BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

TARGETING COMMUNICATIVE PERFORMANCE in NATIONAL ENGLISH EDUCATION PROGRAM - A SUPPLEMENTARY BOOK for the 9th and 10th GRADERS

Nurdan A. GÖÇMEN

MASTER OF ARTS
ENGLISH LANGUAGE TEACHING
Ankara 2012

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Asst. Prof. Dr. H. Sezgi Saraç, for her encouragement, invaluable guidance and thoughtful suggestions throughout my study. It was fortunate that I was favored with having one of the greatest teachers as my supervisor.

I would like to express my thanks to my dear sister and her husband, my friends and my colleagues who supported me during my study with their help.

If they had not believed in me, I would not have achieved any of my goals; I am grateful to my father and my mother.

I am grateful to my husband for his continuous encouragement and warm support throughout the study and most important of all for his love throughout my life.

Finally, I would like to reserve my deepest feelings and thanks to my dear son, Boran, for his endless patience and love and for his existence in my life.

ÖZET

MİLLİ EĞİTİM İNGİLİZCE EĞİTİM ÖĞRETİM PROGRAMLARINDA İLETİŞİM
BECERİSİNİ ARTIRMAYI HEDEFLEYEN 9. VE 10. SINIFLARDA
KULLANILMAK ÜZERE ETKİNLİK KİTABI ÖNERİSİ

A.Göçmen, Nurdan

Yüksek Lisans, İngiliz Dil Öğretimi

Tez Danışmanı: Yrd. Doç. Dr. H.Sezgi SARAÇ

Ekim – 2011

Bu araştırmada "Targeting Communicative Performance in National English Education
Program" "Milli Eğitim İngilizce Programına İletişim Becerilerini Artırmayı
Hedefleyen Etkinler" konusu incelenecektir. Araştırmanın literatür kısmı, dört dil
becerisini geliştirmeyi hedefleyen etkinliklerin İngilizce öğretiminde nasıl ele alındığını,
derste nasıl ve hangi etkinlik türlerinin kullanılacağını, İngilizce dil sınıfında
kullanılabilir ders materyallerinin türlerini ortaya çıkartmakta, tez aşaması ise
uygulanacak etkinliklerin incelenmesine ve bir kitapçık haline dönüştürülmesine
yöneliktir. Kullanılacak etkinlikler Avrupa Dil Referanslarına göre A-2 ve B-1
seviyesinde olup Lise 9. ve 10. sınıf yaş grubu öğrencilerine hitap etmektedir.

Bu çalışmanın amacı, İngilizce dil öğretiminde dünyaca benimsenen "Eylem odaklı",
"İletişimsel Yaklaşım" ve "Bütüncül Dil Yaklaşımı" ve dört beceriye dayalı öğretim
tekniklerini temel alarak bir kontrol listesi hazırlamak, söz konusu bu listeye göre Milli
Eğitim tarafından ücretsiz olarak devlet liselerine dağıtılan "Brezee 9 ve 10" kitaplarını
inceleyerek, sonrasında uzmanlar tarafından incelenmesini sağlamak ve bulgular
ışığında bu kitaplara ek olarak bir aktivite kitabı önersi sunmaktır.

Araştırmanın sonunda konuyla ilgili olarak tez yazım aşamasında ve daha önce İngilizce
Dil Sınıflarında uygulanmış, öğrenme motivasyonunu artıran etkileri olduğu düşünülen
somut dil etkinlik örnekleri sunulacaktır. Ayrıca etkinlikler hazırlanırken, Milli Eğitim
Bakanlığına bağlı devlet liselerindeki İngilizce derslerinde kullanılan " Breeze" adlı
ders kitabındaki konular temel alınacağı için bu yönüyle bu çalışmanın hem öğretmene
hem de öğrenciye yol gösterici olacağına inanıyoruz.

Anahtar Kelimeler: İletişimsel Yaklaşım, Eylem Odaklı Yaklaşım, Bütüncül Dil
Yaklaşımı, İngilizce Öğretim Etkinlikleri.

ABSTRACT

TARGETING COMMUNICATIVE PERFORMANCE IN NATIONAL ENGLISH

EDUCATION PROGRAM - A SUPPLEMENTARY BOOK

For 9th and10th GRADERS

A.Göçmen, Nurdan

M.A., Department of Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. H.Sezgi SARAÇ

October, 2011

This thesis investigates the targeting of Communicative Performance in the National English Education Program and presents a supplementary textbook for 9th and 10th graders. The purpose of this study is to understand the extent to which developing the speaking, listening, reading, and writing skills of students through prepared activities motivates the teacher and students in English language teaching; to explore the kinds of materials to be used in a communicative language class; to prepare a checklist based on "Task-based" and "Communicative Language Teaching," as well as "Whole Language Instruction" and four skills-based teaching methods adopted world-wide. The applications are for Public School 9th and 10th graders, which correspond to the A1 and B2 levels prescribed by the European Language Portfolio.

The checklist will be analyzed by experts, and later on, a suggested activity booklet which has been prepared for use in public schools of the National Education will be presented; and thanks to the checklist, the relevant National Education books shall be evaluated, and an activity book to accompany the National Education coursebook shall be prepared in accordance with this information and needs.

Key Words: Communicative Approach, Task-Based Language Teaching, Whole Language Instruction, Methods and Techniques in ELT.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study titled "Targeting Communicative Performance in the National English Education Program: A Supplementary Book for the 9th and 10th Graders". The study aims at evaluating the coursebook *Breeze for 9th and 10th graders* according to a pre-determined checklist criteria and descriptors which refer to the contemporary approaches and four-language integration. First, the background of the study, and secondly, the purpose of the study shall be explained in this chapter. The significance of the study will be discussed, along with the research questions and limitations.

The English language is usually referred to as the international language that has been accepted in the world. It is spoken as a first language in several nations, and it is taught as a second and foreign language in many other countries, as well. It is also described as the lingua franca, which means the international language that is used worldwide. To this end, learning the English language has become very important. Thus, learners have a clear purpose in learning the English language, which is accomplishing communication.

As it is accepted as a universal language in the world, learners of the English language are supposed to use it effectively, both written and orally. To this end, writing and speaking skills gain importance. However, as these two skills are productive skills, learners of the English language have difficulty in producing them. In particular, speaking is a language skill that is among the more difficult ones to achieve, especially in countries where English is taught as a foreign language. Due to this fact, a coursebook has a crucial role in helping learners to obtain such skills when it is used as a unique material. As Cunningsworth (1995) states, speaking practices exist when there is an opportunity for oral presentation and practice of new language items through dialogue work and role play. On one hand, some of the coursebooks provide topics for discussion; on the other hand, some coursebooks set up more realistic interactions through the use of communicative activities.

To this end, valuation of the coursebooks before they are selected gains vital importance. In this respect, teachers should benefit from coursebook evaluation checklists to select the most appropriate coursebooks for learners. Even when the selection of a textbook is done by official agents; such as the Ministry of National Education (MoNE), teachers still need to evaluate their own textbooks. For instance, in Turkey, English is taught as a foreign language in private schools and state schools. In private schools, learners can benefit from many materials in the learning process; however, the case is different for state schools.

The coursebooks used in state schools are delivered free of charge by the MoNE. In spite of the fact that there is no perfect coursebook which can meet all the needs of learners, teachers of the English language are responsible for making decisions about the most suitable tasks, activities, application process and time allocation in the classroom in order to make learning better. It is the teachers' responsibility to match the pre-determined material to the context where it is going to be used, or which activities should be used and which should be omitted.

Bearing in mind the importance of the communicative activities in stimulating productive skills, learners' autonomy and interaction is a fact of coursebooks. Teachers develop activities and tasks to meet learners' needs. To this end, being aware of the potential problems, this study focuses on exploring the adequacy of activities in the coursebooks *Breeze 9 Student's Book (2010)* and *Breeze 10 Student's Book (2010)* according to contemporary approaches.

1.1 Background of the Study

As the English language is used as one of the primary means of communication in the world, English is continually taught as a second and/or foreign language around the world. As a matter of the fact, English exists in many educational and classroom settings. The most important role of the English language is that it provides communication in the world and helps learners in following technology, science and recent developments. The more technology develops, the more learners' needs and expectations grow. This fact plays a crucial role in education.

As learners live with technology in every part of their lives, their high expectations from their lessons cannot be counted as unreasonable. Learners need and expect more presentations, slides, smart boards, visuals, DVDs, CDs, computerized materials, Internet use, and computer-based simulation activities. The number of the materials used can be increased. Due to this fact, coursebooks and written materials used in the classroom play a very important role in increasing the motivation and the sustainability of lessons.

In explaining the crucial role of the coursebook, Cunningsworth (1995) states that coursebooks are the preliminary materials in English Language Teaching (ELT), and they are thought of as the best resources in achieving objectives; and since they convey meaning to learners, they have a crucial role in both the teaching and the learning process. In addition, Hutchinson and Torres (1994) argue that a textbook has a very important and positive role in teaching and learning English. They state that textbooks have the required input, as well as providing different activities, readings and explanations.

Sheldon (1988) mentions that a coursebook represents the visible heart of any ELT program, for students as well as teachers. In this context, Richards (2001) asserts that coursebooks provide a standard in teaching, since they have a variety of extra materials like DVDs, CDs, workbooks, worksheets and games. They make the learning process more enjoyable and interesting for learners. In light of this, one can perceive that in every sense, coursebooks exist to help learners.

In this context, Ur (1994) indicates that the coursebooks provide a clear path for students to follow, which means that learners can see what is going to be next and what they are going to learn. Due to the benefits of coursebooks in the learning and teaching procedure, it is very important for a coursebook to meet the pre-identified criteria. While considering the integration of Common European Framework criteria and the popularity and the effectiveness of the contemporary approaches and four-skill integration into language teaching, 'communication' gains vital importance in the coursebook evaluation process.

To provide communication in the classroom, teachers need to have communicative tools and materials to develop interaction among learners. In this context, contemporary approaches, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT) and Whole Language Instruction (WLA) become crucial, as these three approaches have been accepted as the most effective approaches in helping learners interact with each other and for promoting communication. In this context, Richards and Rogers (2001) state that CLT is the expression of meaning, and thus, interaction and communication should be the preliminary aims, and the structure of language should include its functional and communicative uses.

Similarly, Nunan (1989) states that in TBLT, students are the participants in communicative tasks, and that these tasks require comprehension, production and interaction, while the attention is principally on meaning rather than form. According to Ellis (2000), TBLT is the strong version of CLT, and it uses tasks as the basis for the Whole Language Teaching curriculum.

In addition to the benefits of these contemporary approaches, the four-skill integration, namely, Reading, Listening, Writing, and Speaking, has gained importance, as well. In this framework, Oxford et al. (1994) state that language skill integration is very popular in the ELT world, and it includes reading, listening, writing and speaking aiming at communication. As it is stated above, coursebooks are important elements in the teaching and learning process of these four skills.

Thus, to be able to adequately meet learners' needs, coursebooks should meet certain standards. That is why the coursebook evaluation process has vital importance. Cunningsworth (1995) states that choosing the appropriate coursebook for learners is not an easy process. It is a challenging procedure, since there is a great number of coursebooks available on the market for ELT.

This fact makes the situation more difficult and more serious, as well. In order to select the most appropriate coursebook for learners, a coursebook evaluation process should be attentively applied. In this context, researchers develop checklists to evaluate coursebooks for general and particular purposes. For instance, Cunningsworth (1995)

provides a quick reference checklist to evaluate coursebooks in which he includes approaches, design, language content, skills, topics, and so on.

Although coursebooks play an important role in language teaching and learning, unfortunately there is a limited evaluation procedure for the coursebooks in state schools.

However, the evaluation process should be applied by both teachers and learners, as they are the preliminary users of the coursebooks. Their views and opinions should be taken into consideration in the evaluation process.

1.2 Purpose of the Study

In the previous sections, the importance of learning the English language, how the use of communicative materials may ease the learning and teaching process, and why coursebook evaluation is a need in the path of learning English are stated briefly. The purpose of this study is to prepare an activity book that can be used as a practical supplement to the coursebook *Breeze Student's Book (2010)*, which is used as a teaching material in the 9th and 10th grades in state schools, and which includes activities which could be applied interactively and easily by teachers in the classroom.

This supplementary book shall involve activities to develop the communicative language learning of students. The initial purpose is to identify to what extent the suggested activities in the coursebooks provide interaction among students. To analyze the adequacy of the suggested activities, a checklist is designed in line with CLT, TBLT, WLA and four-skills based teaching methods.

Thanks to this checklist, the coursebooks *Breeze Student's Book (2010)* for 9th and 10th graders will be evaluated according to the determined descriptors aiming at enhancing communicative interaction in the classroom. The coursebooks will be evaluated by two different experts to identify to what extent the activities suggested are able to provide communication in the classroom setting. To this end, this study will be unique, as the suggested activities are designed only for the *Breeze* book series, aiming at helping teachers in providing communicative activities.

1.3 Significance of the Study

There are studies about coursebook evaluation having been done recently in this field. However, an alternative supplementary book that facilitates the teacher's job and aims at supplementing the coursebook has not been studied as the research topic of any thesis. This study is a preliminary evaluation of the coursebook *Breeze 9th and 10th* according to the contemporary approaches and four-skill instruction. In this study, both a quantitative and a qualitative method are followed. Thus, a checklist will be prepared to evaluate the coursebook.

This checklist, which is to be prepared by reviewing the related literature, will be examined by two different experts and will be used as a data collection instrument. Using the checklist, the coursebook *Breeze for 9th and 10th* graders and the data are presented via frequency analysis. At the end of the analysis of activities according to the checklist descriptors, concrete language activity samples designed for actual in-class use as a pack of supplementary materials are presented.

1.4 Research Questions

Parallel to the aim of the study, the following research questions are expected to be answered:

1. Is it possible to form an activity evaluation checklist for the coursebook *Breeze Student's Book (2010)* for 9th and 10th graders?

2. Do the activities in the coursebook *Breeze Student's Book (2010)* for 9th and 10th graders match with the checklist criteria?

3. Is it possible to form an activity book for the coursebook *Breeze Student's Book (2010)* for 9th and 10th graders regarding the checklist criteria?

1.5 Limitations

In the forming procedure of these activities, the undeniable fact of state schools' conditions was considered; these created a challenge and limitation in developing materials and activities. There could have been a wide range of audio-visual activities instead of some of the suggested activities; however, they were abandoned in consideration of the lack of possibilities in state schools. Instead of these activities, the suggested activities were prepared as printable worksheets. One of the other challenging aspects of the study was that no resource book could be reached in the literature which was developed for any of the National Education's coursebooks. Since the suggested activities were developed according to the determined coursebook *Breeze,* the audience of the suggested activities is limited to the 9th and 10th graders. Lastly, as the study has not been piloted, this fact creates a limitation of the study.

1.6 Definition of Terms

English Language Teaching: The teaching of English to students whose native language is not English**.**

Communicative Competence: A term which refers to a language user's grammatical knowledge and social knowledge about how and when to use utterances appropriately.

Communicative Language Teaching: An approach which aims at improving interaction and communication in classroom settings.

Task-Based Language Teaching: A needs-based approach which aims at developing communication through interaction in the target language.

Whole Language Approach: An approach which emphasizes learning to read and write naturally.

CHAPTER II
REVIEW OF LITERATURE

In this chapter, the aim is to present the related review of the literature. This review consists of mainly three parts. In the first part, three current approaches, namely, Communicative Language Teaching, Tasked-based Approach and Whole Language Teaching, mainly stimulating communicative competence, will be explored. In the second part, Integrating Four Skills into language teaching and learning will be explored. Finally, the role of coursebooks, types of textbook evaluation, criteria for coursebook evaluation and textbook evaluation checklist criteria samples will be presented.

2.1 Definition of Communicative Competence

Communicative Language Teaching emphasizes the importance of communication, rather than learning and memorizing the rules of the target language. As Nunan (1989) notes, "we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating" (p. 12).

The term Communicative Competence emerged as a reaction to Chomsky's Linguistic Theory. Linguistic Theory needs an ideal speaker-listener who knows its language perfectly and is unaffected by such grammatically irrelevant conditions (Chomsky, 1965). According to Dell Hymes, if one says that he or she knows a language, it must be known "when to speak, when not, ... what to talk about with whom, when, where, in what manner" (Hymes, 1972: 277).

Nevertheless, it is doubtful that, as cited by Savignon (1983: 25), Paulston (1974) discusses that Communicative Competence is not a necessary goal of every language program. She says that "It is valid to ask how much communicative competence one needs to teach in foreign language teaching".

Richards (2006) compares Communicative Competence with Grammatical Competence. He mentions that grammatical competence refers to the knowledge we have of a language that includes parts of speech, tenses, phrases, clauses, and sentence patterns, which means how sentences are formed. According to Richards, many practice books

focus on grammatical competence, which gives the rules of grammar with exercises; but these are not good at making learners use the language for meaningful communication. Similarly, Savignon (1983) defines grammatical competence as a Linguistic Competence. She states that grammatical competence is the ability to recognize the lexical, morphological, syntactic and phonological features of a language and to be able to apply and use these to form words and sentences.

Richards (2006: 3) mentions that communicative competence includes the following aspects of language knowledge, as in the following:

> *Knowing how to use language for a range of different purposes and functions;
>
> *Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication);
>
> *Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations);
>
> *Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) .

Savignon (1983) explains that the development of communicative competence can be traced to two sources. One is the theoretical one, which is related to psychology, linguistics, and communication theory; the other is the practical one, which is related to pedagogical needs and concerns. Savignon (1983) continues by saying that the notion of communicative competence looks at language not as individual behavior, but as one of many symbolic systems that members of a society use among themselves to enable communication.

2.1.1 Communicative Competence from the 1970s to the 1990s

In the 1970s, traditional methods, such as Audiolinguism and Situational Language Teaching became somewhat obsolete, and a reaction to traditional methods began (Richards, 2006). In his book *Communicative Language Teaching Today,* Richards (2006) mentions that to express different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and using a

language communicatively, communicative competence was needed. Savignon (1983) states that after the decline of Audioligualism, due to its lack of flexibility, creativity or responsiveness to learners' needs, the term Communicative Competence appeared and was thought as progressive and innovative.

Canale and Swain (1980) identify four components that make up the structure of Communicative Competence: 1) Grammatical Competence; 2) Discourse Competence; 3) Sociolinguistic Competence; 4) Strategic competence. Similarly, Canale and Swain (1980), Celce-Murcia et al. (1995), and Hymes (1972) state that Communicative Competence is the ability to interpret and act out the appropriate social behaviors at appropriate times and situations, and it requires the active involvement of learners in the production of the target language. This requires the ability to use and understand grammar and vocabulary, which denotes Linguistic Competence/Grammatical Competence, the ability to say the appropriate things at the appropriate time and place, which denotes Sociolinguistic Competence, the ability to start, continue and end a conversation consistently and coherently, which entails Discourse Competence, and the ability to communicate effectively and handle problems in the communication process, which amounts to Strategic Competence.

2.2 Communicative Language Teaching

The term Communicative Language Teaching (CLT) dates back to the late 1960s (Richards and Rogers, 2001). At that time, language teaching methods mainly focused on mastery of structures based on traditional methods rather than on improvement of communicative proficiency. One of the most typical approaches was Situational Language Teaching. In Situational Language Teaching, language was taught by practicing basic structures in meaningful, situation-based activities (Richards and Rogers, 2001).

As cited by Van Ek and Alexander (1980), Richards and Rogers (2001) mention that in 1971, a group of experts came together and began a search for the possibilities of developing language courses. Later, a preliminary document was prepared by D.A. Willkins, in 1972. It proposed functional or communicative syllabi for language teaching (Richards and Rogers, 2001). Through this process, a first-level

communicative language syllabus was created, and CLT attained its objective as being able to communicate in an authentic manner (Richards and Rodgers, 2001).

2.2.1 Basic Principles of Communicative Language Teaching

Nunan (as cited by Bhushan, 2010) explains the basic principles of CLT as follows: for communication purpose, learners use the language; classroom activities should be authentic and meaningful; fluency is rather important; communication is composed of different language skills; and learning is a process which involves errors.

Similarly, Richards and Rogers (2001) explain that the theory of language of CLT entails that the expression of meaning, interaction and communication should be the preliminary aims; the structure of language should include its functional and communicative uses; and that the preliminary aims are not grammar and structure, but function and communicative meaning.

