %) of the students had a native speaker English teacher for 2 years; 2 (33.2%) of them had one year.

In the control group, 5 (83.5 %) of the students had taught English from a native speaker of English teacher for 6 months, 3 (16.5 %) the students for 2 years. The fact that students had encountered with a native English speaker teacher provided useful information throughout the questionnaire related to the opinions of students in terms of language teaching.

The materials that the students used at the time of the study, was another category in the demographic information questionnaire. For reading, listening, speaking and writing classes students were taught with "Cutting Edge" by Sarah Cunningham and Peter Moor published by Cambridge University Press. "Cutting Edge" had an online student book where the students had the chance of completing relevant exercises during their course work. For main course classes, students used English files Level 3 by Cambridge University Press. They had a student book, a video cassette and online worksheets.

For social activities part of the questionnaire; participants answered questions about their free time activities, reading habits, the kinds of music they listen to and their Internet hobbies. For free time activities, while 18 (90%) of the students in the experimental group spent their free time by reading different kind of books, 15 (75%) of the participants in the control group read books in this free time.

Furthermore, 17 (85 %) of the experimental group participants were interested in reading foreign authors and 14 (70 %) of the participants in the control group were interested in reading books by foreign authors.

For newspapers, 8 (40 %) of the participants of the experimental group read newspapers and 7 (35 %) of the participants in the control group read newspapers in their free time. In addition to reading books and newspapers, only 8 (40%) of the participants in the experimental group indicated that they read magazines in their spare time and 6 (30 %) of the participants in the control group stated that they read magazines in their free time.

As for listening to music, all of the participants in the experimental and control groups pointed out that they listened to music in their free time. For the kinds of music that the participants listened to, there was another item in the questionnaire. Accordingly, 18 (90 %) of the participants in the experimental group listened to foreign pop music and 2 (10 %) of them listened to foreign rock music.

As for the control group; 13 (65 %) of the participants listened to foreign pop; 4 (20%) of them listened to classical music. 3 (15 %) of them listened to foreign rock music.

Another free time activity that the participants required to indicate was playing video games habits. All of the participants (40-100%) in the experimental and control groups indicated that they played video games when they are free.

In terms of Internet activities, 17 (85 %) of the participants in the experimental group indicated that their chatting online was a recreational free time activity for them. All of them pointed out that they had online friends.

In the control group 16 (80 %) of the participants indicated that they had online friends for chatting with people who spoke in English.

3.1.5. Data collection instruments

There were mainly eight instruments used in this research; a written pre-test and a post-test (see Appendix D), two writing tasks, (see Appendix D, section 5 and Appendix E) one quiz (see Appendix F) which was applied in the middle of the process, two questionnaires (see Appendix A), which are opinions related to teaching and learning and demographic information questionnaires (see Appendix B) that were applied at the beginning of the research, one interview and extensive reading book reports (see Appendix H) performed by both control and experimental groups.

The pre-test was needed to measure a starting point or the amount of pre-existing knowledge on the course topic and to compare with the starting point of the post-test. The post-test was also an indispensable component of the data collection procedure because it was used to measure the learning as a result of the experience and to analyze the appropriateness of the learning objectives. Communicative writing tasks were applied so as to compare the participants groups' improvement and measure the degree of change occurring as a result of the treatment. In order to obtain information from participants about their opinions and preferences related to teaching strategies and language learning a questionnaire was administered. Participants also yielded a demographic information questionnaire giving personal information about them. Moreover, as a follow-up data collection instrument, one-to-one interview sessions were carried out with volunteer participants both from the control and experimental groups.

Quantitative and qualitative data used for the present study were collected in the fall of 2016/2017 academic year. A total number of 40 students attended the study. The questionnaire was distributed to the participants as a print-out. For the interviews, the aim was to gather information about the participants' own opinions related to language learning. The interviews were carried out comprehensive information in relation to the research questions. 10 participants, 5 from EG and 5 from CG were interviewed individually. (see.

Appendix C). Generally, the interview questions were asked to elicit information about the place of teachers teaching strategies in foreign language teaching process.

3.1.6. The pre-test and the post-test

A pre-test (see Appendix D) by Cambridge University Press Test Crafter was utilized for the research. The test consisted of 5 sections; working with vocabulary, reading, language development, grammar for writing and academic writing skills. There were 50 items in total. The first section of the reading part had 4 items, which were reading for the main idea type of questions. Section 1 consists of 20 multiple-choice items in the form of a sentence with a blank to be filled by 1 of 4 words or phrases. Section 2 consists of 10 multiple-choice items based on 2 reading passages of different types.

Section 1 is in two parts, for each question the participants answer correctly and gain **one** mark, for each question the participants answer correctly in section 2 they gain **two** marks. No marks deducted for wrong answers. Participants indicate their choice of answer in every case on the separate answer sheet. In the section 1 participants must choose the word or phrase which best completes each sentence. (see Appendix D)

In the section 2, participants will find after each of the passages a number of questions or unfinished statements about the passage, each with four suggested answers or ways of finishing. Participants must choose the one wish they think fits best. (see Appendix D)

In the section 3, participants will finish each of the sentences a way that it means exactly the same as the sentence printed before it. (see Appendix D)

In the section 4, participants will improve their vocabulary skills (see Appendix D)

Section 5 of the pre-test was about academic writing. There were paragraphs that the participants will put in the correct order to form a complete essay. (see Appendix D)

The test was applied to both the control and the experimental groups at the beginning of the treatment for diagnostic reasons in order to see the present levels of the students to find out it. They have been able to know the words that were in the pre-test or could comprehend the text fully.

The post-test was given to both groups at the end of the treatment as well to see whether the method that was applied during the treatment was efficient or not. The exact same tests were not given to avoid the practice effect, which is an influence from previous experience. If the participants had taken the exact same test, they may have learned a pattern or become familiar with the questions or they may have looked up some of the answers and had a chance to remember them.

3.1.7. The communicative writing task

The students were given two writing tasks to diagnose their level before the treatment and to be evaluated to see whether they were able to internalize and utilize the new words and topics that they learnt during the study communicatively. The tasks consisted of one question, which required the students to write an essay about problems and solution of protection of environment. They were encouraged to be coherent and to use the new words they had studied during the term (See Appendix E). The writing task was given to both groups at the beginning and at the end of the treatment along with the posttest.

3.1.8. The questionnaires and the interview

Two questionnaires (see Appendix A and Appendix B) were given to the participants both in the experimental and the control group at the beginning of the study to find out the ideas of the participants about the content of the classes and their expectations about their future English language education. The questionnaires were adapted by the researcher for this research from another study carried out by Yılmaz (2006). The interviews (see Appendix C) were conducted at the end of the research both in the experimental and control groups to find out the ideas of the participants about the content of the classes and their expectations about their future English language education.

To start with the first questionnaire, it aimed at eliciting the opinions of the participants of the role of culture in learning English; their ideas related to culture in general, local culture, target language and the importance of culture in language teaching and learning. By doing so, the students' attitudes towards language learning materials were determined to the most extent. Understanding the reasons of the learners for learning English, language teachers, policy makers, and publishing houses could respond to the needs of the students more effectively. Some students learn English for education in the U.K or U.S, some learn for education in other countries where English is the native language, and some learn for education in countries where English is a foreign language. Moreover, in the first questionnaire; participants were also expected to point out the aspect of language covered in English language classes. For this item; whether culture of the language was included and if it was, to what extent it was taught in the lessons was sought to be discovered.

The participants were also asked to give their opinions about how English lessons would be more effective. Were they interested in grammar and writing exercises or did the information about target language culture appeal their interests? Teachers are doubtlessly one of the most crucial components of the learning-teaching cycle and for

this reason, the questionnaire had an item where participants needed to define characteristics of their English teachers.

Another section in the first questionnaire asked the participants' preferences about the contents of their course books. Would the students be interested in life and culture in their countries or in the U.S.A or U.K or in other countries where English is the native language, or an official language or a foreign language? Would "issues about science, technology, societies, politics, world history, American or British literature, literatures of other countries where English is the native language or the official language or a foreign language" attract their attention? Getting the answers to these kinds of questions, the researcher aimed to be able to address the specific needs of students in language learning classrooms. Participants were also asked about which culture they think of when they hear "The English language". They were also expected to reveal their opinions about their interests related to language and culture. In short, all of the items in the questionnaire served for a specific purpose.

Next, the demographic information questionnaire was given to the participants for two reasons. Firstly, there is a clear link between the information about the participants and findings, since the former informs the latter. Being aware of the cultural background of the participants and their families allows a better understanding related to the findings of the research. Secondly, collecting and reporting data could transmit the necessary message so that readers might be able to account for similarities and differences across studies. In the demographic information questionnaire, students were expected to provide personal information about themselves such as their gender, age, class, place of birth, their parents' highest level of education and their parents' jobs. Also, they were expected to give background information about their foreign language education, such as how long they have been learning English, whether there is anybody in their family who speaks/learns English, if they have been abroad, which languages they have studied during their education, which course books they studied in their English classes, whether they had a native English speaker teacher. Additionally, the questionnaire demanded information about participants' social activities. To illustrate, their free time activities, reading and listening habits, the authors they prefer, their favorite movies, singers or bands. Miscellaneous types of demographic information questionnaire yielded a report about the participants' culture experience.

Finally, an interview, which aimed at revealing participants' ideas about culture and language learning, was applied. These questions included whether participants like the content of their reading writing course books, participants' opinions related to culture teaching, their ideas about intercultural teaching, local culture and target cultures.

3.1.9. Quizzes

There were two quizzes, which were given to the participants both in the control group and the experimental group during the study. These quizzes each included 1 short reading text and 1 short writing assignment related to both experimental and control group's reading and writing classes' content. (see Appendix F)

3.1.10. Book reports

During the study, participants were required to read staged readers and write book reports (see Appendix H) related to the readers that they had read both in the control group and the experimental group. The readers were compatible with B1 level and were about 100 pages long on average.

The book reports that the participants were supposed to complete after reading a book aimed to elicit information about the book's title, author, main characters, when and where the story took place, what happens in the beginning, in the middle and in the end etc. Participants were also expected to give their own opinions related to the end of the book and their predictions pertaining to the events after the story ends. At the end of the book report, participants were required to fill in a vocabulary chart in which they could write the words that they learnt recently from the book by writing the definition, synonym and antonym of the word and by using that word in a sentence.

The participants in the experimental group were asked to read simplified story books which introduce the reader step-by step to the literature that has made Readers Books world famous. On the other hand, the students in the control group were expected to read books from original story for Cambridge English Readers. The books that the experimental group read were *"Rebecca"* by Daphne Du Maurier, *"Money to Burn"* by John Escott, *"The Card"* by Arnold Bennett, *"Jane Eyre"* by Charlotte Bronte, *"The Moonstone"* by Wilkie Collins, *"The Thorn Birds"* by Collen McCllogh, "Wuthering heights" by Emily Bronte. These readers reflected English literature's ideas, life style, their messages, thought, society and spirit and included foreign cultural elements as their name suggests, which were originally written with the aim of improving the knowledge of children living abroad and also help them with English. The authors were from around the world but particularly from the United Kingdom and the United States of America. The chosen books for the control group participants were as follows: Little Women, Pride and Prejudice, Jane Eyre, Railway Children, Wuthering Heights, Black Beauty, Berlin Express, Alice in Wonderland, Crime and Punishment, Great Expectations.

These books generally focused on life in England, or the United States and contained elements from the Inner Circle Countries.

3.2. Administration of the experiment
3.2.1. Data collection procedure

In this study, both quantitative and qualitative instruments were used as it exploited the triangulation technique (Selinger and Shohamy, 1989. 23). Eight steps were followed throughout the data collection procedure. Table 3.2.1. 1. depicts these steps and time amount spent for each one of them.

Table 3.2.1.1. The overall design of the study

	Procedure	Duration
	Pilot study preparation	2 weeks
Pre-treatment	Pilot study	4 weeks
	Making changes	1 week
Treatment	Questionnaire + Pre-test	1 week
	Implementation of the treatment	8 week
		1 week
Post-treatment	Post-test + writing tasks	1 week
	Interviews	

As Table 3.2.1. 1. displays, the first step was the pilot study preparation. It lasted 2 weeks during which the course books, the readers, the topics, which were going to be included in the study, were determined. The pilot study lasted 4 weeks, which was conducted with 40 English students. In the end, the framework of the main study was determined. Before the treatment started, the pre-test was shown to the English language instructors and they were asked to evaluate the suitability of the test for B1 level students. After necessary changes were made, students were given the pre-test and a questionnaire which aimed to elicit their opinions related to language and culture and another demographic information questionnaire which collected some personal information from the participants. At the end of the pre-test and the questionnaires, the treatment started and lasted 8 weeks. Since the students were divided into two groups as the control group and the experimental group, their lesson plans were different. While foreign language teaching strategies were used in the control group, the experimental group received the instruction with local teaching strategies. (See Appendix G). Both groups studied the reading and writing course during the study at English Language of state university. The students were studying "Cutting Edge" as the course book written by Peter Moor and published by Cambridge University Press. The control group studied

the book without any changes, whereas in the experimental group, the researcher/instructor adapted it with local strategic elements by adding some tasks, reading and writing topics from another book which was English File by Christina Latham-Koenig and published by Oxford University Press. The treatment continued for 8 weeks. In the middle of the treatment, one quiz was given to both groups, which tested their reading and writing skills in a brief way. Each group had reading and writing classes for 200 minutes per week during the study. In total 8 weeks, the treatment was conducted for 1600 minutes. After the eight-week-treatment, students were given a post-test along with a writing task and they participated in interviews.

3.2.2. Data Analysis

The data collected throughout the study were analyzed both quantitatively and qualitatively.

3.2.2.1 Quantitative data

In terms of the quantitative data analysis, SPSS 22 for Mac was used. According to thr questionnaires, besides the frequency counts, means and percentages, which form the descriptive analysis aspect of the study, were also performed. The results of the test scores were compared between the groups and within the groups. First of all, the differences between the pre-test scores of the control group and the experimental group were measured by independent t-test so as to see whether there was a significant difference between two groups at the beginning of the treatment.

