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AN OVERVIEW OF CONTENT BASED INSTRUCTION WITH YOUNG LEARNERS THROUGH STUDENT SELF-REPORTED LITERACY ACHIEVEMENT, TEACHER INTERVIEW AND CLASSROOM OBSERVATION

MASTER OF ARTS THESIS

PREPARED BY

İrem KIŞLAL

SUPERVISOR

Asst. Prof. Dr. Melike ÜNAL GEZER

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Tez Jüri Üyeleri (Unvanı, Adı – Soyadı, Kurumu)İmza
Dr. Öğr. Üyesi Melike ÜNAL GEZER (Tez Danışmanı) / TED Üniversitesi
Doç. Dr. Hacer Hande UYSAL GÜRDAL / Hacettepe Üniversitesi
Dr. Öğr. Üyesi Senem ÜSTÜN KAYA / Başkent Üniversitesi

ONAY

Prof. Dr. Füsun EYİDOĞAN

Eğitim Bilimleri Enstitüsü Müdürü

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Tarih: ….. / ….. / …….

Öğrencinin Adı, Soyadı: İrem KIŞLAL

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ABSTRACT

AN OVERVIEW OF CONTENT BASED INSTRUCTION WITH YOUNG LEARNERS THROUGH STUDENT SELF-REPORTED LITERACY ACHIEVEMENT, TEACHER INTERVIEW AND CLASSROOM OBSERVATION

İrem KIŞLAL

Master of Arts, Department of Foreign Languages

Supervisor: Asst. Prof. Dr. Melike ÜNAL GEZER

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The aim of this study is to review content based instruction (CBI) in foreign language teaching in EFL (English as a Foreign Language)to understand its effectivenes for primary school students.The data collected in the context of Turkish primary school learners' self-reported literacy achievement at the beginning and end of academic semester; teacher interview, and a classroom observation.Sample includes forty-four students, thirty-seven of whom are in Grade 3 and seven are attending Grade 4 at a private primary school at the 2017-2018 academic year. Data collection procedure includes three steps: a) students self-report proficiency exam, b) interview with the Turkish EFL teachers, c) classroom observation. In data collection procedure,a questionnaire including questions about reading and writing skills was administered to students. The questionnaire consists ofnine items about reading and eight items about writing skills. It was administered to students in January in the second term of the 2017-2018academic year, asa pre-test and in July as a post-test to reveal the difference between pupils' reading and writing skills. The

analysis of the quantitative data has been carried out SPSS 22 program. The development of reading and writing skills has been analyzed with the dependent groups' t test. A paired sample t-test analysis was conducted to compare the same group of students' EFL reading and writing skills at different times. The results briefly show that there is a significant difference between students' reading and writing skills measured with the pre and post-test. Furthermore, the teacher of each class answered to some questions about students' language development and CBI program. In terms of teachers' opinions, the study puts forward that teachers have positive attitudes towards CBI. This study includes classroom observation in order to find out learners' classroom interaction to understand classroom discourse. For this purpose an observation scheme was adapted from Spada & Fröhlich's (1995) Communicative Orientation of Language Teaching (COLT) analysis. CBI lessons were observed in terms of verbal interaction, activities, participant organization and materials. According to COLT analysis of the classroom observations, during the lessons, studentswere in the centre, they were active learners and they had a chance to communicate in an authentic classroom environment with authentic materials. Findings of the present study have important implications for literacy skills improvement and creating authentic learning opportunities involved in foreign language teaching, policy making, and educational planning in Turkey.

Keywords: content based teaching, CBI, foreign language, reading, writing, young learners

ÖZET

Bu çalışmanın amacı, Türkiye'deki ilkokul öğrencilerinin kendilerini değerlendirdiği okuma ve yazma becerisi ölçeği, öğretmen görüşmesi ve sınıf içi gözlem yoluyla EFL bağlamında yabancı dil öğretimindeki içerik temelli öğretimi (CBI) incelemektir.Bu çalışmanın örneklemi, 2018-2019 akademik yılı boyunca 37'si ilkokul 3.sınıfa giden ve 7'si 4.sınıfa giden toplam 44 öğrenciden oluşmaktadır. Veri toplama yöntemi üç aşamadan oluşmaktadır a) öğrenci öz değerlendirme ölçeği, b) öğretmenlerle röportaj, c) sınıf gözlemi. Veri toplama prosedüründe, yazma ve okuma becerileri ile ilgili soruları içeren bir anket, öğrencilereuygulandı. Anket, okuma becerileri ile ilgili 9 madde ve yazma becerileri ile ilgili 8 maddeden oluşmaktadır. İlk test olarak 2017-2018 akademik yılının ikinci döneminin Ocak ayında ve son test olarak Temmuz ayında öğrencilere uygulandı.Nicel verilerin analizi, SPSS 22 programı tarafından yapıldı. Yazma ve okuma becerilerinin değişimi, bağımlı grupların t testi ile analiz edildi. Bağımlı örneklem t-test analizi, öğrencilerin İngilizce okuma ve yazma becerilerinin aynı grubunun farklı zamanlarda kıyaslanması için yapıldı. Ayrıca, öğretmenler, içerik temelli öğretim programı ve öğrencilerin dil gelişimi hakkında bazı sorulara cevap verdi. Öğretmenlerin görüşleri açısından, çalışma, öğretmenlerin CBI'ye karşı olumlu tutumları olduğunu ileri sürüyor. Bu çalışma, öğrencilerin sınıfiçi etkileşimini anlamak amacıyla sınıf içi gözlemleri de içerir. Bu amaç için, bir gözlem şeması, Spada & Fröhlich'in COLT (Dil Öğretiminin İletişimsel Oryantasyonu) analizinden (1995) uyarlanmıştır.İçerik temelli öğretim dersleri, sözlü etkileşim, aktiviteler, katılımcı organizasyonu ve materyaller açısından gözlemlenmiştir. Dersler boyunca, öğrenciler derslere hevesle katılmış ve özgün materyallerle özgün sınıf ortamında iletişim kurma şansı bulmuşlardır. Bu çalışmanın bulguları, Türkiye'de yabancı dil öğretiminde yer alan süreç için önemli etkilere sahiptir.

Anahtar sözcükler: içeriğe dayalı öğretim yönetimi, yabancı dil, okuma, yazma, öğrenci

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Pages

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

There are a lot of ideas about how to teach foreign languages and various models emerged as a result of those ideas. In the eighteenth-century, abstract grammar rules, vocabulary lists and translation were in the centre (Richards & Rodgers, 2014). Speaking the foreign language was not the first aim.Some of these theoretical explanations changed in the process of time, some gained popularity and some of them had to disappear in the literature. In the nineteenth century, the need for communication occurred and educators started to search new approaches that can change the monotonous classes to active ones where students participate actively and become motivated to learn (Davila & Vela, 2011). In order to provide an effective foreign language education, methods and techniques that have been applied so far are continuously being questioned in terms of their efficacy. Researchers in the field of foreign language education try to find ways to improve the language teaching and learning standards.

Repercussions of English as a lingua franca, following other developing nations, was observed in Turkey as well. The place and function of English language in Turkey is quite diverse across the fields of international relations, education, media and academia (Büyükkantarcıoğlu, 2004; Doğançay Aktuna & Kızıltepe, 2005; Bayyurt, 2013). However, English, as it is not used as an official language or functional in daily life in Turkey, is considered as a foreign language (Doğançay Aktuna, 1998). English as a foreign language (EFL) is often used to teach to people whose native language is not English. English course curriculum, which was found to be inadequate to ensure that students reach their targeted proficiency levels, was revised and updated in 2006. In 2005, however, the duration of secondary education was extended from three to four years, and preparatory classes were removed in secondary education institutions providing foreign language education. With the 4 + 4 + 4 regulations introduced in 2012, the English course started to be taught as a compulsory subject from the second grade. Thus, English is taught as a compulsory subject for a period of eleven years within the scope of twelve-year compulsory education. In 2013, following these policy implementations, elementary

English course curriculum was designed to cover Grade 2 to Grade 8. Looking at the development of English language teaching and program development studies in English course, it is seen that there has been an intense change process in the last period. Finally, in 2017, both primary and secondary English courses were revised. Considering the growth and development of related programs teaching English in Turkey, it is seen that steps were taken for the improvement of the quality of English teaching. Based on Turkey's Education Vision 2023, it is aimed to raise learners' self-determination and intrinsic motivation and who see learning itself as reward (2019).

Content-based instruction in foreign language teaching has been used in various educational contexts such as content-based academic writing courses, ESP (English for specific purposes) courses since 1980 and its popularity in Europe increased in the 1990s (Richards & Rodgers, 2001). This method aims to teach foreign language and content at the same time. CBI is a foreign language teaching method shaped around a certain topic or content (Richards & Rodgers, 2001). In CBI, students focus on the structure of the language around the identified topic. In this way, content and language learning takes place simultaneously which results in linguistic and content-knowledge attainment and the acquisition of language through meaningful exposure with activities and materials. Content-based teaching method improves both the knowledge of content and the knowledge of the foreign language of students within an authentic and meaningful way (Amiri & Fatemi, 2014). With this method, students learn a foreign language in relation to the world in students' own natural environment. It offers students an opportunity to communicate the target language in an environment which is rich in authenticity and acquisitional processes. In this way, implicit language learning takes place which is unconscious. Furthermore, in-classroom-dynamics are more fluency oriented rather than accuracy. In other words, it aims to enable students to use the second language communicatively around meaningful tasks and purposes (Davila & Vela, 2011). The main purpose is to be able to communicate with each other in a foreign language within the framework of the content.

The first implementation of CBI in Turkish context started at Anatolian High Schools. The system proved to be quite successful at the acquisition of EFL. According to Bozdoğan and Karlıdağ (2013), CBI has not been comprehensively applied in Turkey at all education levels. CBI is observed mainly in universities at some faculties. It is mentioned in the Turkey's Education Vision 2023 (2019) that different disciplines, such as

mathematics, natural sciences, social sciences, and the visual arts, will be integrated with English language education so that students can use the foreign language in various fields.

According to the British Council's survey, there are problems about teaching English as a foreign language and with the application of students' knowledge to academic and non-academic practices in our country. Content-based teaching method makes communication easier for students by providing an authentic language learning environment. According to Tedick, Jorgensen and Geffert (2001), as the language occurs in a meaningful context, language acquisition takes place naturally. Students learn the target foreign language in its natural environment not in molds. Contents are organized coherently in CBI so students remember and transfer to the long-term memory easily (Davila & Vela, 2011).It is also another advantage of CBI that students who have a negative attitude towards English course receive opportunities to change their negative attitude towards English (British Council, 2013).

CBI can be viewed as a combination of language and subject learning (Marsh, 2008). In CBI classes, teachers want the students to practise both language and content. CBI integrates the language learning with the learning of some other content that students are interested so it is not merely a language programme (Larsen-Freeman, 2004). Students are not left behind in CBI lessons. The students' role is to attend the lessons actively and using content to learn language and using language to learn content (Larsen-Freeman, 2004). It is assumed that learning content and language together keeps students interested.

Content-based teaching method in a foreign language teaching setting can be used for any lesson or subject but lessons such as social studies, physical sciences, and art lesson are more suitable for this method (Vasquez 2009). Larsen-Freeman (2004) pointed out that "the special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content". The content-based teaching method will create an environment which is meaningful, natural and implicit language instruction is the focus of content. Students are exposed to target language in a meaningful context and they have an opportunity to learn sentence structure implicitly.

1.2. Statement of the Problem

The importance of learning English is always emphasized in Turkey. However, it is widely accepted that the foreign language learning success rate is not enough (MEB,

2017). It is already difficult for the students to integrate the target language in their real lives and make use of it actively in Turkey. A solution for this obvious problem may be to make learning English a meaningful activity. That is, instead of forcing the students to memorize some abstract rules of grammar and put certain vocabulary items in correct places in the blocks of sentences, the students may be provided with meaningful and purposeful activities during which they need to use English in order to convey meaning. This sets the essence of CBI as it integrates content and language instruction. There are limited number of studies related to content-based teaching method in English in EFL contexts such as Turkey. Since most of the studies come from immersion and ESL, studies conducted in the EFL context are needed to explore the efficacy of CBI in EFL. In different countries, there are studies that have worked with university students and these studies ask learners' opinions towards CBI. Some other studies have applied to EFL teachers to learn about their experience with this method. Beyond attitude and perspectives of learners and teachers in CBI, the present study aimed at finding out the impact of the implementation of CBI in young learner classrooms. In this thesis study, it is aimed to study students' receptive skills like reading and writing from students' perspectives. The teachers were asked about their views on the effectiveness of CBI lessons. In addition, the students' performance and interaction was observed in the class.

In EFL classrooms, the curricula that are used in the classes to teach English as a foreign language generally do not consider learners' differences. The syllabus mostly focuses on using the grammar rules correctly and memorising the vocabulary. Interaction in the classroom is teacher-centred. The teacher is active during the lessons and the students are in passive positions trying to learn what the teachers teach in classrooms out of context. The curriculum for CBI is derived from the subject matter rather than forms, functions, situations or skills. Using authentic materials during the lessons provides a learner-centred instruction. According to a Duke and Block's (2018) research in the US, in the primary grades, decreasing the number of science and social studies lessons' hours affected the students' reading skills negatively. Reading and writing skills are very important receptive skills in teaching English. They allow students to understand and practise written texts in English. They have an important role in learning and understanding the target language and its culture for children.

Generally, students have prejudice about literacy skills in English. When students practise reading and writing skills with communicative tasks, it takes student interests

more and they internalize it easily (Elgün-Gündüz, Akcan & Bayyurt, 2012). It is thought that content based teaching method is a major contribution to literacy skills process engaging and long-term if these research results are found to be effective.

1.3. Aim and Significance of the Study

There are limited numbers of studies related to CBI in English as a foreign language teaching countries such as Turkey. According to British Council's Survey (2013), there are problems about teaching English as a foreign language and CBI makes communication easier for students by providing an authentic language learning environment.

The present study aims at exploring the effects of CBI in foreign language teaching through young learners' self-reported literacy achievement, teacher interview and classroom observation. In the light of the present study, integration of content and language is recommended for a more successful EFL instruction in Turkey.The study is expected to contribute to the field of foreign language teaching in Turkish context through its scope and the implications of the findings. The present study aims to disseminate the knowledge of the effectiveness of CBI and make this instructional system more accessible in EFL contexts such as Turkey.

1.4. Research Questions

The following questions set the essence of the current study.

1. Is there any statistically significant difference between CBI pupils' reading skills as measured by the pre and post student self-report proficiency exam?

2. Is there any statistically significant difference between CBI pupils' writing skills as measured by the pre and post student self-report proficiency exam?

3. What are the Turkish EFL teachers' views on the scope and effectiveness of CBI programme?

4. What is classroom discourse like in the CBI program?

1.5. Definition of Key Words

Content Based Instruction (CBI): It is an approach to language teaching that focuses content rather than language. The target language is a tool for learning newtopics and students use the target language to learn it instead of learning to use it (Larsen-Freeman, 2004).