According to Hymes (1972), the aim of language teaching is to develop communicative competence. He disagrees with Chomsky, who believes that Linguistic Theory requires abstract abilities that speakers have and which make them produce grammatically correct sentences. Nevertheless, Hymes believes that one who acquires communicative competence is the one who acquires knowledge and the ability to use it.

As with Hymes (1972), Nunan (1991) offers the following five features to explain CLT: 1) It is important to learn how to communicate through interaction in the target language; 2) Authentic texts should be used in the learning process; 3) The focus is on both language and the learning process; 4) Personal experiences of learners are important, not only in the classroom, but also outside the classroom; 5) It is necessary to link classroom language with language activation.

2.2.2 Syllabus Design and Learner Roles in CLT

As cited by Richards and Rogers (2001:163), Wilkins (1976) mentions that the Notional Syllabus is proposed; it specifies fluency, motion and location, or semantic-grammatical categories, as well as categories of communicative function. For this reason, The Council of Europe developed a syllabus for European adults in those years, meeting the

basic required topics, function, situations and notions through use of the foreign language. Emerging after CLT in 1970s, The Council of Europe initiated a T-Level project, the Functional-Notional Syllabus Approach, which took into account the idea that all languages express the same meanings with different structures (White, 1988).

Littlewood (1981) asserts that communicative ability occurs through processes, so it occurs inside the learner. The sequence of learning is determined by the learner's natural processes. Similarly, (as cited by Richards and Rogers, 2001: 166) Breen and Candlin (1980) explain that the learner is a negotiator. Richards and Rodgers (2001) mention that there is no text, and grammar rules are not taught; students are expected to interact with each other rather than interacting with the teacher, and there may be no error correction.

2.2.3 Classroom Activities in CLT

As cited by Qinghong (2009), Littlewood (1981) and Widdowson (1978) mention two different demands for language teaching. One of these consists of pronunciation, intonation, vocabulary, syntax, function and style, which means that learner's language forms need to be correct, or so-called *"accuracy;"* the other is *"fluency,"* where students manage to use the target language naturally and fluently as they do with their native language. Richards (2006) mentions CLT's goal of developing fluency. It is developed with the help of classroom activities in which students participate using communication strategies. Richards (2006: 15-19) discusses the activities that are used in CLT as follows: "Accuracy versus Fluency activities, Mechanical, Meaningful and Communicative Practice, Information Gap activities, Jigsaw activities, Task-completion activities, Information Gathering activities, Opinion-sharing activities, Information-transfer activities, Reading-gap activities, Role-play activities and Simulations in which students are assigned roles and improvise a scene or exchange based on given information or clues."

2.2.3.1 Jigsaw Activities

Mengduo and Xiaoling (2010: 113) define jigsaw as follows:s:

> Jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential. That is precisely what makes this strategy so effective. Jigsaw is said to be able to increase students' learning since "a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom" (*Longman Dictionary*, 1998). Consequently, jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere.

Jigsaw – Jigsaw

1. The teacher:
    a. divides the students into equal groups;
    b. assigns each group a topic;
        i. French/German/Spanish speaking countries;
    c. gives each group the information that must be researched, as well as appropriate resources for them to use;
        i. number of people in the country, capital city, typical food, etc.;
2. The students work in groups to find the necessary information and become 'experts' in their topic;
3. Once the students have completed their research, they are divided into groups again;
    a. each group should consist of one 'expert' from each original group;
    b. in the new groups, the 'experts' take turns sharing their research so that all students are exposed to the research completed by the whole class.

(http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/strats_infogap.html)

2.2.3.2 Information-gap Activities

Richards (2006: 18) explains the information-gap activity as follows:

> An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own

sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle.

Procedure: Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A- picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

36 SOLVE A PROBLEM

Derek Strange

Read the following information and clues to solve the problem. Use the grid below. Put ticks (✓) in the correct boxes to show the names and heights of the girls. Then complete the sentences.

The information and the problem

Alison, Anne, Angela and Abbie all have different surnames. One of them has the surname Bell, one has the surname Carter, one has the surname Davis and one has the surname Edwards. One of them is 160 centimetres tall, one is 170 centimetres tall, one is 175 centimetres tall and the other is 180 centimetres tall.

The problem: *which girl has which surname and how tall is each of the four girls?*

The clues

1 Alison is the shortest person.

2 None of the other girls is taller than Anne.

3 Abbie is not as tall as Angela.

4 Abbie's surname is Davis.

5 The tallest girl is called Edwards.

6 Ms Bell is not 175 centimetres tall.

	Bell	Carter	Davis	Edwards	160 cms	170 cms	175 cms	180 cms
Alison								
Anne								
Angela								
Abbie								

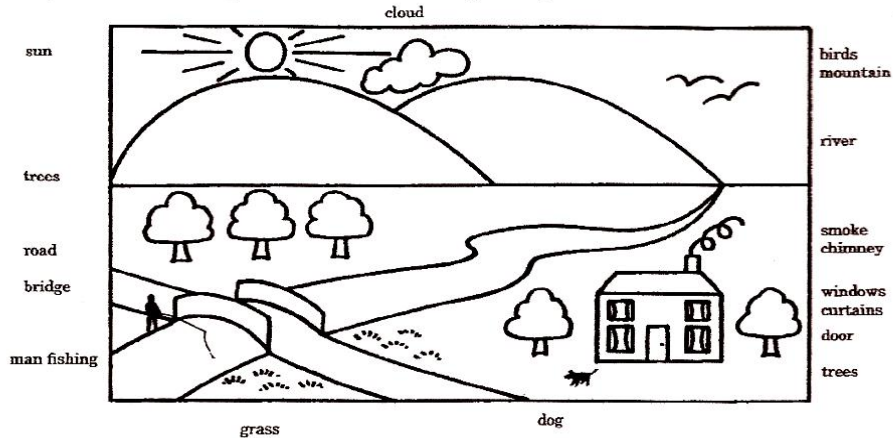*Complete these sentences.*

1 Ms Alison _____ is _____ centimetres tall.

2 Ms Anne _____ is _____ centimetres tall.

3 Ms Angela _____ is _____ centimetres tall.

4 Ms Abbie _____ is _____ centimetres tall.

60   COMPLETE THE DRAWING
Student A

Your partner has an incomplete version of the following drawing.

Help your partner to complete it by telling him/her what to draw and where to draw it. You can look at your partner's paper but you must not touch or point to anything or let him/her see your drawing. (The words around the drawing are only to help you. Your partner doesn't need to write these down.)

When you have finished, compare your drawings.

- -

60   COMPLETE THE DRAWING
Student B

The following drawing is not complete. There are several things missing. Your partner has a completed version of the drawing and is going to tell you how to complete yours. You are allowed to ask him/her questions, but you mustn't look at his/her paper. Before you start, make sure you know what these words mean:

bird	cloud	door	mountain	smoke
bridge	curtains	fishing	river	tree
chimney	dog	grass	road	window
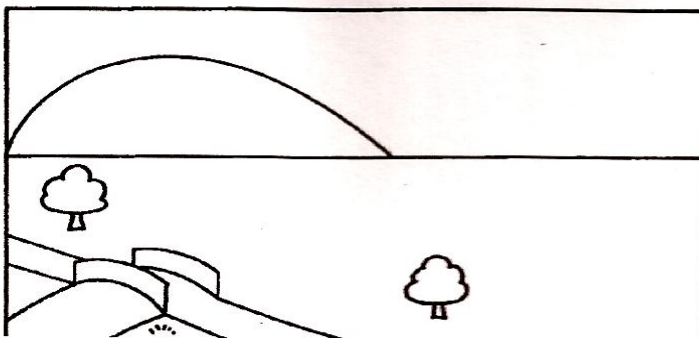
Student A

On the map below is a route which starts from the station and ends at the library. Your partner has a blank map. Help him/her to trace the same route as yours. You are not allowed to show him your map or to point at anything on his/hers.
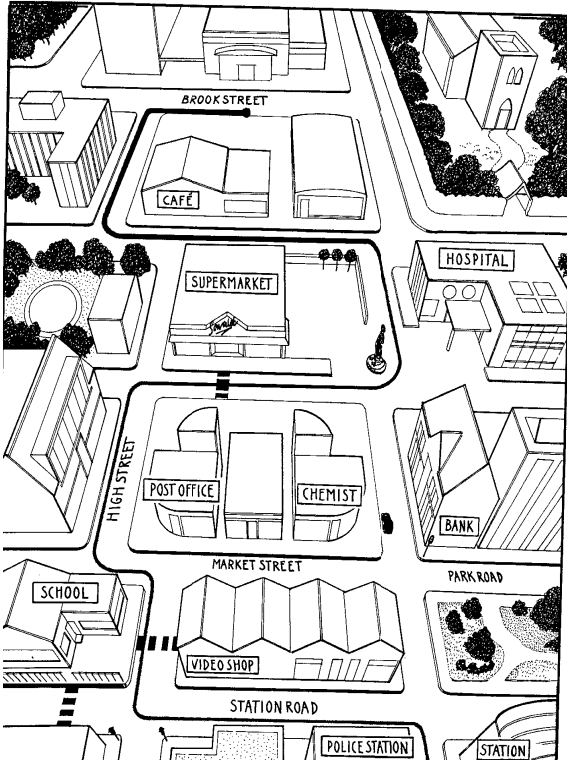
Student B

Your partner is going to ask you to trace a route which starts at the station and ends somewhere else. Have a pencil ready to mark the route and write down the name of the building you finish at. You can ask your partner questions but you are not allowed to look at his/her map.

Giving Directions Activity: Trace the Route (Reschny, 2004)

- **Materials**: handout (see example)
- **Goal:** To give directions (involving both speaking and listening) which will improve their understanding of directional words and the use of the imperative verb form.
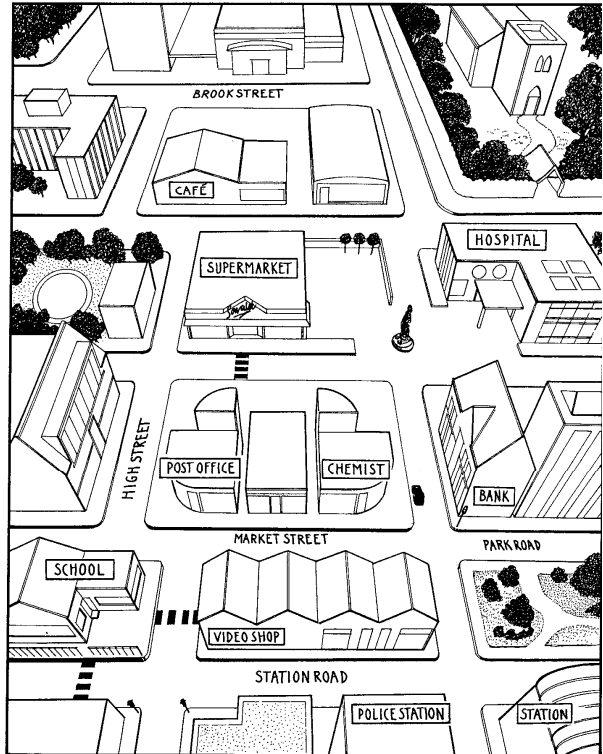- **Procedure:**
    1. Divide students into pairs.
    2. Students are given a map, a starting point, and a destination. They must then describe a route that can be taken to get from the starting point to the destination.
    3. The students must then describe their routes to others and have them find the destination from the directions.
- **Variations:**
    1. Students can invent their own routes
    2. Students can use a local map
    3. Students can use a map of a TL city

(http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/strats_infogap.html)

2.2.3.3 Role-play Activity

Niculescu and Dragomir (2011: 19-20) state the benefits of role-play as follows:

> The role-play activity is usually accompanied by vocabulary handouts meant to activate and consolidate previously introduced structures. The functional English that students are subjected to is related to checking in, getting through customs, booking, ordering food, making transactions, explaining symptoms, etc. This practice falls under the situational instructional model and has the great advantage of having learners use the target language in order to cope with real-life situations most of them have or will definitely experience.

As cited by Crookall (1984), Lonergan suggests that '*playing a role very different from oneself in the EFL classroom it can lead to a better understanding of other people's attitudes and points of view.*'

A shopping role play

This activity gives learners at an intermediate level and above the opportunity to use interactional language in a role-play situation - the task of going shopping along a typical British high street. Half the class have shopping lists, and the other half own a shop.

There are five shops:

- a computer shop

- a newsagent's

- a fruit shop

- a small supermarket

- a language bookshop.

The cards are structured so that some discussion and negotiation is necessary to find most of the things on the learners' shopping lists. In addition, each list also has a short task typical of normal interaction on the street, for example asking the time or directions to a bank. At higher levels, learners can be encouraged to elaborate on the conversations and make them more complex.

(http://www.teachingenglish.org.uk/activities/a-shopping-role-play)

2.2.3.4 Simulation Activity

Niculescu and Dragomir (2011: 18) make the following points about using simulations in the classroom:

> One of the foremost responsibilities of language teachers is to create and implement speaking methods that actually build oral language proficiency. To do this, many researchers and practitioners alike have suggested the power of simulations to transpose the normal classroom into an authentic setting where language skills can be practiced in more realistic conditions… As demonstrated by classroom practice, simulations can be used in order to cover a wide range of topics and functions in any task-based curriculum: services, shopping, at the restaurant, buying/renting a flat, renting a car, booking a holiday, checking into a hotel, etc.

Crookall (1984: 262) explains simulation's aim as follows:

> The basic aim of a simulation is to attempt to represent part of the 'real *Reality and credibility* world' so that participants can gain experience of certain aspects of that real world. Its main use in the EFL classroom will be to recreate social situations in which students are encouraged to use language spontaneously.

Decision Cards

Who's going with you?	**What are you taking with you?**
You only have room for 20 people. Who will you choose, e.g.: imam/minister/priest/rabbi? doctor/nurse/first aider? grandparents? Maths teacher/Primary teacher? computer programmer? joiner/bricklayer/painter? rap/hip hop/folk singer? Why have you chosen those 20? Do you want to change your mind? Who was easy to choose? Who was hard to leave behind?	You can't bring much. You only have two medium sized fishing boats for everyone and everything. CD player/DVD/video/radio/TV? books? - what kind? candles/light bulbs/torches? beer/vodka/whisky? frozen/dried/salted food? cigarettes/cigars/tobacco/etc? building blocks? wool/cotton/black plastic? What will you really **need**? Can you afford any luxuries?
The First Few Weeks	**A New Society**
It's late November. It's getting wet and cold. The winds are rising and snow isn't far away. The only buildings left on the island are roofless, the glass has gone on the windows and the doors are off the hinges. There are wild sheep and goats in the hills. Some wild barley and oats are growing nearby. The pier is OK.	If you survive the winter, you need to plan ahead. The society will need food, homes, infrastucture and children. Will it be enough just to survive? Is it to be survival of the fittest? What kind of society do you want to live in? Do you want to recreate the society you live in now?

(http://www.languages.dk/methods/documents/Simulation_Manual.pdf)

2.3 Task-Based Approach

As cited by Richards and Rogers (2001), Howat distinguishes between the weak version and the strong version of CLT. He defines the weak version as learning language in order to use it, and he defines the strong version as using the language in order to learn it. Generally, CLT is considered as an approach, rather than a method, and it has given birth to many methods; one of these is Task-based Language Teaching (TBLT).

As cited by Branden (2006:7), Nunan defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form." In language teaching, TBLT is considered to refer to an approach which is based on the use of tasks as the core unit of planning and instruction. Because it draws on some principles that formed part of CLT, some of its supporters present it as a development of CLT (Richards & Rodgers, 2001).

Numerous definitions of task and the role of tasks in second language learning have been given (Carless, 2002). In the recent research concerning TBLT, it has been claimed that task characteristics and process manage to focus learners' attention on accuracy, fluency, and complexity. However, it is also essential to consider the ways in which learners interact with tasks within the classroom environment (Murphy, 2003).

Over the past 20 years, TBLT has attracted the attention of second language acquisition researchers, curriculum developers, educationalists, teacher trainers and language teachers worldwide (Branden, 2006). The Malaysian Communicational Syllabus and the Bangalore Project, which were relatively short-lived, were two early applications of a Task-based Approach within a communicative framework for language teaching (Richards & Rodgers, 2001). "The Task-Based Approach (TBA) has gained popularity in the field of language teaching since the last decade of the 20th century and significant scholars have joined the discussion and increased the amount of analytical studies on the issue" (Sánchez, 2004: 40).

As cited by Arslan (2008), Nunan states that in TBLT, students are the participants in communicative tasks; these tasks require *comprehending, producing and interacting,* while the attention is principally on meaning rather than form. According to Ellis (2000), TBLT parallels the strong version of CLT, using tasks as the basis for the Whole Language Teaching curriculum. Since TBLT an extension of CLT, it assumes that language is a means of making meaning.

Freeman (2003) states that TBLT's aim is to provide a natural context for learners to engage in language use. Learners have wide opportunities for interaction as they struggle to complete a task. These interactions facilitate language acquisition, because they have to try to understand each other and express their own feelings. Thus, they have to control whether they apprehend correctly and they have to search elucidation.

As cited by Larsen-Freeman (2000), Candlin and Murphy note that "The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge" (p. 144).

In TBLT, learning is developed through performing a series of activities as steps towards successful task realization. The focus is not on learning language items, but on authentic, real-world needs. Via task realization and making learning authentic, the language is used in the real-world context of the learner. In TBLT, the language which is needed is not selected beforehand, and it is not given to the learners, instead, it is drawn from the learners with the help of the facilitator to meet the demands of the activities and the task (Curran, 2006).

As cited by Arslan (2008), Oxford explains that TBLT is relevant to all levels of students. For example, beginner level students are asked to introduce each other, and advanced level students might be asked to take public opinions. Thus, the nature of the task can vary from one level to another, and this kind of pair or group work can increase students' interaction and collaboration.

As Buriro and Hayat (2010) discuss that, TBLT is more relevant to learners, because the aim of TBLT is to integrate all four skills and to move from fluency to accuracy plus fluency. According to Willis (1996: 42-43), the model of TBLT is divided into three phases:

1. The Pre-task Phase
The teacher introduces and defines the topic and the learners engage in activities that either helps them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task.

2. The Task Cycle
The task cycle can be broken down into three stages:
Task: Learners perform the task (typically a reading or listening exercise or a problemsolving exercise) in pairs or small groups.
Planning: Learners prepare a report for the whole class on how they did the task and what conclusions they reached.
Report: Learners present their findings to the class in spoken or written form.

3. The Post-task Perspective
The teacher, after having had the lesson done in the class by students in his/ her supervision evaluates various aspects of the lesson with a view to investigate whether the lesson experiment turned out to be successful or unsuccessful. He/She also focuses on both positive as well as negative aspects of the lesson and plans ahead accordingly. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

SAN-CHI: So what are you up to these days, Sam?
SAM: Hi, San-Chi! What a coincidence. I've been meaning to give you a call. I need some cultural advice.
SAN-CHI: What about?

SAM: Well, I'm having dinner at Mei-Li's house tonight, and her parents are in from Taiwan.
SAN-CHI: Really?
SAM: Mm-hmm. And you know how much I love to talk politics. Would it be rude to bring that up at the dinner table?
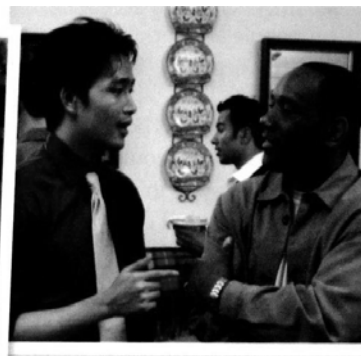
SAN-CHI: Uh ... Well, not really. Most people from Taiwan like to talk about politics too. But it would not be cool to argue with them if you don't agree with what they say!
SAM: How well you know me! I do tend to be a little opinionated.
SAN-CHI: Well, in that case, I'd advise you to talk about something else!

(Top Notch 3B Longman)

PHASE	STAGE	ACTIVITY
PRE-TASK	Introduction to topic task	Assign task: Give your partner some advice about a first date. Students brainstorm first date "do and don't".
TASK CYCLE	Task	Put students in groups and have them give advice to one member who tells them about his/her date
	Planning	Students plan a report to describe what happened in the task stage.
	Report	Students read out the reports. Others listen for advice that was similar to what they gave/receive
LANGUAGE FOCUS	Analysis	Students read the text and pick ou structures that could have been used for their task.
	Practice	Students do a substitution drill using the structures.