Next, an independent t-test was performed to investigate whether there was significant difference between post-test scores of the control group and the experimental group. Finally, the pre-test and the post-test scores of each group were compared through paired samples *t*-test to analyze whether there was any significant difference within the groups at the end of the experiment and so as to see the effects of local culture integration reading and writing classes.

3.2.2.2. Qualitative Data

The qualitative data for the present study included one-on-one interviews conducted with 10 participants. 5 of the interviewees were in the experimental group and the other 5 were in the control group. Each interview was transcribed verbatim. For the data derived from the interviews, a discourse analysis and coding were employed. Discourse analysis is search technique by which meaningful connections among patterns of language across texts are created. By using this technique, the relationship

between the language and its social and cultural contexts are examined, and possible inferences about what other language users intend to convey as a representative of their varying worldviews are made.

For coding, distinct concepts and categories in the data were observed, which would form the basic units of the analysis. The data were broken down into first level concepts or master headings and second level categories or subheadings. Codes to distinguish concepts and categories were used. For example, if interviewees consistently talked about teachers' approach and strategies, each time an interviewee mentioned the learning process, the same code was used. In this manner, teaching strategies became a concept and related examples became categories.

CHAPTER 4

RESULTS AND DISCUSSION

Learning a new language, just like opening a new window,
allows you to see the world with intimacy."
— ***Pearl Zhu***,

The findings of the study showed that, there was no significant difference between the EG (experimental group) and CG (control group) in the amount of time that students spent studying outside class, and this ruled out the possibility that this factor affected the reliability of results of the treatment.

4.1. Results
4.1.1 Quantitative Results
4.1.1.1 The results of the pilot study

According to the result of the factor analysis of the questionnaire in the pre-survey, three factors are extracted, which are the students' confidence in managing their own learning, their interests in English learning and their attitudes towards their own responsibility and initiative in language learning.

The participants of the pilot study were given a pre-test so as to elicit their level before the intervention and a post-test at the end of the study to see if any progress was made and whether culture inclusion is effective in language teaching or not. Since there was only one group of participants, there was no control or experimental group. Each participant level of reading and writing skills were measured before and after the pilot study. As a result, participants' before and after scores were evaluated to see if the strategies were effective. The results of the paired sample t-test scores of the participants are displayed below:

Table 4.1.1.1.1. Results of the paired sample t-test scores of the pilot study

Test	S	sd	T	st	P
Pre-test	73,5	12,3			
Post-test	82,5	24,5	2,50	40	,5

N =40

As seen in Table8, the results illustrate that the pre-test scores were lower than the post-test scores and participants improved their reading and writing skills during the pilot experiment. However, there was not a statistically significant difference between their scores t(40)=2,50, p=0,50. Since the p value is more than, 0.5 this shows that the difference is not significant.

4.1.1.2. The results of the pre-test scores

The pre-test scores of the control group and the experimental group were compared through the independent samples t-test so as to see whether the groups were similar in terms of academic level or not at the beginning of the study. The questions included reading and writing skills to be taught during the study. They were used in the pre-test to see if any of the participants had learned them before they started the English preparatory school at university. The results are presented in Table **4.1.1.2.1.** as the following.

Table 4.1.1.2.1. The results of the independent samples t-test for the pre-test scores across groups

Test groups	$\bar{x}$	sd	T	DF	P
Pretest CG	71,88	7, 4			
EG				40	,076
	75,38	12,50	3,760		
N =40					

As seen in Table9, the results illustrate that the pre-test scores were lower than the post-test scores and participants improved their reading and writing skills during the pilot experiment. However, there was not a statistically significant difference between their scores t (40) = 3,760, p=0,233. Since the p value is more than .05 this shows that the difference is not significant.

4.1.1.3. The results of the post-test scores across groups

An independent-samples t test was conducted to evaluate the hypothesis that students' reading and writing proficiency levels would be higher if their classes are integrated with traditional as well as new strategies as opposed to the class contents which only focus on target strategies. The post-test scores of the control group and the experimental group were compared through the independent samples t-test to

investigate whether there was a significant difference in terms of reading and writing level between the groups or not. The results of the independent samples t-test are displayed in Table 4.1.1.3.1.

Table 4.1.1.3.1. The results of the independent samples t-test for the post-test scores across groups

Test	Groups	$\bar{x}$	S d	T	Df	e
Post-test	CG	73.99	3.98			20.000
	EG	83.57	6.94	6. 82		

N=40

The independent t-test results show that there is a significant difference in the scores for the control class with intercultural teaching content (M= 73.99, Sd= 3,98) and experimental group with local culture teaching content (M=83.57, Sd= 6,94) conditions; t = (34) = 6,82, p=,00. The post-test scores were used in order to answer Research Question 1, "How do the teaching strategies help students to improve their communicative competence?" and Research Question 2, "How does inquiry-based instruction as a teaching strategy help students in the learning process?"

These results suggest that traditional approach integration really does have an effect on the development of reading and writing skills of Azerbaijani EFL learners.

4.1.1.4. The results of the pre-test and post-test scores within groups

In order to see whether the control group and the experimental group improved in terms of reading and writing skills during the study, the pre-test and the post-test scores of each group were compared performing the paired samples t-test.

The results of the pre-test and the post-test scores within groups are shown in Table11 and Table 4.1.1.4.1.

Table 4.1.1.4.1. Paired samples t-test results of the experimental group

Tests	$\bar{x}$	Sd	t	df	P
Pre-test	75,38	7,50			
Post-test	83.57	6.94	-6,425	18	,000

N=20

As Table 4.1.1.4.1. illustrates, the paired sample t-test was conducted for the experimental group to evaluate whether a statistically significant difference existed between the mean reading and writing skills achievement scores before and after English language teaching and learning course. Assumption testing indicated significant violation of assumptions. The results of the paired sample t test were significant, t (20) =-6,425, p=,00 indicating that there is a significant increase in reading and writing achievement scores from the pretest (M=75,38, SD=7,50, N= 20) to the post-test (M=83,57, SD=6,97, N=20). Table 11 shows the results of the paired samples t-test results of the control group.

Table 4.1.1.4. 2. Paired samples t-test results of the control group

Tests	$\bar{x}$	Sd	T	df	P
Pre-test	72,28	3,82			
Post-test	76,01	4,11	-5,555	20	,000

Table 4.1.1.4.2. shows that the control group performed significantly better at the post-test than they did at the pre-test t (20) =-5,555, p=,000, which means that the students succeeded in reading writing skills achievement test without receiving any traditional teaching strategies oriented language teaching materials. However, the range of the mean scores of the experimental group is much bigger than the range of the mean scores of the control group. To sum up, it is revealed that, like the students in the control group, the students in the experimental group were more successful in reading and writing skills when their pre-test and post test scores were compared, yet the range of the experimental group participants' scores is much more statistically significant.

So far, 4 t-tests were conducted on the same dataset. Since four tests were conducted on the same data set, significance value, which is, 0,05 with 95% confidence interval should be divided into four. This procedure is called Bonferroni Adjustment, which is a method used to counteract the problem of multiple comparisons. This Bonferroni correction is done to decrease the likelihood of conducting a statistical error called Type I Error (Huck, 2000). Thus, the significance level should be determined as .0125 for t-tests conducted so far. However, significant results had extremely significant values (i.e., .000), meaning that even the Bonferroni Adjustment does not change the results.

These several analyses above can actually be summarized through a single analysis, which is called 2 X 2 mixed design analysis of variance (ANOVA). The analysis had one between-groups variable (control vs. experiment groups) and one within group variable (Pre-test vs. Post-test) and checks the correctness of three hypotheses summarized below:

• The experiment group is different from the control group.

• Students' performance on the pre-test is different from their performance on the post-test.

• The experiment and control groups are different in terms of their progress from pretest through post-tests.

For 2x2 Mixed Design Analysis of Variance, the null hypothesis is that there is no statistically significant change between the control group and the experimental group in their reading and writing scores before and after the study. The analysis was conducted to evaluate the effect of local culture integration into language teaching. Table 4.1.1.4. 3 shows whether the control and the experimental groups' achievement scores have a significant difference or not after the intervention in the experimental group.

Table 4.1.1.4. 3. The results of the pre-test post-test scores of control and experimental groups

	Experimental Group		Control Group	
Time	*M*	*SD*	*M*	*SD*
Pre-test	75,38	7,50	72,28	3,82
Post-test	83.57	6.94	76,01	4,11

As seen in Table 4.1.1.4.3, a 2x2 Mixed Design ANOVA was conducted with support (control and experimental groups) as the between subjects factor and time (pre-test and Post-test) as within subjects' factor. The results showed a significant main effect for support, $F_{(1,34)} = 21,61$, $p<0,05$ partial $\eta^2 =,38$. The experimental group (M=83,57) received significantly higher scores than the control group (M=76,01, SD=4,1). There is also a significant main effect of time, Greenhouse - Geisser adjusted $F_{(1,34)} =17,14$, $p<,005$ partial $\eta^2=,33$.

In brief, as seen in Table 13, the mixed design ANOVA revealed that;

1. The two groups differed from each other. (F=21,61; p<0,01).

2. The pre-test and post-test scores differed from each other at a statistically significant level. More specifically, groups' average on posttest was significantly higher than their average on the pretest. (F=60, 93; p<0,01)

3. Control and experimental groups differed in terms of their progress from pretest through posttest. (F=1, 14; p<0,01)

Table 4.1.1.4.4. Summary of 2x2 Mixed Design ANOVA

	Type III Sum of Squares	Df	Mean	Square	Sig.
BETWEEN GROUP VARIABLES					
Group	917,347	1	917,347	21,61	,000
WITHIN GROUP VARIABLES					
Time	847,347	1	847,347	60,93	,000
Time group	283,347	1	283,347	17,14	0,000

4.1.1.5. The results of the quiz

The quiz included a short reading passage and 5 fill in the blanks type vocabulary and 5 multiple-choice type reading comprehension questions. The two groups were compared through the independent samples t-test to answer the following research question: "Is there a significant difference between the academic success of the experimental group who received the local culture integration and the control group who received the target culture in learning reading and writing throughout their English reading lessons during the implementation of the study?" Table 4.1.1.5.1. shows the control and experimental groups' results of the t-test scores.

Table 4.1.1.5.1. The results of the quiz scored of control and experimental groups

Test Groups	$\bar{x}$	Sd	Se	$\bar{x}$	t	Df	P
Quiz				,583			
Control	54,70	2,762				36	,000
			,401		-11,54		
Experimental	63,01	2, 101					

As Table 4.1.1.5.1. indicates, there is a significant difference between the scores of the control group and experimental group students in the quiz that they took in the middle of the study, t(36)=-11,54, p=,000. Local culture integration contributed to the level of achievement and the quiz results were an evidence of it.

4.1.1.6. The results of the questionnaires

In this part the results of the questionnaires are analized both quantitatively and qualitatively. Students' opinions of the role of a new approach of teaching and learning English were analyzed and the following results were found.

4.1.1.6.1. Reasons for learning English

To start with, participants were asked about their reasons for learning English. 60 % of the experimental group participants and 50 % of those in the control group illustrated that they learn English to study. Likewise, 20% of the experimental group students and 10 % of the control group reported that they learn English to do research.

Respondents to the survey in the experimental group revealed a percentage of 45.0 to travel to other countries where English is a native language and in the control group a proportion of 30.9 learn English with the same reason. Both groups remained almost identical with percentages 70.5 and 40.7 respectively learning English to find work after graduation and to use the Internet. Only 20.7 % of the experimental group and 15.1% of the control group found studying English is very important in order to achieve a personally important goal to get a degree. Most of the experimental group respondents show a high interest in studying English to be able to speak the language. Only 21.5 % of the experimental group found it important but 30.3 % of the control group respondents learn English so as not to get a poor score mark or a fail mark in English proficiency tests. Most importantly, respondents to the survey find it important to be a businessman. They remained identical with their answers that they found it very important with the percentage of just 7.8 in both groups.

4.1.1.6.2. Aspects of language and skills covered in English language classes

The respondents were asked how often the language skills are included in their English lessons. While 74.4 % of the experimental group members think is grammar included, in the control group the same percentage of respondents think so. For reading, 100 % of the experimental and control group think it is always included in their lesson. In the control group however, the percentage of the members who think it is sometimes included account for just under a third of the whole group. Moreover, 61.1% of the experimental group and 55,6 % of the control group think that listening is sometimes included in their lessons. Most importantly with respect to the theme of the study,

participants revealed their opinions about the language. Table 14.1.1.6.2.1. shows the frequencies and percentages accordingly.

Table 4.1.1.6.2.1. Results of how frequent language skills use in lessons in the experimental group

		Frequency	Percent
Experimental	Always	11	55.0
	Often	5	25.0
	Sometimes	4	20.0
	Total	20	100.0

N=20

In the experimental group, 55 % of the participants think that language skills are always included in their language learning classrooms. According to 25 % of them, language skills are often covered and for 20% of the participants' language skills are sometimes taken into consideration while they learn English.

Table 4.1.1.6.2.2. Results of how frequent language skills are included in lessons in the control group

		Frequency	Percent
Experimental	Always	8	40.0
	Often	6	30.0
	Sometimes	4	20.0
	Time to time	2	10.0
	Total	20	100.0

N=20

As seen in the Table 4.1.1.6.2.2., 40,0 % of the control group participants think language skills are always included in their lesson, 30,0 % of them think often, 20% of them think sometimes and 10,0% of them think it is from time to time language skills are included during their classes.

Additionally, respondents were asked about their suggestions to make English lessons more effective. 50,0 % of the experimental group members think vocabulary activities should be more frequent. In the control group, on the other hand, 42,5 % of the respondents strongly agree with the vocabulary activities, 12,2 % of them think it is important. 87,3 % of the experimental group think that more speaking activities should be carried out in order to make the lessons more effective and in the control group 64,5 % of the participants think so. In addition, 51,7 % of the experimental group members

think that reading activities should be increased and in the control group 61 % of the students think so. As for the information about writing, 55,6 % of the experimental group members are not sure whether to add it more to the lessons or not and in the control group only a third of the group agree with the idea.

4.1.1.6.3. Characteristics of teachers

As for the characteristics of the teachers, the experimental group mostly prefers to have a teacher from England, and the control group thinks so, too. The number of the participants who want a teacher from their own country is 5 in total of the both experimental and control groups out of 40. 32 out of 40 students in total agree with the idea that their teacher should be able to speak both target and source language.