English as a Foreign Language (EFL): EFL refers to learning and using English as an additional language in non-native English speaking country (Freeman & Freeman, 1998).

Literacy Skills:"Literacy is a form of social action where language and context coparticipate in the meaning-making enterprise" (Schleppegrell & Colombi, 2000, p.2). Literacy skills are all the skills needed for reading and writing.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Content-based instruction is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rodgers, 2001). CBI integrates language learning through content instruction. The target language is practised through a subject matter. This is thought to be a natural way of developing target language skills and it corresponds to the way originally the first language is learnt. Students acquire the target language unconsciously. Content-based teaching differs from traditional language classes because language comes second to the content. Learners create their own language and understanding and develop their skills (Meyer, 2010).

Content- based teaching has not been proposed recently. In 1970s, teaching language was integrated into other subject areas (Larsen-Freeman, 2004). To ensure quality of English language education, a continuous discussion of the needs of the English language learners and different teaching models have been presented (Krashen, 2003; Short, 1993; Snow, Met & Genesee, 1989). These models, however, are usually not used in public school settings, but in adult ESL environments or college ESL classes at English language institutes. The rising trend is for primary schools to build interdisciplinary curricula around contents to promote more learning (Loepp, 1999). Lasagabaster and Sierra (2009) stated that as a result of working hard to develop students' foreign language skills, education departments in Europe revealed that CBI is the best way to improve students' foreign language skills.

It is suggested as an alternative to bottom-up approaches, ending the unnatural distinction of language and content, which is the result of grammar-based monitoring (Wesche & Skehan, 2002). CBI focuses on integrating content and language learning in dynamic and relevant learning environments built on 'bottom-up' initiatives as well as 'top-down' policy (Coyle, 2008). It provides students a large view of a subject. Instead of word forms or sentence structures, students focus on meanings. Classroom content focuses

on global problems while connecting the daily lives of students and their interest so it is meaningful (Meyer, 2010).

2.2. Content Based Instruction

The basic premise of CBI in language learning is that learning takes place effectively when language learners are exposed to meaningful input and when they are required to complete purposeful tasks. The curricula in CBI settings are organized around content rather than mere forms and structures. CBI fosters students' communicative competence in foreign language (Stryker & Leaver, 1997). Students are exposed to a considerable amount of language while learning content. Communicative classrooms are characterized by activities and tasks that have a purpose and require a meaningful exchange of information (Met, 1998). Using language to communicate about content supports students' interaction abilities.

Constructivist theory provides the rationale for CBI curricula. Constructivist theory is holistically oriented and meaning-based (Met, 1998). That is, learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. Curriculum and activities are designed similar to real life tasks for students to solve a problem in constructivist classrooms. Learning occurs when students comprehend the connections among the concepts and facts they are learning. Constructivist theory suggests that tasks that students engage in should have an authentic purpose (Met, 1998). Authentic materials are more cognitively engaging for students.CBI is consistent with the constructivist theory in terms of giving importance to meaning, using authentic materials and fostering the classroom interaction.

Ideal conditions that Krashen proposes for second language learning hold another implication for CBI classroom. Krashen (1985) suggested that methods that provide language learners with comprehensible input can be more effective than mere memorization of language forms and vocabulary items provides learners with opportunities to use language as a means for meaningful interaction like real-life situations. CBI provides learners with opportunities to use language as a means for meaningful interaction like real-life situations. Students have real-life experiences in language classrooms as purposeful activities are organized. It affects students' success positively. CBI suggests second language instruction to be similar to the first language acquisition. CBI tries to

provide learners with conditions that are similar to real-life conditions so that language learners can learn a second language through contextual cues, meaningful, and purposeful activities. CBI enables students to reach knowledge in situations that are close to real life situations and it can be a way to build a connection between what is learned in school and what is experienced in real-life settings.

2.3. Models of Content Based Instruction

Content- based instruction has been applied in various contexts in EFL classes and there are various definitions of it as it is generally used as an umbrella term for a language teaching approach that includes some teaching methods and learning language through subjects. Regardless which version is referred, CBI encourages students to learn a foreign language using that language by means of communication. Students focus on a subject matter that increases students' intrinsic motivation and empowerment (Brown, 2001).Students' language skills improved unconsciously through the content dealt with.In this way, they can acquire the language more efficiently. According to Stryker & Leaver (1997), there is no a single formula for CBI. Some of the most common models include sheltered content courses, adjunct courses and theme-based courses.

2.3.1. The Sheltered model

In this variation of CBI, the teacher enables their students to study the same content material as regular English first language students. It is called as 'sheltered' because the teacher always supports the students to help them to understand the regular classes. The sheltered class is generally taught by a content instructor or by a language teacher who has the content knowledge. In some classes, there can be just a content instructor who teaches according to learners' language needs and abilities. Crandall (1987) indicated that second language learners who have limited language proficiency are segregated from native speakers to receive content instruction appropriate to their level of proficiency. It has been used successfully in schools where there is a large population of language minority students who speak a different language at home and want to pursue their education in the target language (Brinton, Snow & Wesche, 1989). The main focus of sheltered programs is that the overall purpose is the content learning rather than the language learning.

2.3.2. The Adjunct model

Adjunct model is another type of CBI. In this model, two teachers can work cooperatively to teach a specific subject. One of the teachers is a content instructor and the other is an EFL instructor. They may teach the class together or the class time may be divided between the two of them. As an example, the content specialist will give a short lecture and then the English teacher will check that the students have understood the important words by reviewing them later. It is team teaching and they need to work together to plan and evaluate the teaching process.

In some other versions of the model, there is separate language and content course. One is a course that is based on a specific content, the other course is based on specific linguistic features of the target language and both courses are complementary (Richards & Rodgers, 2001). The aim of content class is that students understand the subject matter and the aim of language class is that students improve their language skills. The main aim of the model is that students practise language and they integrate information from the content class.

2.3.3. The Theme-based model

In this model, the content is integrated into language learning. Theme-based courses are the most common models of CBI. The course is designed around themes or topics. The language teacher selects a theme suitable for students' academic and cognitive interests and needs. The materials used to introduce these themes or topics will usually integrate all skills (Richards & Rodgers, 2001).

The content can be chosen from a diverse number of topics. It might be chosen around several unrelated topics such as *health*, *environment* or *history*. The teacher does not have to be the expert of the content, it is a language teacher and the content material presented by the language teacher provides the basis for language analysis and practice (Brinton et al., 1989).

Courses designed according to the theme-based model usually feature a variety of text types including teacher presentations, video sequences or story books. Different skills and language analysis are integrated around the selected topics in a meaningful classroom environment.

In terms of the responsibilities of the teacher, in sheltered courses content teacher handle both content and language but in an adjunct class, the responsibility is shared by the content and language teacher. In a theme-based class, a language teacher is responsible for both content and language. Yalçın (2007) states that in theme-based classes the main aim is to improve second or foreign language proficiency whereas in sheltered classes mastering the content is the primary aim. Thus, content learning is thought to be incidental in theme-based classes and just the opposite in sheltered classes.

2.4. Content Based Instruction in EFL Classes

The main contribution of CBI to foreign language learning is to acquire the language skills and content at the same time for the students and the content based teaching will create a language learning environment which increases the importance of content in language teaching by putting an end to the artificial dissection of form and function in foreign language classes (Yalçın, 2013). In this way, it will be possible to motivate students and increase the productivity of the English learning process.It is concluded that CBI in foreign language teaching is an effective method and it may become possible to make this method a preferable one especially for environments where English is offered as a foreign language like Turkey. Although the positive effects of CBI are obvious in EFL context for primary school students, there is limited number of studies in this context.

CBI in EFL context has already proved its merits as shown by several studies. According to Admiral, Westhoff & De Bot (2006), pupils in CBI classes in the first four years of secondary school had higher scored in terms of oral proficiency and reading comprehension when compared to a regular control group. Lasagabaster (2009) found an improvement of writing and pronunciation in favour of CBI pupils. Dalton-Puffer (2010) reported favourable effects of CLIL on receptive skills, vocabulary, morphology, fluency, creativity and affective outcomes whereas syntax, writing, informal language, pronunciation and pragmatics were unaffected or indefinite.

American Council for Collaboration Education and Language Study developed an EFL program in Uzbekistan. After the ten-month (700 hours) intensive English course depending on CBI principles, Ministry of Justice officials achieved great success. The curriculum is based on history, geography and culture. The officials were evaluated by achievement tests, graded projects and Test of English as a Foreign Language (TOEFL).

Considering the success, CBI was selected as the curriculum design for the American Language Center (Stryker & Leaver, 1997).

Vasquez (2009) examined the effect of using CBI on motivation levels of students. He indicated using authentic materials to create an environment that they will communicate in a meaningful way is important. Therefore, he focused on using CBI which provides teaching English through lessons like science and social studies. Also, students learn to communicate in an authentic environment. The result of the study suggested CBI motivated the students because they learned English through the subjects which were relevant and interesting. When students actively take part in the lesson, it affects their learning process positively. They like playing games to learn. CBI enables teachers to create a fun and engaging learning environment.

Zhang and Ke (2017) conducted a research concentrating on the relationship between CBI and English learning ability. They indicated that CBI has a positive impact on primary school students' autonomous learning ability. The research tries to explore the chance of students' English autonomous learning ability under CBI with a questionnaire. The students were divided into two groups: CBI context and traditional grammar-translation context. As a result, the application of CBI has positive impact on students' English learning ability. There are some changes in students' autonomous learning psychology, self-management learning ability and autonomous learning ability.

Goris (2019) arrived at longitudinal conclusions resulting from research analysing the impact of CBI on pupil EFL acquisition. The study conducted in Italy, the Netherlands and Germany. In each of these countries four groups took part: two groups in classes with CBI and two groups in mainstream classes. Mainstream classes can be described as grammar schools. According to pre and post-test results, it was concluded that CBI provides better EFL learning opportunities for primary school students. Students improved their vocabulary, reading comprehension and idiom skills.

Content-based instruction is based on a learner-centered learning environment in which the teachers' role is mentoring. In such a learning environment, students are expected to connect their prior knowledge and experiences with what is presented as new subject matter. Learning becomes meaningful when the learners apply their already existing schemata and skills into new learning situations (Genesee, 1994). CBI lessons activate already existing background knowledge. Learners add up new schema through

subject-matter and learning becomes meaningful. As a result, it decreases the anxiety and increases students' motivation and self-confidence. CBI enables learner to grasp the new information with the help of the previous learning. Met (1998) emphasizes that authentic experiences in meaningful contexts promote learning. In a CBI classroom, learners are able to connect pieces of information with what they have learnt in other lessons. Learning is fostered because learners are able to comprehend the connections among the facts they are learning. The principle of CBI is empowering students to become independent learners.

Coyle (1999, 2006) developed 4Cs Framework to support teachers to plan and teach with a successful integration of content and language. "The 4Cs Framework focuses on the interrelationship between content, communication, cognition and culture" (Coyle, 2006). Content is about students' understanding and developing their skills. Cognition is about students' thinking process. Communication is about interaction during the language learning process. Lastly, culture is related to social awareness of self and otherness and intercultural awareness is important to CBI (Coyle, 2006). The CBI teachers need flexible curriculum and materials based on the 4Cs Framework to succeed (Meyer, 2010). Meyer stated that 4Cs Framework has been successfully used in CBI teacher training courses in Europe (2010).

2.5. CBI and Curriculum Development

CBI encourages students to learn the target language while using it by means of communication. One of the foremost principles of CBI is supporting students to become independent learners. Students could be autonomous learners when they experience a well-organized content-based programme. Stryker and Leaver (1997) indicated that these are essential in a CBI curriculum for success (p.21):

1. It should be based on a subject matter core.
2. It should use authentic language and text.
3. It should be appropriate to the needs for specific groups of students.

Rather than forms, functions and situations, subject should be in the centre in a CBI curriculum. In CBI, students are asked to look for first at the overall meaning of whole works before attending to the sentence level such as vocabulary and syntax. Students must learn to think what content means in order to know what they are looking for language. In this way, they learn language through content.

13

An authentic language and text is used in CBI while teaching language. The core materials in CBI are used with the subject matter of the content course. It is recommended that "authentic" materials are identified and utilized. As the students centre their interest on the mastery of subject matter, they are concurrently acquiring linguistic ability. Students practise the target language through various subjects. This is a natural way of developing language skills and it corresponds to the way the first language is learnt.The core materials, texts, audio-recordings, visual aids of the lessons are chosen carefully. The materials are taken directly from the culture of the target language. Learning activities should focus on understanding and conveying meaningful messages and they should include realistic tasks using authentic materials. Students' linguistic level might not be developed enough for the use of authentic materials. Nonetheless, finding teaching materials such as texts that are lower than students' level can affect students negatively.If the teacher simplifies the text according to students' proficiency level, students can benefit from authentic materials in any content area. If the teacher selects the content carefully, students will not face any problem about language and the topic in target language teaching process. Students develop a mechanism to deal with the target language in other contexts and it fosters the development of foreign language skills (Stryker& Leaver, 1997). Generally teachers believe that some grammatical rules and vocabulary must be learned first. However, this kind of a view does not allow students to learning language by using it. It cannot be a model of how people communicate in EFL context.There are some suggested teaching strategies for teachers: using context effectively, recycling information, exploiting students' background knowledge and schemata, using pair work or group work (Met, 1991; Stryker& Leaver, 1997).

The content and learning activities should be appropriate to students' needs and personal interests. CBI curriculum must meet students' needs and it needs to be flexible. When teachers monitor students carefully, they could be aware of students' needs. Teacher can make necessary adjustments in the curriculum with this way. As Krashen (1982) stated as 'low affective filter', the teacher should always be aware of the students' needs. When students feel demotivated, they might lose their interest towards the target language. Teachers should care about their students' thoughts while designing the curriculum. There is a strong relation between content and language growth. When the content material is abstract and challenging for students, it could be difficult to teach content. Choosing content relevant to students' experience could be helpful for students to acquire the target

language.Students could comprehend the target language with visuals and their concrete experience with the help of suitable contents. The relation between language proficiency of the students and their age is another important factor. Teachers should decide the contents according to students' conceptual development. Content selection has a crucial role for language educators because their decisions will need to consider the desired language outcomes that students are expected to achieve. Teachers must consider students' linguistic abilities while selecting content topics and activities. Selecting the content that is taught is an important curriculum decision.

2.6. Downsides of CBI in EFL Classes

It is obvious that CBI has benefits on students and some EFL classes; however, some downsides could be observed. Students are exposed to L2 in a natural classroom environment with authentic materials that are used. They learn both language and its content. However, some students might feel confused as they do not learn grammar rules explicitly. As the language abilities are generally measured by grammar rules, learning the grammar rules in its natural setting may create negative assumptions.

CBI in lower level students may not increase the content instruction in L2. When the students' proficiency level is not enough to understand the content, L1 is more efficient for teaching in some countries such as Japan (Snow & Brinton, 1997).