(http://www.kenlackman.com/files/tblhandout10.pdf)

According to Swan (2005: 377), the key principles of TBLT are as follows:

> •Instructed language learning should primarily involve natural or naturalistic language use, and the activities are concerned with meaning rather than language.
> •Instruction should favor learner-centeredness rather than teacher control.
> •Since purely naturalistic learning does not normally lead to target-like accuracy, involvement is necessary in order to foster the acquisition of formal linguistic elements while keeping the perceived advantages of a natural approach.
> •This can be done best by providing opportunities for focus on the form, which will draw students' attention to linguistic elements as they arise incidentally in lessons whose prime focus is on meaning or communication.
> •Communicative tasks are a particularly appropriate tool for such an approach.
> •More formal pre- or post-task language study may be useful. This may contribute to acquisition by leading or increasing noticing of formal features during communication.
> •Traditional approaches are ineffective and undesirable, especially where they involve passive formal instruction and practice separated from communicative work.

According to Ellis (2004), TBLT provides real life situations; thus, it constitutes a strong version of CLT. Cook (2001) states that TBLT develops CLT by providing a range of classroom activities.

2.3.1 Strong Points of TBLT

About the features of TBLT, Nunan (1991: 279) that enumerates the following:

> 1. An emphasis on learning to communicate through interaction in the target language;
> 2. The introduction of authentic texts into the learning situation;
> 3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself;
> 4. An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
> 5. An attempt to link classroom language learning with language activation outside the classroom.

As cited by Branden (2006), Long (1985) and Prabhu (1987) support the approaches to language education in which "students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non linguistic purposes in their seminal writings."(Branden, 2006: 1)

2.4 Whole Language Approach

This term *Whole Language* was created in the 1980s by a group of U.S educators concerned with the teaching of language arts, that is, reading and writing in the first language (Richards and Rogers, 2001). Rigg (1991) mentions that the Whole Language movement is opposed to those who believe in a focus on teaching separate grammar, vocabulary and word recognition, as well as the teaching of phonics, because in Whole Language Approach (WLA), language is seen as a whole.

Rigg (1991: 522) mentions that "WLA claims that if language is not kept whole, it is not language anymore." Richards and Rodgers (2001) explain that in WLA, reading and writing is for pleasure, and the focus is on real communication. This approach became popular in the 1990s in the United States, because it was thought of as motivating for school children.

Richards and Rodgers (2001) state that this approach sees language from an interactional perspective and regards it as a tool for communication. According to Rigg (1991: 524), language is to be used in a social context; for example, 'in mastering the sociolinguistic signals for apologizing, a whole language perspective requires an authentic, real situation in which one truly needs to apologize to another." Richards and

Rodgers (2001) describe WLA as authentic, personalized, self-directed, collaborative, and pluralistic. Under the learning theory it is tied to constructivism, constructivist learners create meaning, learn by doing and work collaboratively in groups while carrying out common projects. Thus, learning focuses on meeting the requirements of learners in terms of their interests, expectations and experiences.

2.4.1 Roles of Learners and Teachers and Major Principles of WLA

Richards and Rodgers (2001) state that teachers are facilitators. In this approach, lessons are not pre-planned; instead, teachable moments are anticipated, and the teacher creates an atmosphere which stimulates collaborative learning so that students are the collaborators and they evaluate their own learning with the help of the teacher. As Rigg (1991:526) states that, "Choice is vital in a WLA classes, because without the ability to select activities, materials, and conversational partners, the students cannot use language for their own purposes." Richards and Rodgers (2001) list the major principles of WLA as follows: in this approach, authentic texts are preferred, rather than artificial ones; there is a focus on natural events and real life events more than specially-written stories which are not related to students' experiences. Reading to understand is the essential purpose. Writing is done for a real audience, rather than for practice. In the writing process, students explore meaning, and there is an integration of reading, writing and other skills. Students have partners during writing and reading, and teachers encourage students to take risks. Activities which are often used in this approach include "Individual and small group reading and writing, upgraded dialogue journals, writing portfolios, writing conferences, student-made books, story writing" (Richards and Rodgers, 2001:111).

As cited by Arslan (2008), Nunan (2001) states that there is no ideal method or approach in language teaching and learning, so tasks can be adapted from the variety of approaches and methods and can be a repertoire of holistic activities. Activities can be group work, pair work, storytelling or speech-making because these are all holistic activities (Nunan, 2001). These activities can be used in other approaches, such as CLT, Content-based and TBLT (Richards & Rodgers, 2001).

2.5 About CLT, TBLT and WL

As Richards and Rodgers (2001: 169) state, there are task-based communication materials which are prepared to support CLT classes.

> A variety of games, role plays, simulations are typically in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Richard and Rodgers (2001: 223) identify TBLT as an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching.

> Some of TBLT's proponents present it as a logical development of CLT since it draws on several principles that formed part of the 1980s. For example;
>
> -Activities that involve real communication are essential for language learning.
> -Activities in which language is used for carrying out meaningful tasks promote learning.
> -Language that is meaningful to the learner supports the learning process.

As cited by Richards and Rodgers (2001: 111), Bergeron (1990) states that the activities that are often used in WLA are as follows:

> - Individual and small group reading and writing
> - Ungraded dialogue journals
> - Writing portfolios
> - Writing conferences
> - Student-made books
> - Story writing
>
> Many of these activities are also common in other instructional approaches, such as Communicative Language Teaching, Content-Based Teaching, and Task-Based Language Teaching. Perhaps the only feature of Whole Language that does not appear centrally in discussions of communicative approaches to language teaching is the focus on literature.

2.6 Four-Skill Integration into Language Teaching

Oxford et al. (1994) state that language skill integration, which is very popular in the ELT world, includes reading, listening, writing and speaking aiming at communication. Oxford et al. (1994) emphasize that the main goal of language skill integration is communicative competence.

2.6.1. Integrated Communication Skills

Hymes (1972) states that communicative competence requires both grammar and the use of the grammatical rules in an appropriate context. Hymes also mentions the components of communicative competence under the titles of Discourse, Linguistic, Pragmatic, Intercultural and Strategic Competence.

As cited by McDonough and Shaw (2003: 174), Lubelska and Matthews (1997) provide seven statements relating to integrated skills as follows:

> 1. Integrating skills involves using some or all of listening, speaking, reading, and writing to practice new material (vocabulary, pronunciation, grammar, text/discourse).
> 2. All four skills must be practiced in every lesson.
> 3. As listening and speaking naturally go together, it is always desirable to integrate these two skills.
> 4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
> 5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.
> 6. If we want to develop specific sub skills (reading for gist, guessing unknown words, etc.), it is necessary to focus on individual skills in some lessons.
> 7. Integrated skills may be fine with a small group of adults, but it is difficult to do with large classes and in lessons lasting only 35 minutes.

Akram and Malik (2010) state the difficulties of teaching a foreign language. However, they also mention how teachers can make teaching fun and a beneficial by adding activities and integrating the four language skills into learning. According to them, communication requires the integration of main language skills. In Integrated-Skills Instruction, *which are listening, speaking, writing and reading*, students encounter authentic language that includes interesting and meaningful activities. As cited by Akram and Malik (2010), Jing (2006) criticizes English as Foreign a Language (EFL)

teachers, as they do not try to teach the four skills in an integrated way, but try to teach them separately. Arslan (2008) mentions that instead of using a separatist mentality, teachers should exercise all language skills, since the effective classroom reflects real-world holism. As cited by Akram and Malik (2010), Davies and Pearse (2000) and Jing (2006) state that, unconsciously, people use more than one language skill in real life while they are in the process of communication. In this respect, Four-skill Instruction emphasizes realistic language, so that teachers can develop a range of communicative activities for their lessons to enhance communicative competence. In this way, lessons can be more dynamic and make learners participate in and interact with one another.

As cited by Akram and Malik (2010) under the title of *Why Integration?* Jing (2006) and Shen (2003) mention that using communication and the use of integrated skills bring benefits to language classrooms, but that absence of one or two skills in the beginning stages is not adequate for real life communication. Nunan (1989) states the importance of skills integration for language learning and mentions that language use is holistic in the real world; therefore, language teachers should provide an environment where learners can use reading, writing, speaking and listening effectively.

As cited by Arslan (2008), Mohan (1989) states that language skills cannot be used separately from real life communication; again, as cited by Arslan (2008) Scarcella and Oxford (1992) contend that the most effective way to teach language in an integrated manner is to combine Theme-Based and TBLT. Oxford (2001) compares language teaching and learning to a tapestry, because it includes characteristic of the teacher, the learner, the setting and the relevant languages. Oxford (2001) calls them strands, and one of these strands consists of four primary skills; these are speaking, listening, writing, reading.

According to Oxford (2001), there are two types of Integrated-skill Instruction; one of them is Content-Based Instruction (CBI) and the other one is TBLT. CBI focuses on learning the content through language, and TBLT focuses on carrying out tasks which require communication. Oxford (2001) explains the advantages of the Integrated-skill Approach as follows: learners are exposed to the language and have the opportunity to use the language and interact naturally; this shows that the language is not only for passing exams, but is also beneficial as a communication tool.

Oxford (2001) also stresses that the coursebooks and other instructional materials which promote listening, speaking, writing and reading should be chosen attentively. If a given course is labeled for just one skill, then other language skills can be integrated with the help of suitable tasks and activities. Hinkel (2006: 113) in her article "The Current Perspective on Teaching the Four Skills," states that Integrated-skill Instruction often brings along CLT, by means of activities, materials, pedagogical emphasis and procedures.

2.6.1.1 Listening Skill

Richards (2008) mentions that teaching of listening has become more interesting than in the past, because there are university entrance exams, exit exams and other exams for which listening has become a core component. As cited by Nunan (1989) Anderson and Lynch (1988) emphasize the difference between reciprocal and non-reciprocal listening. In reciprocal listening, students have the opportunity to interact with the speaker. However, in non-reciprocal listening, students engage in tasks like listening to the radio or a formal lecture in which the speaker transfers the information to the listeners only. According to Anderson and Lynch (1988), listeners need to pay attention to general factual information, local factual knowledge, socio-cultural knowledge and knowledge of context at the same time. McDonough and Shaw (2003: 127-129) list pre-listening, while-listening and post-listening activities as follows:

Pre-Listening Activities:

-A short reading passage on a similar topic;
-Predicting content from the title;
-Commenting on a picture or photograph;
-Reading through comprehension questions in advance;
-Working out your own opinion on a topic.

While-Listening Activities:

-Putting pictures in a correct sequence;
-Following directions on a map;
-Checking off items in a photograph;
-Completing grid, timetable, or chart of information;
-Filling gaps with missing words;
-Identifying numbers and letters;
-Picking out particular facts;
-Recognizing exactly what someone said.

The activities which are mentioned here in terms of post-listening include follow-up work, such as thematic, lexical, grammatical, skills development, and so on.

Post-listening Activities:

-Using notes made while listening to write a summary;
-Reading a related text;
-Doing a role-play;
-Writing on the same theme;
-Studying new grammatical structures;
-Practicing pronunciation.

2.6.1.2 Reading Skill

Scrivener (2003) identifies *reading* as a receptive skill, like *listening*. Thus, similar teaching procedures related to listening can be used to help learners. McDonough and Shaw (2003) state that even when reading is done for pleasure, it is still purposeful. As cited by McDonough and Shaw (2003), Williams (1984) divides reading into three purposes: (a) getting general information; (b) getting specific information; (c) reading for pleasure.

McDonough and Shaw (2003) state that traditional materials start with a piece of written text and are usually read by students. These materials usually focus on grammar and vocabulary items. The teachers should vary written materials for them to read, as scientific reports are not written in the same way as personal letters. McDonough and Shaw (2003) explain another problem; namely, that prepared texts are artificial. Thus, students are over-familiar with them, and the content is inconsequential for them. There is no real message at the end and no real interaction takes place between the writer and the reader. McDonough and Shaw (2003) emphasize that traditional reading materials are not beneficial and do not include effective strategies to improve students' reading abilities. Scrivener (2005) comments that if the reading texts used in a class reflect real life, then they can be more effective for learners. As with listening lessons, many reading lessons move from overview to details, which is called top-down, and for this reason, as a route map can be planned as a starting point for a reading lesson as below:

Pre-text	1	Introduction and lead-in; e.g., get the learners interested in the topic, initial discussion of the key themes; make an explicit link between the topic of the text and students' own lives and experiences, focus on important language that will come in the text.
	2	First task (pre-reading); e.g., predict from some extracted information (illustration, keywords, headlines, etc.), read questions about the text, students compose their own questions.
Text	3	Tasks to focus on fast reading for gist (skimming); e.g., check text against predictions made beforehand, guess the title from a choice of three options, put events (or illustrations) in the correct order.
	4	Tasks to focus on fast reading for specific details (scanning); e.g., find single items of information in the text
	5	Tasks to focus on meaning (general points); e.g., answer questions about meaning, make use of information in the text to do something (make a sketch, fill out a form, find out which picture is being described, etc.), discuss issues, summarize arguments, compare viewpoints.
	6	Tasks to focus on meaning (finger points, more intensive comprehensive understanding).
	7	Tasks to focus on individual language items; e.g., vocabulary or grammar exercises, use of dictionaries, work out meaning of words from context.
Post-text	8	Follow-up tasks; e.g., role-play, debate, writing tasks (e.g., write a letter reply), personalization (e.g., 'Have you ever had an experience like this one?').
	9	Closing; e.g., draw the lesson to a conclusion, tie up loose ends, review what has been studied and what has been learned.

Figure 4: The route map for a reading lesson

(Taken from the book "Learning Teaching" by J. Scrivener (2005: 187)

2.6.1.3 Writing Skill

Scrivener (2005) states the reasons for working on *writing,* since many students have different needs, such as writing for academic purposes, writing for specific exams, and business English. Scrivener (2005) adds that writing requires different mental processes, such as thinking, reflecting, preparing, rehearsing, making mistakes, and finding alternatives for better solutions. When it is considered from the point of a teacher, *writing* provides a break, it makes a noisy class quite, and it changes the mood and the pace of the lesson. McDonough and Shaw (2003) assert that reasons for writing take on different dimensions according to language use, topic and audience. They identify writing skills as an individual activity, as with reading, and for this reason, teachers should keep in mind that their students are not writers, but learners of a language; thus,

it would not be very beneficial for them to spend much time on writing alone, although it gives them a chance to develop their own specific strategies. Scrivener (2003) states that teachers may have difficulty finding useful in-class activities for writing, since it is an individual activity. For this reason, Scrivener identifies some approaches for teachers, such as choosing a topic, getting ideas together, discussing ideas with other members in the class to obtain new perspectives, sequencing ideas making notes, benefiting from diagrams, studying samples or modeling a text, drafting, getting feedback, and writing the final version of the product. This procedure can be called 'guided writing' or 'process writing' (Scrivener, 2003: 194).

McDonough and Shaw (2003) note that although writing is an individual activity, it can be used for four skills purposes in the classroom. The classroom provides an environment for brainstorming by giving students the chance to talk to other students in order to collect ideas as well as editing one another's drafts. In this context, McDonough and Shaw (2003) also emphasize the advantages of using computers in *writing* for the purposes of spell checking, ease of editing and networking with other students.

2.6.1.4 Speaking Skill

As McDonough and Shaw (2003) point out, since there is a growth of use of English in the world, this makes English an international language of communication. Thus, there is a need for learners to speak and interact in different contexts through using the language. According to the authors, the speaking skill permits people to produce utterances, because people want to communicate to express their ideas and opinions, to express a wish or desire, to solve problems, or to make friends.

McDonough and Shaw (2003) also note that if teachers want their learners to develop communicative competence in English, the speaking skill will play a very important role. Richards and Rogers (2001) offer four characteristics of a communicative view of language: (1) language is used to express meaning; (2) the most important function of language is communication and interaction between learners; (3) the language's structure reflects its communicative use; (4) the primary units of language are not grammar and structure, but function and communication.

Richards and Rogers (2001) mention that speaking activities which are based on games provide students with practice such as filling in questionnaires, guessing unknown information, information gap activities and role-play activities in the classroom. Many speaking skills materials include communicative purposes. Brown (2006: 82) gives speaking activity examples which are widely used in EFL classes as follow:

> Two-way speaking tasks, sometimes called jigsaw tasks, require students to share some information with others; these are popular in speaking classes. An example is a simple pair-work activity in which two people have different pictures and they must find the differences between the pictures. These tasks are popular because they engage the students and are fun.

Another activity consists of *making up questions* for a native speaker. The purpose of this task involves a native speaker visiting the class; students prepare questions and interview him/her. Role playing is an activity which enhances communicative competence in every case, as well. It can be frequently seen in speech acts such as apologizing, suggesting, and complimenting others.

2.7 Choosing a Coursebook

The important role of the coursebook is commonly accepted in ELT. The coursebook should serve teachers and learners during the teaching and the learning process, but they should not be their master (Cunningsworth, 1995). There are different approaches which are commonly used in the teaching process by teachers, and in the worldwide market, there are many coursebooks that are written according to these approaches. CLT is one of the approaches that have become widely accepted in the ELT world, and many coursebooks incorporate communicative goals, communicative practice or communicative methodology (Cunningsworth, 1995).

2.7.1 The Role of Coursebooks

Coursebooks are the primary materials in ELT, and they are thought of as the best resources for achieving the aims and objectives of language teaching (Cunningsworth, 1995). Since they convey meaning to learners, they have a crucial role in both the teaching and the learning process. Hutchinson and Torres (1994) argue that a textbook has a very important and positive role in teaching and learning English. They state that textbooks provide the required input, as well as different activities, readings and

explanations. Sheldon (1988) mentions that a coursebook represents the visible heart of any ELT program for both students and teachers. Sheldon also mentions that there are many advantages of using a coursebook in ELT classes, because there is a common belief that students rely on coursebooks more than artificial texts which are prepared by teachers. For instance; as cited by Saraç and Arıkan (2007), Brown (1994), Corbett (2003), Crystal (1997), Demirezen (1980), Genç (2002-2004) and Kramsch (1998), state that culture is one of the most important factors in language instruction. In the same article, "Application of a Checklist to Assess the Place of Target Culture in Foreign Language Coursebooks," Saraç and Arıkan (2007) mention that culture should be integrated into the language teaching process. However, the sufficiency of the book that is being used should be determined according to the target culture.

O'Neill (1982) states that coursebooks are more sensitive to learners' needs. They are relatively cheaper and include less preparation time for lessons. Thus, coursebooks lessen the burden on teachers and give them the possibility to work more efficiently. Cunningsworth (1995) identifies coursebooks as effective resources for presentation materials, self-directed learning, references for students, sources of new ideas and support for less-experienced teachers.

Richards (2001) states that using coursebooks has both advantages and disadvantages, according to how they are applied. He mentions that with the help of coursebooks, students have a syllabus by which the process is pre-planned. There is standardization, and a;; students can be tested in the same way. Coursebooks provide learning and teaching resources, and they usually have an attractive design. Allwright (1981) mentions that a lesson consists of three elements: teacher, learner and material; according to him, the interaction between these provides opportunities to learn.

Hutchinson and Torres (1994) mention that the greatest advantages of coursebooks are their capacity to save time, give direction to lessons, guide discussions, facilitate the giving of homework, make teaching easier, and make learning faster and better. According to Hutchinson and Torres (1994), coursebooks provide confidence and security.

Richards (2001) points out that coursebooks provide a standard for teaching, since they have various supplemental materials like DVDs, CDs, workbooks, worksheets and games, thus making the learning process more enjoyable and interesting for learners. Ur (1994) cites the main advantage of using a coursebook as providing a clear path for students to follow, allowing learners to see what is coming next and what they are going to learn.

2.7.2 .Types of Coursebook Evaluation

According to Cunningsworth (1995), .coursebook evaluation is divided into three phases: before use, during use and after use. He describes these as pre-use evaluation, in-use evaluation and post-use evaluation. He explains that since it looks at the potential performance of the coursebook, pre-use evaluation is the most difficult phase. The second phase, in-use evaluation, refers to the coursebooks which are being used by educators. Finally, post-use evaluation refers to a later assessment of a coursebook's performance in order to identify its strengths and the weaknesses following its use.

Besides these categories, Cunningsworth (1995) focuses on two additional evaluation types: Impressionistic and In-depth evaluation. An impressionistic overview gives general ideas about the coursebook, while in-depth evaluation provides a more detailed look at the extent to which it meets learners' needs, as well as the extent to which different aspects of language are presented. Similarly, McDonough and Shaw (1993) suggest three evaluation stages: they identify these stages as 1) External Evaluation; 2) Internal Evaluation; 3) Overall Evaluation. Similarly, as cited by Tomlinson (2003), Ellis (1998) explains two approaches to coursebook evaluation. These include Micro-evaluation and Macro-evaluation. According to Ellis (1998), while in macro-evaluations focus on overall assessment, micro-evaluations focus on the effectiveness of the tasks.