In terms of students' chance of choosing the teacher from the university of participants' own countries, in both the experimental and the control groups, all the participants prefer English language teachers from their country who studied in countries where English is the official language.

4.1.1.6.4. Course books

The students' opinion about the course books is different. Figure 10 shows the number of the participants in each group who think course books should include given themes.

As seen in Table 4.1.1.6.4.1., the participants admitted that they want to see local culture materials, themes and topics in their classes. Similarly, they are interested in getting to know about target culture as well.

Table 4.1.1.6.4.1. Results of the students' course book preferences

	The numbers of participants in experimental group	The numbers of participants in control group
House holding	2	5
Science/inventions	15	12
Natural World	18	20
Clothing	6	5
Food	9	9
Health	4	6
Transportation	9	8
Leisure time	18	13

Education	15	12
Business	20	14
Technology	12	10
Society	20	20
Literacy materials	20	14
Farms and occupational items	6	8
Flowers and plants	7	6
Animals	10	5
Crafts	16	9
Ethnic items, music, holidays, customs and traditions	20	20
Celebrities	8	7
Historical events	19	14
Folklore materials	14	17
Folk life of the English speaking countries	20	20
Literature	18	16
Culture and art	14	16
Social life of English and Azerbaijan people	20	20
Tourism	8	7

For the present study a list of possible motivational strategies was prepared that some teachers use to motivate their learners. It is important to identify how often the experimental and control group teachers have used each strategy in their own teaching practice. 60% of the EG students think that their teacher shows them she respects, accepts and cares about each of them. 75% CG students think the same. 45% EG and 39% CG students think that their teacher creates the opportunities for students can mix and get to know each other better. 50,5% EG and 38,9% CG students think that their teacher encourage them to select specific, realistic and short-term learning goals for themselves.

4.2. Qualitative results
4.2.1. The results of the interviews

For the study of teaching strategies role in the English classes, 10 interviews were conducted for getting to know the students' points of view about the learning process and their teachers' approaches in the language teaching process. An interview, which had a structured organization comprising of 10 open-ended inquiries was led with participants. The point was to assemble data about university English language learners'

own conclusions about the concept of teaching strategies, the significance of the new approach in teaching and learning a foreign language, teachers activities for developing the foreign language and skills. The interview questions directed to each interviewee are as follows:

1. What do you enjoy most about your current studies?
2. How do you listen to conversations and improve your pronunciation?
3. What do you do in the grammar lesson?
4. What is the best way to teach vocabulary at the upper intermediate level EFL?
5. What do you do during pre, while and post speaking?
6. What is your favorite way to practice your English?
7. What is the most difficult thing about English?
8. What do you do in the writing lesson?
9. How were you interested in learning languages and how many languages do you currently speak?
10. What do you do during pre, while and post reading?

As the inquiries were outlined in a semi-structured organization, the members were requested to provide answers as they wish.

Semi-structured Interviews are used to gather focused, qualitative textual data. This method offers a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey. It is used for clarifying the specific research question. This method can uncover rich descriptive data on the personal experiences of participants. Information gathered during semi-structured interviews can move the innovation process from general topics to more specific factors and variables. It used to develop a preliminary hypothesis, explain relationships and create a foundation for further research.

To answer the research questions of this study, the interview was applied to 10 participants to investigate their attitudes and opinions regarding teaching strategies in their foreign language learning classrooms. The interviews were applied so as to provide collaborative confirmation of the quantitative data from the questionnaire and the interviews were analyzed through the content analysis method. Codes were generated for participants' responses and categories were formed. The answers of all participants involved in the study were transcribed and the information was systematically analyzed and interpreted. Table 4.2.1.1. presents the background of participants chosen for the interviews.

Table 4.2.1.1. Distribution of 10 interviewees with respect to their background information

Participant Code	Age	Study Group	Gender	The length of time for English learning	Experience Abroad/Reason
P1	18	Experimental	Female	6 years	No
P2	18	Experimental	Female	6years	No
P3	20	Experimental	Male	8 years	No
P4	19	Experimental	Male	6 years	No
P5	19	Experimental	Female	7 years	No
P6	19	Control	Female	5 years	No
P7	18	Control	Male	8 years	No
P8	19	Control	Female	7 years	No
P9	20	Control	Male	7 years	No
P10	18	Control	Female	5 years	No
N=10					

4.2.1.1. The results of the interview question 1

What do you enjoy most about your current studies?

The purpose of the first interview question was to find out how participants feel about their reading and writing lesson and course book. Participants provided varying answers to this question as seen in Table 4.2.1.1.1..

Table 4.2.1.1.1. Participants' answers given to interview question 1

What do you enjoy most about your current studies?

Categories	F	Participant's Code	%
Enjoying most about current studies	4	P1, P3, P4, P5	40%
Boring grammar and pronunciation activities	2	P2, P7	20%
Funny activities in vocabulary and speaking teaching process	1	P6	10%
Unattractive writing activities and difficulties in the learning process	1	P9	10%
Amusement of the reading activities	2	P8, P10	20%

As indicated in Table 20, 4 (40 %) of the participants mentioned their enjoying about current studies, 2 (20%) of the students think that grammar and pronunciation activities are boring, 2 (20 %) students emphasized that the topics are interesting, and 1 (10%) think that writing activates are not attractive.

4.2.1.2. The results of the interview question 2

How do you listen to conversations and improve your pronunciation?

The aim of the second interview question was to find out about the ideas of the participants related to the topics in their reading and writing book. Participants gave miscellaneous responses. 7 (70 %) of the interviewees agreed and pointed out that most teachers only use tape recorders for their classroom listening practice, and students just sit back and listen without thinking. This task prevents them from using physical or visual clues to think actively with their brains. They feel that topics do not attract their attention and they cannot motivate themselves to learn. 3 (30 %) participant mentioned that they discuss after listening to a script, without giving them any guidance about what specific information they should listen for. In this task, most students get lost in masses of spoken information and feel frustrated.

4.2.1.3. The results of the interview question 3

What do you do in the grammar lesson?

Interview Question 3 attempts to find out about participants' awareness of different cultures in their course book. Codes were given to the answers of the participants by using Kachru(1992)'s circles. Table 4.2.1.3.1. shows the provided answers.

Table 4.2.1.3.1. Participants' answers given to interview question 3

What do you do in the grammar lesson?

Categories	f	Participant's Code	%
actively involved in the learning process	8	P1, P2, P3, P4, P6, P7, P8, P10	80%
benefits of solving language problems themselves	2	P5, P9	20%

Answers of the interviewees indicate that many rules, especially rules of form are more simply and quickly explained than elicited from examples. This will allow more

time for them to practice and application.8 (80%) of the participants claim that they are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. Only 2 (20%) of the participants prefer deductive presentations of grammar. Nevertheless, once exposed to inductive approaches, there is often less resistance as the learners see the benefits of solving language problems themselves.

4.2.1.4. The results of the interview question 4

What is the best way to learn vocabulary at the upper intermediate level EFL?

The goal of the interview question 4 was to discover participants' opinions related to the vocabulary teaching and learning process. All the participants agreed and pointed out that they face the double challenge of building foundation and closing that language gap. All the interviewees agreed and pointed out that they consider the English language learners are doing two jobs at the same time; they are learning a new language (English) while learning new academic concepts. They are literally moving between two different worlds.

4.2.1.5. The results of the interview question 5

How do you improve your speaking in the classes?

The reason to direct interview question 5 to participants is to reveal their opinions related to the development of their speaking skills. All the participants' described that they are previously asked to do some research by teachers about a specific field so as to be able to make the most of it in the classroom. To develop conversation skills in English, they do activities to improve overall communication ability and fluency as well as launch them into challenging activities and complex conversational contexts.

4.2.1.6. The Results of the Interview Question 6

What is your favorite way to practice your English?

The interview question six was designed in order to elicit information about interviewees' opinions about their favorite practice way. The responses given by participants are presented in Table 4.2.1.6.1..

Table 4.2.1.6.1. Participants' answers given to interview question 6

What is your favorite way to practice your English?

Categories	F	Participant's Code	%
learn through communication	8	P1, P2, P3, P5, P6, P7,P8, P9	80%
learning reciting the structure and vocabulary	2	P4, P10	20%

As Table 4.2.1.6.1. reveals, all the students consider they would like to develop their language skills with after school activities. 8 (80 %) students consider the best way to learn English is to learn through communication and 2 (20 %) participant considers that learning through reciting the structure and vocabulary is their favorite way of learning.

4.2.1.7. The results of the interview question 7

What is the most difficult thing about English?

Interview question 7 was posed to the participants in order to elicit their opinions about difficulties into language learning classrooms as well as to determine the students' awareness levels of learning. The answers of the interviewees are depicted in Table **4.2.1.7.1.** below.

Table 4.2.1.7.1. Participants' answers given to interview question 7

What is the most difficult thing about English?

Categories	F	Participant's Code	%
Pronunciation and written are different	6	P2, P3, P5, P6, P7,P8, P10	60%
Have confusion with some words to apply the accurate meaning	4	P1,P4, P9	40%

The answers of the 7 (70%) participants mostly revealed that the pronunciation isn't always the same ways and sometimes the same pronunciation is written in different ways. 3 (30%) participants think that there are many words that has many meanings, and sometimes they have confusion with some words to apply the accurate meaning.

4.2.1.8. The results of the interview question 8

What do you do in the writing lesson?

Interview question 8 was directed to the participants with the aim of eliciting their ideas related to problem of development of writing skill. The answers of the participants mostly revealed that instruction of writing is difficult and subjects of writings are most of time boring. The students expressed that they have been taught to handle only simple functional and expressive writing tasks.

4.2.1.9. The results of the interview question 9

How did you get interested in learning languages and how many languages do you currently speak?

Interview Question 9 was a further target of trying to understand and evaluate students' interest. These responses can be seen in Table 4.2.1.9.1.

Table 4.2.1.9.1. Participants' answers given to interview question 9

What motivated you to get interested in learning English language?

Categories	F	Participant's Code	%
Career	5	P1 P3 P5, P7, P9	50%
Qualify for work	4	P2, P4, P6, P10	40%
Promotion	1	P8	10%

According to Table 4.2.1.9.1. most of the participants think that English is the predominant language of global communication. 5(50%) out of 10 students asserted that as a university students and professionals, language learning is often motivated them by career. 4(40%) of the students respond that they study foreign languages to fortify their CVs and qualify for work in target industries or companies. 1 (10%) student thinks that the motivation here is to land a job or promotion. Language learning is a step in achieving that goal.

4.2.1.10. The results of the interview question 10

What do you do during pre, while and post reading?

Participants were asked to evaluate their skills of reading in English classes and reflection of learning during their language training process. The purpose of the

Interview Question 10 was to find out about the learners' activities and their opinions of the lesson. After analyzing participants' responses, the emerged categories are presented in Table 4.2.1.10.1.

Table 4.2.1.10.1. Participants' answers given to interview question 10

What do you do pre, while and post reading?

Categories	F	Participant's Code	%
Can gain a more complete picture	4	P1, P3, P5, P7	40%
Unable to comprehend	3	P2, P4, P8	30%
Target materials are helpful for comprehension.	3	P6, P9, P10	30%

Table 4.2.1.10.1. indicates that 4 (40%) out of 10 interviewees prefer learning English with reading because they can gain a more complete picture of the ways in which the elements of the language work together to convey meaning. They feel more comfortable with familiar words and rules. Similarly, 3 (30%) participants pointed out that the students are unable to comprehend what they are reading. Only 3(30%) interviewees thought that in their English classes target materials are helpful for comprehension

4.3. Discussion

In this part, the discussion and interpretation of the results are presented following the order of the results in combination with the research questions.

4.3.1 Discussion of the pilot study

The EFL teacher can assist the academic language development of EFLs more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and sentence structures related to what they learn in class.

Strategies are defined in this study as approaches that can be used across curricular areas to support the learning of students. The strategies described in this paper are based on the theories of the linguists described in the introductory chapter. The goals of the strategies are to enhance learning. To provide this enhancement, one or more of the underlying premises of effective instruction of English language learners are emphasized in each of the strategies.

These premises are the following:

- Teachers should provide instruction in a way that ensures that students are given comprehensible input (material presented in a manner that leads to the student's understanding of the content, i.e. visual, manipulative, scaffold in L1(the child's first language) and so on.
- Teachers should provide opportunities to increase verbal interaction in classroom activities.
- Teachers should provide instruction that contextualize*s* language as much as possible.
- Teachers should use teaching strategies and grouping techniques that reduce the anxiet*y* of students as much as possible.
- Teachers should provide activities in the classroom that offer opportunities for active involvement of students.

When teachers provide content specific vocabulary, EFL learners have the opportunity to practice the new academic language through reading, listening, writing and speaking to it. Through personal experience during my researching at ASPU Shaki branch, I discovered that many of my students became discouraged because they believed that they were not making progress in their vocabulary learning journey due to the fact that they constantly compared themselves to native speakers of the English language. It is in this regard that I suggest that EFL teachers keep portfolios of the EFL learners' work over the school year and help assess their students at regular intervals. Periodic assessment of EFL progress will show the learners their current progress and thus encourage them to work harder. As much as I am aware of the fact that academic English vocabulary is generally difficult to understand for the average EFL learner, I would advise the teachers not to simplify the curriculum. Instead, EFL teachers should focus on determining the major concepts and processes in the English for Academic Purposes curriculum that students must know. When teachers help students to focus on the most important vocabulary, the content in the English for Academic Purposes classes become manageable and the workload less overwhelming. This makes the 44 learning and teaching process productive for both teachers and learners because valuable time is spent on what is most important. This research assignment has contributed immensely to my academic knowledge, skills and awareness.

The teaching strategies have their advantages and disadvantages and it is the responsibility of the English teacher to implement teaching strategies that will expedite the learning process of my learners.

The purpose of this study was to investigate the relationship between the use of teaching strategies and student achievement. In the research it has been proven that there is not a high statistical significant difference between the use of new foreign language teaching strategies and student's achievement. Successful foreign language teachers are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as teachers, while

teaching a foreign language. Some students who are less successful can also identify some of these strategies; however, they do not know how to choose the appropriate strategies and how to use them in a given task.