2.7. Literacy Skills

Literacy refers to the ability to construct, communicate and interpret meanings for a range of purposes and in a range of contexts. Reading and writing are two literacy skills that need to be considered in students' language development (Davila & Vela, 2011). Literacy skills help students gain knowledge through reading and these skills help students create knowledge through writing. People share their experience and they socialize with literacy skills. Literacy skills involve a continuum of learning. "As soon as a child is born, they begin to 'read' the world, to make sense of what they see, hear and can do, over time" (Nunan, 1989, p. 54). This is the starting point of the development of literacy skills and it requires exposure. Students need to improve their literacy skills to adapt themselves to EFL learning environment.

Providing students with a range of different contexts in which to use and practise literacy skills is crucial for these skills' development (Snow & Brinton, 1997). To engage students and maximise their learning, CBI connects students to the world outside their class with purposeful activities. The real learning outcome gives students opportunity to remember and re-use the learning materials (Nunan, 1989). When the teacher shows students that the language learned is not only practise but also a necessity to communicate in society, students improve their literacy skills (Davila & Vela, 2011). Literacy skills is to assist the young learners not only to learn and practise the language but also to use the language learned to communicate and share what they know with the others (Browne, 2009).

2.8. CBI and Early Literacy Development

Young learners develop their literacy skills when they use it for tasks related to specific subject matter (Davila & Vela, 2011). Content based learning method help students to learn ESL better with motivating activities through the contents of subjects (Cummins,1981; Ramirez, Yuen, Ramey & Pasta, 1991).With the content based teaching method, students learn the lessons or subjects that they learn in a foreign language and combine newly presented information with their previous knowledge to express their ideas in a foreign language.Integrating contents to language learning provides an opportunity for students to understand concepts in larger context (Lonning, DeFranco & Weinland, 1998).

Teaching English at primary school is not an easy task so teachers should find ways to motivate students (Davila & Vela, 2011). CBI uses interaction activities where learners exchange information and solve problems. It utilizes authentic texts and materials in real-world contexts and takes learners into the centre of instruction. They understand the connection between what they study and the target language. Content subjects provides natural environment for students. When learning a foreign language, exposure to that language in natural ways are important in terms of language acquisition and it may not always be possible to go abroad for it. Communication is the greatest motivation for students in terms of language acquisition. The main purpose of pupil's instinct of language learning is to perceive and understand the world and communicate with immediate surroundings (Met, 1991).From this viewpoint, creating academic environments that enable students to learn a language with meaningful activities is one of the important factors which make it easier to learn a language. According to Krashen (1982), like the

acquisition of the first language, acquisition of the second language occurs by exposing to meaningful, intensive and comprehensible input that occurs unintentionally. Krashen (1982) recommends content activities that aim to teach students with comprehensible input in classes. Learning of the target language could be successful due to their focus on the message instead of form. When these conditions are met, the acquisition of a second language will be successful. If the content is chosen from relevant and motivating subjects for students, the possibility of the process to become successful increases. If materials and class activities are prepared in parallel with student's needs, it may be possible to motivate students and increase the productivity of the process. Besides, students actively take part in the process because they are provided with opportunities to learn by taking an active role in the learning process.

2.9. Literacy Skills in CBI Classes

According to the beliefs of Oshchepkova & Alkhaldi (2018), it is widely believed among FL teachers that reading and writing are two aspects of the same process. Students open their minds to the world with the help of reading and writing. They learn new words from different contexts and develop their imagination and creativity. Reading and writing skills are close to each other (Oshchepkova & Alkhaldi, 2018). Being exposed to different kinds of text is very significant before starting to write. Reading can be used to foster students' writing ability. Krashen (1982) stated that learners cannot learn about writing skill, they can acquire it with extensive reading.

Pladevall-Ballester and Vallbona (2016) mention the effect that CBI had on the development of EFL skills in a primary school (5th and 6th graders) in their research. One group of young learners exposed to EFL lessons only and the other group exposed to EFL and a CBI lesson each week. A language test was applied to students four times during two academic years. It was found that there is not any remarkable difference between the groups in regards to reading and writing skills. The study suggests that more remarkable results might be noticed in the longer term.

Olson and Gee (1991) indicated that students develop their reading skill as a result of content reading by using authentic materials. As CBI mainly focuses on communication, it supports the development of the students' skills (reading, writing, speaking, listening) while using the language in its natural setting (Peng, Liang & Zhu 2019).Guessing the

meaning of the unknown words from the reading text is easy for students while using context clues if the topic is relevant to their lives. When the learners internalize the topic, they comprehend the text easily. According to the study of Admiraal, Westholl and De Graaff (2006), students improved their reading skills after they are taught through CBI in the first four years of secondary school education. Vasquez also reported in his research that CBI helped students to develop their reading, listening, speaking and writing skills as a result of pre and post-test results of the secondary school students (2009).

Putra and Marzulina (2016) have examined whether content-based teaching method in foreign language teaching influences students' comprehension abilities or not.In the study, they have divided students into two groups as a control group and an experimental group. On the basis of the results of the reading comprehension questionnaire, they have concluded that this method improves students' comprehension abilities and also this method catches students' attention.

Amiri and Fatemi (2014) have investigated the effects of CBI on students' success in foreign language courses and language learning.In this research, they have compared using grammar translation method and CBI with two different student groups. They have done research on medical faculty students at university.While a group of students has been given a lecture by using the grammar-translation method, another group of students has been given a lecture by using CBI. According to the Nelson achievement tests' results that measured students' achievement in their final examination and language learning orientation, students who are taught using content-based teaching have higher success in the test. Also, in the experimental group, there was a change in the attitudes of the students towards the lessons because group work and cooperation activities were welcomed by the students. CBI allowed the students to work within groups and these students reported they had more engaging learning process. Consequently, it has been seen that CBI has a positive effect on the performance of reading comprehension of the medical students' group depending on the Nelson and LLOS questionnaire (as pre and post-test) results. In addition to this, it has been emphasized that CBI contributes to students' critical thinking and problem-solving abilities.

Davila and Vela (2011) offered the benefits of implementation of thematic units in EFL lessons. They tested a set of four units that were designed according to CBI. Students at the primary school in the 4th and 5th grades were in contact with the CBI materials for 16

weeks. Based on the lesson observations, the researchers found out that students find the materials interesting and CBI has fostered their learning naturally.

Researchers have been interested in EFL writing because writing is the late needed and the most challenging skill for young learners. Writing can help learners organize their ideas, develop their critical thinking skills to summarize and analyse (Oshchepkova & Alkhaldi, 2018).As a result of changing trends in teaching EFL receptive skills, students need to study on writing activities that include communication and problem solving (Mohamad, 2018). The students taking the lessons using CBI have higher scores in writing tasks than the other group of students in secondary school. They were more eager to learn when their tasks included communicative and authentic features (Elgün - Gündüz, Akcan & Bayyurt, 2012). Dalton-Puffer, Nikula & Smith compare CBI students and traditional EFL students' skill development and they have found that CBI students' accuracy in their written product is improved (2010). The students that are taught CBI has rich vocabulary and it affects their lexicon. As they expand their lexical knowledge, they do not transfer from first language directly in terms of lexicon (Zarobe, 2010). CBI reduces the amount of possible mistakes resulted from first language transfer.

CBI in foreign language teaching is a successful method investigated systematically in the field of international foreign language teaching. However, there is limited research on this subject in Turkey. Generally, most of the researches applied CBI to measure the effects of this method on their students' motivation and literacy skills acquisition. Current literature shows a trend of the testing and application of CBI with young adults at higher education institutions. Teaching English to primary school students is very challenging for the teachers. They should find ways to motivate students and take their attention to the lesson. The present research has been designed with a sample of third and fourth-grade students in a primary school only to find out the impact of the implementation of CBI in young learner classrooms.

CHAPTER III

METHODOLOGY

3.1. Introduction

Figure 1 represents the data collection instrument used in this research. Each instrument is used to analyse a research question.
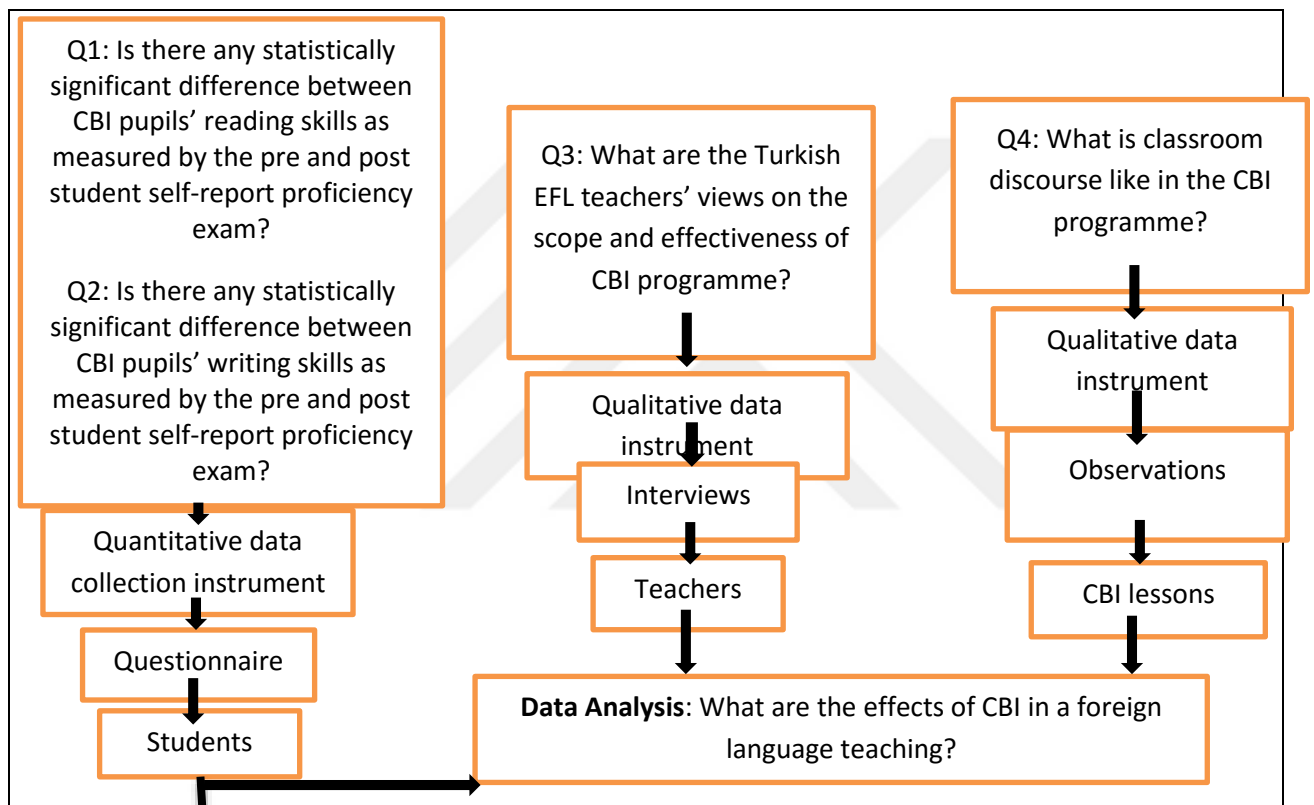
Figure 1. Research Questions and Related Data Collection Instruments

These questions were focused on to explain the effects of content based teaching on reading and writing skills.

1. Is there any statistically significant difference between CBI pupils' reading skills as measured by the pre and post student self-report proficiency exam?

2. Is there any statistically significant difference between CBI pupils' writing skills as measured by the pre and post student self-report proficiency exam?

3. What are the Turkish EFL teachers' views on the scope and effectiveness of CBI programme?

4. What is classroom discourse like in the CBI programme?

3.2. Research Design

The researcher aims to examine whether content-based language instruction, as an instruction type, has an effect on selected variables. This research is based on quantitative and qualitative data collection method. The research design of the study was determined to be a mixed method design. A mixed method research involves the collection of quantitative and qualitative data in a single study. In explanatory design, the quantitative data is collected then the qualitative is collected and in exploratory design, first the qualitative data is collected then, the quantitative data is collected (Cresswell, 2002).For the present study, explanatory mixed method research design was applied. Data collection procedure was triangulated with data collected from pupils, teachers, and the CBI classrooms. The researcher first collected the quantitative data implementing pre-test and post-test. Then the researcher conducted classroom observations and open-ended interviews with the teachers involved in the study to be able to make some interpretations about the quantitative results.

In order to explore the students' perspectives on the role of CBI on their reading and writing skills, the researcher applied a questionnaire as a pre- and post-test at third and fourth grade levels. The questionnaire consists of seventeen items in total about writing and reading skills. There are nine items about reading and eight items about writing skills. Students are expected to choose a number from one to six (one: not so good, six: excellent) for each item. The questionnaire had been applied to students in January and in June the same questionnaire was applied again.

The qualitative part of the current study involved semi-structured interviews in order to get an in-depth understanding of the views of teachers on CBI teaching programme. To give the participants the opportunity to express their thoughts and feelings in detail, semi-structured interview was preferred.The researcher interviewed three teachers that are the EFL teachers of each class.

In order to reveal the learner's classroom interaction, this study includes classroom observation. CBI has been considered as an instruction type that includes language classrooms with a lot of communication. Along these lines, the present study looked into what student interaction in classroom was like in CBI. Additionally, students are observed to determine their motivation level and attendance to the lesson. The researcher participated in the lessons just once in each class. The researcher did not intervene in the process of instruction in the classrooms. The lessons are just observed and the researcher took notes. For these purposes, an observation scheme (COLT) is adapted from Spada & Frochlich (1995). The researcher organized the notes during the observations and entered the quantitative data into SPSS programme for further analysis.

3.3. Setting and Participants

This study was conducted in 2017-2018 academic year at a private school in Batıkent, Ankara. The participants were Grade 3 and Grade 4 students (ages between 8-10). The total number of the students was forty four. Among forty four students, twenty five of them were male, nineteen of them female and seven of them Grade 4 students, thirty seven of them Grade 3 students. There were two Grade 3 and one Grade 4. The students had been receiving in the school for two years as English medium school. As the students started to this private school at the same year, as new comers, both Grade 3 and Grade 4 students' EFL teaching programme is the same. The students have twenty-three hours of EFL lessons based on CBI in a week. Fifteen hours of these lessons are based on theme-based model. The course is designed around themes and the language teacher offers these themes with enjoyable activities. The rest eight hours are based on adjunct model and there is a content instructor and an EFL instructor. The content specialist gives a short lecture in Turkish and then the English teacher teaches the keywords in the target language. Even though these are crucial criteria to consider, students' gender, age and social backgrounds were not taken into consideration in the analyses or interpretation of the findings. Their English level is A1 according to CEFR standards. Accordingly, A1 student is defined as one who can understand basic phrases and daily conversations. When it is spoken slowly and clearly they can understand the speech (CEFR, Council of Europe, 2011).

Each class has a teacher and there were three teachers that were interviewed for this study. The teachers are asked to learn about their CBI teaching program practice and

students' skills development. They are non-native, EFL teachers. They have EFL teaching experience between three and seven years and they were trained to teach EFL skills with CBI.