Tomlinson (1998: 219) demonstrates the model of Macro-evaluation and Micro-evaluation as follows:
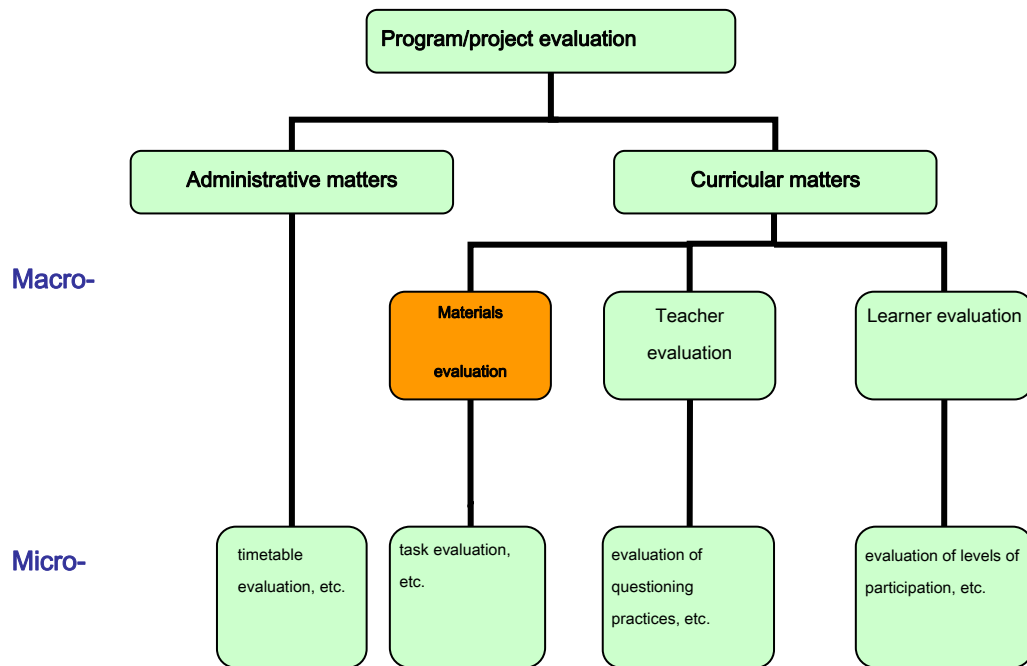
Figure1: Macro and Micro Evaluation

2.7.3 Textbook Evaluation Checklist Criteria Samples

ELT material developers and evaluators need to take into consideration a range of factors before making decisions on the materials. Some of these factors include the roles of the learner, the teacher, and instructional materials, as well as the syllabus (Richards & Rodgers, 2001). Classification of textbook evaluation criteria by Mukundan, Hajimohammadi, Nimehchisalem (2011:23) are as follow:

```
┌─────────────────────────────────────────────────────────┐
│              Textbook Evaluation Criteria                 │
└─────────────────────────────────────────────────────────┘
        │                                    │
        ▼                                    ▼
┌──────────────────────┐        ┌──────────────────────────────┐
│  I. General Attributes│        │ II. Learning-teaching Content │
└──────────────────────┘        └──────────────────────────────┘
        │                            │                    │
        ▼                            ▼                    ▼
┌──────────────────────┐    ┌──────────────┐    ┌──────────────────┐
│ 1. Relation to syllabus│    │ 1.General    │    │ 6.Vocabulary     │
│ and curriculum         │    └──────────────┘    └──────────────────┘
└──────────────────────┘            │                    │
        │                            ▼                    ▼
        ▼                    ┌──────────────┐    ┌──────────────────┐
┌──────────────────────┐    │ 2.Listening  │    │ 7.Grammar        │
│ 2. Methodology        │    └──────────────┘    └──────────────────┘
└──────────────────────┘            │                    │
        │                            ▼                    ▼
        ▼                    ┌──────────────┐    ┌──────────────────┐
┌──────────────────────┐    │ 3.Speaking   │    │ 8.Pronunciation  │
│ 3. Suitability to      │    └──────────────┘    └──────────────────┘
│ learners               │            │                    │
└──────────────────────┘            ▼                    ▼
        │                    ┌──────────────┐    ┌──────────────────┐
        ▼                    │ 4.Reading    │    │ 9.Exercises      │
┌──────────────────────┐    └──────────────┘    └──────────────────┘
│ 4. Physical and        │            │
│ utilitarian            │            ▼
└──────────────────────┘    ┌──────────────┐
        │                    │ 5.Writing    │
        ▼                    └──────────────┘
┌──────────────────────┐
│ 5. Supplementary       │
│ materials              │
└──────────────────────┘
```
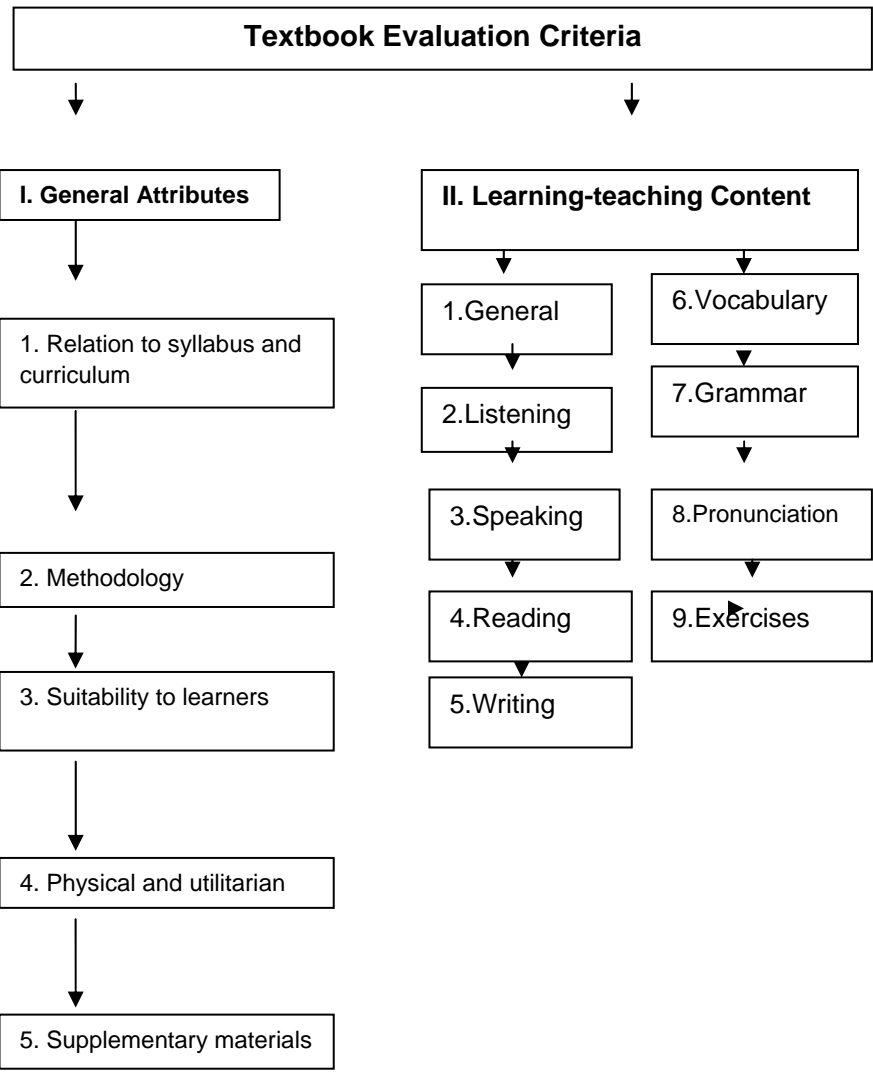
Figure2: Classification of textbook evaluation criteria

Williams (1983: 253) states that the textbook should:

> 1. Give introductory guidance on the presentation of language items and skills (GENERAL);
>
> 2. Suggest aids for the teaching of pronunciation: e.g., phonetic system (SPEECH);
>
> 3. Offer meaningful situations and a variety of techniques for teaching structural units (GRAMMAR);
>
> 4. Distinguish the different purposes and skills involved in the teaching of vocabulary (VOCABULARY);
>
> 5. Provide guidance on the initial presentation of passages for reading comprehension (READING);
>
> 6. Demonstrate the various devices for controlling and guiding content and expression in composition exercises (WRITING);
>
> 7. Contain appropriate pictures, diagrams, tables etc. (TECHNICAL).

Cunningsworth (1995) presents a useful checklist which identifies some of the most important general criteria under the name of "quick-reference checklist for evaluation and selection" as follows:

Aims and approaches
1. Do the aims of the course-book correspond closely with the aims of the teaching program and with the needs of the learners?
2.   Is the course-book suited to the learning/teaching situation?
3. How comprehensive is the course-book? Does it cover most or what is needed?
4. Is it a good resource for students and teachers?
5. Is the course-book flexible? Does it allow different teachings are teaching styles?
Design and Organization
6. What components make up the total course package (e.g. students' books,   teachers' books, workbooks, cassettes, etc.)?
7. How is the content organized (e.g. according to structures, functions, topics, skills, etc.)?
8. Is the organization right for the learners and teachers?
9. How is the content sequenced (e.g. on the basis of complexity, usefulness, etc.)?
10. Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
11. Is there adequate recycling and revision?
12. Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
13. Is it easy to find your way around the course-book? Is the layout clear?
Language Content
14. Does the course-book cover the main grammar items appropriate to each level, taking learners' needs into account?
15. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
16. Does the course-book include material for pronunciation wordlist what is covered: individual sounds, word stress, sentence stress, intonation?
17. Does the course-book deal with the structuring and converters above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage?
18. Are style and appropriacy dealt with?
Skills
19. Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
20. Is there material for integrated skills work?
21. Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?
22. Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
23. Is material for spoken English for real life interactions?
24. Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?
Topic
25. Is there sufficient material of genuine interest to learners?
26. Is there enough variety and range of topic?
27. Will the topics help expand students' awareness and enrich their experience?
28. Are the topics sophisticated enough in content, yet within the learners' language level?
29. Will your students be able to relate to the social and cultural contexts presented in the course-book?
30. Are women portrayed and represented equally with men?
31. Are other groups represented, with reference to occupation, disability, etc?
Methodology
32. What approach/approaches to language learning are taken by the course-book? Is this appropriate to the learning/teaching situation?
33. What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
34. What techniques are used for presenting/practicing language items? Are they suitable for your learners?
35. How are the different skill taught?
36. How are communicative abilities developed?
37. Does the material include any advice/help to students on study skills and learning strategies?
38. Are students expected to take a degree of responsibility for their own learning?
Teachers' Books
39. Is there adequate guidance for the teachers who were using the course-book and the supporting materials?
40. Are the teachers' books comprehensive and supportive?
41. Are keys to exercises given?

(Figure 3: Quick-Reference Checklist)   (Cunningsworth, 1995: 3, 4)

Williams (1983: 255) gives an example of a checklist for evaluation in his article ""Developing Criteria for Text Book Evaluation" as follows:

Sample checklist for evaluation

Title of textbook:

Rating

Weight		4	3	2	1	0
takes into account currently accepted methods of ESL/EFL teaching						
gives guidance in the presentation of language items						
caters for individual differences in home language background						
relates content to the learners' culture and environment						
SPEECH						
is based on a contrastive analysis of English and LI sound systems						
includes speech situations relevant to the pupils* background						
allows for variation in the accents of non-native speakers of English						
GRAMMAR						
stresses communicative competence in teaching structural items						
provides adequate models featuring the structures to be taught						
selects structures with regard to differences between LI and L2 cultures						
VOCABULARY						
selects vocabulary on the basis of frequency, functional load, etc.						
distinguishes between receptive and productive skills in vocabulary teaching						
presents vocabulary in appropriate contexts and situations						
focuses on problems of usage related to social background						
READING						
offers exercises for understanding of plain sense and implied meaning						
relates reading passages to the learners' background						
selects passages within the vocabulary range of the pupils						
selects passages reflecting a variety of styles of contemporary English						
WRITING						
relates written work to structures and vocabulary practiced orally						
gives practice in controlled and guided composition in the early stages						
relates written work to the pupils' age, interests, and environment						
demonstrates techniques for handling aspects of composition teaching						
TECHNICAL						
is up-to-date in the technical aspects of textbook production and design						
shows quality in editing and publishing (cover, typeface, illustrations, etc.)						
is datable, and not too expensive						
has authenticity in language and style of writing						

(Figure 4: Sample Checklist for Evaluation)

Sheldon (1988: 242) mentions the items that should be considered in selecting a coursebook as follows:

FACTUAL DETAILS
Title: ....
Author(s): ....
Publisher: .... Price: …....................................
ISBN: .... No. of Pages: …………………….
Components: SB/TB/WB/Tests/Cassettes/Video/CALL/Other: ....
Level: .... Physical size: ………………………
Length: .... Units: .... Lessons/sections: .... Hours: ………
Target skills: ....
Target learners: ....
Target teachers: ....

ASSESSMENT	(* Poor ** Fair *** Good **** Excellent)
Factor	
Rationale	
Availability	
User definition	
Layout/graphics	
Accessibility	
Linkage	
Selection/grading	
Physical characteristics	
Appropriacy	
Authenticity	
Sufficiency	
Cultural bias	
Educational validity	
Stimulus/practice/revision	
Flexibility	
Guidance	
Overall value for money	
Rating and comments	
242 Leslie Sheldon	

(Figure 5: Textbook Evaluation Sheet)

2.8 Related Studies on Coursebook Evaluation and Designing Activities

Coursebook evaluation is a crucial subject on which researchers focus. There are many studies, articles and theses which have been done on this subject. Here below are some useful studies which were carried out both nationally and internationally.

2.8.1 National Studies

Firstly, an interesting study called "The Evaluation of Spot On English Coursebook of 6-7-8th Grade in Primary Education in accordance with Coursebook Evaluation Checklist" can be mentioned. The author of the study is Ekrem Solak. In this study, the writer evaluated the coursebook *Spot On,* which is used in Grades 6, 7 and 8 in Turkish elementary education. To evaluate the book, the writer developed a checklist and identified four main criteria as content, vocabulary, grammar and methodology. The criteria were evaluated as YES/NO. According to the study results shared by Solak (2011), the coursebook is satisfactory, whereas there are some shortcomings in the teacher's manual.

Another study was conducted by Arıkan and Tekir (2007). The title of their article is "An analysis of English Language Teaching coursebooks by Turkish writers: 'Let's speak English 7' example." Arıkan and Tekir (2007), in their study, benefit from 7th grade students' and teachers' opinions on *Let's Speak English 7* by conducting a questionnaire containing both Likert-scale and open-ended items. According to the results, Arıkan and Tekir (2007) reveal that neither teachers nor students have positive feelings towards the coursebook, and supporting materials are needed.

Another related study was done by Tavil and Demirbaş (2010). The title of their study is "A Comparison of Coursebooks 'Time for English' and 'My English' in terms of improving the fifth grade learners' communicative competence." Tavil and Demirbaş (2010) state that the study aims to compare the efficiency of the two coursebooks *Time for English* and *My English* for fifth grades in developing learners' communicative competence. The study was conducted in some of the primary schools in Turkey, and a questionnaire was applied to 140 students.

The questionnaire consists of 10 statements, and these statements were considered to identify students' communicative competence regarding the four skills of English. To achieve the results, percentage and frequency analysis was used. When comparing the two texts, Tavil and Demirbaş (2010) state that the coursebook *Time for English* is more successful than the other coursebook in developing learners' communicative competence.

Another study concerning coursebook evaluation is a thesis by Aytuğ (2007). The title of the study is "EFL Textbook Evaluation Study in Anatolian High Schools: *'New Bridge to Success for 9th Grade New Beginners.'* The aim of the study was to explore the teachers' perceptions about the coursebook in question. Aytuğ (2007) mentions that a questionnaire with 60 teachers and an interview with 12 teachers were applied in the course of the study. The aim of the questionnaire was to elicit teachers' perceptions toward the coursebook. The results showed that there was a disagreement among teachers about the textbooks elements, although the participants agreed on the efficacy of many features.

Arıkan (2009) states that coursebooks are the major instructional instruments. His study focuses on future English teachers' opinions to illuminate Turkish EFL classrooms and the use of English language coursebooks. In this study, a qualitative research design was used, and 12 volunteering practicum students' reports were analyzed. According to the results, Arıkan (2009) states that in spite of the fact that the participants find the quality of the coursebooks to be acceptable in general, teachers often have problems.

Another study carried out in Turkey was conducted by İnal (2006) with respect to the ELT coursebook practices in Turkey. According to İnal (2006). The coursebooks which used in classrooms are not usually selected in accordance with any standardized criteria. The study describes the selection process of coursebooks and some of the selection criteria.

Kayapınar (2009) revealed the views of preparatory school teachers on the quality of foreign language coursebook packages which are used in twenty-five different high schools. The title of the study is "Coursebook Evaluation by English Teachers" The

data were gathered with the help of questionnaires given to ninety-four teachers, followed by open-ended questions applied during interviews. According to the results, teachers do not have positive impressions about the coursebook packages used, and they should be developed in accordance with the needs of learners in the national context.

A thesis study dated 2006 and titled "A comparative study of coursebook evaluation and selection principles of EFL teachers at state and private schools." focused on the coursebook evaluation and selection principles of English teachers at state and private elementary and secondary schools affiliated with the Ministry of National Education. The researcher examined whether the criteria they used differed or not.

Another study is "The application of checklist that could be used in analyzing the target culture knowledge in foreign language course books," by Saraç and Arıkan (2010). In their study, the qualities that should be exhibited in course books were evaluated, and a checklist was prepared within the framework of information conveyance methods depending on these qualities. The answers to three principal questions were sought in this study: What is the possibility of this checklist, how is target culture defined in English course books for elementary education; and how is the content of target culture knowledge presented in these course books.

2.8.2 International Studies

About this subject, there are also international studies. One of these studies was conducted by Criado and Sanchez (2009) under the title "English Language Teaching in Spain: Do Textbooks comply with the Official Methodological Regulations? A Sample Analysis" The aim of this study was to determine to what extent ELT textbooks used in Spain comply with the regulations supporting CLT. Criado and Sanchez (2009) indicated that seven coursebooks from different levels were chosen for analysis. Each coursebook was examined according to its communicative potential and rated on a scale from 0 to 10, as well as on a dichotomous scale (yes/no). The results showed that the textbooks include a significant component of non-communicative activities.

Secondly, with the study "ESL Textbook Evaluation Checklist," Miekley (2005) investigated the issue of coursebook evaluation. The aim of the study was to assist educators in evaluating textbooks and to show how to use a checklist. Miekley (2005) mentions that the appropriate use of a checklist may make the textbook selection process more efficient.

Another example can be found in "Evaluation of an EFL English book: A step towards Systematic Vocabulary Evaluation." This study was conducted by Nemati (2009). The purpose of the study was to evaluate English pre-university textbooks in India. Nemati (2009) states that in this study, two types of evaluations were performed. One of them was a questionnaire, and the other was the selection of vocabulary and reading texts from the book to be submitted to a vocabulary profile. The questionnaire was applied to university teachers, as well as selected governmental and nongovernmental schools. The second phase of the study was to analyze the vocabulary of the book. For this purpose, some texts from the book were selected and submitted to vocabulary profile to see if they were sequenced from the most frequently used words.

Another study conducted by Mukundan (2006), "Are There New Ways of Evaluating ELT Textbooks?" describes the issues to be taken into account in the development of an English language textbook evaluation checklist. Mukundan (2006) states that the study was conducted in the light of previously developed evaluation checklist criteria that considered the validity, reliability and practicality of the textbooks.

Another study by Rahimpour (2011), "'Textbook Selection and Evaluation in EFL Context," consists of an evaluation of three different English language textbooks which are used at the high school level in Iran. For this purpose, a questionnaire was developed concerning the following sections of the textbooks: vocabulary, reading, grammar, language functions, and pronunciation practice, as well as their physical make-up and practical concerns. Fifty high school teachers were asked to reflect on the questions by checking one of the four options included. According to the questionnaire results, the textbooks currently used in high schools are not acceptable from the teachers' point of view.