4.3.2 Discussion of the Research Question 1

Subsequently, with the aim of elucidating the first and the most prominent research question of the thesis, "**How do the teaching strategies help students to improve their communicative**?" a sequence of data analysis has been carried out. The results of the independent samples t-test for the post-test scores across group constitute that there is a statistically significant difference between the control and the experimental groups *(p=,000),* endorsing the fact that the local culture integration was significantly effective on the improvement of reading and writing skills as the scores of the participants in the experimental group for the post-test were significantly higher than those of the pre-test. This finding illustrated that the students in the experimental group with which the local culture oriented materials had been used during the study benefited from local culture integration in terms of reading and writing skills.

Equivalently, the pre-test and post-test scores of each group were examined respectively. Within groups scores for the pre-test and post-test results were calculated. Similarly, the results indicated a statistical significance. The mean scores of the experimental group, where local culture oriented English language learning took place, increased in a statistically significant way.

4.3.3 Discussion of the Research Question 2

Next, in order to answer the second research question, "**How does inquiry-based instruction as a teaching strategy help students in learning process?"** the control group participants' pre and post test scores were compared by exploiting a within group analyses. The results related to the pre-test and post-test including the interactive writing task scores were analyzed and interpreted. Moreover, the results of 20 questions in the questionnaire, which asked about reasons for learning English, characteristic of learning English, and characteristics of teachers, course books and cultural components, were analyzed. Finally, three questions in the open-ended questionnaire, which asked about the students' opinions, related to target culture were analyzed. The results of the pre-test and post-tests were analyzed with paired sample t-test and according to the findings, the control group performed significantly better at the post-test than they did at the pre-test $t(20)=-4,555$, $p=,000$, indicating that there is a significant increase in reading and writing achievement scores from the pretest (M=71,88, SD=3,72, N=18) to the post-test (M=75,11, SD=4,01, N=18). Considering the increase in both groups' scores, the gap between the diagnostic and achievement test scores of the EG is much

bigger than the one in CG's scores. The CG had received new approach of teaching language and traditional teaching strategies were not included in their classes. This findings showed that the students in the CG with which the target strategies tasks had been used during the study benefited from the instruction in terms of reading, listening and writing skills. The findings were not unexpected since the CG received a certain amount of input during the whole experiment and obviously they improved their reading, listening and writing skills as well even though they did not exposed to traditional teaching structures. If the CG had not indicated any improvements at all, those results would have been unexpected and surprising. The results suggested that there was a significant difference between the pre-test and the post-test scores of the control group. This indicated that the students in the control group benefited from using the target strategies in the process. However, since the English reading, listening and writing lessons during which the study was implemented aimed to teach the target vocabulary and skills as well, it was usual for the students in both groups to learn these vocabulary items through the tasks.

In short, the pre-test and post-test analyses reveal that the EG differs from the CG. Also, the performance of the participants on the pre-test differs from their performance on the post-test. In addition, the EG and CG differ in terms of their progress from pre-test through post-test. The pre-test and post-test scores differed from each other at a statistically significant level.

The groups' average on the post-test was significantly higher than their average on the pre-test.

4.3.4 Discussion of the Research Question 3

Furthermore, to be able to respond the third research question, which is **"How does best-practice teaching improve students' proficiency and attitudes toward language?"** the CG and EGs' quiz scores and post-tests were analyzed. A quiz was considered necessary within the study since a formative assessment tool was also crucial as a motivating tool for students in terms of their learning experiences, to allow the participants to learn gradually and to enable a long-term retention in terms of cultural learning. The results of the quizzes illustrated that there was a significant difference between the scores of the control group and the experimental group participants in the quiz that they took in the middle of the study, $t(37)=-12,59$, $p=,000$. The EG scores were statistically significant compared to the scores of the control group participants'.

Based on the results of the quizzes, it can be concluded that local culture integration has contributed to the level of achievement and the quiz results tended to be an evidence of it. A post-test was also critical to compare the participants' scores to their pre-test scores to see whether the manipulation was successful in seeing the effects of local culture integration into language teaching. Thanks to the post-test, the amount

of knowledge that the participants gained was visible. When the results were analyzed, the null hypothesis, which is "there is no statistically significant change between CG and the EG in their reading and writing scores before and after the study" was rejected.

All in all, the pre-test and post-test results yielded by this research provide strong and convincing evidence that there is a significant impact of the local culture integration on the proficiency levels of university preparatory class students of EFL in connection with reading and writing skills. The findings revealed that local culture integration into language learning classrooms created a big difference for the improvement of learners' reading and writing classes proving the hypothesis of the study right. These results are compatible with Kramsch's (1993) study, who describes the "third culture" of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language. Similarly, the results of the present research are consistent with Smith (1976) as well, who claims that the educational goal of learning an international language is to enable learners to communicate their ideas and culture to others.

4.3.5 Discussion of the Research Question 4

Finally, so as to answer the fourth research question, which is "**How does reading aloud as a teaching strategy motivate students to read independently?**" and to obtain more information about the effects of the traditional strategies, the data of a questionnaire and an open-ended interview were also subjected to analysis.

It goes without saying that, the improvement of listening, reading and writing skills efficiently requires the employment of individual work as well as in-class activities. Hence, the students both in the experimental and control groups were given a questionnaire at the beginning of the study and an open ended interview was held with 5 of the experimental and 5 of the control group students in order to disclose their preferences and opinions related to the relationship between culture and learning. From the outcome of the investigation of interviews and questionnaires, it is possible to conclude a number of interpretations. Descriptive statistics for the questionnaire items revealed students' opinions on English language learning, specifically their reasons for learning English, the content of English language teaching classes, characteristics of English language teachers, the content of English language learning/teaching textbooks, and cultural elements in English language learning.

Almost half of the participants learn English for education in the United Kingdom or the United States. This finding was not unexpected since American and British universities continue to dominate in the global rankings. Another half of the participants explained the reason of learning English an opportunity to communicate with Americans or the English. The findings show that participants have integrative motivation for learning English. As Gardner & Lambert (1972) put forward, learners

with an instrumental motivation want to learn a language because of practical reasons such as getting a salary bonus or getting into college. Integrative motivated learners on the other hand, want to learn the language so that they can better understand and get to know the people who speak that language. Learners in the present research report that they want to learn English to communicate with people from inner cycle countries. This finding suggests that they have integrative motivation to learn English.

In contrast to the interest of the participants in the U.S or the U.K, they do not show a high interest in getting informed about British or American literature. In terms of the culture inclusion in foreign language learning classrooms, results show that the culture of the language does not find a tangible place in EFL lessons. The most likely explanation of this result might be the limitations of time or lack of motivation in terms of both teachers and students.

For culture aspect of language teaching, participants believe that both target cultures and local culture should find a place in their foreign language learning classrooms. This result supports Alptekin's (2002) view in which he proposes the following: A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT.

As for the open-ended interviews, participants reveal valuable data from the aspect of culture and language teaching relationship. Most of the participants consider that the topics are not attractive in reading and writing classes. They report that essay writing requires a lot of knowledge and skills and when the topics are not familiar, this difficulty increases by far. Participants suggest that the familiarity of the topics motivate them into writing more effectively. When the topics relate to information of other countries, learners have problems producing the language since they are not competent in the content let alone reading and writing in another language. The findings of interview question 1 are consistent with Alptekin (1993) who proposes that authentic materials might be difficult to comprehend for those who do not have sufficient schematic knowledge and if learners find it hard to deal with texts, their motivation might be affected in a negative way.

According to the interview results, most of the participants think that inner cycle countries' cultures are mostly included in the book. These results agree with previous scholars such as Pulverness (1999: 6), who proposes that many modern ELT textbooks try to side-step the issue of culture altogether by presenting their target language in 'international contexts' outside the domain of any particular country but these attempts are doomed to failure for a number of reasons. Firstly, the materials generally consist of contrived dialogues written by native speaker authors who, despite feigning to represent other nationalities, cannot possibly dissociate themselves from their own cultures

sufficiently to do the job justice and reflect the lexico-grammatical, topical or interactional choices natural for people from different cultures.

In addition, participants report that both local and target cultures should be located in the course books since they feel the necessity of inner cycle countries' knowledge, also they need the familiarity of local culture topics. Learners also feel the necessity of communicating in the target language about their local culture. These findings are consistent with Oller (1995) who points out that Cultural schema or abstract schema involves cultural familiarity which helps readers to reconstruct the text through referring to more culturally relevant scripts. This is probably because different concepts may have different referents in different cultures and may thus generate different expectations on the reader's part. Thus, cultural schema, not dependent on the surface forms utilized in the formation of the text, involves more than a mere literal comprehension of the content of the text. Different studies in the field of foreign language reading research show that cultural familiarity has a significant influence on readers' understanding of written texts (Steffensen, 1979: 31, Carrell,1983: 28). All these studies show that culture schema plays an important role in foreign language reading.

All in all, the qualitative and quantitative data analysis and interpretation of the results indicate that integrating the local culture of learners into learning English as a foreign language has a positive impact on the language development of learners and learners prefer language learning materials that are both target and local culture oriented.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

"Language exerts hidden power, like the moon on the tides."

– Rita Mae Brown

5.1 Conclusion

English is one of the most important languages of the world. Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day.

To know different issues about the English language in Azerbaijan, one should first know about the sociolinguistic situation in the country. Understanding how the social environment works in terms of languages facilitates acquiring knowledge about English, its status, when and how it is used. Since this work is concerned with teaching English as a foreign language, the researcher seeks to explore how English is taught in Azerbaijan and at which level.

Azerbaijani language is a standard language with its grammar, rules and dictionary. It is considered as the medium of instruction especially at the first stages of institutional education. Russian is also used by the Azerbaijani speakers; this refers to the dialects used for daily communication. It was taught at schools because of colonial reasons, Russian influenced Azerbaijan language, i.e. some people use it as a means of daily communication.

Concerning English, it represents a foreign language for the Azerbaijani learners. It is not taught at the primary level, but is taught at the middle school level in public schools. (1st year of middle school).

Teaching English to Azerbaijani speakers is a challenging experience for local teachers. EFL refers to teaching English in formal contexts and English in that case represents a foreign language for learners. Stern defines language teaching as the activities, which are intended to bring about language learning (U.Murshudova, 2012: 21). In other words, language teaching is more than instructing a class, it is a process, which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment. EFL teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language. According to Canale and Swain to be competent is in terms of three dimensions. (Canale & Swain 1980: 81). In other words, they have defined communicative competence as having knowledge of grammatical rules and

vocabulary and they named that component the **linguistic or grammatical competence.** The second competence which is the **sociolinguistic** one is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Whereas the third is the **strategic competence** which is the ability to use certain strategies to compensate for breakdowns in communication.

The EFL teacher can assist the academic language development of ELLs more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and sentence structures related to what they learn in class. When teachers provide content specific vocabulary, ELLs have the opportunity to practice the new academic language through reading, writing and listening to it. Through personal experience during my internship at Shaki Branch of ASPU Language Program, I discovered that many of my students became discouraged because they believed that they were not making progress in their vocabulary-learning journey because they constantly compared themselves to native speakers of the English language. It is in this regard that I suggest that EFL teachers keep portfolios of the ELLs work over the school year and help assess their students at regular intervals. Periodic assessment of ELL's progress will show the learners their current progress and thus encourage them to work harder.

As much as I am aware of the fact that academic English vocabulary is generally difficult to understand for the average EFL student, I would advise the teachers not to simplify the curriculum. When teachers help students to focus on the most important vocabulary, the content in the English for Academic Purposes classroom becomes manageable and the workload less overwhelming. They are those who make their learners feel that they are decision makers instead of being just knowledge receivers. Listing the roles of teachers will never finish, that is why there are many researchers of the field who every day present case studies and provide new techniques and ways to improve teaching, because teaching is a profession which is flexible and teachers are supposed to vary in the methods used, the tool, etc.

Hence the aim of this study was twofold based on both qualitative and quantitative grounds. The first aim involved the experimental study where one control and one experimental class participated with an intervention only in the experimental group in order to see the effects of the manipulation. The second aim of the study involved the exploration of the students' level of cultural awareness and contentment as well as their preferences for the cultural content of an ELT textbook. To obtain the quantitative data, prior to the study, the participants were given a questionnaire in order to obtain their opinion about the role of teachers 'new approaches' in learning English as a foreign language. Additionally, participants were given a demographic information questionnaire to perceive participants' learning background. Following the questionnaire, a pre-test aiming to find out proficiency levels of the participating

students was applied. Following these procedures, two classes were taught reading, listening and writing skills with two different materials mentioned above.

This study explored all aspects of reading, writing and listening tasks and activities in order to offer simple but useful teaching activities for EFL teachers to use when needed. During the experiment, the researcher noticed four points to pay attention. First, it is better for the teacher to pre-teach important new vocabulary, but no more than ten words. If the teacher teaches all of the new words, the vocabulary instead of focusing on the learning process usually distracts the students. Secondly, it is good to give students questions to follow, but do not give them irrelevant comprehension questions. Since listening is unlike reading, students do not get the reading material to follow and if the teacher asks about too many details, they may become frustrated. Thirdly, teaching reading, the teacher should spend too much time on grammar. But in listening the teacher shouldn't spend more time on grammar. One grammatical point per time is enough for the listeners to pay attention to as they listen. Finally yet importantly, the teacher does not need to spend too much time on teaching listening per class. Instead, fifteen minutes is enough for one listening activity. What is more important is that listening is enough for one listening activity. What is more important is that listening is taught at least once per lesson. As long as the teacher becomes familiar with the relevant teaching activities, she/ he can use one activity a day. The researcher hopes that EFL teachers will have a better map of how to teach listening in class after reading and demonstrating these activities and EFL students can become listeners that are more effective in their future.

At the end of the eight-week period, the students were given post-tests in order to see the effects of both cultural content on proficiency levels of students in both groups and whether the cultural content would help the students on their achievement test. As for the qualitative data, at the end of the experiment, participants from both control and experimental groups were interviews with open-ended questions related to their opinions and preferences of the content of their reading and writing classes and whether they prefer learning English with local culture or target culture oriented materials.