3.4. Data Collection Tools and Data Analysis

In order to collect quantitative data pre-and post-test were applied to students. A questionnaire "Self-report Proficiency Schedule" (Kuei-Min Huang, 2011) was administered to investigate learners' reading and writing skills improvement. Additionally, students were asked about how long they have been learning English. There were self-assessment questions for the students to evaluate their own reading and writing skills abilities. The items are about basic reading and writing abilities such as being able to read sentences, reading the numbers, writing a complete sentence, writing a short story. The students are expected to choose numbers from 1 to 6 (1: not so good, 6: Excellent).

The quantitative data obtained from the questionnaire was entered into SPSS 20 programme for statistical analyses. As the research questions necessitated the comparison of the same group of students at different times in terms of their answers to questionnaire, the researcher decided to conduct t-tests. As the same group of participants were needed to be tested more than once as pre and post-test, paired sample t-test analysis was conducted.

To collect qualitative data, the lessons were observed. The researcher took notes while observing and filled the Communicative Orientation of Language Teaching observation scheme (COLT) adapted from Spada & Frochlich. The observation scheme was analysed based on the book that describes the scheme, the categories, how it is co-authored by Spada & Frochlich (1995). COLT is divided into two parts: part A and B. Part A focuses on activities, content and materials. Part B is mainly about communicative features in the class as teacher verbal interaction and student verbal interaction.

Finally, the teachers are asked questions as an interview "Teacher Interview Schedule" (Kuei-Min Huang, 2011). There were questions about students' general performances in CBI lessons, their point of view towards CBI and the difficulties that the students encounter. To minimize the errors that might have been caused by students' answers to questionnaire, Teacher Interview Schedule was used to obtain more accurate research findings.

While analysing the qualitative data of the classroom observation scheme, some quantitative data instruments such as graphics were used for more conclusive results. Classroom observation scheme was analysed based on COLT Handbook prepared by Spada & Frochlich (1995). In order to analyse the qualitative data collected from interviews, the researcher first transcribed the interviews. The transcriptions were coded to determine meaning units based on research questions and literature. Seidman (2013) states the steps to be followed for analysing qualitative data. The smaller meaning units were identified, and initial codes were noted down in the margins. To be able to label the most appropriate responses, transcriptions were read several times. Then, the unrelated ones were taken out.The categories that provided a deep understanding of the phenomena under the study provided the scope of the research findings related to qualitative data.

3.5. The CBI Curriculum Implemented

The school where this study was conducted is a private primary school and the applied EFL CBI curriculum is different than the public schools' curriculum. In the light of teaching programs and the curricula presented by Ministry of National Education, the school prepared its own EFL teaching curriculum based on CBI.This section will present information about the basic principles of the CBI curriculum used in the lessons and describe the lessons.

English language curriculum that is used in public schools has been revised in accordance with the general objectives of Turkish National Education in 2017-2018 academic year. The recent changes in Turkish educational system, which entailed a transition from the 8+4 educational model to the new 4+4+4 system, have led to an immediate need for the redesign of current curricula (MEB, 2017). Classroom materials and teaching tools are drawn from authentic sources as much as possible in order to demonstrate English as it is used in real life. Grades 2 through 4, the main emphasis is on listening and speaking. Reading, writing, and grammatical structures are not a focus at this stage. Students do not have a notebook. For each grade level, there are ten unites that are structured around interrelated themes (MEB, 2017). However handbooks of the teachers allow too much flexibility for them in classroom application. There might be a tendency among some teachers to deemphasizing the tasks' communicative aspect.

English language curricula presented by Ministry of National Education have been designed according to the principles of communicative language. Themes of the Grade 3 are *greetings*, *family* and *kinship relations*, *emotions*, *games* and *toys*, *parts of the house*, *the city in which they live*, *vehicles*, *the weather* and *nature*. Through these themes, it is aimed that students learn the basic words about objects, places and things that are important in their daily lives. Grade 4 themes are *food and drinks*, *leisure activities*, *daily activities*, *occupations*, *clothing*, *physical and personal characteristics*, *countries and nationalities*. Through these themes, it is aimed that the students learn the basic words with correct pronunciation. Additionally, as language functions; requesting permission, requesting and responding appropriately, specifying their basic needs, giving simple commands, telling what they can and cannot do, talking about routine activities, talking about activities that they enjoy and dislike are aimed (MEB, 2017).

The curriculum of 3rd and 4th grades of the target primary school is prepared according to the CBI principles. Many of the books, activity pages and games that students use in their English lessons is prepared at the English Testing Material Office within the school (see Appendix VI). The documents and materials prepared together with expert writers and English teachers in English Testing Material Office of the school are delivered to all students in printed and digital form.The programme is sent monthly to the teachers. Each month there is a new theme such as *healthy habits*, *chores*, *inventors and inventions*, *living and non-living things*, *food groups* and *the Solar System*.

3.5.1. Teaching EFL with CBI

Communication is carried out in English all the time. Students listen to and speak just as they would in a target language community. The focus of learning is communication. Students are continuously exposed to English through audio and visual materials. Enjoyment of language learning is fostered through activities. Students frequently encounter materials that have previously been covered in order to reinforce what they already know.

The curriculum focuses on values education, too. Important days such as library day and earth day are celebrated in the school with different enjoyable activities (see Appendix VII). In this way, students have a chance to interact with each other. As a special activity for library day, teachers prepare a box and place it in the lobby. Students try to guess how

many books there are in the school's library and they write their prediction. Then, the closest prediction is announced.Students prepare big books for their library as a group. After they complete writing, they give the book to the librarian. The key values that are transferred to the learners in line with the learning outcomes are: *friendship*, *justice*, *honesty*, *self-control*, *patience*, *respect*, *love*, and *responsibility*.

3.5.2. Teaching EFL with CBI and literacy skills improvement

 It is aimed to educate individuals who can express what they have learned from what they have read or listened to in English orally and in writing, understand and follow the details of the events that take place in English publications, express his / her thoughts freely in written and oral English. The school aims not only to teach the grammar part of English, but also to acquire the language in a cultural context. Principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed. The CEFR particularly stresses the need for students to put their learning into real-life practice in order to support fluency, proficiency and language retention (CoE, 2001); accordingly, the new curricular model emphasizes language use in an authentic communicative environment.

The emphasis is on all four skills. Students have a chance to use all four skills as equally as possible during the lessons. The themes are generally in parallel with the first language mathematic, social science and natural science lessons. Students have a chance to activate their prior knowledge during these lessons and they can transfer the information they have learned.

The 3th and 4th grade students which participated in the present research study used an e-book website named Raz-Plus. Raz-Plus is an e-book platform that includes personalized resources necessary to improve students' reading skills. There are different kinds of e-books about different themes. Each week a different book, according to the theme of that week, is read all altogether in the class. Before reading, teacher gives a handout that includes key words of that book to students (see Appendix VIII). Teacher explains the key words and students make sentences using these words. Teacher asks comprehension questions about the book and explains the unknown words. While reading, teacher uses a magnifying glass to attract students' attention and uses his/ her body language. She focuses on dramatizing. When it is student's turn to read the book, teacher

gives the magnifying glass to that student. Teacher always asks the title, author, illustrator and the end of the book to students while reading. The following weekend, students read the book at home again and complete the online activities of the book as weekend assignment.

3.5.3. A Day at school

Students start and end the school day with English courses. The teacher announces the students a secret code at the last lesson generally consists from a sentence or a phrase about the themes that students have learned. Students are supposed to keep that in their mind until the next morning. The next morning, students line up in front of the class door, they whisper the secret code of the day to the teacher's ear. If the students can tell the secret code correctly, she/he gives a high five to the teacher and can get in the class. Unless the students tell the code, they need to go back to the line and when it is their turn again the teacher helps them to tell the code and they get in the classroom, too. It is aimed to make students' brain busy with the target language all the time. They have a chance to practise the new information and vocabulary that they have learned in CBI lessons.

The first lessons always start with revision. Teacher revises the topic that students have learned. Teacher and students communicate about the weather, students' activities, families, likes or dislikes. They generally play games to revise the topics. After the revision, the teacher checks the homework with students.The last lessons are always revision lessons, too. The teacher and the students play games to revise the things that they learn that day. These activities are called as re-think the day. They can be a game, video or a song. Warm-up parts of the lessons include really enjoyable activities for students to activate their schemata. These parts include videos, songs, games or critical thinking questions.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter reveals the findings of the research which is aimed at exploring the effects of CBI in foreign language teaching through young learners' self-reported literacy achievement, teacher interview and classroom observation.Findings are presented in two sub-sections. Findings gathered from quantitative data with the Self-Report Proficiency Schedule and from qualitative data with Teacher Interview Schedule and COLT observation scheme. It is aimed to find out the effects of CBI in foreign language teaching with qualitative and quantitative data collection procedures.

4.2. Findings from Quantitative Data

The questions that searched using quantitative data are "Is there any statistically significant difference between CBI pupil's reading skills as measured by the pre and post-student self-report proficiency exam?" and "Is there any statistically significant difference between CBI pupil's writing skills as measured by the pre and post-student self-report proficiency exam?" Students from grade 3 and grade 4 were analysed being applied to pre-test and post-test in order to answer to these questions.Self-Report Proficiency Schedule consists of seventeen items in total. There are nine items related to EFL reading skill and eight EFL writing skill. The analysis of data has been carried out on the SPSS 22 program and has been worked with 95% level of trust. It is seen adequate for the normal distribution that the kurtosis and skewness values obtained from the intra-item scale are between +3 and -3 (Groeneveld and Meeden, 1984; Moors, 1986; Hopkins and Weeks, 1990; De Carlo, 1997). Since the kurtosis and skewness values of the score means obtained from Reading and Writing skills are between +3 and -3, it has been determined that they are appropriate to normal distribution. The change of reading and writing skills has been analysed with the dependent groups' t test which is one of the test techniques.

Table 1

Descriptive Statistics on Student Grade Levels and Experience

		n	%
Class	3A	26	59,1
	3B	11	25,0
	4A	7	15,9
Experience	2-3	21	47,7
	4-8	23	52,3

The data in Table 1 presents frequency distribution for class and experience variables. The rate of the participants whose class is 3A is 59.1% (26 students), the rate of the participants whose class is 3B is 25.0%(11 students) and the rate of the participants whose class is 4A is 15.9% (7 students). Experience is based on what students claimed as the number of years of experience. The rate of the participants' experience is 2-3 years is %47,7 (21 students), between 4-8 years is %52,3 (23 students).
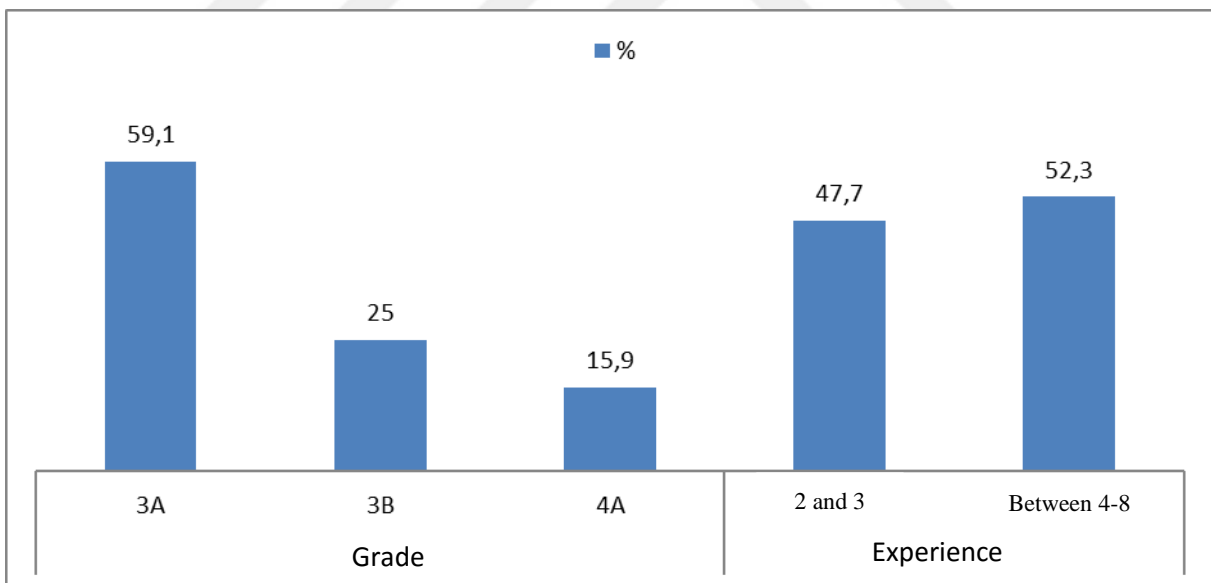
Figure 2. Descriptive Statistics on Student Grade Levels and Experience

Table 2

Kurtosis and Skewness Value of Reading and Writing Skills Score Means

	n	Skewness	Kurtosis
Reading1	44	-,129	,026
Reading2	44	-,734	-,520
Writing1	44	,020	-,193
Writing2	44	-,420	-1,032

Table 3

Standard Error of Skewness and Kurtosis Value

		Reading1	Reading2	Writing1	Writing2
N	Valid	44	44	44	44
	Missing	0	0	0	0
Skewness		-,129	-,734	,020	-,420
Std. Error of Skewness		,357	,357	,357	,357
Kurtosis		,026	-,520	-,193	-1,032
Std. Error of Kurtosis		,702	,702	,702	,702

A kurtosis value between ±1.0 is considered excellent for most psychometric purposes, but a value between ±2.0 is in many cases also acceptable, depending on the particular application" (George & Mallery, 2012). "*Skewness Measure of the symmetry of a distribution; in most instances the comparison is made to a normal distribution. A positively skewed distribution has relatively few large values and tails off to the right, and a negatively skewed distribution has relatively few small values and tails off to the left. Skewness values falling outside the range of -1 to +1 indicate a substantially skewed distribution.*" (Hair, Black, Babin & Anderson, 2013). Since the skewness and kurtosis coefficients obtained from the Reading1-Reading2 and Writing1-Writing2 scores are between +3 and -3, the normality is obtained.

Table 4

Examining the Reading and Writing Skills of Participants

	Scores	N	ss	t	P
Reading1	30,27	44	9,70		
Reading2	46,95	44	6,65	-17,727	,000*
Writing1	29,95	44	8,19		
Writing2	42,91	44	4,78	-15,569	,000*

p<0.05

The t-test results of the dependent groups for examining the change of reading and writing skills of the participants are given above. Reading1 and writing1 are the regarding tests aimed to measure the reading and writing scores in the first testing (in January). Reading2 and Writing2 suggest reading and writing tests measuring time two testing (in June).

There is a statistically significant difference between the change of Reading Skills of the participants ($p < 0.05$). While the average score of Reading1 is 30.27, the average score of Reading2 is 49.95 ($p=0.00$). Accordingly, a statistically significant increase in reading skills is observed.