Reinders and Balçıkanlı (2011) described the role of textbooks in the classroom environment. In this study, five English textbooks were investigated in terms of the range and the frequency of advice. According to the authors, the study revealed that the textbooks do little to stimulate learner autonomy and offer limited opportunity for practice.

CHAPTER III
METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the research methodology of the study, of which the aim is to evaluate the textbook *Breeze 9 and 10*, which is published by the Ministry of National Education with the aim of bringing learners to the level of A2 and B1. To this end, the textbook is analyzed to identify to what extent the activities included are in line with the basic principles of the Communicative Approach, Task-based Approach, Whole Language Instruction and integration of skills.

The research questions guiding the study are as follows:

- Is it possible to form an activity evaluation checklist for the coursebooks *Breeze 9 and 10 Student's Book* ?

- Do the activities in the coursebooks *Breeze 9 and 10 Student's Book* match with the checklist criteria?

- Is it possible to form an activity book for the coursebooks *Breeze 9 and 10 Student's Book* regarding the checklist criteria?

3.2 Research Method

To analyze the textbook, a checklist aiming at evaluating the coursebook *Breeze* was prepared in terms extent to which the in-class activities include contemporary approaches. While designing the checklist, expert opinions were obtained. First, the features of related teaching approaches were identified via detailed and multiple reading of the related literature. Later, these features were itemized and included in the checklist. While compiling the items to include in the checklist, expert opinions were obtained. Two experts brought together the parts of the list, and a third expert reviewed the entire list of items. All of the experts decided upon the items to include in the final version of the list via labeling the activities with the related items. The checklist consists of three columns: a descriptors column which shows certain descriptors and a YES (Y) / NO (N) / NOT APPLICABLE (NA) column which indicates whether the descriptors

exist or not in the coursebook. The descriptors are accepted as criteria in the evaluation of the textbook since they are the key elements of CLT, TBLT and WLA. In this study, the first two units of the two books are evaluated according to the checklist. In the coursebook *Breeze 9*, there are 109 activities, and in the coursebook *Breeze 10*, the first two units include 116 activities.

3.3 The Coursebook *Breeze*

In Turkish state schools, English language instruction begins in the 4th grade. Teaching of the English language proceeds until learners graduate from high school. The coursebooks *Breeze* for 9th and 10th graders are published by the MoNE and distributed free of charge. The coursebook *Breeze* for 9th grade aims to bring students to the level of A2, and the 10th grade text aims to bring students to the level of B1. Both coursebooks include the "Teacher's Guide Book, Cassettes and CDs, and Workbook'" as a supplemental package. The coursebooks start with a simple table of contents part. There are four different headings, labeled as Topic, Function, Language Areas and Structure, and Vocabulary, and the table of contents comprises three pages. In the introduction of the book, there is a brief summary concerning the aims of the unit sections, general information about the *Common European Framework (CEF)*, lesson stages, activities and skills, the European Language Portfolio (ELP) and a coursebook evaluation. Each unit starts with the general objectives; following these, there is a syllabus which outlines skills, objectives, functions, vocabulary and materials.

The course aims at bringing the 9th grade learner to the A2 level, and 10th graders to the B1 level. A2 is the Basic User Level (Waystage Level), and B1 is the Independent User Level (Threshold Level). The A1 level requires understanding sentences and frequently-used expressions, communicating in routine tasks requiring a description in simple terms aspects of the student's background, immediate environment and immediate needs. The B2 level requires understanding the main points of clear, standard input on familiar matters, dealing with most situations likely to arise while traveling in an area where the language is spoken, producing simple, connected text on topics which are familiar or of personal interest, describing experiences and events, dreams, hopes and ambitions, and briefly giving reasons and explanations for opinions and plans.

Freeman (2003) notes that the aim of TBLT is to provide learners with a natural context for language use. Learners have a wide range of opportunities for interaction as they work to complete a task. These interactions enable them to facilitate language acquisition, because they have to try to understand each other and express their own meaning.

Similarly, as indicated by Nunan (1991:279), there are five features of CLT: 1) it is important to learn how to communicate through interaction in the target language; 2) there should be authentic texts in the learning process; 3) the focus is both on language and also on the learning process; 4) personal experiences of learners are important, not only in the classroom but also outside the classroom; and 5) it is necessary to link classroom language with language activation." In this framework, the *Common European Framework of Reference for Languages (CEFR)* describes "in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (Council of Europe 2001: 1).

Since the *CEFR* promotes communication to learn the language, I thought that the activities should be developed according to the criteria of the *CEFR*. This was the most crucial point for me in selecting the coursebook *Breeze*. Karababa, Serbes, and Şahin (2007) published a study about the book *Breeze*, "Evaluation of the textbook Breeze in terms of the A2 level criteria determined in the European Language Portfolio;" their findings are as follows:

> The MoNE published two textbooks for foreign language teaching. The first one is *New Bridge to Success* which started to be used [sic] in the academic year 2004/05 in foreign language weighted Anatolian High Schools. The second textbook is *Breeze* which was published in 2008 and started to be used [sic] in general high schools in the academic year 2008/09. *Breeze* has been published for only the ninth graders in general high schools and prepared in compliance with the MoNE foreign language teaching curriculum for the ninth grade which is based on the *Common European Framework of Reference for Languages (CEF)*. According to the curriculum requirements, this textbook aims to bring learners to the A2 level as described in the *CEF* (Ministry of National Education, 2008).

3.4 The Instrument and Data Analysis

Via the multiple readings of the related literature on Task-based Teaching, Communicative Teaching and Whole Language Teaching, a list of activities depicting the distinctive features of these language teaching methods and approaches were brought together to compile a checklist of in-class applications. The checklist prepared for the study is as follows:

Within the coursebook *Breeze 9,* the applications provide …	YES	NO	NA	TOTAL
1	learner interaction in pairs or groups.				
2	collaborative creation of meaning.				
3	purposeful interaction through language.				
4	written materials which are authentic and real-life-like.				
5	audio materials which are authentic and real-life-like.				
6	visual materials which are authentic and real-life-like.				
7	topics of research to enhance foreign language learning.				
8	using the target language in task settings/content areas.				
9	communicative events in which the learners participate.				
10	contextual grammar practice.				
11	an integration of at least two skills.				
12	information-gap activities.				
13	jig-saw activities.				
14	decision-making tasks.				
15	convergent tasks.				
16	divergent tasks.				
17	collaborative tasks.				
18	competitive tasks.				
19	information gathering activities.				
20	opinion-sharing activities.				
21	simulation activities.				
22	role-play activities.				
23	problem solving activities.				
24	information transfer activities.				
25	reasoning-gap activities.				
26	functional language use.				
27	meaningful tasks that are relevant to the real world language.				
	TOTAL				

The above checklist was designed to evaluate the coursebook *Breeze* for 9th and 10th Grades. The checklist was prepared to evaluate to what extent the in-class activities include contemporary approaches as Task-based, Communicative and Whole Language. In addition to these approaches, the activities were observed with respect to the four-skill activities. Before applying the checklist, it was presented to experts for their assessment. The detailed analyses demonstrate that there are 331 activities in the coursebook *Breeze 9* and 312 in the coursebook *Breeze 10* in total.

CHAPTER IV
RESULTS

This chapter presents the results of the coursebook *Breeze* for 9th graders and the coursebook *Breeze* for 10th graders. A total of 109 activities from the coursebook *Breeze 9* and 116 activities from the coursebook *Breeze 10* were evaluated by the experts; the results are shown in the table below according to the descriptors.

4.1 Results

The checklist results show that in the coursebook *Breeze 9,* out of 109 activities, 431 items are Y, 2.049 items are N and 463 items are NA. The items evaluated and the related results are shown in the table below:

Within the coursebook *Breeze 9*, the applications provide		YES	NO	NA	TOTAL
1	learner interaction in pairs or groups.	27	82	0	109
2	collaborative creation of meaning.	9	100	0	109
3	purposeful interaction through language.	27	82	0	109
4	written materials which are authentic and real-life-like.	14	3	92	109
5	audio materials which are authentic and real-life-like.	16	0	93	109
6	visual materials which are authentic and real-life-like.	29	7	73	109
7	topics of research to enhance foreign language learning.	4	2	103	109
8	using the target language in task settings/content areas.	44	65	0	109
9	communicative events in which the learners participate.	27	82	0	109
10	contextual grammar practice.	9	100	0	109
11	an integration of at least two skills.	8	101	0	109
12	information-gap activities.	9	100	0	109
13	jig-saw activities.	0	109	0	109
14	decision-making tasks.	10	99	0	109
15	convergent tasks.	95	14	0	109
16	divergent tasks.	14	95	0	109
17	collaborative tasks.	25	84	0	109
18	competitive tasks.	0	109	0	109
19	information gathering activities.	11	98	0	109
20	opinion-sharing activities.	21	88	0	109
21	simulation activities.	0	109	0	109
22	role-play activities.	3	106	0	109
23	problem solving activities.	0	109	0	109
24	information transfer activities.	4	105	0	109
25	reasoning-gap activities.	7	102	0	109
26	functional language use.	11	98	0	109
27	meaningful tasks that are relevant to real world language.	7	0	102	109
	TOTAL	**431**	**2.049**	**463**	**2943**
		14.7%	**69.6%**	**15.7%**	**100%**

Among the total number of activities (n=109) reviewed via the checklist, the applications aiming at 'learner interaction in pairs or groups' are 27. The remaining activities (n=82) do not provide an aim of pair or group interaction. The applications targeting 'collaborative creation of meaning' are 9. The rest of the activities (n=100) do not provide an aim of collaborative creation of meaning. The descriptor number 3 aims at 'purposeful interaction through language' among learners, and the related result is 27. The rest of the activities (n=82) do not provide an aim of purposeful interaction. According to the checklist results for descriptor 4, 'written materials which are authentic and real-life-like,' from 109 activities, 14 are Y, 3 of them are N and 82 of them are NA.

According to the checklist results for number 5, 'audio materials which are authentic and real-life-like' from 109 activities, 16 are Y, and the remaining 93 items are categorized as NA. According to the checklist results for number 6, 'visual materials which are authentic and real-life-like,' from 109 activities, 29 are Y, 7 of them are N and 73 of them are NA. Of the applications aiming at 'topics of research to enhance foreign language learning' the number for this option is 4. For the rest of the activities, the application is NA. For the descriptor 'using the target language in task settings/content areas,' the total for option Y is 44; however, the rest of the 65 activities do not provide learners with an opportunity to use the target language in task settings/content areas.

The descriptor 9 aims at identifying activities targeting 'learner participation' in communicative events.' The distribution for this is 27 Y; however, the rest of the activities, totaling 82 in number, do not provide such an aim. Descriptor 10 focuses on 'grammar practice' in a given context; there are only 9 activities which serve this aim, and the rest of the 100 activities do not provide learners with contextual grammar practice. According to the checklist in the coursebook, there are 8 activities which integrate at least two skills, but the rest of the 101 activities do not integrate at least two skills. Among 109 activities, 9 activities address information-gap, but 100 do not. There is no jig-saw activity among the 109 activities. According to the checklist results, there are 10 decision-making activities; however, the rest of the activities (n=99) do not allow

for the decision making process. From 109 activities, 95 activities are convergent; however, 14 activities are not. As with the convergent activity results, out of 109 activities, only 14 activities are divergent; the remainder (n=95) of the activities are not.

The descriptor 17 focuses on 'collaboration,' which denotes tasks requiring collaborative study. There are 25 activities which serve this aim, but the remaining 84 activities do not provide learner collaboration. Among the 109 activities, there is no competitive task. According to the checklist results, the coursebook's first 109 activities provide 11 information-gathering activities; however, 98 activities do not provide this kind of an application. Among the total number of activities (n=109) reviewed via the checklist, the applications aiming at providing opinion-sharing activities are 21. The rest of the activities (n=88) do not provide such an aim.

According to the checklist results, there is no simulation activity provided out of the 109 activities. Among the 109 activities, there are 3 which provide a role-play application for learners. As with the simulation activity results, among the 109 activities, there is no 'problem-solving activity' provided for learners. According to the checklist results, 109 activities provide only 4 information transfer activities; 105 do not. Similarly, among 109 activities, only 7 of these provide reasoning-gap activities for learners, and 102 of them do not. Among 109 activities, 11 stimulate 'functional language use' for learners, but a great number of these (n=98) do not. Finally, the checklist results indicate that 7 activities provide learners with 'meaningful tasks,' but this does not apply to the remaining 102 activity types. Among the total number of items (n=2943), the total amount for Y is 431 (14,7%); 2.049 are N; (69,6%) per total activity, and 463 are NA; (15,7%) per total activity.

In the coursebook *Breeze* 10, out of 116 activities, 504 are Y, 2.235 are N, and 393 are NA. The items that were evaluated and the related results are shown in the table below:

Within the coursebook *Breeze 10,* the applications provide	YES	NO	NA	TOTAL
1	learner interaction in pairs or groups.	39	77	0	116
2	collaborative creation of meaning.	14	102	0	116
3	purposeful interaction through language.	36	80	0	116
4	written materials which are authentic and real-life-like.	16	0	100	116
5	audio materials which are authentic and real-life-like.	13	0	103	116
6	visual materials which are authentic and real-life-like.	27	8	81	116
7	topics of research to enhance foreign language learning.	7	0	109	116
8	using the target language in task settings/content areas.	49	67	0	116
9	communicative events in which the learners participate.	36	80	0	116
10	contextual grammar practice.	13	103	0	116
11	an integration of at least two skills.	19	97	0	116
12	information-gap activities.	7	109	0	116
13	jig-saw activities.	0	116	0	116
14	decision-making tasks.	5	111	0	116
15	convergent tasks.	99	17	0	116
16	divergent tasks.	17	99	0	116
17	collaborative tasks.	26	90	0	116
18	competitive tasks.	0	116	0	116
19	information gathering activities.	13	103	0	116
20	opinion-sharing activities.	22	94	0	116
21	simulation activities.	0	116	0	116
22	role-play activities.	3	113	0	116
23	problem solving activities.	2	114	0	116
24	information transfer activities.	6	110	0	116
25	reasoning-gap activities.	1	115	0	116
26	functional language use.	18	98	0	116
27	meaningful tasks that are relevant to real world language.	16	100	0	116
	TOTAL	**504**	**2.235**	**393**	**3132**
		16.1%	**71.4%**	**12.5%**	**100%**

The total number of activities reviewed via the checklist is 116, and the applications aiming at 'learner interaction in pairs or groups' is 39. The rest of the activities (n=77) do not provide an aim of pair or group interaction. The applications aiming at 'collaborative creation of meaning' are 14. The rest of the activities (n=102) do not provide an aim of collaborative creation of meaning. The descriptor number 3 aims at 'purposeful interaction through language' among learners, and the related result is 36. The rest of the activities (n=80) do not provide an aim of purposeful interaction. According to the checklist results for descriptor 4, 'written materials which are authentic and real-life-like,' out of the 116 activities, 16 are Y, and 100 of them are NA.

According to the checklist results for descriptor number 5, 'audio materials which are authentic and real-life-like,' 13 are Y, and the remaining 103 items are categorized as NA. Among 116 activities, for 'visual materials which are authentic and real-life-like,' 27 activities are Y, 8 of them are N and 81 of them are NA. For the applications aiming at 'topics of research to enhance foreign language learning,' the number of Y is 7. The rest of the 116 activities are NA. Among the 116 activities, in terms of 'using the target language in task settings or content areas,' 49 activities are Y; however, the rest of the 67 activities do not provide learners with an opportunity to use the target language in task settings or content areas.

The descriptor 9 aims at identifying activities targeting 'learners' participation' in communicative events.' The distribution for element is 36 Y and 80 N. The descriptor 10 focuses on 'grammar practice' in a given context; there are 13 activities which serve this aim, and the rest of the 103 do not provide learners with contextual grammar practice. According to the checklist, among 116 activities in the coursebook, there are 19 activities which integrate at least two skills, but the rest of the 97 activities do not. The checklist results show that there are 9 information-gap activities, but 107 of them do not serve as information-gap. As with the coursebook *Breeze* 9, in the coursebook *Breeze* 10, among 116 activities, there is no jig-saw activity. According to the checklist results, there are 5 decision making activities; however, the remainder of the activities (n=111) do not provide for a decision making process. From 116 activities, 99 are convergent, and 17 are not. Out of 116 activities, only 17 activities are divergent; the

remaining 111 of the activities are not. The descriptor 17 focuses on 'collaboration,' which denotes tasks requiring collaborative study. There are 26 activities which serve this aim; the remaining 90 activities do not provide for collaboration. Among the 116 activities, there is no competitive task. According to the checklist results, the coursebook's first 116 activities provide 13 information-gathering activities; however, the remaining 103 activities do not provide this kind of exercise. Among the total number of activities, the applications aiming at providing opinion-sharing activities is 22. The rest of the activities (n=94) do not provide such an aim. According to the checklist results, there is no simulation activity provided out of 116 activities.

Among 116 activities, there are only 3 exercises which provide role-play activities for the learners, whereas the rest of the 113 do not. Among 116 activities, there are only 2 problem-solving activities provided for learners. According to the checklist results, 116 activities provide 6 information transfer activities; on the other hand, 110 do not. The checklist results show that out of 116 activities, there is 1 activity which provides a 'reasoning-gap' process for learners. Among 116 activities, 18 stimulate 'functional language use,' but a great number of applications (n=98) do not. Finally, the checklist results show that 16 activities provide learners with 'meaningful tasks,' but this does not apply to the remaining 100 activity types. Among the total number of activities (n=3132), the total for Y is 504 (16.1%) per total activity, 2.235 for N (71.4%) per total activity, and 393 for NA (12.5%) per total activity.

CHAPTER V

SUGGESTED ACTIVITIES FOR THE COURSEBOOK *BREEZE 9* and *10*

In this chapter, the overall aim of the units, the activities from the coursebook by page number, and the suggested activities with explanations and instructions included will be presented for the coursebook *Breeze 9th and 10th Graders*.

5.1 *BREEZE 9*

UNIT 1: Society and Social Life

Overall aim of Unit 1

Unit 1 is entitled Society and Social Life. At the end of this unit, students are expected to make up simple dialogues and messages about society and social life; to talk about 'likes and dislikes' and their hobbies: to become familiar with phrases and vocabulary about daily routines; and to write short, simple notes, messages or letters about society and social life.

5.1.1 1st ACTIVITY FROM *BREEZE 9,* Page 2: What are the photos about?

On the first page, there is a *lead-in* section. The book presents six different pictures. After an activity concerning greeting and getting to know each other, students are expected to talk about the pictures and classify them under the titles of school life, work life and entertainment; therefore, the interaction is "teacher-student" and "student-teacher" oriented.

According to the coursebook *Breeze* 9 (2010: 2):

1. The teacher draws attention to the photos; students work in pairs and try to determine what the photos are about. Students get ideas from other students.

2. In the second activity, students work individually and classify the photos; they work in pairs to compare their answers.

3. Finally, as a follow-up activity, students write headings on the board and examples of what they do and don't like doing under the headings. Students work individually and write what they like and don't like under each heading, and then they compare their answers with those of their classmates and get ideas from other students.

Suggested Activity 1: Do you like it?

As a suggested activity to accompany the activity examined above, in order to stimulate interaction among students, small groups can be formed, and students can be asked to prepare a questionnaire as given below. The titles can be changed according to the students' interests.

Students move around the class and ask these questions of the other students. The estimated time for this activity is 10 minutes. This writing and speaking activity is believed to enhance interaction and communication among students and to promote learner autonomy as they get involved in the process, expressing their own thoughts and making their own decisions.

Name of the activity: Do you like it?

Instructions: a) Choose 3 people from the class and ask them whether they like or dislike the following activities given on the chart. Put a tick (✓) if they like it, or cross it out (X) if they don't like it.

(✓) 😁   😢 (X)

Name	Homework/Studying	Housework	Cinema/Theatre	Cooking
Student 1 Name:				
Student 2 Name:				
Student 3 Name:				

Language: -Do you like studying?

- Yes, I do.
- No, I don't.

Instructions: b) Now, introduce the people you interviewed to the whole class.

5.1.2 2nd ACTIVITY FROM *BREEZE 9*, PAGE 5: Introduce Yourself

The aim of this activity is to introduce oneself and talk about daily routines through spoken interaction.

1. The teacher demonstrates a sample dialogue with a student.

2. The teacher plays music in the background, and students imagine that they are at a school party. They enjoy the music, and they can also dance to it. The teacher stops the music periodically and lets the students meet and talk about themselves with their neighbors.