Teaching English especially to non-native speakers is not an easy task to do. It is a long process, which may be influenced by different issues. However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. To teach English as a foreign language, one needs first to consider his/her learners as social beings because each learner is an individual, who is characterized by a personality and by social traits that may influence the process of learning

5.2 Implications

The results, which were revealed through the present study, could be related to several implications both for practice and for future research.

5.2.1 Implications for Practice

The importance of teaching strategies in language classes cannot be denied. Yet, the question that the present study sought was which strategies should be integrated in foreign language teaching and whether integrating the traditional approaches of the learners has a positive impact on the learning outcome.

The existence of the findings of the present study implies that applying strategies can help learners correlate the intangible aspect of a language with real people and entities. Thus, learning a foreign language with the local culture might help learners elaborate a genuine objective in their learning process. As Alptekin (1993) pointed out, in native language learning, the child's schematic knowledge and systemic knowledge develop concurrently. Given what is known about the facilitating effects of familiar schemas on foreign language acquisition, it is most natural for learners to rely on their already established schematic knowledge when developing new systemic knowledge. As the current study's findings indicate, enabling the schematic knowledge (local culture) of the participants meet with the systemic knowledge (target language) results in the success of the language learners and an increase in their motivation towards learning a foreign language.

As for classroom applications, this study might reveal some teaching ideas that could be employed in language learning classrooms. Just by customizing exercises and content would be able to plan to lead to better cultural comprehension.

Classroom discussions have been a staple of teaching forever, beginning with Socrates. It's not enough for students to simply pay attention-they have to be active participants to generate one of those great discussions that end far too quickly for both the teacher and students. The worst types of discussions are serial one-on-one talk between a student and teacher, leaving the rest of the class out of the process. Many students stop listening, begin to fade or disengage during this flawed procedure. The best discussions keep everyone active, either by sharing or thinking. Even those students who rarely, if ever, contribute can still participate in other ways.

In addition, adapting the teaching materials' content by integrating local culture oriented texts, ideas and activities might result in the success of the learners as it did in the present study. Materials such as videos, readings, stories, students' own information, songs, newspapers, realia, interviews, guest speakers, souvenirs, the local literature, photographs, illustrations and surveys might be successfully used in language learning

classrooms, including the local culture of the learners into target language learning process.

Moreover, since this study was applied in Shaki, Azerbaijani teacher's strategies such as traditional, grammar translation approach did not pose any difficulty or trouble.

Finally, English Language Teaching departments of universities in Azerbaijan should raise awareness related to new approach for pre-service teachers. If teacher candidates might be aware of teaching strategies in language learning classrooms, learning outcomes would be more satisfying.

5.2.2. Implication for future Research

For future studies, it would be recommended to carry out an experimental study in different settings with different types of participants in order to reach more conclusive results on the integration of the target strategies and the traditional approach local culture.

To start with, there might be more participants, which will make it possible to generalize the results. Since the present research is an experimental study, generalizing the findings for different contexts, populations and different components of language is beyond the bounds of possibility.

Moreover, the future studies we recommend that future research in this area explores the following wider considerations and how they affect the capacity of teachers and schools to teach pupils with the diverse range of EFL. It should consider how teachers and schools can be supported in implementing evidence based strategies built upon a pedagogy which combines theoretical insights from a range of learning theories with knowledge of children, assessment and curriculum.

What is more, the participants of the present study had been chosen from B1-Threshold level, yet future studies focus on beginner levels such as A1, A2 or more advanced levels such as B2 or C1.

Future research in this area should involve systematic, long-term development work across a range of sites and settings, which also allows for the examination of the impact of the innovations upon achievement. Such research is necessary if we are to advance knowledge about teaching and learning to understand how combinations of teaching approaches or what we have called 'multimodal approaches' might be used in different contexts and for different purposes. To do this it would be important to consider teaching and learning in real settings in order to take in account the ways in which teachers do their work in relation to the wide variety of situations they face.

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APPENDIXES

APPENDIX A

THE QUESTIONNAIRE

Dear students

I am a master's student in the English language Teaching Program of Social Sciences Institute of Istanbul Sabahattin Zaim University. I write a thesis, which includes the opinions of the students in terms of language learning. That's why the opinions you are going to reveal are directly related to the topic of my thesis.

The present questionnaire is composed of six parts. The first five parts are about your opinions related to the learning of English language and the last part is about your personal information.

Your opinions and personal details will definitely be confidential and will only be used for thesis studies.

It is highly crucial that you answer the questions honestly and sincerely.

Please answer all the questions in the questionnaire. I would like to thank you very much for allocating your time and helping me.

Nuran Murshudzade

İstanbul Sabahattin Zaim University

Social Sciences Institute

Students' opinions about the role of learning strategies in English lessons

I would like to ask you to help me by answering the following questions, to better understand the thoughts and beliefs of learners of English in Azerbaijan. This questionnaire is not a test so there is no "right" or "wrong" answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely, as only this will ensure the success of this investigation.

Part I

REASONS FOR LEARNING ENGLISH

In the first part, I would like you to choose the importance levels and tell how much you agree or disagree with the following statements by simply circling a number from 1 to 5. Please do not leave out any items.

	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
Learning English is important to me because I would like to use English to communicate in social settings.	1	2	3	4	5
To use English to achieve academically in all content area	1	2	3	4	5
Interact in, through, and with spoken and written English	1	2	3	4	5
Use English in socially and culturally appropriate ways	1	2	3	4	5
I like English films and songs.	1	2	3	4	5
I have opportunity to get all information in English	1	2	3	4	5
My parents/ family believes that I must study English to be an intellectual person	1	2	3	4	5
Studying English is important to me in order to gain the approval of the society	1	2	3	4	5
Studying English can be important to me because I think I'll need it for further studies	1	2	3	4	5
I always look forward to English classes	1	2	3	4	5
I think learning English is important in order to learn more about the culture and art of its speakers.	1	2	3	4	5
Studying English is important to me because I am planning to study abroad	1	2	3	4	5

Studying English is important to me because I am planning to do research work	1	2	3	4	5
I can imagine myself speaking English in the future with foreign friends at parties	1	2	3	4	5
I have to study English, because, otherwise, I think my parents will be disappointed with me.	1	2	3	4	5
Studying English is important to me because without English I won't be able to travel a lot.	1	2	3	4	5
Studying English is important to me in order to gain the approval of my peers.	1	2	3	4	5
Studying English is important to me because other people will respect me more if I have knowledge of English.	1	2	3	4	5
I like TV programs made in English-speaking countries.	1	2	3	4	5
I study English because close friends of mine think it is important.	1	2	3	4	5
Studying English is important to me in order to gain the approval of my family.	1	2	3	4	5
I like to travel to English-speaking countries.	1	2	3	4	5
I can imagine myself in the future giving an English speech successfully to the public in the future.	1	2	3	4	5
Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5
I really like the actual process of learning English.	1	2	3	4	5
Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship).	1	2	3	4	5

I will study English harder when thinking of not becoming a successful user of English in the future.	1	2	3	4	5
Studying English is important to me in order to gain the approval of my teachers	1	2	3	4	5
Studying English is important to me because my life will change if I acquire good command of English	1	2	3	4	5
My dreams of how I want to use English in the future are the same as those of my parents'	1	2	3	4	5
I really like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5
I find learning English really interesting	1	2	3	4	5
I can imagine a situation where I am doing business with foreigners by speaking English	1	2	3	4	5
I study English because with English I can enjoy travelling abroad	1	2	3	4	5
Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,…).	1	2	3	4	5
I think time passes faster while studying English.	1	2	3	4	5
I consider learning English important because the people I respect think that I should do it	1	2	3	4	5
I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee	1	2	3	4	5
When thinking of not becoming a successful user of English in the future, I feel scared	1	2	3	4	5

I can feel a lot of pressure from my parents when I'm learning English	1	2	3	4	5
Learning English is important to me because I plan to travel to English-speaking countries in the future	1	2	3	4	5
I like English-language magazines, newspapers, and books	1	2	3	4	5
I really enjoy learning English	1	2	3	4	5
I have to learn English because I don't want to fail the English course	1	2	3	4	5
I can imagine myself in the future having a discussion with foreign friends in English	1	2	3	4	5
Studying English is important to me because an educated person is supposed to be able to speak English	1	2	3	4	5
My image of how I want to use English in the future is mainly influenced by my parents	1	2	3	4	5

Thank you very much so far. You are doing fine. Now you are more than half way through. Would you mind doing some more items? You are helping me so much, which I appreciate so much !

These are new questions but please answer them the same way as you did before.

	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
When the teacher tells me the instructions I understand better	1	2	3	4	5
I use color coding (e.g. highlighter pen) to help me as I learn	1	2	3	4	5
I am prepared to expend a lot of effort in learning English	1	2	3	4	5
When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sounds of the situations	1	2	3	4	5
I can usually have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future	1	2	3	4	5
I remember things I have heard in class better than things I have read	1	2	3	4	5
I would like to spend lots of time studying English.	1	2	3	4	5
If I wish, I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does	1	2	3	4	5
I learn better by reading what the teacher writes on the chalkboard	1	2	3	4	5
I learn better in class when the teacher gives a lecture	1	2	3	4	5
I would like to concentrate on studying English more than any other topic	1	2	3	4	5
Charts, diagrams, and maps help me understand what someone says	1	2	3	4	5
When I listen to a teacher, I imagine pictures, numbers or words	1	2	3	4	5

When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene	1	2	3	4	5
I like for someone to give me the instructions out loud	1	2	3	4	5
Even if I failed in my English learning, I would still learn English very hard	1	2	3	4	5
I highlight the text in different colors when I study English	1	2	3	4	5
I remember things better if I discuss them with someone	1	2	3	4	5
English would be still important to me in the future even if I failed in my English course	1	2	3	4	5
My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience the situations	1	2	3	4	5
Other (please give an explanation)					

Part II

ASPECTS OF LANGUAGE COVERED IN ENGLISH LANGUAGE

2). I would like you to tell me how often you use language skills in your English lesson, in the third part.

	Never	**Rarely**	**Sometimes**	**Time to time**	**Often**	**Always**
Grammar	1	2	3	4	5	6
Pronunciation	1	2	3	4	5	6
Listening	1	2	3	4	5	6
Speaking	1	2	3	4	5	6
Reading	1	2	3	4	5	6
Writing	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Dictionary skill	1	2	3	4	5	6
Interpersonal skill	1	2	3	4	5	6
Other (give an explanation)						

3. What activities should be useful for effective English learners?

	Very Important	**Important**	**Not important**	**Not sure**	**Very unimportant**
Grammar activities	1	2	3	4	5
Vocabulary activities	1	2	3	4	5
Reading activities	1	2	3	4	5
Speaking activities	1	2	3	4	5
Listening activities	1	2	3	4	5
Writing activities	1	2	3	4	5
Pair and group work	1	2	3	4	5

Part III
CHARACTERISTICS OF ENGLISH TEACHERS

4. From where would you like your English teacher to be?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
From my native country	1	2	3	4	5
From USA	1	2	3	4	5
From England	1	2	3	4	5
From UK	1	2	3	4	5
From the country that English language is native (Norway, Austria and etc.)	1	2	3	4	5
From the country that English language is official (Republic of Ireland, Canada and etc.)	1	2	3	4	5
From the foreign country	1	2	3	4	5

Other (give an explanation, please)

4. What is your opinion about the following ideas related to teachers?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
To give clear instruction	1	2	3	4	5
To plan a variety of activities	1	2	3	4	5
To make best use of learning opportunities	1	2	3	4	5
Do not use negative words or discouraging tone of voice	1	2	3	4	5
To be able to speak both: target and source language	1	2	3	4	5
To be familiar with Azerbaijan and English culture	1	2	3	4	5

To gain and keep control and maintain discipline	1	2	3	4	5
To give attention to all the students	1	2	3	4	5
Using students' own opinions, ideas and experiences	1	2	3	4	5
Giving positive praise	1	2	3	4	5

Other (give an explanation, please)

1. What do you think about the following opinions about your own country's English language teachers?

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Different or local varieties of English can sometimes be a problem for teachers.	1	2	3	4	5
They can create an endless variety of sentences and it is possible to translate from one language to another easily	1	2	3	4	5
They speak much English, so it is more easy to understand and use English effortlessly	1	2	3	4	5
They set tasks and problems which interest and motivate the students	1	2	3	4	5
They include everyday materials, such as newspapers, timetables and etc. in the task	1	2	3	4	5
They use realistic activities based on situations which students experience in their lives	1	2	3	4	5
They encourage students to participate more in the learning process	1	2	3	4	5
They make connections to large national and global communities	1	2	3	4	5

Other (give an explanation, please)

1. Do you agree with the following opinions about those who are native English speaking teachers?

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
It is easy for me to learn English from native English teacher	1	2	3	4	5
English teacher from my country is better than foreign	1	2	3	4	5
They encourage students to learn cooperatively	1	2	3	4	5
They help you develop your learning skills	1	2	3	4	5
They know how to use the language to acquire academic knowledge	1	2	3	4	5

Other (give an explanation, please)

2. If you have to choose the English language teachers in your university, which teachers would you choose and tell how much you agree or disagree with the following statements by simply circling a number from 1 to 5. 1 extremely important – 5 extremely unimportant. Please do not leave out any items.