There is a statistically significant difference between the change of Writing Skills of the participants ($p < 0.05$). While the average score of Writing1 is 29.95, the average score of Writing2 is 42.91($p=0.00$). Accordingly, a significant increase in writing skills is observed.
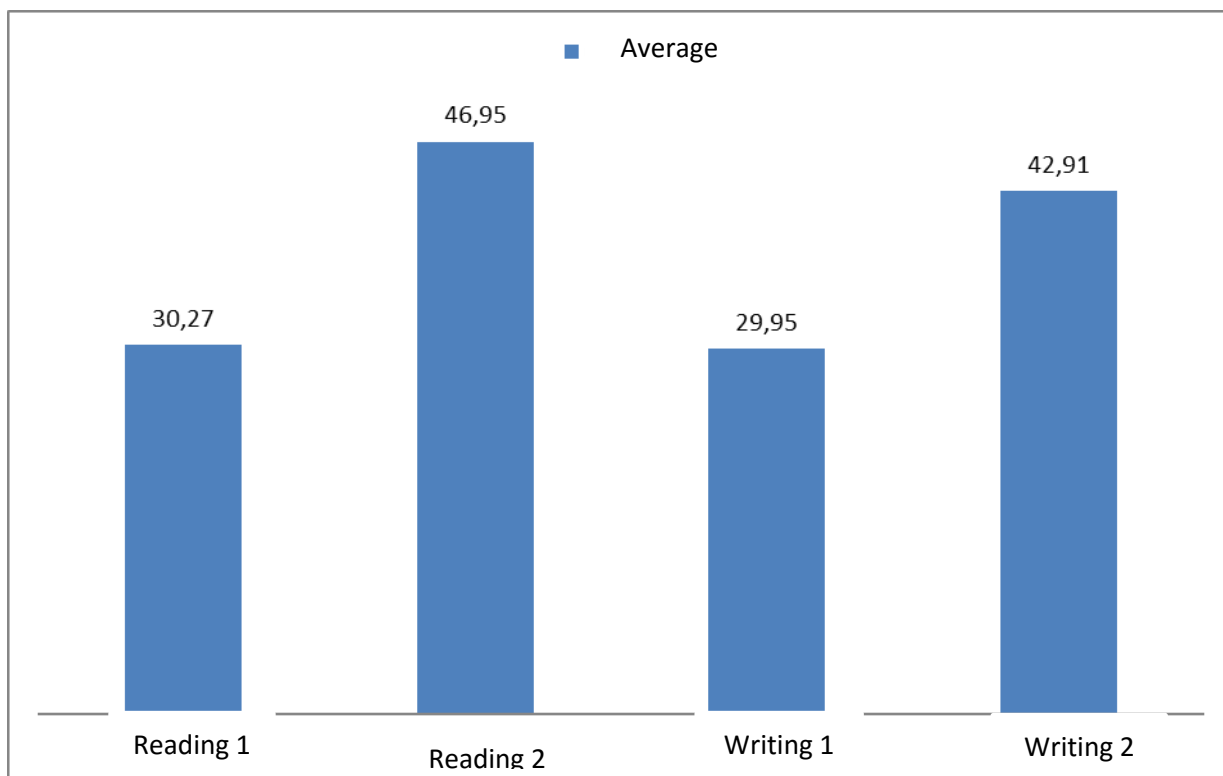
Figure 3. Graphic for examining the reading and writing skills of participants

Table 5

Examining the Change of Reading and Writing Skills of Participants in the Class Separation

Class		Scores	n	ss	t	P
3A	Reading1	28,23	26	10,413	-12,003	,000*
	Reading2	45,54	26	7,218		
	Writing1	29,62	26	8,617	-11,598	,000*
	Writing2	42,46	26	5,124		
3B	Reading1	30,82	11	9,11	-12,304	,000*
	Reading2	47,27	11	5,95		
	Writing1	27,00	11	7,47	-8,500	,000*
	Writing2	41,73	11	4,29		
4A	Reading1	37,00	7	3,651	-10,084	,000*
	Reading2	51,71	7	2,360		
	Writing1	35,86	7	4,598	-6,601	,001*
	Writing2	46,43	7	2,370		

The t test results of the dependent groups for examining the change of reading and writing skills of the participants in the class separation are given above.

A statistically significant difference is found between the change of Reading Skills of the participants whose classes are 3A, 3B and 4A ($p < 0.05$). According to the results of 3A class, the average score of Reading1 is 28.23, the average score of Reading2 is 45.54 ($p = 0.00$). For 3B, while the average score of Reading1 is 30.82, the average score of Reading2 is 47.27 ($p = 0.00$). For 4A, while the average score of Reading1 is 37.00, the average score of Reading2 is 51.71 ($p = 0.00$). Accordingly, a significant increase in reading skills is observed for all grade levels. Students demonstrated a significantly better performance on post-test compared to pre-test. Post-test points of the students are higher than pre-test points.

A statistically significant difference is found between the change of Writing Skills of the participants whose classes are 3A, 3C and 4A ($p < 0.05$). According to the result of 3A, The while the average score of Writing1 is 29.62, the average score of Writing2 is 42.46 ($p = 0.00$). For 3B, while the average score of Writing1 is 27.00, the average score of Writing2 is 41.73 ($p = 0.00$). For 4A, while the average score of Writing1 is 35.86, the average score of Writing2 is 46.43 ($p = 0.001$). Accordingly, a significant increase in writing skills is observed for all grade levels. The results suggest that students' writing performance is increased from first test to second test.

When we compare the classes' skills improvement according to the pre-test and post-test results, there is not big differences between the classes. 3A class was the class that improved the reading skill more than others with %17.31 points difference. 3B class was the class that improved the writing skill more than others with %14.73 points difference.
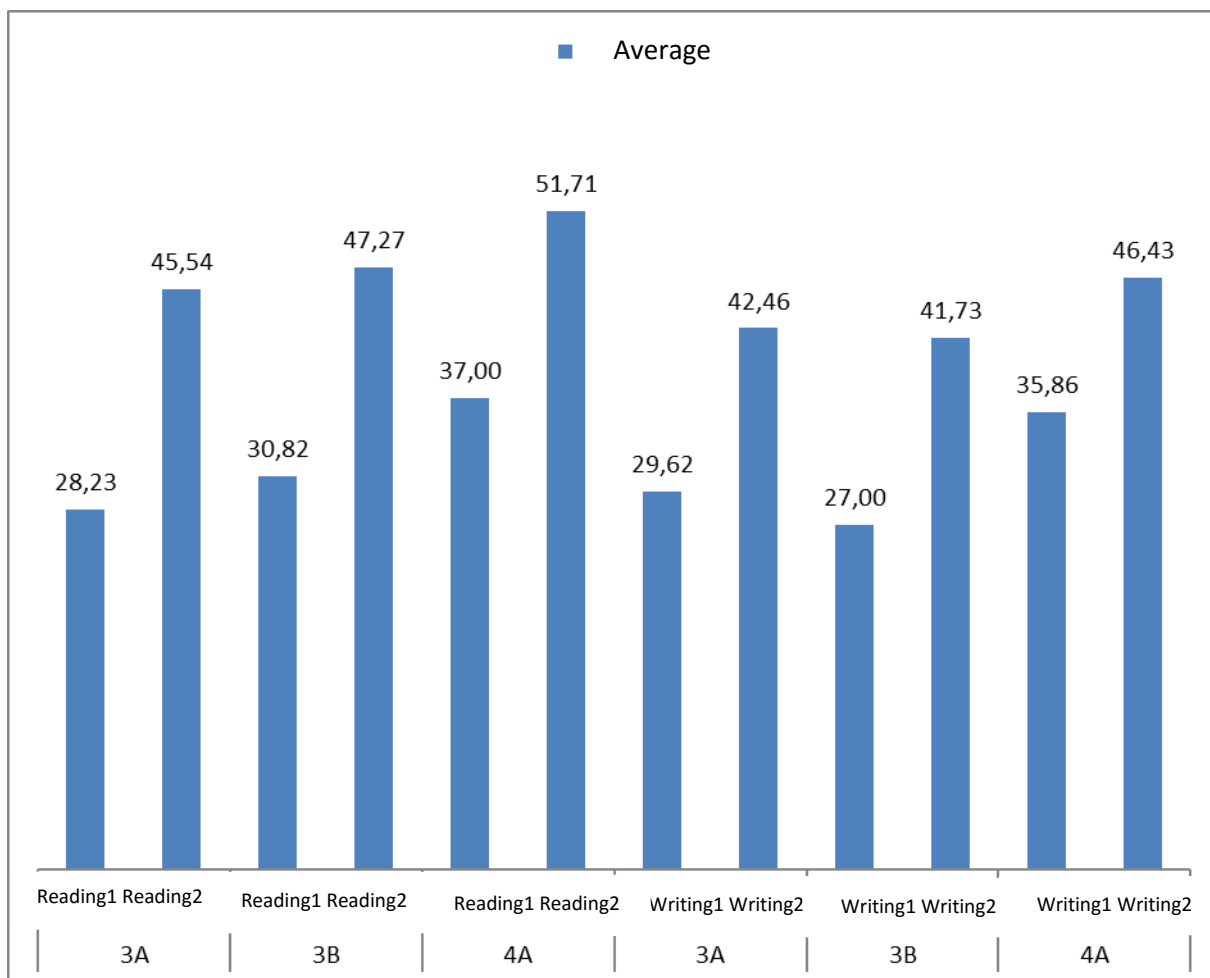
Figure 4. Graphic for examining the change of reading and writing skills of participants in the class separation

Table 6

Examining the Change of Reading and Writing Skills of Participants in the Experience Separation

Experience		Scores	n	ss	t	P
2-3	Reading1	27,62	21	10,15	-11,549	,000*
	Reading2	44,52	21	6,95		
	Writing1	27,67	21	8,03	-11,111	,000*
	Writing2	41,57	21	5,27		
4-8	Reading1	32,70	23	8,81	-13,326	,000*
	Reading2	49,17	23	5,64		
	Writing1	32,04	23	7,93	-10,956	,000*
	Writing2	44,13	23	4,01		

The t test results of the dependent groups for examining the change of reading and writing skills of the participants in the experience separation are given above.

34

A statistically significant difference is found between the change of Reading Skills and Writing Skills of the participants whose experience is 2-3 (p <0.05). While the average score of Reading1 is 27.62, the average score of Reading2 is 44.52. While the average score of Writing1 is 27.67, the average score of Writing2 is 41.57. A statistically significant difference is found between the change of Reading Skills and Writing Skills of the participants whose experience is 4-8, too (p <0.05). While the average score of Reading1 is 32.70, the average score of Reading2 is 49.17. While the average score of Writing1 is 32.04, the average score of Writing2 is 44.13. Accordingly, a significant increase in reading skills and writing skills are observed for all students. When the post and pre-test results are compared of the two experience groups, there is no significant difference in terms of their experience.
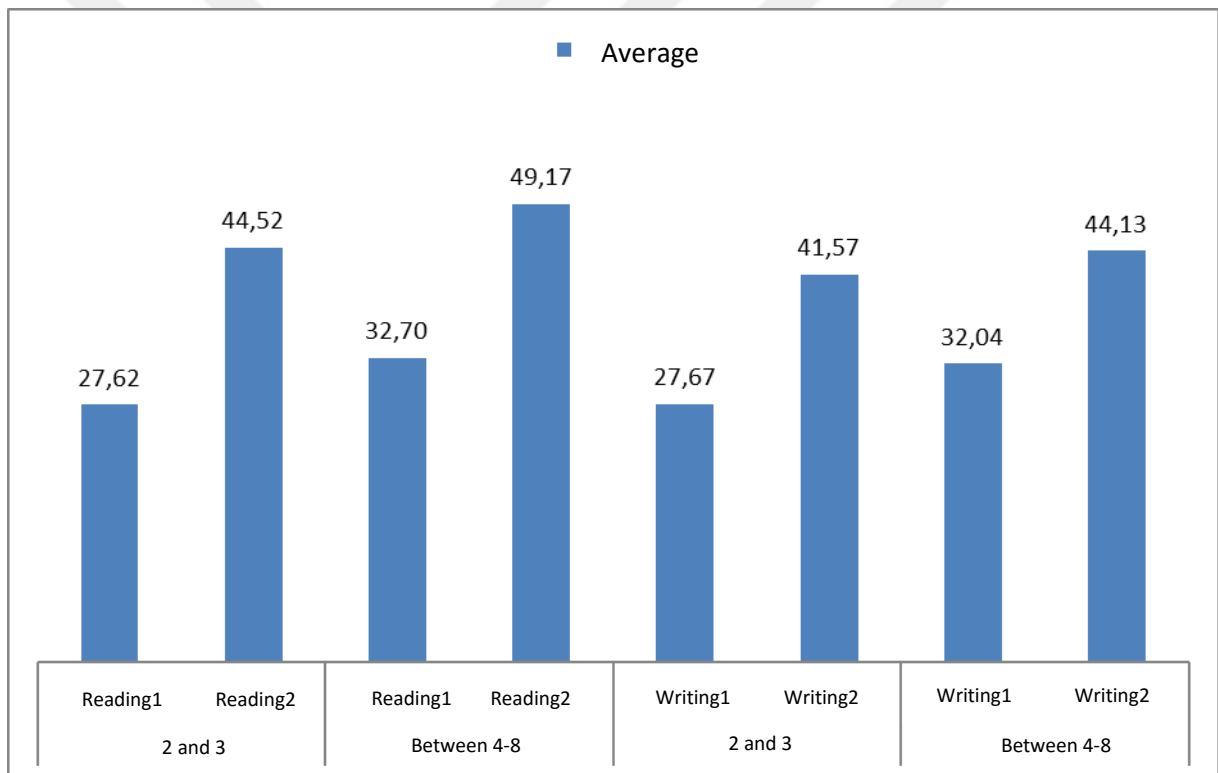

Figure 5. Graphic for examining the change of reading and writing skills of participants in the experience separation

Table 7

Means for the Change of Reading and Writing Skills Expressions

	Pre-test	ss	Post-test	ss
I can read the numbers from 1 to 100.	3,59	1,67	5,32	,93
I can read the date.	3,59	1,67	5,14	1,00
I can read and say the names of the letters	3,98	1,50	5,36	,92
I can find the words arranged in alphabetical order.	2,68	1,41	4,86	1,03
I know what sound each letter makes.	3,14	1,36	5,02	,90
I can read the simple sentences.	3,25	1,59	5,25	,84
I can read information on a simple form.	3,52	1,41	5,34	,83
I can read a short story with my teacher's help.	3,82	1,33	5,45	,76
I can read the story of 'Daily Routines'	2,70	1,47	5,20	,88
I can write the capital letters.	4,93	1,19	5,95	,21
I can write the lower case letters.	4,95	1,18	5,95	,21
I can write my name.	5,41	0,95	5,98	,15
I can write a complete sentence.	2,80	1,11	4,93	,97
I can write about myself.	3,05	1,35	5,07	,93
I can write about the things I like and dislike.	3,09	1,49	5,09	,94
I can write about my family and friends.	2,93	1,32	5,00	,99
I can write a story with pictures.	2,80	1,25	4,93	,97

Table 7 shows reading and writing skills improvement rate for each item with expressions. According to these results;