It is a good idea to play music in the background, and whenever the music stops, have students introduce themselves to the person who is standing next to them. (2010: 5)

2nd ACTIVITY FROM *BREEZE 9,* PAGE 10: Introduce Yourself

7. Work in pairs and make a dialogue to introduce yourself to each other.

e.g.

Sally : Hi. My name's Sally.
Matt : I'm Matt. Nice to meet you.
Sally : Glad to meet you. Do you like school activities?
Matt : Yes, I like playing tennis. I'm in the school team.
Sally : I like swimming.

Talk about ...

• likes / dislikes and habits,

• clubs and other social activities,

• favourite school subjects.

Andrzej with Classmates

1. Andrzej has new friends in class. Guess and match the school clubs with his friends.

1. ☐ Debbie   2. ☐ Andrzej   3. ☐ Edward

a. Literature Club   b. Dance Club   c. Swimming Club
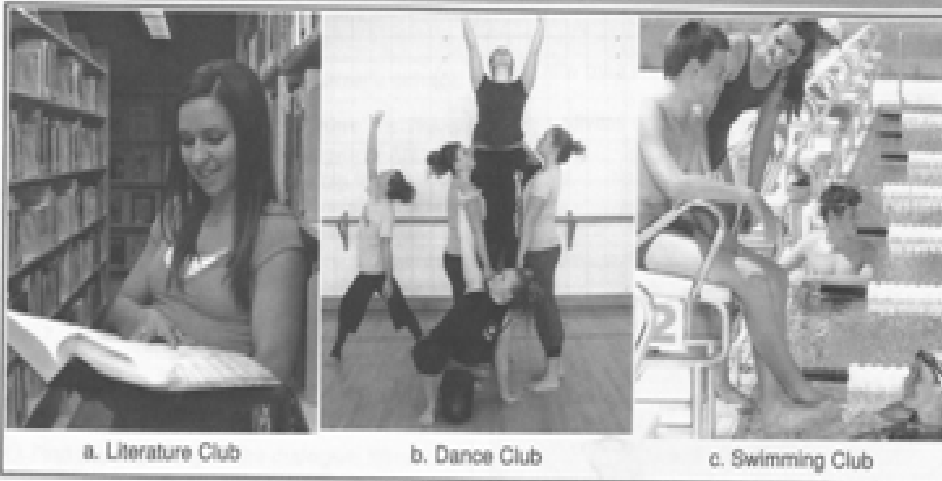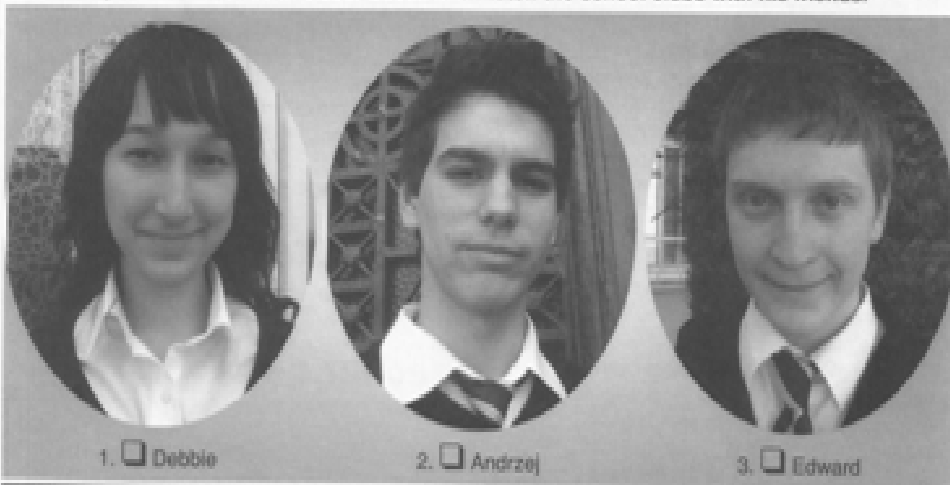
2. Listen and check.

3. Listen again and decide who says these. Write 'D', 'A' or 'E'.

☐ a. I have an interesting daily routine.
☐ b. Weekends are different for me. I go for a walk with our neighbour Mrs Stuns.
☐ c. I go shopping after school because my mother works late in the evenings.

COURSEBOOK

Suggested Activity 2: Let's Greet

As the aim of this activity is to introduce oneself to one another and to talk about daily routines, a suggested activity as described below (see suggested activity 2) can be prepared, allowing students more opportunities to interact as they have more things to talk about. For this reason, pieces of papers on which some information is written about celebrities can be prepared, or photos of the celebrities can be distributed. Before the music starts, each student selects one person from the pictures and acts as this person. In this way, students' imaginations can be stimulated, and they can find more things to speak about, as they may have different routines and as they feel like they are different people.
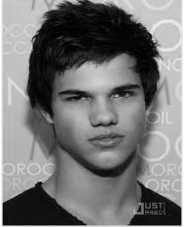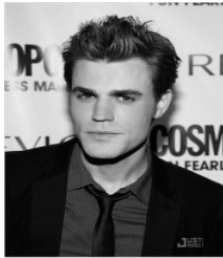
Name of the activity: Let's Greet

Instructions: Choose one of the actors/actresses from the chart. Imagine that you are that person. Introduce yourself to your friend who is standing in front of you or next to you when the music stops. Your introduction shall include the following information:

- Name
- Age
- Nationality
- Hobbies
- Daily Routine
- Likes and Dislikes

Suggested Activity 2: Let's Greet

The printable chart for the imaginary people

Adriana Lima	Bart Simpson	Emma Watson	Kate Moss	Britney Spears
Michael Jordan	David Beckham	Angelina Jolie	Justin Bieber	Taylor Lauthner
Daniel Gillies	Nina Dobrev	Joseph Morgan	Paul Wisley	Ian Somerhalder
Kristen Stewart	Robert Pattinson	Asley Green	Nikki Reed	Peter Facinelli

5.2 UNIT 2: Imagination and Future Plans

Overall Aim of Unit 2

Unit 2 is about imagination and future plans. At the end of this unit, students should be able to exchange information about future plans and the future of the world; understand short texts on future plans and the future of the world; and learn new vocabulary, messages or letters about future plans and the future of the world.

5.2.1 3rd ACTIVITY FROM *BREEZE 9*, Page 46: Which of these are your future plans?

The lead-in text is about future plans. There are pictures which are presented in a puzzle shape and which are confusing. The aim of this activity is to get students to use the simple future tense structure. To reach this aim, they are asked to put a tick next to the activity that they want to do. The activity list is given in a box. According to the instructions, the books remain open, and students focus on the photos and future plans; they place a tick or cross next to the plans and write the time. Students compare their answers with their partners, and finally, they share their plans with the whole class.

1. Look at the photos and the table. Which of these are your future plans? When do you want to do them?

2. Compare your plans with your desk-mate. (2010: 46)

Lead-in

1. Look at the photos and the table.
   Which of these are your future plans? When do you want to do them?
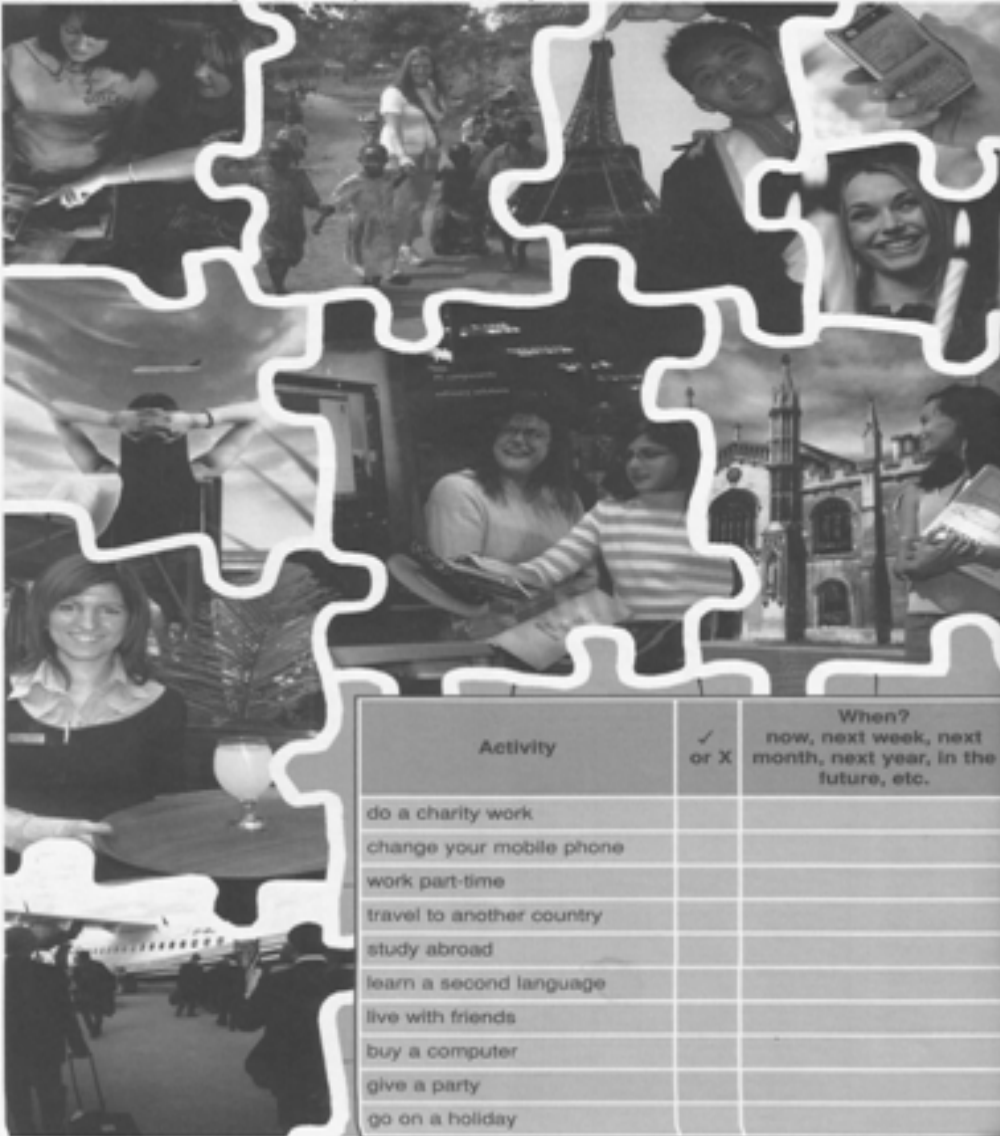
Activity	✓ or X	When? now, next week, next month, next year, in the future, etc.
do a charity work		
change your mobile phone		
work part-time		
travel to another country		
study abroad		
learn a second language		
live with friends		
buy a computer		
give a party		
go on a holiday		

2. Compare your plans with your desk-mate.

68

Suggested Activity 3: What are you going to do?

First of all, a matching activity which is given in the book can be used as a remedial activity, either with a partner or individually, because if students match the pictures with the corresponding ones, and if they work with partners, this may create more opportunities for interaction, so that learners can remember or learn the meanings of what they see in the pictures. However, it is better to give the grammar rules to students implicitly and to help them to understand the use of the structure. It is quite difficult to expect learners to make accurate sentences before teaching or revising the subject matter.

In the activity below, a use of language can be given as a tip, or it can be written on the board to make learners focus on the language that they need to use.

Students may compare their own answers with those of their partners by using the given language. Estimated time for the first of the activities is 2 minutes for each pair.

Using future forms at the very beginning of the lesson makes students more familiar with the structure, helps them to feel comfortable and allows them learn and use it more easily. In the second segment, students are given 20 minutes to work with their partners, to write/study mini-dialogues and to act out the practiced subject in front of the class. Both the first and second parts of this activity provide interaction between learners as they work with their partners.

Name of the activity: What are you going to do?

Instructions: Choose one of the cases and explain your problem and talk about what you will do to solve the problem. Write a paragraph with your partner to be acted out at the board.

On the Board

-Where will you be?

-What will be your job?

-Where are you going to work?

Simple Future as a *"Hidden Structure"*

I will be a doctor.

I'm going to work at the hospital.

Expression of Time

Language: What are you planning to do? | next summer

What are you going to do? | the future

What will you do? | tomorrow, etc.

CASES:

1. You are a student, but your family cannot afford to pay your school expenses.

What will you do…

tomorrow,

next week, and

next year to solve the problem?

2.You want to continue your university education in America, but you need to save your money.

What will you do…

tomorrow,

next week, and

next year to solve the problem?

3.You want to go on a summer holiday with your friends, but your parents will permit it if only you meet your own expenses.

What will you do…

tomorrow,

next week, and

next year to solve the problem?

5.2.2 4th ACTIVITY FROM *BREEZE 9*, Page 25: Compare cities using the adjectives given

Students are asked to choose two cities from the pictures to which they want to travel; they are the asked to compare the cities that they choose by using adjectives.

1. Teacher asks students, "Where would you like to travel now? Why?" Students work in pairs and talk about their favorite places to travel. They look at the photos and find the countries, and then they share what they know about the photos.

2. Students choose two cities and compare them. (2010: 53)

7. **Work in pairs. Choose two cities you want to travel in the future. Then compare the cities using the adjectives.**

Cairo   New York   Berlin   Hong Kong

Sydney   Katmandu

big   beautiful   fun
cheap   mysterious
expensive   crowded   exciting
peaceful   lively   boring
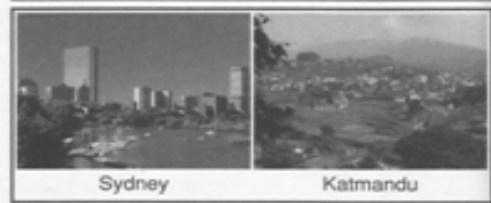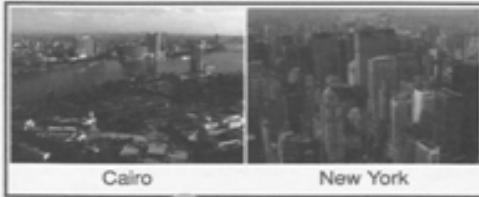
e.g.
A : I would like to travel to Cairo and New York. New York is bigger than Cairo, but Cairo is more mysterious than New York.

8. **Work in groups. Close your eyes and tell your friends where you are now, what you are doing and how you feel.**

e.g.
You   : I'm in Katmandu, Nepal now. I'm visiting the temples and talking with the local people. Katmandu is less crowded than İzmir. I feel very excited here.
A friend : Are you taking photos?
You   : Yes, many.

9. **Ali lives in Syria. He wants to travel to Berlin. Tick the ones he must do and make sentences.**

☐ have a passport   ☐ get a visa   ☐ buy a ticket
☐ exchange money   ☐ travel by train   ☐ go to the airport two hours
☐ learn German   ☐ buy new clothes   before the flight

10. **Ali is on board now. Tick the ones he mustn't do on the plane and make sentences.**

☐ talk loudly   ☐ unfasten his seat belt while   ☐ eat and drink something
☐ use his mobile phone   the red sign is on   ☐ walk in the corridor during
☐ keep his pet with him   ☐ use his camera   the flight

Suggested Activity 4: Let's describe

Implicit learning always provides an in-depth understanding. The reason for giving vocabulary in context is to provide implicit learning. Instead of giving the definition of the adjectives explicitly, using the words describing a place in a paragraph and letting students share their opinions eases understanding, as it provides interpretation.

This suggested activity consists of three parts. In the first part, students read a paragraph about *Neverland,* in which they come across adjectives which are used to describe a place. They work in groups so they have an opportunity to discuss the meaning of the terms if they are not sure about them. The second part encourages students to practice of vocabulary that has been given in the context. They share their opinions by discussing whether the words signify a positive or a negative meaning. As there is no right or wrong statement or answer, students feel free to share their opinions and give reasons. In the last part of the activity, students are expected to work in groups and write a paragraph to describe their own dream place. This speaking into writing activity, requires organization, using brainstorming beforehand and creating a list of words to describe a place by combining new words with previously learnt ones.

Name of the activity: Let's Describe

Instructions: a) Work in groups of 2 or 3. Read the paragraph describing *Neverland.* Think about where the underlined words may go on the chart and discuss the reason with your partners. The answers depend on your opinions. Share your opinions with the whole class later.

(-) Negative	(+) Positive

NEVERLAND

As I walk through the streets, I can feel the peace that never seems to end. Although it is a <u>crowded</u> and a <u>noisy</u> place, it is also <u>magical</u>, <u>romantic</u> and <u>fairytale-like</u>. One of the best places to come and visit would be my hometown, Neverland. Neverland is the <u>capital city</u> of NeverWorld. It is an <u>industrial city</u> with a lot of factories in the city center. However, it is almost impossible to feel the pollution in the air. There seems to be an endless number of cars flowing through the sky, but as the city is <u>modern</u>, it is <u>unusual</u> and <u>incredible</u> to see those cars above you while walking. This is somewhere that you will never run out of things to do. There are so many different activities that can be done in the city, such as going to beaches, shopping, eating at restaurants, playing card games at casinos. Neverland is an <u>amazing</u> and a <u>unique</u> place. Maybe it is not an <u>historical place,</u> but you can see <u>different</u> and <u>beautiful</u> buildings which have <u>interesting</u> and <u>colorful</u> designs. It is a <u>living</u> city that attracts people from all over the world to its <u>beautiful</u> surroundings. The weather is usually very <u>hot,</u> so sometimes it can be <u>sweltering</u>. Some people say that it is a dream world, but some say that living in Neverland is such a nightmare. What do you think about my hometown?

b) Work with your partners. Write a paragraph that explains your dream place to be presented on the board.

<div style="border:1px solid black; padding:1em;">

Our Dream World

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

</div>

Suggested Activity 5: Back to the Future

At the end of this unit; as a final activity, in order to revise all learning about the future tense, a simple future tense game activity can be played. Students are divided into groups; each group needs dice and the game paper. The teacher monitors and helps when needed. Estimated time for this activity is 25-30 minutes. This game activity encourages students to use the structure, makes them feel safe, provides interaction and communication, and motivates the students.

The name of the activity: Back to the Future

Instructions: Roll the dice and move your piece. Form two sentences about future to reach the finish.

Let's Talk About the Future

				GO BACK 2		FREE CANDY
START	Tomorrow		Next holiday		Next Saturday	
	Next Summer		Tonight			Next Wednesday
	2 days later	GO AHEAD 3	Your dream			GO AHEAD 2
						Your future work
						Next Spring
		FREE CANDY	Your future husband/wife	GO BACK 3	Your future university	
		Your breakfast tomorrow				
		Your future house				
		Twenty years later	Your next birthday	Your future children	Your next winter holiday	GO BACK 5	**FINISH**

5.3 UNIT 3: SPORTS

Overall Aim of Unit 3

Unit 3 is about sports. At the end of this unit, students should be able to read short, simple texts and find specific predictable information in everyday material about sports for health and fun, sports stars and sport events. Students catch the gist in short, clear, simple messages and announcements about sports for health and fun, sports, stars and events.

Students learn new vocabulary related to sports for health and fun, sport stars and events. Students communicate through simple and routine tasks requiring a simple and direct exchange of information on sports for health and fun, sports stars and sport events.

5.3.1 5th ACTIVITY FROM *BREEZE 9*, Page 49: Which one did you choose? Why?

In exercise 7, students are asked to look at an adventure sports holiday brochure and give reasons for choosing certain sports. Afterward, they are asked to write an e-mail about their holiday, using the given questions as a guide.

1. The teacher asks students, "Are you an adventurous person?"

2. The students describe themselves and give reasons. They study the brochure and choose an adventure sport.

3. Write an e-mail about your holiday. Use these questions as a guide.

- ➢ Where did you go?

- ➢ How did you feel?

- ➢ Who did you go with?

- ➢ What did you do there?

- ➢ Did you have any problems?

- ➢ Who did you go with?

- ➢ Did you like it? Why? Why not? (2010: 49)

7. Look at the adventure sports holiday brochure. Think that you went on one of these adventure sports holidays. Which one did you choose? Why?
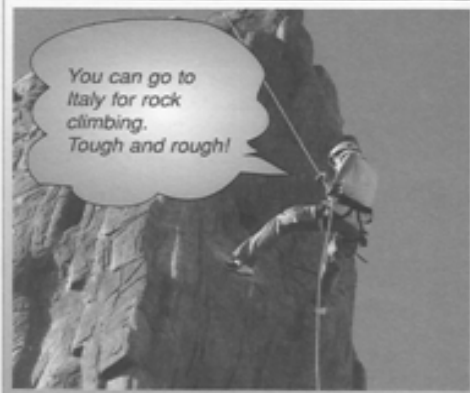
ADVENTURE
SPORTS
CLUB

- Are you energetic?
- Do you want an unusual holiday?
- Do you like travelling?
- Here are some of our options for you for an adventurous sports holiday!!!
- Have fun with our successful tour leaders

You can go to Arizona for river rafting. Wet and adventurous!