	Extremely important	Important	Not decide	Unimportant	extremely unimportant
English language teacher whose first language is British English and can speak my language	1	2	3	4	5
English language teacher whose first language is British English and can't speak my language	1	2	3	4	5
English language teacher from your country, but got education in Europe	1	2	3	4	5
English language teachers from my country who studied in	1	2	3	4	5

countries where English is the official language					
English language teachers whose first language is American English and can speak my language	1	2	3	4	5
English language teachers who graduated English language teaching faculty	1	2	3	4	5
English language teachers from my country who has effective teaching strategies	1	2	3	4	5
English language teachers from my country who is experienced, ranging from twelve to thirty years in the classroom.	1	2	3	4	5

Other (give an explanation, please):

Part IV

COURSBOOKS

9. Should the English language course books include the following content?

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Householding	1	2	3	4	5
Science/inventions	1	2	3	4	5
Natural World	1	2	3	4	5
Clothing	1	2	3	4	5
Food	1	2	3	4	5
Health	1	2	3	4	5
Transportation	1	2	3	4	5
Leisure time	1	2	3	4	5
Education	1	2	3	4	5
Business	1	2	3	4	5
Technology	1	2	3	4	5
Society	1	2	3	4	5
Literacy materials	1	2	3	4	5
Farms and occupational items	1	2	3	4	5
Flowers and plants	1	2	3	4	5
Animals	1	2	3	4	5
Crafts	1	2	3	4	5
Ethnic items, music, holidays, customs and traditions	1	2	3	4	5
Celebrities	1	2	3	4	5
Historical events	1	2	3	4	5
Folklore materials	1	2	3	4	5
Folklife of the English speaking countries	1	2	3	4	5
Literature	1	2	3	4	5
Culture and art	1	2	3	4	5
Social life of English and Azerbaijan people	1	2	3	4	5
Tourism	1	2	3	4	5

Other (give an explanation, please):

12. Do you agree that the following topics are useful while learning English language?

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
To get information about English language literature	1	2	3	4	5
To get information about English language history	1	2	3	4	5
To learn cultural information about English language speaking countries	1	2	3	4	5
To learn historical information about English speaking countries	1	2	3	4	5
To learn scientific information	1	2	3	4	5
To get information about English habits	1	2	3	4	5
To get information about entertainment in your country	1	2	3	4	5
To get information about the celebrities	1	2	3	4	5
To get information about the prominent peoples' life style	1	2	3	4	5
To get information about fashion	1	2	3	4	5
To get information about sport	1	2	3	4	5
To get information about ethnography of the GB	1	2	3	4	5

Other (give an explanation, please):**12. Do you agree or disagree?** "Many teachers believe that they can teach better if students are placed in ability groups" Why yes/not? Give an explanation, please

APPENDIX B

1. PERSONAL INFORMATION

Please provide the following information by ticking (✓) in the box or writing your response in the space to help us to better interpret your previous answers.

1.   Gender   □ Male   □Female

2.   □ Azerbaijani   □non-Azerbaijani (Please specify: _____)

3.   **Your age (in years): _____**

4.   **Birth place_____**

5.   **Your father's highest level of education:**

Doctoral Degree ( ) High-School ( )
Master's Degree ( ) Bachelor's Degree ( )
Secondary School ( )
Primary School ( )
Your father's job: _____

6. Your mother's highest level of education:
Doctoral Degree ( ) High-School ( )
Master's Degree ( ) Bachelor's Degree ( )
Secondary School ( ) Primary School ( )
Your mother's job: _____

II. FOREIGN LANGUAGE EDUCATION

7. How long have you been learning English?
1-3 ( ) 4-7 ( ) 8-10 ( )
Other (Please explain)

_____

8. **Is there anybody else in your family who speaks/learns English?**
Yes ( ) No ( )
If your answer is Yes, does this person help you while you learn English?
Yes ( )   No ( )
i. If your answer is Yes, on which areas do you get help?

_____

9. Have you ever been abroad?

Yes ( )   No ( )

If your answer is Yes, where and with what purposes did you stay there?

_____

10. Have you ever had or do you have now a native English-speaking teacher?

□Yes   □No

11. Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?

□ Yes   □ No

12. What is your current employment status?

□   Student

□   Secondary school student

□   College, university student (if you tick (✓) here, please answer the question

below)

□   Other (Please specify: _____)

13. Are you majoring in English?

□ Yes   □ No

14. **How long have you been learning English? _____**

15. **What other foreign languages have you learned**? Tick (✓) your level

Level	Beginner	Elementary	Intermediate	Advanced
English				
French				
German				
Russian				
Other_____				

16. From which English manual do you learn in your classes?

17. Have you ever had the teacher whose English language is native?

□ Yes   □ No

If Yes, How long have you worked with him/her?

18. Do you attend any English courses?

□ Yes   □ No

If Yes, what kind of courses do you attend?

_____

19. From what country is your trainer?

□Azerbaijan   □ foreign country

III SOCIAL ACTIVITIES

20. What do you do in your leisure time?

□ doing exercises   □ improving my English   □watching movies

□listening music   □ spending time with friends   □hiking

□walking open airs   □reading fiction books   □ playing games

□ drawings   □writing poem   □writing story

21. Do you watch English language movies?

□ Yes   □ No

If yes, answer: □with subtitle   or   □without subtitle

22. Do you listen to English language music?

□ Yes   □ No

If yes, answer: □with lyrics   or   □without lyrics

23. Do you write narratives?

If yes, answer: What kind of narrative do you write?

_____

APPENDIX C

Student Interview Transcriptions

In this part of research work, it was used 10 (ten) students to have an in-depth understanding of the opinions and feelings of the students about their learning and developing skills in foreign language teaching textbooks. Student interviews were made with 10 students at the end of the experiment.

S: Abbreviation for "Student"

R: Abbreviation for "Researcher"

<u>STUDENT 1</u>

R: What do you enjoy most about your current studies?
S1: I really enjoyed the practical work that we had to complete. I had the chance to do a real job under supervision, and the experience convinced me once again that I want to work as a teacher all my life. I believe it is a great preparation for the job. I know that every subject is important, and I try to work hard.

R: How do you listen to conversations and improve your pronunciation?
S1: We are focusing on a difficult sound that spelled differently but the same pronunciation

R: What do you do in the grammar lesson?
S1: Teacher asks questions during her/his presentation for to show the meaning of a structure

R: What is the best way to teach vocabulary at the upper intermediate level EFL?
S1: Our teacher presents the new words and we use it in the sentences and giving examples to make the meaning clear

R: What do you do pre, while and post speaking?
S1: We work in pairs or small groups asking the question and making notes of the replies, and report on what our classmates said. I enjoy finding ways to challenge myself. The more that I am engaged with my world, the more I enjoy it. I don't like to take the easy road through life. Not only will I achieve more, I will have a better time doing it.

R: What is your favorite way to practice your English?
S1: We listen to the information and write notes in our copybook

R: What do you find the most difficult in the English learning lesson?

S1: The main problem of me these days is that I do what I have to do to get through the English class every day, but then I go on to my mobile messaging and social networking activities where my friends use all kinds of misspelled words, have no sense of grammar or punctuation and I confuse.

R: What do you do pre, while and post writing?

S1: Teachergives us permission to be as creative as we like. We learn how to write the plan o the composition

R: How did you get interested in learning languages and how many do you currently speak?

S1: I got interested in foreign languages when I was 12. I have to thank my father for that, since one day, he took me aside and asked me "do you want to learn a bit of English?" He didn't know it, but he had planted an important seed in my head.

R: What do you do pre, while and post reading?

S1: The teacher shows words and phrases on cards. We look at them and say the words. This gives word recognition practice for us. Then we noting specific information

ÖĞRENCI 2

R: Şu anki çalışmalarınızdan ne kadar zevk alıyorsunuz?

S2: Tamamlamak zorunda olduğumuz praktik çalışmadan çok memnun oldum. Denetim altında gerek bir iş yapma şansı elde ettim ve bu deneyim beni bir kez daha tüm hayatım boyunca öğretmen olarak çalışmak istediğime ikna etti. Bence bu iş için mükemmel bir hazırlık oldu. Her konunun önemli olduğunu biliyorum ve çok çalışıyorum.

R: Konuşmaları nasıl dinlersiniz ve telaffuzunuzu nasıl geliştiriyorsunuz?

S2: Farklı bir dille yazılmış ama aynı yorumu olan zor bir sese odaklanıyorum.

R: Kelime öğrenme sürecinde ne yapıyorsunuz?

S2: Öğretmenimiz yeni kelimeleri sunuyor ve cümlelerde kullanıyorum.

R: Konuşmadan önce, konuşma sırasında ve konuşmadan sonra ne yapıyorsunuz?

S2: Soruları ve yanıtları no ederek çiftler halinde ya da küçük gruplar halinde çalışıyor ve sınıf arkadaşlarımın söylediklerini rapor ediyorum.

R: İngilizce pratik yapmanın en sevdiğiniz yolu nedir?

S2: Öğretmen bize istediğimiz kadar yaratıcı olmamız için izin veriyor.

R: Dinlerken ve dinledikten sonra ne yaparsınız?

S2: Bilgileri dinleyip not defterime yazırım ve ifade ederim.

R: İngilizce öğrenirken en zor olan nedir?

S2: Bu günlerdeki asıl sorun, her gün İngilizce dersi almak için yapmam gerekeni yapmam, ama sonra arkadaşlarımın her türlü yanlış yazılmış kelimelerini kullandığım mobil mesajlaşma ve sosyal paylaşım fealiyetlerine geçtiğimde hiç bir grammer ve ya diger işaretlerin doğru kullanılmadığını gördüğümde şaşırıyorum.

R: Dil öğrenmeyle nasıl ilgileniyor ve nasıl konuşuyorsun?

S2: 12 yaşındayken yabancı dillerle ilgilendim. Bunun için babama teşekkür etmeliyim. Bana ingilisceyi sevmeyi o öğretti.

R: Okumadan önce, okurken ve okuduktan sonra ne yapıyorsunuz?

S2: Tüm öğrenciler aktif olarak okuma ve müzakere içerisindedirler.

STUDENT 3

R: What do you enjoy most about your current studies?

S3: I have chance to read a lot of books from English language and it helps me to develop my spelling and speaking.

R: How do you listen to conversations and improve my pronunciation?

S3: English pronunciation is a tough area to master. There are some sounds in English that can be difficult for any learner, and there are also distinctions between sounds that some students find confusing because there is no such distinction in their mother tongue. We try to repeat sound after teacher, and then listen to the sound from native speakers tongue

R: What do you do in the grammar lesson?

S3: We do exercises using the new structure, or rules. Practical working helps us to learn effectively.

R: What is the best way to teach vocabulary at the intermediate level EFL?

S3: Vocabulary is very important for foreign language learners. We improve our active vocabulary by expanding the new words

R: What do you do pre, while and post speaking?

S3: We get new words pre-speaking stage, while-speaking exchange information, post speaking we create dialogue

R: What is your favorite way to practice your English?
S3: We learn new words and grammar rules in pre listening stage, do exercises while listening and prepare questionnaire

R: What do you find the most difficult in the English learning lesson?
S3: It is difficult me the dialects of English. I confuse the sounds and vocabulary

R: What do you do pre, while and post writing?
S3: I gather new words and write plan of writing in pre-writing, then do fast write and then write final draft in the post-writing

R: How did you get interested in learning languages and how many do you currently speak?
S3: I learn English because English is everything now days, and I need it at my university because the lecture is teaching us in English as well as I can get a good job with good salary. Furthermore, I want to learn English because I love it.

R: What do you do pre, while and post reading?
S3: New words are important and we learn it in pre- reading, reading and doing exercises in while reading and free work in post-reading stage. We read simple instructions and do what the instructions tell us, then create mind map.

STUDENT 4

R: What have you enjoyed most about your current studies?
S4: We use some silent videos, and then give information about the story and prediction about their speech

R: How do you listen to conversations and improve my pronunciation?
S4: First, we are able to hear the difference between the incorrect and the correct sound, then we learn how to make the correct sound.

R: What do you do in the grammar lesson?
S4: I like when my teacher explain me rules of grammar and it can help me to understand.

R: What is the best way to teach vocabulary at the intermediate level EFL?

S4: We use jigsaw-learning technique and it gives us opportunity to work quick and effectively with peers while learning key vocabulary words.

R: What do you do pre, while and post speaking?

S4: We involve in agree/disagree discussions. In this type of discussions each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

R: What is your favorite way to practice your English?

S4: We discuss the listening information, share ideas about an event, and find solution. This activity fosters critical thinking and quick decision-making, and we learn how to express and justify ourselves in polite ways while disagreeing with the others.

R: What do you find the most difficult in the English learning lesson?

S4: I need always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

R: What do you do pre, while and post writing?

S4: We establish an email dialogue between students from different group mates who are reading the same book.

R: How did you get interested in learning languages and how many do you currently speak?

S4: I learn English because it is international language. We can speak English in any country and people understand us. It gives me chance to live any country and can communicate the people.

R: What do you do pre, while and post reading?

S4: We look at the picture and read sentences. We choose the sentence which correctly describes the picture. Then change the tense forms of the sentences. Teacher asks us to write short answers to the questions, and then discuss them together. Then we write a summary

STUDENT 5

R: What have you enjoyed most about your current studies?

S5: It is very difficult to express myself to convey the understanding İ have of the content İ am learning.

R: How do you listen to conversations and improve my pronunciation?

S5: We try to recognize (when reading, for example) when and how to make the correct sound

R: What do you do in the grammar lesson?
S5: We take realia and learn the new grammar rules with creating story about it

R: What is the best way to teach vocabulary at the intermediate level EFL?
S5: We compare the similarities and differences within words with the help of Venn diagram.

R: What do you do pre, while and post speaking?
S5: We work in pairs to write a dialogue. When I am speaking, student B should write down what I am saying and vice versa. When we finish the conversation, we should check what each other has written and put the two sides of the conversation together. Teacher then ask us to perform our dialogues again to the rest of the class, or to swap with other pairs.

R: What is your favorite way to practice your English?
S5: We work in teams. One student comes to the front of the class and reads aloud a passage, which a teacher has chosen, e.g. a story or newspaper article. Then we read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point.

R: What do you find the most difficult in the English learning lesson?
S5: If I explain all the words in a passage it will take a lot of time. I board and lose interest in the text that I read.

R: What do you do pre, while and post writing?
S5: We analyze the text reading and create imagination dialogue between author and me.

R: How did you get interested in learning languages and how many do you currently speak?
S5: I learn English because I want to learn English

R: What do you do pre, while and post reading?
S5: I comprehend what I am reading through picture, prediction and discussion. Divide us into groups to discuss the questions, and then go through the answers together.

STUDENT 6

R: What do you enjoy most about your current studies?
S6: I am able to communicate viable reasons for his/her choice of solutions

R: How do you listen to conversations and improve my pronunciation?
S6: We look for appropriate minimal pairs-words that are exactly the same except for one different sound. These can help us target the sounds that we need to focus on.

R: What do you do in the grammar lesson?
S6: I do synonym scramble activity and build vocabulary skills, then make sentences, or situation.

R: What is the best way to teach vocabulary at the intermediate level EFL?
S6. I conduct interviews on selected topics with various people and I prepare my own interview questions using the new words

R: What do you do pre, while and post speaking?
S6: Teacher gives us topic, we gather useful words, and phrases then make story with team, or peer.