"I can read the story 'Daily Routines'." The mean of the expression above increased from 2.70 to 5.20. "I can write a complete sentence." The mean of the expression above increased from 2.80 to 4.93. "I can write about my family and friends." The mean of the expression above increased from 2.93 to 5.00. There is a significant improvement for the both skill's each item. In terms of reading skill development, "I can read a short story 'Daily Routines'." is the most developed item with 2.50 points difference. In terms of writing skill, "I can write a complete sentence." and "I can write about my family and my friends." are the most developed items with 2.13 points difference. Accordingly, students improved their short story reading ability and writing about their family ability the most when the pre and post-test scores are compared.
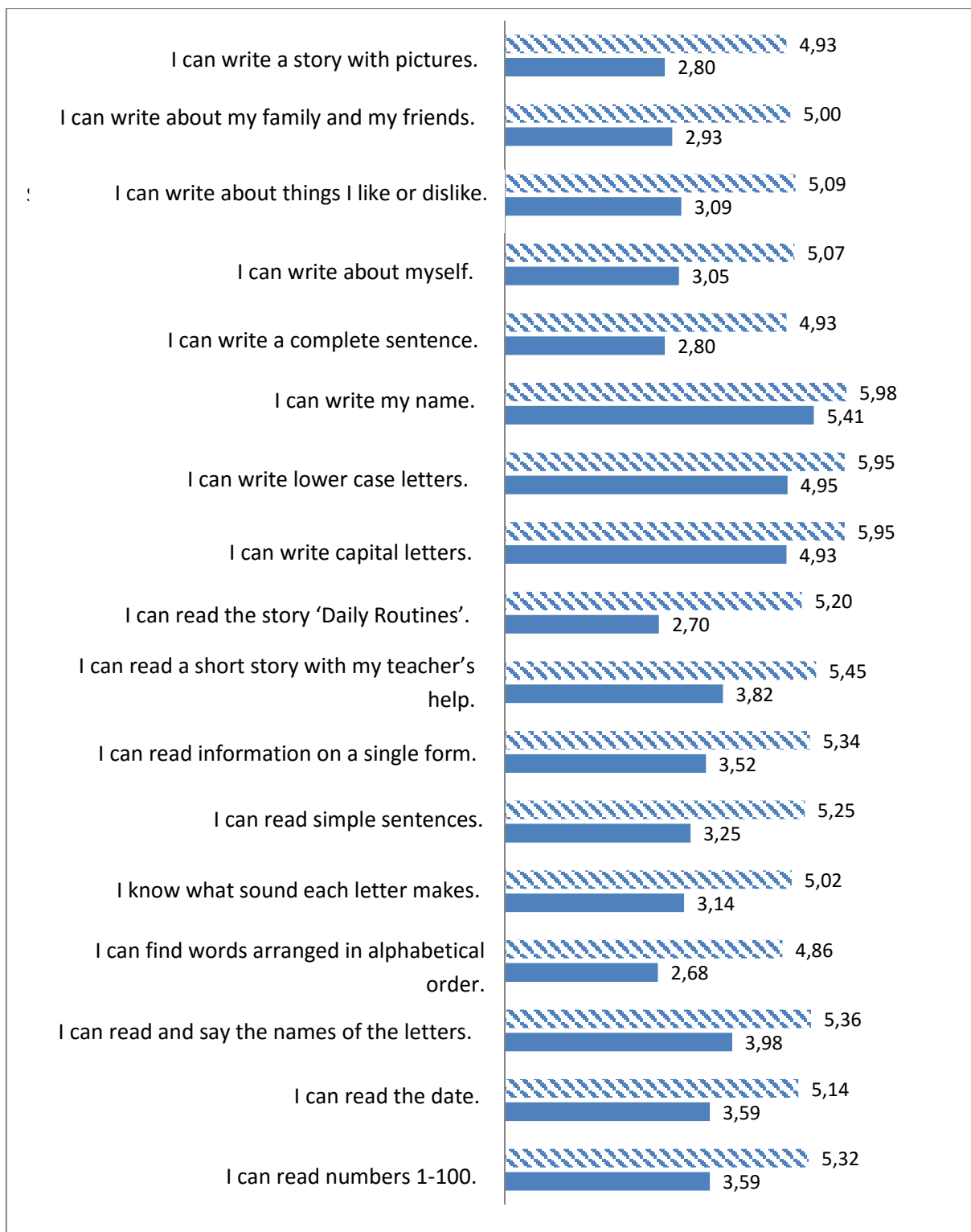
Figure 6. Graphic for the Change of Reading and Writing Skills Expressions

CBI affects receptive skills of young learners positively (Pladevall- Ballester & Vallbona, 2016). CBI has positive effects on students' verbal interaction and participation during the lessons (Bozdoğan & Karlıdağ, 2010). According to the quantitative data findings, pupils attending a CBI program in Turkey has significantly improved their early

literacy skills in English. Although this finding should be interpreted cautiously, these findings may suggest that CBI has positive effects on increasing students' mean scores from pre-test and post-test in terms of writing and reading skills from students' perspectives.

4.3. Qualitative Data Finding

The questions that searched using qualitative data are "What are the Turkish EFL teachers' views on the scope and effectiveness of CBI programme?" and "What is classroom discourse like in the CBI programme?" Teachers were interviewed and classrooms were observed during the lessons. In this research, it is not only given students' self-evaluation tasks but also the teachers reported on it.

4.3.1. Findings from the teacher interviews

The teachers involved in the study were also interviewed about their perspectives in terms of CBI lessons and programme. The interviews were carried out in Turkish and the entire interview was audio-recorded. There were three teachers and each teacher lectured one class (3A, 3B and 4A). Teachers were asked open-ended questions (see Appendix II). All the data that collected from interviews were translated into English. Teacher Interview Schedule is adapted from Kuei-Min Huang to gather information from teachers. Themes that came out after the coding of the teachers' responses can be presented as following:

Table 8

Summary of the Data from the Teacher Interviews

Common statement	*f*
Defining CBI	
authentic/ natural method	3
connecting target language and content	2
Differences of CBI	
providing permanent learning	2
teaching implicitly	3
CBI as a good model	
fostering curiosity	3
attracting students interest	3
Serving the needs of our country	
easy to arrange according to students' needs	2
convenient to include the advances in technology	3
Being effective	
autonomous students	3
positive attitudes towards target language	2
Teachers' thoughts towards CBI	
satisfaction	3
being a modern teacher	2
improving teaching skills	2
Reasons to continue teaching with CBI	2
arouse curiosity	3
student collaboration	2
enjoyment	2
Difficulties that teachers encounter	
finding contents according to all students' interests	2
content knowledge of teachers	2

f = frequency

4.3.1.1. Teachers' background knowledge about CBI

Firstly, the teachers were asked to explain CBI with their own words and explain what makes it different than the other teaching programmes. CBI was defined commonly as bridge that needs to be created while teaching the target language and the content together for the second language learners. T1 stated that "I believe that teaching the

significant information and language together is possible only when we use CBI in our education system." In addition, teachers indicated that CBI is a natural and authentic teaching method that resembles the way of learning native language. T3 explained as "We learn vocabulary and grammatical structures in daily matters in a gradual and natural process with CBI. So we can say, CBI is a relatively natural method that we use to teach a new language."

They stated that CBI focuses on integrating the learning of a language with learning of contents or academic subjects in the classroom rather than learning the language itself as one of the differences of CBI. T2 indicated that "As the structure and vocabulary of the target language are given indirectly with in a content that is age appropriate, it's less intimidating for the learners, - especially the young ones - and also more interesting." Similarly, T1 explained the difference of CBI as "Since CBI is not interested in teaching just grammar, vocabulary etc., it has a billion of content to teach the language in harmony with the topics. This is the main difference that provides permanent learning". While comparing CBI with other teaching programmes they indicated the positive effect of teaching target language by integrating it with content. Teachers all agree that it's important to adopt this approach in our education system.

4.3.1.2. Perspective in effectiveness

Teachers also touched upon their own feelings during the instructional applications. They all agree that CBI is a good model for students and it fosters students' interest and curiosity. T1 stated:

> CBI gives us a great chance to teach language as well. For example, most of the teachers find simple past tense easy to teach. They show the grammar, time adverbials, a few examples. After all, they assume that students learn all aspects of simple past tense. However, we teach simple past tense with an interesting topic like 'history of inventions'. Students become curious to learn the past of planes, cars, phones etc. When we get their attention, we can teach simple past tense really easily. This example shows that CBI is beneficial for our children.

With interesting contents, students are really curious to learn new things. They do not learn the language in a traditional way which was mostly used in the language classes; they have the ability use the language in their lessons to participate. Additionally, according to

teachers, none of the students are missing in the class and generally all the students are attending to lessons. Meaning, there is something for all the students. T3 indicated that not all the students are equally competent in all the subjects so with CBI you get the chance to include each student in the learning process through these different subjects. Moreover, T2 stated that:

> The most effective aspect of it is its being convenient to include the advances in technology, the most recent topics and developments, daily matters, etc. in your lesson plans. The world is changing rapidly and so do the topics that people are interested in. So if you keep your content up-to-date with your students' interests, you can provide a more thriving learning environment.

It can be concluded that teachers feel beneficial and effective when they teach the contents and language together. As they study different topics and subjects to teach they feel productive. The students become more autonomous and independent. They have fun while teaching the target language with content and so students, too.

Additionally, it was concluded that students enjoy CBI lessons mostly. They attend the lessons eagerly. CBI motivates them towards learning a second language. They indicated that CBI helps students to participate in the class because learners are expected to be more active in different roles and cooperate with each other. Teachers emphasized those positive attitudes towards lesson influenced students' learning positively.

4.3.1.3.Appropriateness to Turkey and Turkish students' needs

According to the teachers, CBI can easily be arranged according to our children's needs. CBI is not a programme that you cannot change or modify. T2 indicated that "In a world that changes and develops every day, we can combine the language and the content effectively thanks to using CBI". CBI enables teachers to teach the language and the content in a successful way in the classroom.

Another aspect of CBI is its convenience to include the advances in technology, the most recent topics and developments and daily matters in your lesson plans. T1 explained it as "The world is changing rapidly and so do the topics that people are interested in. So if you keep your content up-to-date with your students' interests, you can provide a more thriving learning environment".

As a conclusion, rather than using the other models, having CBI helps students to participate in the class because leaners are expected to be more active in different roles and cooperate with each other and CBI is a system that can catch up with the changes of the world.

4.3.1.4.Challenges in CBI lessons

Teaching and learning through the content is fun and worthwhile for not only students but also for teachers. However, they touched upon certain difficulties. While designing the curriculum and selecting the themes, students' interests should be taken into consideration.T1 pointed out the importance of curriculum design as "If the students are not attracted by the topic or they are already intimidated by the subject such as mathematics it can be challenging to include them in the lesson." Similarly, T2 stated that "There are some topics that are not so attractive for some group of students. For example fashion units are not the favourite of boys. It was not easy to take their attention during the whole unit. It was the only difficulty of CBI programme for me."

As another factor to consider, the teacher of Grade 4 emphasize the importance of content knowledge of the teachers as follows:

CBI requires better language teachers to select and adopt authentic materials and scaffold and elicit knowledge from the students. More than that, teachers must be knowledgeable in content areas. If a language teacher is not qualified enough to use CBI, she/ he may have difficulties during the lesson.

It is stated by the teachers that CBI is useful for students and teachers. CBI offers students to have successful learning atmosphere. Although it takes time to plan and create materials and there are some challenges, the results should be taken into consideration because learner readiness, teacher knowledge and the balance between the language and the content are key points of CBI model.

The third research question investigated the Turkish EFL teachers' views on the scope and effectiveness of CBI programme. Teachers indicated that CBI is a great chance for every language teachers. Teaching and learning through the content is fun and worthwhile for not only students but also for teachers. Teachers feel more satisfied and happy during the process of teaching.

4.3.2.   Findings from the Lesson Observations

In order to determine the students' classroom interaction in the content based lessons each class was observed just for a lesson hour (40 minutes) and each class was observed in different weeks. The CBI syllabus of 3rd and 4th grades is same. The teachers use the same materials and the syllabus so the teacher differences are limited. It is prohibited to change any material or applying additional materials in the syllabus. This does not create a problem because the syllabus is designed according to CBI and it includes interactional activities that meet the students' needs. Communicative Orientation of Language Teaching Observation Scheme was used while observing the classes. It has two parts: part A and part B.

4.3.2.1. COLT part A

Part A describes the classroom events such as activities, participant organization and materials. It consists of these columns: activities and episodes, participant organisation, content, content control, student modality and materials. In this part of the research the three class' lesson observation will be implemented. During the observation a scheme was filled (see Appendix III).

 According to Spada & Frohlich (1995),

One of the arguments made in the communicative language teaching literature is that students should be encouraged to integrate their skills practice to reflect a more authentic use of language (p.42).

Student modality columns of the observation scheme is developed to determine the skills that are focused during the lessons. In this research during the classroom observation the main focus was on participant organization and student modality columns for this part.

The teacher in 3A class started the lesson with a guessing and drawing activity about animals. She distributed a handout about animals and their body parts. There were some body parts of the animals that were drawn and animals tried to guess which animals it is. After guessing, students tried to describe the given animal. Then, they played a guessing game. Students came to the stage by one by and they described an animal. Other students tried to guess which animal it is. The activities were led by the teacher but students attended the lesson actively and there were pair activities, too. There were some procedural

directives during the lesson such as "Open your notebooks quickly.", Stick this paper to your notebook, please.", "Look at the picture and try to guess which animal it is". At the last episode of the lesson, there was a disciplinary statement given by the teacher like "I think you are not ready to listen the lesson". The topic that aroused in the classroom environment was broad. It was about immediate environment: animals.The topic was determined by the teacher but it was a really interesting topic to take students' attention. Speaking, listening and writing skills were involved during this lesson. Type of the material was minimal. There was a handout about animals' body parts. The material was designed for second language teaching and non-native speakers.

The lesson that was in 3B class started with a video about animals. After watching the video, the students were asked to answer some questions about the video as pairs. At the last episode of the lesson the teacher asked students that which animal is their favorite to internalize the topic. There were some procedural directives during the lesson such as "Watch the video about animals", "Answer the questions about the animals". There was a disciplinary statement given by the teacher such as "I did not give you permission to speak. Raise your hand for permission to speak". In terms of language use, there were references to message on form. The teacher warned a student about the use of superlatives while comparing the animals. The topic was about animals so it was broad. Content control was Teacher/ Text because the topic was chosen by the teacher. Skills that involved during the lesson were listening, speaking, reading and writing. Type of the material was minimal and visual. Source of the material was for second language teaching and non-native speakers.

The teacher came to the class with a bowl of water and some glitter. The teacher mixed the glitter and the water. She put her hand into the water-glitter mixture and asked "*What happened to my hand right now? Yes, my hand is full of glitter now. Why should we wash our hands and When should we wash our hands?*". The aim was to make students talk and make sentences. Then, the teacher said "*These glitters symbolize the bacteria and viruses that in our hands*". Students put their hands into the water-glitter mixture and they talked about their feelings and the ways to protect themselves from germs. Participant organization was students centred and choral in this lesson. There were some procedural directives during the lesson. The content was included message in this class. The topic was broad. Listening, speaking, reading and writing lessons were involved during the lesson. The materials were both minimal, extended and audio. Source of the material was second language teaching and non-native speakers.