You can go to Italy for rock climbing. Tough and rough!

You can go to Canada for snowboarding. Cold and exciting!

8. Write an e-mail about your holiday. Use these questions as a guide.

| Where did you go? | How did you feel? | Who did you go with? |
| What did you do there? | Did you have any problems? | Did you like it? Why? / Why not? |

PEER CORRECTION CODE
? : Meaning is not clear. ☐
WO : Word Order ☐
WW : Wrong Word ☐
S : Spelling ☐
P : Punctuation ☐
G : Grammar ☐

Suggested Activity 6: A Questionnaire

Instead of writing an e-mail, after a classroom discussion about the adventure sport holiday, an information-gathering activity can be applied to make the learning process more interactive.

1. Students apply the questionnaire given below to be presented later to the whole class. They walk around the class and ask the questions of their classmates.

In this activity, students need to speak, listen and write during the "ask and answer" process. Later, while presenting the questionnaire results, they need to speak again, so it enhances three skills at the same time. After completing the activity, each student presents his/her findings, without mentioning the answers for the first and fourth questions in the questionnaire, so that the others in the classroom listen and try to guess the name of the sports.

The name of the activity: A Questionnaire

a. Instructions: You are going to ask and answer about your last holiday. Look at the tables below, and write additional questions to ask two other students. Present your findings to the whole class.

Student 1 Name: _____

Questions	Answers
1. What was the name of sport you last played?	
2. When did you play it?	
3. Where did you go to play it?	
4. What did you do there?	
5. How did you feel?	
6. Who did you go with?	
7. Did you like it? Why? Why not?	
8. Do you want to do it again?	
9. Do you recommend this sport to your friends?	
10. Which sport do you want to try in the future?	

Student 2 Name: _____

Questions	Answers
1.What was the name of sport you last played?	
2.When did you play it?	
3.Where did you go to play it?	
4.What did you do there?	
5.How did you feel?	
6Who did you go with?	
7.Did you like it? Why? Why not?	
8.Do you want to do it again?	
9. Do you recommend this sport to your friends?	
10. Which sport do you want to try in the future?	

b. Instructions: Now, present your findings, but do not share the answers for the first and fourth questions. The others in the classroom will guess the name of sports.

5.3.2 6th ACTIVITY FROM *BREEZE 9*, Page 56: Read the text quickly, then complete the sentences

In this activity, students are asked to discuss the title as a group and work individually to find specific information. According to the book, the aim of the activity is to read for specific information; thus, students work in pairs and talk about what they see in the photos, and then they work individually and find the specific information. Lastly, the students compare their answers with their classmates.

Exciting Children Games

1. Look at the photos. Read the text quickly then complete the sentences.

1. The name of the sports event ....
2. The event is held in ....
3. The population of Reykjavik ....
4. The number of countries ....
5. The sports ....

The Land of the Midnight Sun, Reykjavik / Iceland

The International Children's Games are held every year in a country. Children between the ages of 12 and 15 participate in different sports. The aim of the games is to promote peace and friendship among the young people of the world. The 41st International Children's Games were held in Reykjavik on June 20-25, 2007. Reykjavik is an amazing city.

The population of the city is 200.000. It is on a peninsula and it offers a panoramic view of the mountains and the Atlantic Ocean. In the summer, you sit on the beach and watch the sunset at midnight. The International Children's Games in Reykjavik are over. Almost a thousand children from 36 countries participated in seven sports. There were 7 different sports; athletics, swimming, football, handball, judo, badminton and golf. It was wonderful to watch boys and girls in the Valley of Sports, Laugardalur. Everybody did their best and everybody was very successful.

Sally, a marathon athlete, from the USA is speaking ....
"It was the most enjoyable time of my life. During the day, I participated in the competitions and did my best. In the evenings, I met a lot of people and we had a great time together. There were people from different countries and we spoke the same language. It was the language of peace and friendship. We were just world citizens. At the end of the games, it was very hard to say goodbye. Some of my friends cried and didn't want to leave. We became good friends in a short time. I had good friends and spent a great time in Reykjavik. When the plane took off, there weren't any friends around me. I felt terrible. Anyway, I'm happy we still communicate via e-mails or telephone."

Suggested Activity 7: A jigsaw reading activity

The reading passage which already exists in the textbook is divided into two sections, and each section is assigned to groups to read. Each group is responsible for understanding and presenting their part to the whole class. During the presentation, each group is responsible for taking notes on the missing information in the text. The estimated time for this activity is 15 minutes.

Name of the activity: Jigsaw

Instructions: a) Work in groups of 3-4. You are going to read one part of a whole text and prepare a poster for presentation.

b) During the presentations, fill in the gaps in the text with the other members of your group.

Reykjavik is an amazing city.

The population of the city is 200.000. It is on a peninsula and it offers a panoramic view of the mountains and the Atlantic Ocean. In the summer, you sit on the beach and watch the sunset at midnight. The International Children's Games in Reykjavik are over. Almost a thousand children from 36 countries participated in seven sports. There were 7 different sports; athletics, swimming, football, handball, judo, badminton and golf. It was wonderful to watch boys and girls in the Valley of Sports, Laugardalur. Everybody did their best and everybody was very successful.

Sally, a marathon athlete, from the USA is speaking ....

"It was the most enjoyable time of my life. During the day, I participated in the competitions and did my best. In the evenings, I met a lot of people and we had a great time together. There were people from different countries and we spoke the same language. It was the language of peace and friendship. We were just world citizens. At the end of the games, it was very hard to say goodbye. Some of my friends cried and didn't want to leave. We became good friends in a short time. I had good friends and spent a great time in Reykjavik. When the plane took off, there weren't any friends around me. I felt terrible. Anyway, I'm happy we still communicate via e-mails or telephone."

Paper I: Students who are responsible for taking notes on the first part during the presentation are provided with the text below.

Reykjavik is an amazing city.

The population of the city is [   ]. It is on a peninsula and it offers a panoramic view of the mountains and the [   ]. In the summer, you sit on the beach and watch the [   ] at midnight. The International [   ] in Reykjavik are over. Almost a [   ] children from [   ] countries participated in seven sports. There were [   ] different sports; athletics, swimming, football, handball, [   ] badminton and golf. It was wonderful to watch boys and girls in the [   ] Laugardalur. Everybody did their best and everybody was very [   ]

Sally, a marathon athlete, from the USA is speaking ….
"It was the most enjoyable time of my life. During the day, I participated in the competitions and did my best. In the evenings, I met a lot of people and we had a great time together. There were people from different countries and we spoke the same language. It was the language of peace and friendship. We were just world citizens. At the end of the games, it was very hard to say goodbye. Some of my friends cried and didn't want to leave. We became good friends in a short time. I had good friends and spent a great time in Reykjavik. When the plane took off, there weren't any friends around me. I felt terrible. Anyway, I'm happy we still communicate via e-mails or telephone."

Reykjavik is an amazing city.

The population of the city is 200.000. It is on a peninsula and it offers a panoramic view of the mountains and the Atlantic Ocean. In the summer, you sit on the beach and watch the sunset at midnight. The International Children's Games in Reykjavik are over. Almost a thousand children from 36 countries participated in seven sports. There were 7 different sports; athletics, swimming, football, handball, judo, badminton and golf. It was wonderful to watch boys and girls in the Valley of Sports, Laugardalur. Everybody did their best and everybody was very successful.

Sally, a _____, from the USA is speaking ….

"It was the most enjoyable time of my life. During the day, I _____ and did my best. In the evenings, I _____ and we had a great time together. There were people from different countries and we spoke the same language. It was the language of _____ and _____. We were just world citizens. At the end of the games, it was very hard to say _____. Some of my friends cried and didn't want to leave. We became _____ in a short time. I had good friends and spent a great time in Reykjavik. When the plane took off, there weren't any friends around me. I felt _____ Anyway, I'm happy we still communicate via _____ s or _____.

5.4 UNIT 4: ART

Overall Aim of Unit 4

Unit 4 is about Arts. Students learn new vocabulary and phrases about literature, music, arts, and cinema and catch the main point in short, clearly stated, simple messages. Students write short, simple notes, messages or letters related to literature, music, arts and cinema. Students use a series of phrases and sentences to describe views and experiences on literature, arts, music and cinema.

5.4.1 7th ACTIVITY FROM *BREEZE 9*, Page 64: Match the words with the photos, fill in the blanks and talk about art

This unit, as others, starts with pictures in the lead-in section. Students are asked to open their books, look at the photos and find the corresponding vocabulary.

According to the teacher's guide:

1. Books are open.

2. The teacher draws attention to the photos and the terms; students match the words to the photos and compare their answers with their partners.

3. Students work individually and fill in the blanks, considering their own feelings and thoughts.

4. Students share their ideas with their classmates and find their friends who have similar answers.

5. Students form groups with their classmates who have similar answers, and they talk about art and exchange ideas.

6. As a follow-up, students work in groups of three and write down more words related to art. They compare them with other groups and compile a larger list of words related to art (2010: 64).
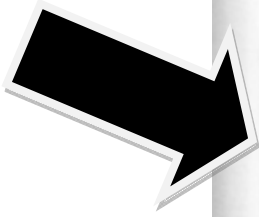
Lead-in

1. Match the words with the photos.

a. sculpture	d. dancer	g. sculptor	j. photographer	m.director
b. actress	e. musician	h. painting	k. novel	n. play
c. artist	f. camera	i. writer	l. violin	

2. Fill in the blanks with the words below and talk about art.

> photography, music, films, literature, director, photographer, artist, sculptor, musician, art

1. I'm keen on ....
2. I'm not interested in ....
3. I can't live without ....
4. I want to be a(n) ....
5. There is a nice .... museum in my town.
6. I sometimes visit .... exhibitions.

Suggested Activity 9: Taboo Word

As teachers, we can find different, amusing and interactive ways to teach vocabulary to learners. For this aim, a suggested activity is developed as follows:

1. This is a group work activity, and it can be carried out by 3-5 students.

2. Each student has the vocabulary list in their books. The words which have been cut beforehand by the teacher are given in a box.

4. Each member of the group gets one of the words. Without saying the meaning, and without using the word - as it is a taboo word - tries to describe the word and get the other members of the group to guess and find the word among the vocabulary terms that they have in their books.

This activity may encourage even shy students to participate in a lesson. As students are not allowed to use the mother tongue, when their groups win, they use the target language for communicative purposes. They participate and enjoy in lesson.

The name of the activity: Taboo

Instructions: Choose one of the words; try to explain it to your group without using the taboo word.

sculpture	Dancer	Sculptor	photographer	director
actress	musician	Painting	novel	Play
artist	Camera	Writer	violin	

5.4.2 8th ACTIVITY FROM *BREEZE 9,* Page 66: Name the things that love brings to the poets

In this activity, students are asked to read a poem and find two things that love brings to them; they then compare answers with their partners.

According to the book, students look at the photos and discuss whether the two girls are twins or different people; they try to find any physical differences between them. The students also talk about any twins they know in real life and discuss whether they are different from each other or not.

8th ACTIVITY FROM *BREEZE 9* Page 66:   Name the things that love brings to the poets

4. Look at the photos and talk with your partner. Are they two different girls or are they the same person?
5. Amy and Jamie are really interested in Literature and now they are studying a poem. Read it and name the things that love brings to the poets.

1. .... 2. ....

It was something I was searching for,
It was something I found.
It was something I lost,
And it knocked me to the ground.

If it's really meant to be,
then it will always last.
If it isn't meant to be,
then, it leaves pretty fast.

It makes you get lost,
yet, it helps you find your way.
It makes you get tongue tied,
but helps you find the words to say.

It gives you butterflies,
hurt you? it may.
but when it's there it keeps you smiling
each and every day.

It brings hope,
and it brings fear.
But you are never afraid,
when that special one is near.

When it's gone,
you'll feel pain.
But learning to love
has just been gained.

It's about giving your heart
without a single doubt.
You're there from start to end...
that's what love is about.

Ruda O. Funebbay

Suggested Activity 10: Decide on Rhymes

For this activity, instead of reading the whole poem all in one breath, the same poem can be read as follows: one student reads, then stops. Another student completes the line. They both decide whether the rhyme is correct. Time should be given to allow students to work with their partners to decide on the possible terms that are suitable to fill in the blanks.

This causes students to focus more attentively on the poem in order to understand it better. At the end of the activity, students can decide easily on two items that love brings to them. This activity is more student-centered, since students work cooperatively in pairs. This activity prompts them to express their own guesses and thoughts and involves them in the process more closely.

Name of the activity: Decide on rhymes

Instructions: Work with your partner and decide the most suitable rhyme for each stanza. Find and write the last word in the poem.

The Meaning of Love

It was something I was searching for
It was something I _____
It was something I lost
And it knocked me to the _____.

If it's really meant to be,
Then, it will always _____.
If it isn't meant to be,
Then, it leaves pretty _____.

It makes you get lost,
Yet it helps you find your ____
It makes you fit to be tied
But helps you find the words to ____.

It gives you butterflies.
Hurt you? It ____.
But when it's there, it keeps you smiling
Each and every _____.

It brings hope
And it brings _____
But you are never afraid
When that special one is _____

When it's gone
You'll feel _____
But learning to love
has just been _____.

 It's about giving your heart
 without a single doubt You're there from start to end

"That's what _____ is about."

5.4.3 9th ACTIVITY FROM *BREEZE 9*, Page 79: Story Writing

8. Imagine that you are writing a short story of a film about a young girl in your country.
   1. Brainstorm with your partner and take notes about your story.

   Name of the girl : ....
   Her family : ....
   Hometown : ....
   Living conditions : ....

   Problems during childhood : ....

   Education : ....
   Her job : ....
   The end of her story : ....

2. Write the story of the girl. You can take the story of Frank McCourt as a model.

   There was a little girl. Her name was .... She was living
   with her family in ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....

3. Work with other pairs and share your stories. Ask questions.

e.g.
What happened then?
When did ....?
Why did ....?
How did ....?

PEER CORRECTION CODE		
?	: Meaning is not clear.	☐
WO	: Word Order	☐
WW	: Wrong Word	☐
S	: Spelling	☐
P	: Punctuation	☐
G	: Grammar	☐

According to the book, the aim of this writing activity is to write a short story which can be adapted as a film. Students work in groups of three or four and brainstorm about a girl in their country. They take notes while discussing, taking the prompts into consideration. As a second task, students work individually and write a story about the girl. Finally, the groups share their stories with the class by asking the given questions. Students make peer correction, considering the correction codes, and then they re-write their stories considering the feedback. Students then revise and edit their work and put it in their portfolios.

At the end of this unit, students should have learned vocabulary about arts, music, and movies and should be able to use structures which express like and dislike. As a final activity, a film which has been viewed by all members of the class can be chosen to be discussed; a summary of the selected film can be written after the students analyze it together.

Suggested Activity 11:   Let's act it out!

1. Students are divided into groups of four or five; each group should write a story to be acted out for 8-10 minutes in the class.

The name of the activity: Let's act it out!

Instructions: Role-play your story. Class members will watch and fill out the table below.

	Group1
-Setting **-Characters** **-Favorite character/ Why?** **-Favorite scene/ Why?** **-The story** **-Another end to the story**	
	Group 2
	Group 3
	Group 4
	Group 5

5.5 UNIT 5: COMMUNICATION

Overall Aim of Unit 5

Unit 5 is about communication. Students are expected to understand the common phrases and highest frequency vocabulary related to different modes of communication, lack of communication and the Internet. Students communicate through simple and routine tasks which require a simple and direct exchange of information using different types of communication, lack of communication and the Internet. Students are to describe views and experiences concerning different modes of communication, lack of communication and the Internet.

Suggested Activity 13:   Find the Hidden Sentence (End of Unit Activity)

As a final activity for this unit, a word puzzle can be given as a worksheet to revise the vocabulary related to the concept of communication, as below. Students work with a partner and try to find the words in the puzzle, after locating all of the words on the list. This type of activity is a very beneficial way of learning, as it makes them comfortable. In these activities, students mostly work in pairs; they have fun, and it provides a revision of all of the vocabulary from the unit.

Name of the activity: Find the Hidden Sentence

Instructions: Find the given words from the list in the puzzle. Later, make a mini-dialogue to be acted out in front of the classroom with your group members, using at least 5 words from the puzzle.

<div style="border:1px solid black; padding:10px;">

COMMUNICATION

```
T A E G A R B O X M E I S R H
O E I G E I J K G D T N T A J
D S L T N O D X I N A T H D U
Q B T E B A G E O E C E G I L
K E V N G U H I M S I R U O O
L W E S O R S C D O N N O C F
E M A I L I A D X B U E H E M
Z U L Q V E T P P E M T T U C
Z J Q E S W Q A H E M P T D Z
G Y L E R A H S M N O E Y I K
T E L E P H O N E R C P D U E
T R E T U P M O C P O E L T Y
Q M S P B M J S L J A F A E V
I A P M Q M C I F S M D N C M
M D H T H Z A X C F Z T X I V
```

COMMUNICATE	THOUGHTS
COMPUTER	TELEVISION
DATE	TELEPHONE
E-MAIL	TELEGRAPH
EXCHANGE	SHARE
IDEAS	SEND
INFORMATION	RADIO
INTERNET	PEOPLE
LETTER	MEDIA

</div>

5.6 UNIT 6: HISTORY AND ARTS

Overall Aim of Unit 6

Unit 6 is about History and Tourism. At the end of this unit, students will be able to read short, simple texts and find specific, predictable information in everyday material about types of tourism, types of holidays and tourists attractions. They are asked to write short, simple notes, messages or letters related to types of tourism, types of holidays and tourists attractions. Students use a series of phrases and sentences to describe views and experiences on types of tourism, types of holidays and tourists attractions.

5.6.1 11ᵗʰ ACTIVITY FROM BREEZE 9 Page: 104 Sharing Ideas

Lead-in

1. Match the words to the photos.

☐ 1. backpacker
☐ 2. camping
☐ 3. ticket
☐ 4. airport
☐ 5. excursion

☐ 6. museum
☐ 7. ruins
☐ 8. tent
☐ 9. traditional clothes
☐ 10. sunset

☐ 11. backpack
☐ 12. cuisine
☐ 13. clear sea

history

tourism

2. Work in pairs. Share your ideas using the following in the boxes.

camping, mountaineering, all-inclusive holidays, visiting ruins, eco-tourism

exciting, interesting, wonderful, boring, great, gorgeous, fascinating, expensive, cheap, fun

Miguel: I think camping is exciting.
Sarah: Yes, but mountaineering is more exciting than camping.

I think... / To me.. / Yes, but...
I don't agree with you.

— COURSEBOOK **UNIT 6 (HISTORY & TOURISM)** PART 1 (TYPES OF TOURISM) —

The lead-in section begins with vocabulary about history and tourism and their corresponding pictures.

According to the book, the aims are as follows:

1. Students study the photos carefully and try to guess their names.

2. Students match the names to the photos.

3. Students compare their answers with their partners.

4. Students write the types of holidays on the board and make sure the meaning is clear.

5. Students work in pairs and play mime games.

6. Students work with the same partners to share their ideas about the holiday types and their feelings. (2010: 104)

A matching activity is given where students are asked to match the pictures with the words from a list. Students should be familiar with these words, as they are A2 level students. This matching activity can be turned into a word puzzle activity, as with the following suggested activity.

Suggested Activity 14: Letter Tiles

This can be a very beneficial and amusing lead-in activity.

In this activity, students are asked to guess the sentences, put the items together, and discover and write the words by looking at the letters. Students will work with their partners interactively to guess the sentences.

With the help of this activity, implicit learning will be in process, as it stimulates inquiry.

Name of the activity: Letter Tiles

Instructions: Put the related letters together to make a meaningful sentence. Cut and paste them on the chart below. Later, work with your partner and add two more sentences to the paragraph.

HISTORY AND ARTS

L E A	A N D	R N F	. I T	I S I	A K E S
E T H	T U R E	T O G	R O M	M A K	O U R
S T O	M I S T	T H I	P S U	M T O	W E N
W E F	F O R	S O	I M A G	E F U	. W E
O R Y	T A N T	T H I	H E L	A R T	N K ,
E E L ,	I C A L	N G S	M P O R	I N E .	P H Y S
I V E	E E D	H I S T			

ANSWER: History is important. We learn from our mistakes. It helps us to make the future, so we need art to give physical form to things we feel, think, and imagine.