R: What is your favorite way to practice your English?
S6: We paraphrase some possible introductory phrases for paraphrasing

R: What do you find the most difficult in the English learning lesson?
S6: It is difficult for me when a teacher interrupts my speaking and corrects my mistakes.

R: What do you do pre, while and post writing?
S6: I write descriptive essay, report and free writing in the lesson

R: How did you get interested in learning languages and how many do you currently speak?
S6: English is an international language and my future life I would like to travel around the world

R: What do you do pre, while and post reading?
S6: I read selectively, continuality making decisions about my reading topic. We read the text and note down information and discuss

STUDENT 7

R: What do you enjoy most about your current studies?
S7: Speaking English was my childhood dream and now I get chance to realize my dream.

R: How do you listen to conversations and improve my pronunciation?
S7: By learning to recognize and reproduce the difference in the words' sounds and meanings, we can start heading towards pronunciation mastery.

R: What do you do in the grammar lesson?
S7: WE write our own fill-in-the-blank tall tales using the learning grammar structure.

R: What is the best way to teach vocabulary at the intermediate level EFL?
S7: I would like to develop my word bank and learn new words by heart then use them in my speech

R: What do you do pre, while and post speaking?
S7: In the lesson my teacher helps me to develop my pronunciation by drilling and by correcting mistakes we are speaking cured dialogues

R: What is your favorite way to practice your English?
S7: I listen how something is said- a person's attitudes and emotional reactions

R: What do you find the most difficult in the English learning lesson?
S7: While listening to concentrate on what the person is saying while listening

R: What do you do pre, while and post writing?
S7: I generate writing idea then introducing the concept and come up with as many examples as it possible can for whatever topic the teacher gives me.

R: How did you get interested in learning languages and how many do you currently speak?
S7: Learning English tares up lots of time but intensives may be pretty different. It is useful in modern world to speak English. I eager to learn English to discover around the world my life

R: What do you do pre, while and post reading?
S7: While reading I am able to summarize, make questions, answer questions, filling in forms and charts. We read the first line/paragraph and think that what the text is about

STUDENT 8

R: What do you enjoy most about your current studies?

S8: I am able to get more information from internet, discover the new information and understand world and life

R: How do you listen to conversations and improve my pronunciation?

S8: Sometimes our teacher says the sounds over and over, with us trying to mimic.

R: What do you do in the grammar lesson?

S8: My teacher uses real life settings and objects we will know the grammar structures we learn will be useful for us.

R: What is the best way to teach vocabulary at the intermediate level EFL?

S8: I am able to recognize the items and meaning of the new words and use them productively in written/oral process

R: What do you do pre, while and post speaking?

S8: Teacher makes drills, speaking models and we practice them, listening to the text and speak about some items

R: What is your favorite way to practice your English?

S8: While listening we do true/false activity, remember the words while watching TV/reading, and prepare the map of items

R: What do you find the most difficult in the English learning lesson?

S8: Be accurate is difficult for me in the courses

R: What do you do pre, while and post writing?

S8: I now realize the more able we are to relate the concepts of writing to 'real world' experience, the more successful we will be.

R: How did you get interested in learning languages and how many do you currently speak?

S8: I eager to have learnt English to discover the world beyond my own, outside the country and the city in which I live, out of culture which has created me as a person, out of myself, my views and visions, my feelings and perceptions, to open the worlds of other societies and nations with their habits

R: What do you do pre, while and post reading?

S8: I make mind map dealing with the reading information, rewrite the ending of the text, and rewrite the story, write different title for the story and etc. We read the text and discuss the main idea

STUDENT 9

R: What do you enjoy most about your current studies?

S9: I have opportunity to get information about mankind's historical evolution, international fame, recognition and acceptance. English now serves as the sole medium of communication worldwide.

R: How do you listen to conversations and improve my pronunciation?

S9: Some activities can give me the opportunity to hear the difference between the minimal pairs, recognize the different words written on the card and clearly pronounce the difference when we win and have a chance to be the caller. As each word is called, we tend to all say it quietly to ourselves as well.

R: What do you do in the grammar lesson?

S9: I think grammar shouldn't be taught "*by the book*". At least not in teaching English as a foreign language. I don't want to know all of these rules; I am not interested in them. I want to learn English**.**

R: What is the best way to teach vocabulary at the intermediate level EFL?

S9: I make notes of vocabulary while reading, testing ourselves, using known words in different context, using words in conversations, and practice with friends

R: What do you do pre, while and post speaking?

S9: I make oral report, create story, guessing words

R: What is your favorite way to practice your English?

S9: While listening I make a list/mind map of everything I know about making KWL chart

R: What do you find the most difficult?

S9: Modeling the words is more difficult for me in the lesson

R: What do you do pre, while and post writing?

S9: I explore the main ideas, choose our audience, write setting and point of view of the topic

R: How did you get interested in learning languages and how many do you currently speak?

S9: I learn English because it is number one language of international communication, also number one in dealing with sciences, arts, and in military fields as well.

R: What do you do pre, while and post reading?

I complete the sentences, stories, retell the text, find the main idea about the reading text and create a tale. We read the text and make list about characters/nature/people/conflict

STUDENT 10

R: What do you enjoy most about your current studies?

S10: I enjoy learning English because it helps me to push further the horizon's line, to disconnect my mind from a stressful and disappointing social environment.

R: How do you listen to conversations and improve my pronunciation?

S10: Our teacher explain us a lot of rules I it is boring. I should learn how to read, or speak in English. Rules confuse me and I forget everything after the classes

R: What do you do in the grammar lesson?

S10: I want to learn how speak, read, and write in English. So, how do the EFL teachers teach us essential grammar and give us what we need, rather than boring us to death with "the rules".

R: What is the best way to teach vocabulary at the intermediate level EFL?

S10: I read the text and create a graphic organizer for the word. At the organizer center I put a new word and branching off it into three part, classification, qualities and example

R: What do you do pre, while and post speaking?

S10: We are focusing on a problem and expressions why we are upset/happy/confuse

R: What is your favorite way to practice your English?

S10: We listen to the text and answer the questions/write the content/speak about the problems, make dialogues

R: What do you find the most difficult?

S10: Expressing any problems, sharing ideas are difficult for me.

R: What do you do pre, while and post writing?

S10: We make plan of writing and collect the useful words, then write content, revise it and edit

R: How did you get interested in learning languages and how many do you currently speak?

S10: I learn English because English is a key to knowledge, science from past till now; it is a door to the world, where almost every letter is written in English language.

R: What do you do pre, while and post reading?

S10: We discuss the main idea or theme, create a role play, rewrite the ending, write questions, and analyze the characters

The Pre-Test and the Post-Test

READING CONPREHENSION (1 hour)

This paper is in two parts, section A and section B. For each question you answer correctly in section **1** *you gain* **one** *mark: for each question you answer correctly in section 2 you gain* **two** *marks. No marks are deducted for wrong answers. Answer all the questions. Indicate your choice of answer in every case on the separate answer sheet, which should show your name and examination index number. Follow carefully the instructions about how to record your answers.*

SECTION 1

In this section you must choose the word or phrase which best completes each sentence. For each question, 1 to 20, indicate on your answer sheet *the letter A,B,C or D against the number of the question.*

a)   Her parents were …… because she was out so late that night.
        A responsible   **B** sorry   **C** worried   **D** overcome

b)   After a lot of difficulty, he ….. to open the door.
        A managed   **B** succeeded **C** obtained **D realized**

c)   I have been looking for this book for months and….. I have found it.
        A at last   **B** in time   **C** at the end   **D** at present

d)   My employer's………. of my work does not matter to me at all.
        A meaning   **B** belief   **C** opinion   **D** expression

e)   The purpose of the examination was to…the students' knowledge of the subject.
        A try   **B** belief   **C** prove   **D** test

f)   I'll have to…………to you, otherwise he will hear.
        A shout   **B** say   **C** whistle   **D** whisper

g)   The building...gathered in the car park.
            A while   **B** then   **C** before   **D** to

g)   After closing the envelope, the secretary……. the stamps on firmly.

A licked　　　　**B** sucked　　　　**C** stuck　　　　**D** struck

h)　　　The teacher……… them the answer to the question.
　　　　A explained　　**B** told　　**C** said　　**D** discussed

i)　　　The station clock is not as………as it should be; it is usually between one
　　　and two minutes fast.
　　　　A strict　　　**B** certain　　**C** true　　**D** accurate

j)　　　We flew to the island, then…………a car for three days and visited most
　　　places of interest.
　　　　A lent　　　**B** bought　　　**C** hired　　　**D** charged

k)　　　One………of their new house is that it has no garden.
　　　　A pity　　**B** dislike　　**C** complaint　　**D** disadvantage

l)　　　When he spoke over the telephone, his voice was so…………that I could
　　　hardly hear him.
　　　　A faint　　**B** dim　　**C** dull　　**D** unnoticeable

m)　　　They tell me he is……… a lot of money in his new job.
　　　　A having　　**B** earning　　**C** gaining　　**D** profiting

n)　　　She heated the chocolate until it…, and then poured it over the cake.
　　　　A formed　　　**B** melted　　　**C** changed　　**D** flooded

o)　　　He drives so quickly that I am afraid that one day he will……..someone
　　　crossing the street.
　　　　A crash down　　**B** knock down　　**C** turn over **D** run across

p)　　　Hello. Is that 21035? Please put me………….to the manager.
　　　　A across　　　**B** up　　**C** over　　**D** through

q)　　　Although he was completely………… as a furniture-maker, he produced the
most beautiful chairs.
　　　　An untrained　　**B** unable　　**C** incapable　　**D** uneducated

r)　　　I have never………any experience of living in the country.
　　　　A had　　**B** wished　　**C** done　　**D** made

SECTION 2

In this section, you will find after each of the passages a number of questions or unfinished statements about the passage, each with four suggested answers or ways of finishing. You must choose the one wish you think fits best. For each question, 1 to 5, indicate on your answer sheet the letter A,B,C or D against the number of the question.

FIRST PASSAGE

There was one thing that found rather strange on my first day as housekeeper at Monk's House. The floors in the house were very thin. The bathroom was directly above the kitchen, and when Mrs. Woolf was having her bath before breakfast, I could hear her talking to herself. On and on she went, talk, talk, and talk, asking questions and giving her the answers. I thought there must be two or three people up there with her. When Mr. Woolf saw that I looked surprised, he told me that Mrs. Woolf always said the sentences out loud that she had written during the night. She needed to know if sounded right and the bath was a good place for trying them out.

I was not allowed to make coffee at Monk's House –Mr. and Mrs. Woolf were very particular about coffee and always made it themselves-so Mr. Woolf came into the kitchen at eight o'clock every morning to make it. When we carried the breakfast trays to Mrs. Woolf's room I noticed that she had always been working during the night. There were pencils and paper beside her bed so that when she woke up she could work, and sometimes it seemed as though she had had very little sleep.

Mrs. Woolf' bedroom was outside the house in the garden; I used to think how inconvenient it must be to have to go out in the rain to go to bed. Her bedroom had been added on to the back of the house; the door faced the garden and a window at the side opened out on to a field. Because the writing-room was small, he had had a larger one built for her at the end of the garden against the church wall.

I can always remember her coming to the house each day from the writing-room; when I rang the bell for lunch at one o'clock she used to walk down through the garden smoking one of her favorite cigarettes in a long holder. She was tall and thin and very graceful. She had large, deep-set eyes and a wide curving mouth –I think perhaps it was this that made her face seem particularly beautiful. She wore long skirts-usually blue or brown –in the fashion of the day, and silk jackets of the same color.

Her cigarettes were made from a special tobacco called My Mixture. Mr. Woolf bought it for her in London, and, in the evenings, they used to sit by the fire and make these cigarettes themselves.

Mrs. Woolf wore clothes that suited her well. I pressed them for her and did any sewing that was clothes that suited her well. I pressed them for her and did any sewing that was necessary-she was not able to sew, although sometimes she liked to try. There was one thing in the kitchen that Mrs. Woolf was very good at doing; she could make beautiful bread.

1. **What was particularly unusual about monk's House?**

A bathroom was next door to the kitchen

B Mrs. Woolf's bedroom door opened on to the garden.

C The kitchen window looked out over fields.

D The breakfast room was upstairs.

2. **What did the writer observe about Mrs. Woolf's writing habits?**

A She did a great deal of writing at night.

B She worked in the garden whenever she could.

C She preferred to write in the house.

D She sometimes wrote in the bath.

3. **Mrs. Woolf wore clothes which were**

A in matching colors.

B designed for her individually.

C suitable for country life.

D rather dull and unattractive.

4. **Mrs. Woolf's attitude towards his wife seemed to be that**

A he found her strange ways difficult to accept.

B he did a very separate life

C he did what he could for her.

D he watched over her all the time.

5. **As far housework was concerned, Mrs. Woolf**

A was too busy to do any.

B disliked doing any.

C was very bad at it.

D liked one or two particular tasks.

SECTION 3. USE OF ENGLISH (2 hours)

1.Finish each of the following sentences such a way that it means exactly the same as the sentence printed before it.

Example: I haven't enjoyed myself so much for years.
Answer: It's years since I enjoyed myself so much.

1.   The trains couldn't run because of the snow.
       The snow ……………………………………

2.   I didn't arrive in time to see her.
       I apologies……………………….

3.   I'm sorry I was rude to you yesterday.
       I apologies………………………….

4.   He didn't hurry, so he missed the train.
       If ……………………………………

5.   Janet is the best tennis-player in the club.
        No one …………………………………

6.   I haven't seen that man here before.
       It's …………………………………

7.   The furniture was so expensive that I didn't buy it.
       The furniture was too………………………………

8.   The robbers made the bank manager hand over the money.
       The bank manager ………………………………………

9.   He learned to drive when he was eighteen.
       He has …………………………………

10.   She had never been so unhappy before.
       She was unhappier ……………………

2. Make all the changes and additions necessary to produce, from the following eight sets of words and phrases, eight sentences which together make a compete letter. Note carefully from the example what kind of alterations need to be made. Write each sentence in the space provided.

Example: I / wonder / why you / not / reply / last letter.
Answer: I was wondering why you had not replied to my last letter.