Table 8

Participant organization percentage by class

	Whole Class T-S/C	Group
3A	25.00	75.00
3B	15.00	85.00
4A	12.50	87.50

The table shows the percentage of time spent on teacher centred activities and group activities. 12.50 per cent of the lesson time was spent involving the teacher centred activities, 87.50 per cent of the lesson time was spent on group work and this is the highest group work rate when compared the other classes. In CBI lessons learners are expected to be more active in different roles and cooperate with each other. It can be concluded that students were active during the lessons and they mostly worked as a group.

4.3.2.2. COLT part B

COLT part B focuses on the verbal interaction takes place between students and teachers during the lessons. The observation scheme is divided into seven communicative features: use of target language, information gap, sustained speech, reaction to form/ message, incorporation of student /teacher utterances, discourse initiation and form restriction. Part B is more detailed than part A in terms of analysing the classroom interaction (Spada & Frohlich, 1995).

During the class observations, the target language was L2 during the whole lessons both in teacher and student verbal interaction. Students practised the target language with authentic materials in natural environment as much as possible. They used the language for communicative purposes during the lessons.

Effective learning takes place better in natural language learning environment according to analyses. Teachers generally ask questions that students already know the answer and it does not motivate the students to attend the lesson eagerly. Information gap is analysed in two different categories in each class: teacher verbal interaction and student verbal interaction. Information gap is divided into two categories. These are giving

information and requesting information. Giving information has two sub-categories. Predictable information is information that is known by the questionnaire and it is easily anticipated. Unpredictable information is not easily anticipated. Requesting information has two sub-categories and these are Pseudo request and genuine request. In pseudo request the speaker know the answer but in genuine request the information is not known by the speaker (Spada & Frohlich, 1994).
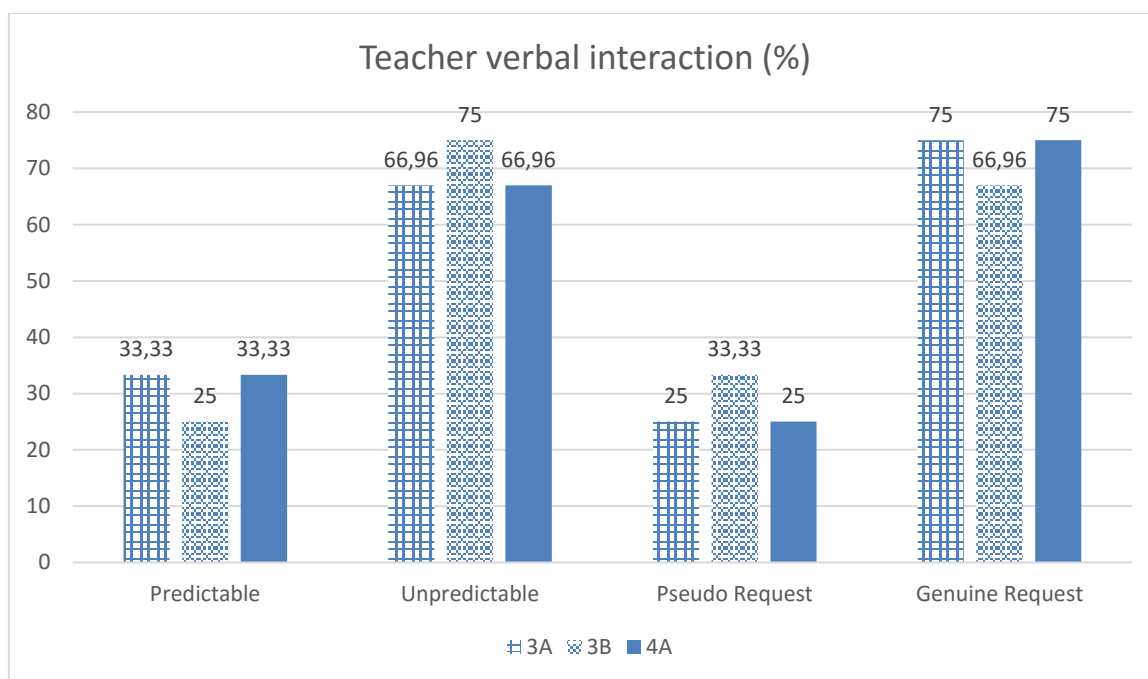
Figure 7. Graphic for examining the teacher verbal interaction

Figure 6 shows the number of times teacher verbal interaction took place with per cent. The classes per cent is high mostly in terms of unpredictable information and genuine request. It proves that the teacher verbal interaction in classroom took place in a natural environment. Giving unpredictable information during the lessons increases their motivation, too.Genuine request per cent is higher than pseudo request in all the classes.

In terms of sustained speech feature there are three sub-features. These are ultraminimal, minimal and sustained speech. Ultraminimal speech is students turns that consists of one word only. Minimal speech consists of more than one or two words students and teachers turns. Sustained speech is student and teachers turns that consist of at least three main clauses (Spada & Frohlich, 1994).
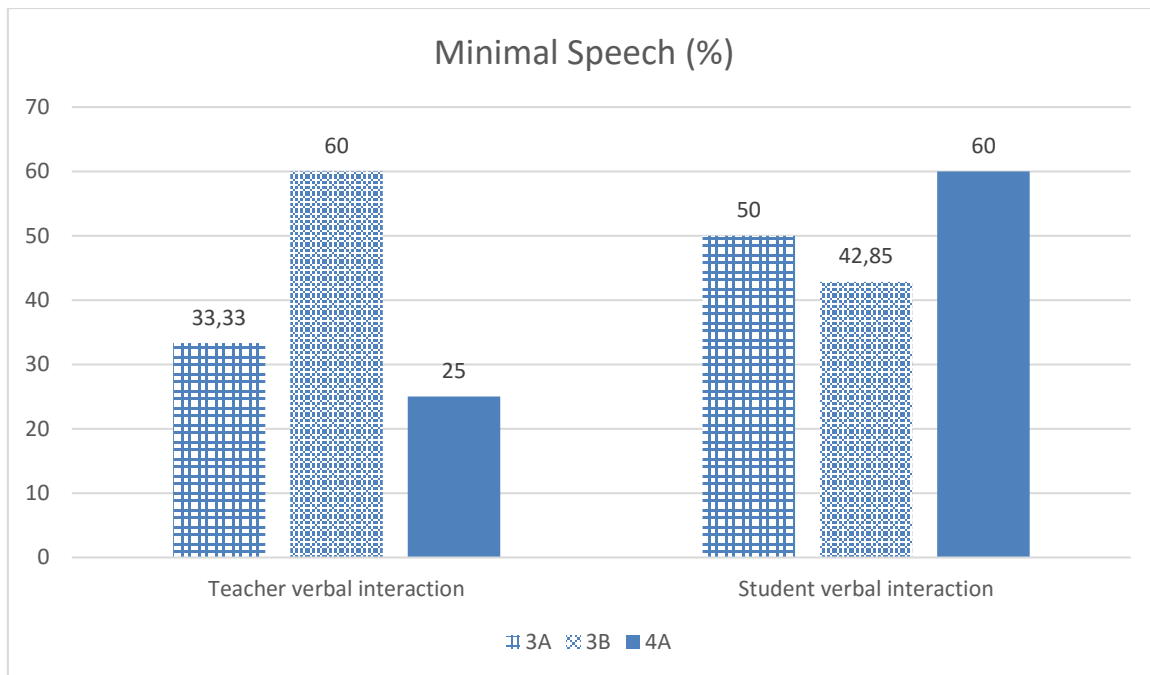
Figure 8. Graphic for examining the teacher verbal interaction and student verbal interaction

Spada & Frohlich (1995) indicated that for effective classroom interaction teachers and students need to use sustained speech during the lesson. Instead of one or two words responses, teachers should encourage students to use grammatically long phrases. Sustained speech rate in terms of teacher verbal interaction and student verbal interaction, is generally above 30%. It is only below in 4A class with 25% rate. The teacher verbal interaction in 4A class is observed with 75% rate sustained speech. It is seen that students' turns includes generally long phrases. They could communicate effectively during the lessons.

Reaction to form/message (%)
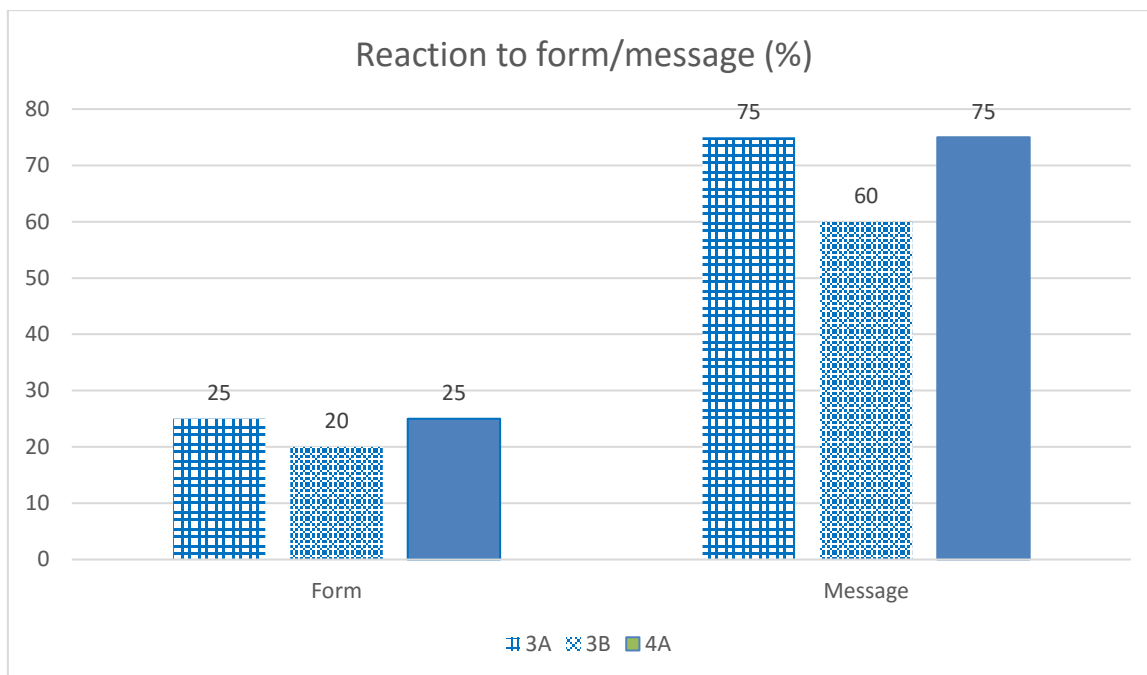
Figure 9. Graphic for examining teachers' reaction to form/message during the lessons

The feature reaction to focus on form or message is about the teacher's reaction to a linguistic form of an utterance (form) or the content of an utterance (message) (Frochlich & Spada, 1994).It was observed during the lessons that the teachers mostly focused on message instead of form. Focusing on the message is an important factor in CBI lessons. CBI aims to motivate students giving importance to the message during the lessons.

Considering all the statements during the interviews, findings from the questionnaire and class observations increased achievement is obvious. CBI creates a naturally communicative classroom atmosphere which brings success.

CHAPTER V

CONCLUSION

5.1. Introduction

Results of the study were presented in this chapter to conclude the study. In this chapter, the conclusions were presented after each research question. While CBI can be both challenging and demanding for the teacher and the students, it can also be very stimulating and rewarding, especially in terms of early literacy development and authentic classroom interactions. A mixed-method design was administered to reach both quantitative and qualitative findings in order to make explorations related to the research questions from a multi-dimensional perspective. The results supported the hypothesis that language and content integration provides the opportunity for meaningful communication in purposeful social and academic contexts (Snow, Met, & Genesee, 1989). Language learning occurs when learners are exposed to target language while learning a subject matter through the language.

5.2. Conclusion

Research on CBI programs is quite limited in the EFL context. There is limited research on learners' development on content. Developing an assessment battery for content learning gains in CBI is an important dimension of CBI research which needs further improvement. The present study aimed to explore the effect of language and content integration on content learning through young learners' self-reported literacy achievement, teacher interview and COLT analysis of the classroom observations.

The first and the second research questions in this study were about the students' perspectives on the role of CBI on their writing and reading skills. In order to answer to this question, a questionnaire including questions about reading and writing skills was applied to students as pre-test and post-test.Having analysed the data from this questionnaire, it became clear that EFL pupils attending the CBI program have significantly improved their EFL reading and writing skills. Larsen-Freeman (2004) indicates that "communicative competence involves more than using language

49

conversationally and it also includes the ability to read, discuss, and write about content from other fields" (p.54).As mentioned in the findings, it is concluded that students improved their EFL reading and writing skills.

The following research question was about the Turkish EFL teachers' views on the scope and effectiveness of CBI programme. For this purpose, the teachers answered to some open-ended questions about students' language development. The questions were about students' general performances in CBI lessons and their perspectives in CBI program. The content-analysis of the interviews with teachers revealed some patterns and *effectiveness* was one of the most significant term emerging as a theme. The teachers indicated that CBI affected students' performance and their views towards foreign language learning positively and it enables students to improve their target language skills. The teachers indicated that CBI lessons affect the students' views towards other subjects, too. After teaching EFL with CBI, teachers indicated that they had great satisfaction of being a modern and effective teacher thanks to CBI program. Additionally, they noted that they feel like they improve their knowledge and skills with CBI. Teacher interviews prove that after CBI lessons are more fun and productive. Therefore, CBI might be advised more to teach students literacy skills in a successful learning atmosphere with authentic materials.

The last question was about to determine the students' classroom interaction in the content-based lessons. Communicative Orientation of Language Teaching Observation Scheme was used while observing the classes. The observation scheme focuses on the verbal interaction taking place between students and teachers during the lessons. Each class was observed for a lesson hour. It was observed during the CBI lessons that students created their own language learning environment and they communicated with each other eagerly. CBI places the learners in the centre and pays attention to learners' active learning. During CBI lessons, students learn to communicate by practicing purposeful, authentic communication (Larsen-Freeman, 2004).

The present study, which investigated the nature of a CBI program, reports evidences in positive impact of it on the learners and the teachers. Integration of language and content yields beneficial results for every stake-holder. The results of the present study indicated that language and content integration provide a meaningful and purposeful leaning context for students. Reading and writing allow students to comprehend and practise the target

language so they are crucial skills in terms of language learning. CBI contributes to the students' reading and writing skills' improvement with engaging activities. Content matter in CBI lessons is not just about comprehending language skills; it is about the learners creating their own understanding skills and knowledge (Coyle, 2008). CBI lessons provided natural content for students to learn target language so students are able to develop their communicative abilities and target language skills. Although there are limitations such as sample size, school type and students' fear of being graded, the study provides evidence of the positive effects of CBI in foreign language teaching through young learner's self-reported literacy achievement, teacher interview and classroom observation.

5.3. Implications for Curriculum Design in EFL Education

The results of the present study indicated that language and content integration provide a meaningful and purposeful leaning context for students. When language is a medium for meaningful communication through authentic interactions, activities have a real purpose and require an authentic exchange of meaning. The subject matter learning enables learners to improve their reading and writing skills as they are able to develop schemata about a subject through the course and the learners are able to apply already existing schema into new learning situations. The results of the present study have many implications for language teaching.

First, it requires a strong commitment on the part of the program developers and the language teachers. Teachers who are qualified in language and content integration could organize teacher cooperation more effectively and design successful CBI programs.Objectives can be decided and the instruction can be planned accordingly.

The results indicate that language and content- integration in EFL classes can result in better content learning which can lead to students' familiarization with different topics from different areas of interest. This is a natural way to improve the target language. Students are active during the lessons and CBI helps students to participate in class.

Teacher preparation is also needed for successful CBI programs. Content-based language teacher training programs should be included in preservice education programs in EFL contexts including Turkey. For a better designed CBI EFL classes, more qualified teachers in CBI are needed.

5.4. Suggestions for Further Research

The researcher of this study has experienced the effects of using CBI on the students EFL writing and reading skills. For further research, the effects of CBI lessons on students' listening and speaking skills could be studied.

This study only contains 3rd and 4th grade students. A future study may contain all primary school grades and it could be conducted over a long period of time.

Lastly, this research may be conducted with a larger group of student to have more generalizable results.

5.5. Limitations of the Study

The study employed a mixed-method research design in order to prevent any limitations that may emerge due to the study research design. In order to make multi-dimensional inferences, both quantitative and qualitative data were collected. This is one of the key strengths of the study. Despite the multi-dimensional data collection procedure and data analyses, the present study has several limitations.

First limitation is that the study was conducted with private primary school students and there is a significant relation between CBI and students' perspectives on EFL reading and writing skills according to the results. As it is not possible to control all the factors that students encounter with, there might be other factors that improve students' literacy skills besides CBI.

The study sample was forty four students attending Grades 3, 4. With a higher number of participants, the data set could have been more representative and the analyses could have been more robust. The low attendance to this research was due to not acquiring parental permission. The aim of the study is explained to parents before the research and their permission was sought with a signed parental permission letter. Most of the parents did not give permission to students to participate in this research because of the prejudices of parents.

With a fear of being graded, the participating students might have assigned themselves full credit (I am very good at – 6). Student self-reported data could have been

triangulated with sample writing and reading performances; however, this was not a possibility due to time and institutional constraints.

During the study conducted, there might have been other factors, other than CBI lesson, that might have intervened into students' perspectives on the role of CBI on their EFL reading and writing skills improvement. This research could have been done with two groups of students: one as the control and the other as the experiment group. However, because this research design might cause further constraints and biases (difficulty to find schools that complied the requirements of the research), this design was not adopted.

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APPENDICES

Appendix 1. Student Self-Report Proficiency Schedule (English)

(Prepared by Kuei-Min Huang, 2011)

Self-report Proficiency Schedule

Name: _____ Class: _____ School: _____ Years of study English: ___.

Circle the number in the column (1-6) to show how well you can do these tasks in English

Reading	Tasks	1 not so good - 6 Excellent					
1.	I can read numbers 1-100	1	2	3	4	5	6
2.	I can read the date	1	2	3	4	5	6
3.	I can read and say the names of the letters	1	2	3	4	5	6
4.	I can find words arranged in alphabetical order	1	2	3	4	5	6
5.	I know what sound each letter makes	1	2	3	4	5	6
6.	I can read simple sentences	1	2	3	4	5	6
7.	I can read information on a simple form	1	2	3	4	5	6
8.	I can read a short story with my teacher's help	1	2	3	4	5	6
9.	I can read the story of 'A very Lucky Day'	1	2	3	4	5	6
Writing							
10.	I can write capital letters	1	2	3	4	5	6
11.	I can write the lower case letters	1	2	3	4	5	6
12.	I can write my name	1	2	3	4	5	6
13.	I can write a complete sentence	1	2	3	4	5	6
14.	I can write about myself	1	2	3	4	5	6
15.	I can write about things I like or dislike	1	2	3	4	5	6
16.	I can write about my family and my friends	1	2	3	4	5	6
17.	I can write a story with pictures	1	2	3	4	5	6

Appendix 2. Student Self-Report Proficiency Schedule (Turkish)

Okuma ve Yazma Becerisi Öz-değerlendirme Ölçeği

İsim: Sınıf:Kaç yıldır İngilizce Öğrendiği:

Aşağıdaki maddelerde yazan durumları ne kadar iyi yapabildiğine göre 1 ile 6 arasında değişen rakamlardan birini işaretle.

1: İyi değilim ☹ 6: Mükemmelim ☺

Okuma	Beceriler	1: İyi değilim- 6: Mükemmelim					
1.	1'den 100'e kadar rakamları okuyabilirim.	1	2	3	4	5	6
2.	Tarihi okuyabilirim.	1	2	3	4	5	6
3.	Harfleri okuyup isimlerini söyleyebilirim.	1	2	3	4	5	6
4.	Alfabetik olarak sıralanmış kelimeler bulabilirim.	1	2	3	4	5	6
5.	Her harfin okunuşunu bilirim.	1	2	3	4	5	6
6.	Basit cümleleri okuyabilirim.	1	2	3	4	5	6
7.	Basit haldeki bir yönergeyi anlayabilirim.	1	2	3	4	5	6
8.	Öğretmenimin yardımıyla basit bir hikayeyi okuyabilirim.	1	2	3	4	5	6
9.	Öğretmenimin bana verdiği hikayeyi okuyabilirim.	1	2	3	4	5	6
Yazma		1	2	3	4	5	6
10.	Büyük harfleri yazabilirim.	1	2	3	4	5	6
11.	Küçük harfleri yazabilirim.	1	2	3	4	5	6
12.	Adımı yazabilirim.	1	2	3	4	5	6
13.	Tam ve kurallı bir cümle yazabilirim.	1	2	3	4	5	6
14.	Kendim hakkında yazabilirim.	1	2	3	4	5	6
15.	Sevdiğim ve sevmediğim şeyler hakkında yazabilirim.	1	2	3	4	5	6
16.	Ailem ve arkadaşlarım hakkında yazabilirim.	1	2	3	4	5	6
17.	Resimlerle bir hikaye yazabilirim.	1	2	3	4	5	6

Appendix 3. Teacher Interview Schedule (English)

Teacher Interview Schedule

1. What is CBI in your own words? How would you define it? What is in the nature of it?

2. What does CBI do differently than other instructional programs?

3. Do you think CBI is a good model for your students? Why? Can you give some examples?

    a) Do you think CBI serves the need of our country? Our country's children?

    b) Do you think CBI is an effective one? If so, which aspect of it is effective?

3. Did using CBI activities during the lessons have any effect on your thoughts and attitudes? Can you give some examples?

4. Do you want to continue teaching English with CBI during the following academic terms? Can you explain the reasons why or why not?

5. What were the conveniences and difficulties that you encounter during CBI lessons?

6. Is there anything that you want to add or explain about CBI lessons?

Appendix 4. Teacher Interview Schedule (Turkish)

Öğretmen Röportaj Soruları

1. Size göre CBI nedir? Kendi cümlelerinizle nasıl tanımlarsınız? Sizce doğasında ne vardır?

2. CBI diğer öğretim programlarından farklı olarak ne yapar?

   a) CBI'nın ülkemizin ihtiyacına ve ülkemizdeki öğrencilere hizmet ettiğini düşünüyor musunuz?

   b) CBI'nın etkili olduğunu düşünüyor musunuz? Eğer öyleyse, hangi yönlerden etkilidir?

3. CBI etkinliklerini derslerde kullanmanın düşünceleriniz ve tutumlarınız üzerinde herhangi bir etkisi oldu mu? Bazı örnekler verebilir misiniz?

4. İlerleyen akademik dönemlerde CBI ile İngilizce öğretmeye devam etmek istiyor musunuz? Neden?

5. Genel olarak derslerin gidişatı nasıl?Öğrencilerin dil gelişimi hakkında sizin görüşleriniz neler?

6. CBI derslerinde karşılaştığınız kolaylıklar ve zorluklar nelerdir?

7. CBI dersleri hakkında eklemek veya açıklamak istediğiniz herhangi bir şey var mı?

Appendix 5. Communicative Orientation of Language Teaching Observation Scheme (COLT A-B)

(Prepared by Spada & Fröchlich, 1995)

Observation Scheme A

Student number: Date of Visit: Number of Visit:

Subject: Duration: Observer:

Time	Activities & Episodes	Participant Organisation					Content									Student Modality			Note
		Class			Individual		Management		Language				Other Topics						
		T→S/C	S/C→T	Choral	Same Task	Different Task	Procedure	Discipline	Form	Function	Discourse	Socioling	Narrow	Broad	Listening	Speaking	Other		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Note: Adapted from Spada & Frohlich 1995, COLT

Observation Scheme B

Student number: Date of Visit: Number of Visit:

Subject: Duration: Observer:

	Teacher Verbal Interaction														Student Verbal Interaction													
	Language Use		Sustained Speech		Information Gap				Reaction to form /meaning		Incorporation of student utterances Note					Language Use		Sustained Speech		Information Gap				Reaction to form /meaning		Incorporation of student utterances Note		
	L1	L2	Minimal	Sustained	Give Infor Predic. / UnPred.		Req Infor Pseudo / Genuine		Form	Meaning	Correction	Repetition	Paraphase	Comment	Expansion	Clarifying request	L1	L2	Minimal	Sustained	Give Infor Predic. / UnPred.	Req Infor Pseudo / Genuine	Form	Meaning	Correction	Repetition	Paraphase	Comment	Expansion	Clarifying request
Episode 1																													
Episode 2																													
Episode 3																													

[1] Note: Adapted from Spada & Frohlich 1995, COLT

Appendix 6. Example Lesson Plan of 3ʳᵈ and 4ᵗʰ grades

Content	Greatest Inventors
Objectives	Students will be able to learn vocabulary about the topic. Students will be able to answer the comprehension questions about the video. Students will be able develop their writing skills.
Resources & materials	MAT 1 Albert Einstein Story video MAT 2 My Great Invention Template
Target vocabulary	invent, inventor, invention, experiment, occupation
Procedure (5 min) (15 min) (20 min)	**STEP 1** Start the lesson with playing *Correct me, please* to refresh Ss' minds about the Albert Einstein that were dealt with the previous lesson. Make incorrect sentences and let students correct you. • Albert Einstein is a **doctor. (scientist, mathematician)** • He first became interested in science when his father gave him a **dog. (compass)** • He loved **rap** music. **(classical)** **STEP 2** Now ask Ss to watch the video "Albert Einstein Story". After watching ask: Where was he born? Who was the oldest in the family? What did he love to do? How old was he when wrote a paper? • Albert Einstein was born in Germany in 1879. He was the oldest child and he had one younger sister. • Einstein first became interested in science when his father gave him a compass. • Even though Einstein didn't like the school, he loved reading and learning on his own. • Einstein wrote his first scientific paper when he was sixteen. **STEP 3** Deliver the templates to the students. They write about their invention, colour and decorate the papers. When they complete, they can read what they wrote.

Appendix 7. Example Activity Plan of 3rd and 4th Grades

* We will prepare a box and write on it "**How many books are there in our library?**" The box can be placed in the lobby and will stay there during the whole week. The Ss will write their predictions. The closest prediction will be announced on Friday. Also, we will prepare "**I Pick**" posters.

Appendix 8. Example of Key Words Handout

STORY STATION

Target Words: Using Less Energy

fan

dishes

gifts

dishwasher

air conditioner

Appendix 9. Permission from Ankara National Education Directorate

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.2537389   06.02.2018
Konu : Araştırma İzni

BAŞKENT ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
        b) 23/01/2018 Tarihli ve 67284360-100/1464 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Yüksek Lisans öğrencisi İrem KIŞLAL'ın **"Yabancı Dil Öğretiminde İçerik Temelli Öğretim Modelinin Kullanılmasının Öğrencilerin Okuma ve Yazma Becerilerine Etkileri Üzerine Karma Yöntem Yaklaşımını Benimseyen Bir Araştırma"** tez çalışması kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (3 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
07.02.18

Konu yolu Başkent Öğretmen Evi sokağı Beşevler ANKARA   Ayrıntılı bilgi için
e-posta: istatistik06@meb.gov.tr   Tel:(0 312) 221 0215 /18-134

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden d7f8-0641-3926-62d3-d509 kodu ile teyit edilebilir.

Appendix 10. Permission of Using the Questionnaire and the Schedule

irem kışlal   23 Ara (1 gün önce) ⭐
Dear Ms. Spada, I am a MA student in Baskent University English Language Teac...

Nina Spada   22:18 (23 saat önce) ⭐ ↩ ▾
Alıcı: bana ▾

İngilizce ▾   >   Türkçe ▾   İletiyi çevir   İngilizce için kapat ×

Hello Irem,
There is no need for you to request permission to use the Communicative Orientation of Language Teaching (COLT) observation scheme. It is a publicly available research instrument and can be used by anyone who is interested/engaged in research in L2 teaching and learning.

If you do not have a copy of the book co-authored by myself and Maria Frohlich that describes the scheme, the categories, how it is used, etc. I have attached a copy of the book in a zip file to this document. I have also attached copies of the scheme.

Good luck with your studies.

Nina Spada, PhD
Professor Emerita
OISE University of Toronto
252 Bloor St. West
Toronto, Ontario
Canada M5S 1V6
URL: http://www.oise.utoronto.ca/ctl/Faculty_Profiles/1475/Nina_Spada.html

Schedule permission 📁   Gelen Kutusu ×   💾 🖨

irem kışlal   20 Ara (4 gün önce)
Dear Miss Huang, I am asking your permission for using your "Reading and Writ...

kuei_min.huang   21 Ara (3 gün önce) ⭐ ↩
Alıcı: bana ▾

İngilizce ▾   >   Türkçe ▾   İletiyi çevir   İngilizce için kapat ×

Dear Ms. Kislal,
Thank you for your inquiry. I'd be more that happy to do so as long as they are properly cited.

Best wishes,
Kuei Min

Best wishes,
Kuei-Min Huang, PhD
Assistant Professor
Department of Applied Foreign Languages
Chien Hsin University of Science and Technology
E-mail: kuei_min.huang@uch.edu.tw
TEL: 886-3-4581196 ext.6704

黃貴敏
應用外語系助理教授
健行科技大學

03-4581196 分機 6704

Irem Kislal Tez

%**17**
BENZERLIK ENDEKSI

%12
İNTERNET KAYNAKLARI

%5
YAYINLAR

%13
ÖĞRENCI ÖDEVLERI

1	theses.ncl.ac.uk İnternet Kaynağı	%1
2	www.youtube.com İnternet Kaynağı	%1
3	Submitted to Universiti Teknologi Malaysia Öğrenci Ödevi	%1
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6	www.redalyc.org İnternet Kaynağı	<%1
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