Dear Mr. Brown,

I be happy / get / letter / offer job / your company.

a)_____

You / not tell / when / want me / start work / for you.

b) _____

My present employer / expect me / stay him / end month.

c) _____

We think / about buy / house / the office.

d) _____

My wife / be anxious / find / good school / children / attend.

e) _____

She worry / not be able / continue / study / same subjects.

f) _____

Let hope / problems / not take / long solve.

g) _____

I look forward / start work / you.

h) _____

Yours sincerely.

<div align="right">

John Smith

</div>

SECTION 4. BUILDING VOCABULARY SKILLS

1. Vocabulary review
Match the words in column A with their meanings in column B.

A		B	
1.	Slip	a.	Freedom
2.	artificial	b.	put in order
3.	independence	c.	not together
4.	dye	d.	right now
5.	separate	e.	almost fall
6.	invent	f.	color
7.	immediately	g.	nation
8.	strengthen	h.	make for the first time
9.	arrange	i.	make stronger
10.	country	j.	not real

Choose the answer that is closest in meaning to the words in bold print. Use context clues

1. Sir Richard Burton was a great **explorer**. He was the first person to discover Lake Victoria, the source of the Nile River

a) Inventor

b) businessman

c) person who looks for new places and information

d) person who makes special messages in code

2. Ferdinand Magellan's ship was the first ship to make a **voyage** around the world.

    a.   trip   b. race   c. map   d. flight

3. Some people like to keep a **journal**. They write in it every day. They write about what they did, what happened to them, and what they thought.

    a) textbook   c) a novel   b) a magazine about scientific research

    d) a notebook about daily activities

4. Her family lives in a **distant** suburb of Azerbaijan. We have to drive for a long time to reach the center of it.

    a. near   b. far   c. similar   d. foreign

5. Mary studies **geography**. She is learning about mountains, deserts, rivers and oceans of different places in the world. She also reads about people, plants, animals, and natural resources.

    a) The study of science   c) The study of music

    b)The study of people and society   d) the study of land and people

6. Farmers raise **cattle** for milk and beef.

    a. pigs   b. sheep   c. horses   d. cows

7. I looked everywhere for my car keys. Finally, I **discovered** them in the bottom of my book bag!

    a. Found   b. put   c. covered   d. lost

2. *Fill each of the numbered blanks in the following passage. Use only* **one** *word in each space.*

My wife and I have always enjoyed travelling………. (1) sea, and last year we decided to go………… (2) a Mediterranean cruise…………. (3) our holiday was rather expensive we thought that the high standard of accommodation, the first-class food and the many interesting places we saw were well………… (4) the price we paid.

We found that most of …………. (5) other passengers were friendly and interesting, but there was one, a Mr. James, who irritated and annoyed us, and not ………. (6) us but all the others who shared our table at dinner. Whatever subject we talked about, it seemed that he was an expert…………. (7) it. He ………… (8), apparently, read more books, visited more countries and studied more languages, than anyone visited more countries and studied more languages, than anyone ……………. (9). After a few days, we eat our meals in …………. (10), because nobody wanted to begin a conversation that ………. (11) soon be taken ……… (12) by this man.

Then my wife had an idea. Fortunately, the ship had a library, and she suggested that we …………… (13) Think of an unusual subject, look it ……… (14) in an encyclopedia and then talk about it at dinner. If it were unusual …………. (15) Mr. James could not ………… (16) know anything about it………. (17) subject we chose was 'English Agriculture in the Eleventh Century'. At dinner that night we discussed this subject with …………. (18) enthusiasm. Mr. James was silent. We realized we had at last ……………….. (19) to find something he knew ………… (20) about.

SECTION 5. ACADEMIC WRITING

Put the paragraphs (a-e) in the correct order to form a complete essay. 1 mark for each correct answer.

1. Little wonder the latest survey concludes that the extent and type of hospital teaching available differ a great deal across the country. It found that half the hospitals in England, which admit children, have no teacher. A further quarter has only a part-time teacher. The special children's hospitals in major cities do best; general hospitals in the country and holiday areas are worst off.

2. Children tend to rely on concerned school friends to keep in touch with school work. Several parents spoke of requests for work being ignored or refused by the school. Once back at school, children rarely get extra teaching, are told to catch up as best they can.

3. We know that more than 850,000 children go through hospital each year, and that every child of school age has a legal right to continue to receive education while in hospital. We also know there is only one hospital teacher to every 1,000 children in hospital.

4. Surprisingly, no one knows how many children receive education in English hospitals, still less the content or quality of that education. Proper records are just not kept.

5. Reasons for hospital teaching range from preventing a child falling behind and maintaining the habit of school to keeping a child occupied, and the latter is often all the teacher can do. The position and influence of many teachers was summed up when parents referred to them as ' the library lady' or just ' the helper'.

6. Many short-stay child-patients catch up quickly. However, schools do very little to ease the anxiety about falling behind expressed by many of the children interviewed.

7. Form this survey, one can estimate that less than one in five children have some contact with a hospital teacher-and that contact may be as little as two hours a day. Most children interviewed were surprised to find a teacher in hospital at all. They had not been prepared for it by parents or their own school. If there was a teacher, they were much more likely to read books and do math's or number work; without a teacher they would only play games.

1_____2_____3_____4_____5_____6_____7

Total 50

APPENDIX E

Some people think that government should ban foreign languages in the country while others think people should have freedom to speak any foreign languages. Discuss both views and give your own opinion.

The following points are given as guidelines. You may use these or any other points you wish to.

Points:

a)   to spill over
b)   modern age
c)   a global citizen
d)   the official language
e)   to communicate with people
f)   backgrounds
g)   competence
h)   competitive
i)   employment

APPENDIX F

Quiz
Part I. READING

1. Read the passage and complete the sentences

The Norwegian Government is doing its best to keep the growth of the oil industry under control. A new law limits exploration to an area south of the southern end of the long coastline; production limits have not been allowed to employ more than a limited number of foreign workers. But the oil industry has a way of getting over such problems, and few people believe that the Government will be able to hold things back for long. As one Norwegian politician said last week: 'We will soon be changed beyond all recognition'.

Ever since the war, the Government has been carrying out a program of development in the area north of the Arctic Circle. During the past few years this program has had a great deal of success: Tom has been built up into a local capital with a university, a large hospital and a healthy industry. But the oil industry has already started to draw people south, and within a few years the whole northern policy could in ruins.

The effects of the development of the oil industry would not be limited to the north, however. With nearly 100-per-cent employment, everyone can see a situation developing in which the oil industry. Some smaller industries might even disappear altogether when it becomes cheaper to buy goods from abroad.

The real argument over oil is its threat to the Norwegian way of life. Farmers and fishermen do not make up the majority of the population but they are an important part of it because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian. And it is the farmers and the fishermen who are most critical of the oil industry because of the damage that it might cause to the countryside and to the sea.

1. The Norwegian Government would prefer the oil industry to

1. Slow down its rate of development.
2. Provide more jobs for Norwegians.
3. Look for oil on the southern coast.
4. Develop more quickly than at present.

2. What has the Norwegian Government`s policy been for the area north of the Arctic Circle since the war?

        a) To prevent a growth in population.
        b) To improve facilities in the area.
        c) To develop a large tourist industry.
        d) To discourage industrial development.

3. What might be the effect of the oil industry on northern Norway?

        a. The development of industry.
        b. A growth in population.
        c. The failure of the development program.
        d. The development of new towns.

4. In Norway, one effect of the development of the oil industry might be

        a. A large reduction in unemployment.
        b. An increase in unemployment in the north.
        c. A reduction in the number of existing industries.
        d. The development of a number of service industries.

5. Way are Norwegian farmers and fishermen important?

        a. Economy depends on agriculture and fishing.
        b. They form the majority of the population.
        c. They are thought of as the real Norwegians
        d. They are responsible for preventing pollution.

Part II. WRITING

Write a paragraph describing problems and solutions of protection of the environment. (150-180 words)

_____
_____
_____
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_____

Part 3
Listening
Listen to the text and click on the best answer to each question

The pleasure of reading

I want to tell you about reading in my life. Reading plays a very important role in the life of people. I'm fond of reading. In my opinion, books are a source of emotional inspiration and romantic feelings. Reading is very useful, because books enrich our experience with that or the other people. Besides, books help me to continue my own education. The world of books is full of wonders. Reading books you can find, yourself in different lands, countries, islands, seas, oceans. We enjoy the beauty and wisdom of books which teach us to be kind and clever, brave and honesty to understand other people. People are fond of reading different kinds of books. There are books of different genres: love and detective stories, thrillers and historical novels, tales, works after classical and modern writers.

a).What the speaker want to tell?
    1. About starting to read
    2. About getting some interesting book
    3. About reading in his life
    4. About going to the library
b).What are books?
    1. great friends
    2. adviser
    3. source of emotional inspiration
    4. wisdom
c). Why reading is useful?
    1. enrich our experience
    2. help to develop your outlook
    3. discover the world
    4. understand yourself
d).What kind of books do you know?
    1. Love and detective story
    2. Fiction and nonfiction
    3. World science
    4. Geographical stories

e).Click the synonym of the word "important"
    1. Necessary
    2. Great
    3. Narrow
    4. meaningless

APPENDIX G

A Sample Lesson Plan for the Experimental Group

DAILY LESSON PLAN				
I PART	**Teacher's Name:** Nuran Murshudzade		**Class:** University - English	
	Lesson Name: Reading, Listening, Writing and speaking		**Date:** 20/11/2017	
	Book Name: Cutting edge (intermediate)		**Duration:** 80 minutes	
	Unit Name & Number: Module 11		**Unit Topic(s):**	
	Objectives (Expected outcomes) of the Lesson **the students will be able to develop..**	**Language focus**	**Pronunciation:** word stress and weak forms **Question words**	
		Lexical	**Vocabulary**	
		Reading/ listening	**Reading:** Passages **Listening:** The pleasure of reading	
		Task	Devise a general knowledge quiz	
		Further skills	**Real life:** Saying useful activities **Improve writing:** Punctuation	
		Study practice remember	Recording new vocabulary Pronunciation the sound: /w/, /h/	
	Anticipated Problems related to the lesson		**Language focus**	Ss may forget the word order of the sentence.
			Lexical	Ss may not be familiar with action words and natural features vocabulary.

		Reading/ listening	Ss may face unknown words
		Task	Ss may have lack information
		Further skills	Ss may not understanding and may have using problems
		Study practice remember	Ss may not be able recording new vocabulary and pronounce the sound: **/w/, /h/**
		Other	**Group work** Ss might not work in groups properly and reveal some classroom management problems.
	Possible Solutions	Language focus	T can use model of sentence and compare it with Azerbaijan language.
		Lexical	T may elicit the relevant vocabulary by showing pictures, drawings, video or

			giving equivalents in Azerbaijani about action words and natural features Let Ss brainstorm.
		Reading/ listening	T may walk among the groups, monitoring them. In case of a problem, gentle intervention might be of help.
		Task	Activities and exercises
	Teacher Resources (and technological devices)		ICT, Power Point presentation (specially created for the lesson), the textbook: • Handouts • worksheets More Reading about International language and Azerbaijani
	Student Resources		Course books.
II PART	**MAIN PROCESS OF THE LESSON**		
		Objectives of Activity One (Warm Up)	
		Language focus: Watching a thought provoking, engaging and motivating video about language learning and teaching in Azerbaijan, which generates interest in the topic, activating the schematic knowledge of the participants, listening for a	

	Activity one	purpose, listing the useful words in the correct column and add any more words to each category
		Lexical: Academic synonyms: speak, learn, important
		Cultural: Encouraging participants to bring their own knowledge, experiences and opinions to the topics. Motivating students tolerate the topics to their own contexts.
		Techniques to be used: CLT; authentic materials, meaningful question and answer, priming for prediction, making guesses, working in groups.
		PROCEDURE (time 20 min.) **1.** T greets students and starts to talk about why the English language is important in their community and how she got Stuck with the foreigners in the city. **2.** T tells Ss that "English is a common problem in Azerbaijan, especially in Shaki" **3.** T elicits some answers from Ss about the reasons of language learning problems in Shaki and opens up a video about the topic asking Ss to list the problems they see on it. **4.** T elicits the answers from Ss and writes them on the board on a fish bone diagram. **5.** T explains the activity: "Now, you will be working in groups of 4. You four. You four. (Showing the members of each group with her gestures) Ss fill the fish bone diagram with the possible solutions of language learning working in groups of four. **6.** Ss work in groups, thinking about the questions that the T will ask. Ss will stop thinking when T rings a bell and the speaker of each group will tell the group's opinion. e.g.: "Grammar issues are the problem", "Lack of interest and vocabulary is a great problem", or "Our education system is the main problem" **7.** T explains that Ss will use their ideas at the end of the lesson when they write an essay about language learning.
	Expected Behaviors	• Ss will be able to understand the topic, activating relevant schemata, recalling useful words and get ideas flowing.
	Communicative Outcomes	• Ss will be able to talk about possibilities and predictions related to the topic in the target language by using local issues about learning English.

APPENDIX H
Book Report

Name: _____   **Group:** _____

1. Complete the chart.

Title	
Author	
Illustrator	
MainCharacters	
Events and interaction: What happens in the story?	
Events and interaction: How do the characters interact?	
Setting: Where does the story take place?	
Time: When does the story take place	
Organization: How is the story organized?	
Writing style: What does the writing style tell you about the story?	
Symbolism: Symbolism can be tricky	
Theme: What are the themes of the story?	
Describe beginning of the text	
What does major themes include of the text?	
Describe the conclusions of the text	
What is your personal thought about the text?	
Why do you think the author wrote the book?	
PREDICT! What do you think how the accident will continue after the story ends?	

2. Write questions and answers about the story you read

Question 1	
Answer 1	
Question 2	
Answer 2	
Question 3	
Answer 3	
Question 4	
Answer 4	
Question 5	
Answer 5	
Question 6	
Answer 6	
Complete the charts for the unknown words	
1.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
2.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
3.Word	
Definition	
Synonym	

Antonym	
Use in the sentence	
4.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
5.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
6.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
7.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
8.Word	
Definition	
Synonym	
Antonym	

Use in the sentence	
9.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
10.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
11.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	
12.Word	
Definition	
Synonym	
Antonym	
Use in the sentence	