5.6.2 12th ACTIVITY FROM *BREEZE,* Page 118: Choose the right option for you

TOGO GOES SIGHTSEEING

1. Choose the right option for you.

   a. I prefer to travel alone.   b. I prefer to travel with someone.

2. Look at the pictures and answer the questions.

   1. Where are they?
   2. What are they doing?

3. Togo and Ezgi are lost. Listen to the dialogue and help them.
   What should they do to find the way? Put a tick to the correct option.

First, they should	[→]	[↑]	then	[←]	[↑]
and	[→]	[←]	⇨		

4. Listen again and answer the questions.

   1. How did they find their way?
   ....
   2. What did they eat?
   ....
   3. Why is the Sultanahmet Mosque called Blue Mosque?
   ....
   4. When did Togo lose Ezgi?
   ....

In the last part of this chapter, there is a listening activity related to two girls who are lost in the city center on the first day of their tour. In a box, some directions are given, such as *go straight, turn left, turn right*.

An additional activity can be included with this listening exercise.

The book's aim is identified as follows:

1. Students work individually and choose the right option.

2. Students give preferences.

3. Students look at the photos and answer the questions,

4. Students listen and put a tick by the correct option, they listen to the dialogue and answer the questions, and they compare their answers with their classmates (2010: 118).

Suggested Activity 15:   Directions

						High School

Forest Street

Toy store	Sport Center	Italian Restaurant		Police Station	*Hill Avenue*

Togo Street

Theatre	Shop	Post Office		Cinema	

Park Street

Fire Station	Chinese Restaurant	↑	Library	Elementary School	Book Store

You are here
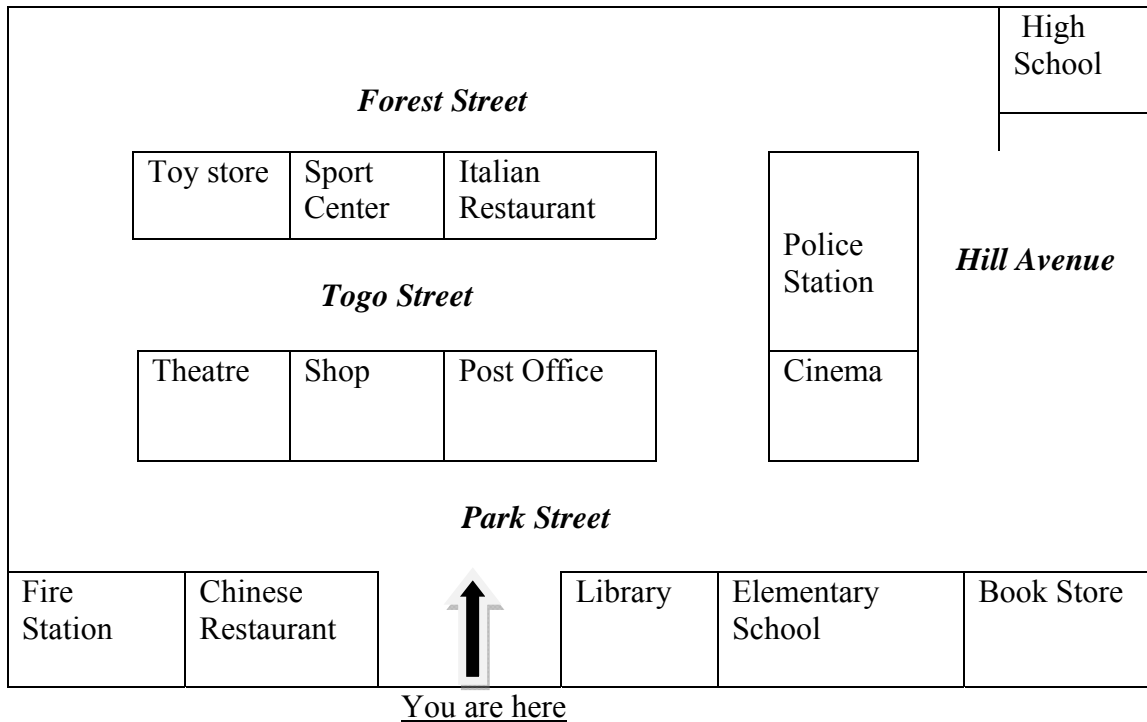
The chart above can be used as a handout or drawn on the board, and as a reminder, teacher may practice some of the prepositions on the board. The teacher may then ask questions to revise prepositions of place:

-Where is the Post office?

-It is on Park Street, it is next to the Shop, it is opposite the Italian restaurant, it is near the cinema.

-How can I get to the high school?

-Turn left from the library, go straight through the park street, turn left and walk along Hill Avenue; it is on the corner of Hill Avenue.

This is a good revision activity, allowing students to see and understand how prepositions of place can be used. Estimated time for the activity is 20-25 minutes. Later, a printable worksheet template is given below. This listening and speaking activity can be used as an information-transfer activity. The teacher creates a dialogue and asks students to write the places on their templates, taking advantage of the clues they hear.

Example Dialogue:

- If you want to go to the high school, first of all, turn right from the shop; there is an elementary school between the shop and the police Station. Go straight down Park Street and take the first left turn. You will see the Chinese Restaurant opposite the Italian restaurant. You need to turn left again, and the high school is next to the library and opposite the Chinese restaurant.

Printable Template I

Forest Street

Library

Togo Street

Post Office

Hill Avenue

Park Street

Shop

Police Station

You are here
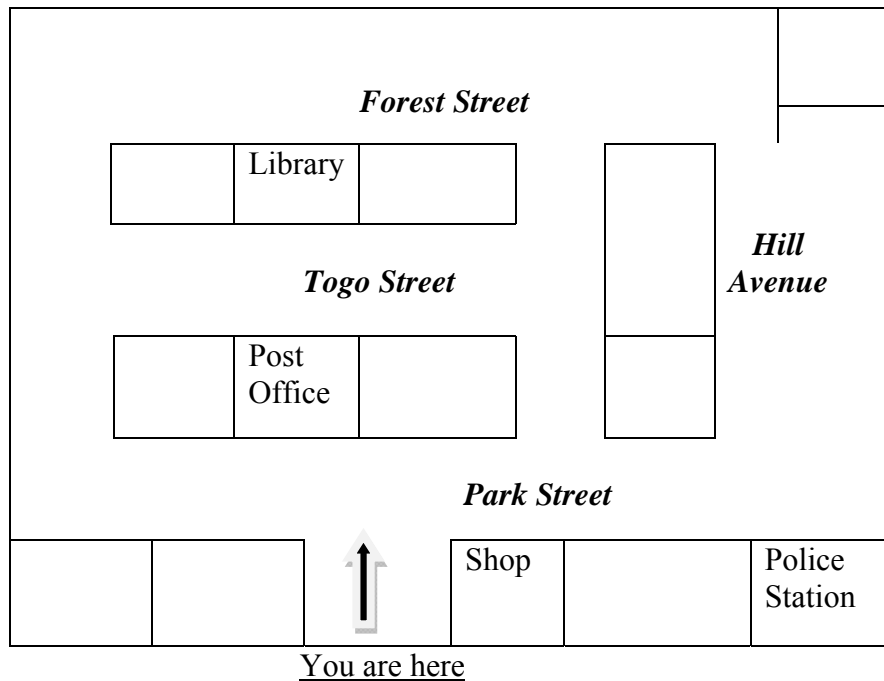
Name of the activity: Help me to find…

Instructions: Work in groups of two. Look at your cue card. To reach your destination, you need Student A's help. Student A gives directions. Student B follows the directions to reach the destination point.

Printable Template II: Information-gap Activity

Student A
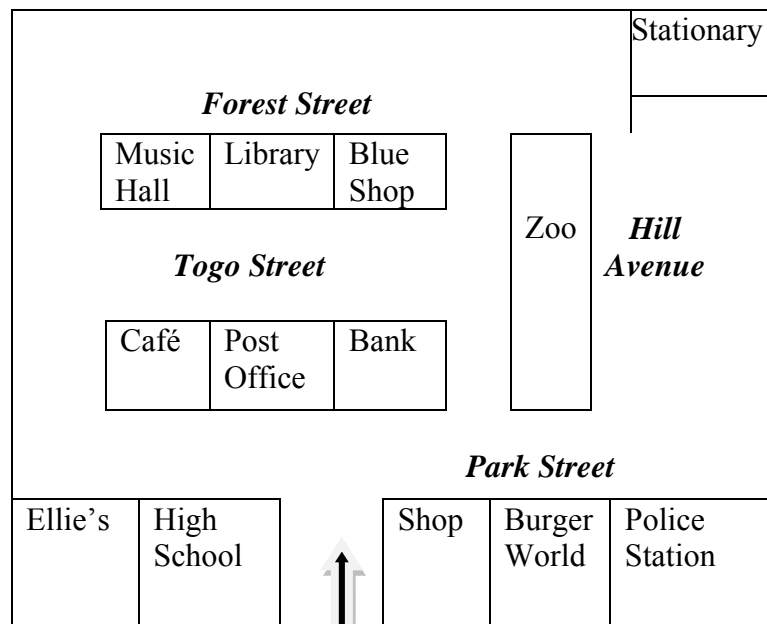
Student B
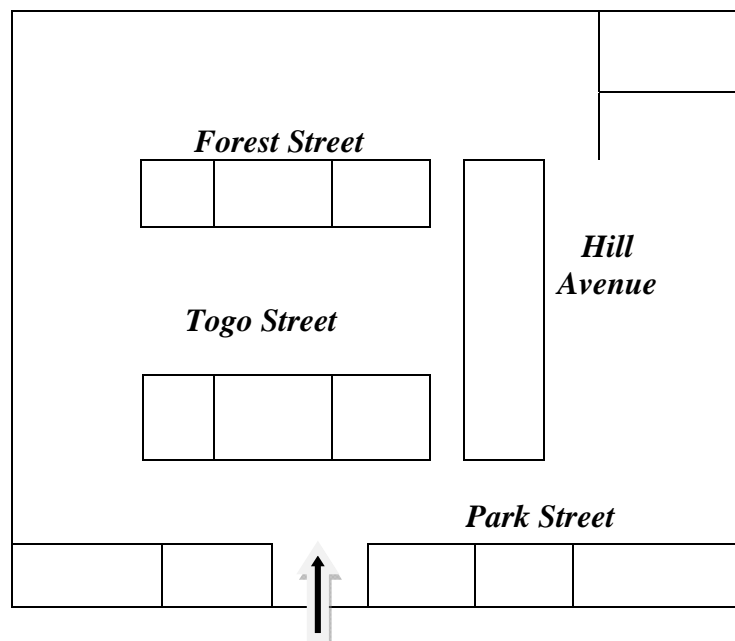
This listening-into-speaking information gap activity is played in pairs. The aim of the activity is to reach the pre-determined destination point.

A common destination point can be determined according to the interests of the students. The teacher divides the class into pairs. Student A is to give the directions and student B is to reach the destination point.

The estimated time for this activity is 10 minutes for each pair. The printable worksheet III, "Preposition of Place Worksheet" will help students to give directions.

Printable Worksheet III: Preposition of Place Worksheet
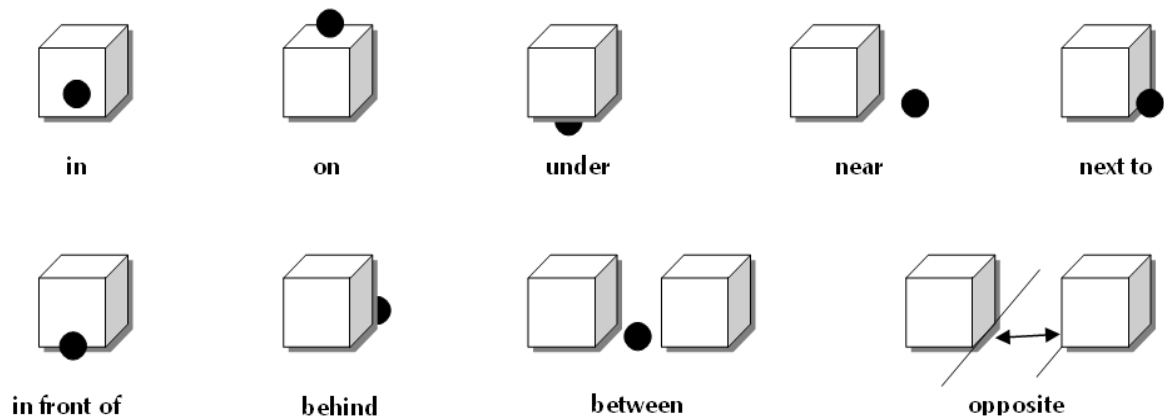
(Taken from Google images "*Preposition of Place*")

THE BOOK *BREEZE 10*

The second book, *Breeze* for the 10th graders, consists of six units. In the coursebook, the subjects and content are extended according to the level of the students and with respect to the *Common European Framework* language level. The coursebook *Breeze* for the 10th graders has longer reading passages and more demanding language activities. In this section, mainly "end of unit activities," which can be used throughout the units, were prepared.

5.7 *Breeze 10*

Unit 1: SOCIETY and LIFE

Overall Aim of Unit 1

The first unit is about society and life. At the end of this unit, it is expected that students will understand the main points of clear, standard speech on familiar matters regularly encountered in society and life. Students are expected to understand the gist of radio or television programs on current affairs or topics of personal or professional interests, as well as texts that consist mainly of high-frequency, everyday or job-related language. It is expected that they will be able to participate in unscripted conversations on topics with which they are familiar or about their personal interests. Students are expected to describe experiences and events, relate their dreams, hopes and ambitions about society and life, and connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. Students are to narrate a story or relate the plot of a book or film and describe their reactions and to write simple connected texts on topics which are familiar or of personal interest.

5.7.1 1st ACTIVITY FROM *BREEZE 10,* Page 6: Professions

Part I Professions
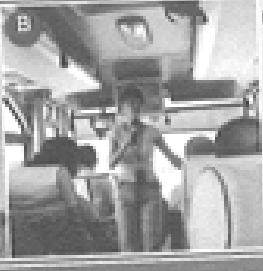
Match the professions to the pictures.

☐ 1. web designer   ☐ 2. babysitter   ☐ 3. tour guide   ☐ 4. zoo-keeper
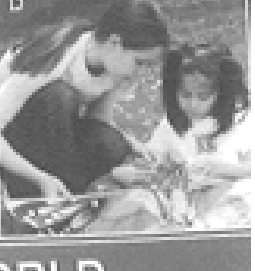
CREATORS OF THE WEB WORLD

A. Look at the list of qualities below. Which of them are necessary for the professions above? There are several possibilities.

e.g. *A tour guide must be friendly and sociable.*

1. ....

2. ....

3. ....

1. patient
2. creative
3. sociable
4. energetic
5. friendly
6. intelligent

B. Answer the question. Do you like reading newspapers or magazines? Why? Why not?

C. This is a page from a newspaper, The Latest News. Read the title and guess: What is the text about?

Thomas Reynolds : Fiona, you are a famous web designer from Britain. Which company are you working for now?

Fiona Watson : I'm not working for a company. I'm working as a freelance web designer. I desi both personal and business websites.

Thomas Reynolds : You have an interesting job. What does a web designer do?

Fiona Watson : Well, it's a kind of web architect. I mean a web designer is responsible for the visual appearance.

Thomas Reynolds : What qualifications must a web designer have?

Fiona Watson : First of all, you must be very good at using computers. Secondly, you must be creative because the website must be attractive and interesting. You know all companies would like to attract new customers. The website must simply be li a brochure of the company so they can sell more.

Thomas Reynolds : You're absolutely right. But what do you do for customers to find their website easily?

Fiona Watson : I try to find the right keywords. While you are surfing on the Net, the right keyword loads you to the right website.

Thomas Reynolds : Isn't it tiring and boring to sit in front of a computer all day long?

Fiona Watson : No, not really. I love working with computers. It is great fun.

Thomas Reynolds : Do you earn a lot of money while you are having fun?

Fiona Watson : Yeah. I am lucky because I'm both doing my ideal job and making enough money.

Thomas Reynolds : Great! What would you recommend our readers if they want to be a web designer?

Fiona Watson : As I said before, they must be creative and patient. Also they must be open-minded and imaginative to make an attractive website.

Thomas Reynolds : Thanks for the handy tips, Ms Watson. Maybe I'll design my own website on day.

Fiona Watson : Yeah, why not? By the way I'm making a live programme on Radio Vision o September, 20, 2009 and the topic is how to make a website. Don't miss the programme.

Unit 1 starts with a warm-up activity.;

1. Students' books are closed, and the teacher writes occupations on the board as follows:

Lesson: English				
Subject: Jobs				
Musician	**Business person**	**Cook**	**Teacher**	

The teacher asks the students, "Which job would you like to do in the future?"

Students work in pairs and share their ideas. They also give reasons.

"I would like to be a cook because it is enjoyable. You can learn about the different dishes of other cultures."

Expecting this structure from students is appreciative. However, before starting this warm-up activity, a vocabulary review on commonly used adjectives may help learners to be more secure, confident and comfortable while they are asked which job they would like to do in the future. For this reason, the suggested activity given below concerning jobs and occupations can be given to students.

Suggested Activity 1: Jobs and Occupations

Next to the pictures, students can find an adjective list which can be used both to review the descriptive adjectives and to give meaningful reasons when they are asked to talk about the jobs that they want to do in the future.

Name of the activity: Jobs and Occupations

Instructions: Decide which job you think is most appropriate for your partner in each column. Explain your ideas by giving your reasons to your partner.

Printable Worksheet I: Jobs and Occupations			Student A	Student B
a scientist	a police officer	a singer		
an astronaut	a musician	a vet		
a firefighter	a dentist	a teacher		
an actor	an athlete	a doctor		
a nurse	a reporter	An architect		

(http://grammar-teacher.com/adjectives-used-with-job/)

Language:

Student A: I think in the first column, the most appropriate job for you is a scientist. I think you are good at science lessons, and you like reading biology.

Student B: I think in the first column, the most suitable job for you is a singer. I see you singing all the time. You like music, and you sing really well.

Although this seems to be an easy classroom activity, it requires analytical thinking, since the students are asked to give reasons for choosing a particular occupation. This job and occupations worksheet is one that is very easy to prepare.

In this activity it is expected that the students look at the chart and choose one of the occupations from the list. As they can see and read at the same time, it is more concrete. They decide on one of the jobs, explain their reasons and make sentences about the job they think is suitable for their partners.

5.8 Unit 2: SPORT

Overall aim of Unit 2

Unit 2 is about sports. At the end of this unit, students are expected to understand the main ideas of many radio or television programs on current affairs or topics of personal or professional interests and sport-related language; to connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions about sports. Students give brief reasons and explanations for opinions and plans about sports and to write personal letters describing experiences and impressions about sports.

5.8.1 BOOK *BREEZE 10*, Pages 43-87

In this chapter, the attention-grabbing detail is the hidden structures at the beginning of the unit. The present perfect continuous and "have to" (obligation) are mentioned as the language focus. However, throughout the unit, there are only a few sentences about these structures and their meanings. To enhance this, the following activities can be applied at the end of the chapter as an "end of the unit activity."

Suggested Activity 2: Guess which Sport? (End of Unit Activity)

The aim of this activity is to teach vocabulary and enhance the use of the grammar structures have to /present perfect /present perfect continuous.

This is a class game which can be played as a group work activity.

1. Students come together in groups of 3 or 4. The printable worksheet is cut into pieces and given to the groups.

2. The teacher gives each student (in a group) a card on which there is a name of a sport.

3. Students try to find out about the others' sports by asking yes/no questions. They ask their questions in turn.

4. First five questions, should be general YES/NO questions, which should also include some specific structures like have to/ present perfect continuous, as in the following example:

Example: 1. Do you have to wear a helmet?

      2. Have you been doing this for a long time?

      3. Do you do this sport any time you want?

      4. Do you use special equipment?

Students are not allowed to ask about the sports directly. As soon as a student guesses the sport correctly, he or she gets the card. The student with most cards at the end is the winner.

This game can be played with the whole class, too. In this case:

1. The classroom should be divided equally according to the number of the students. A student from each group gets a card from the teacher and comes to the front of the class to answer the group members' questions. The group which finds out the most is the winner.

Name of the activity: Guess which sport?

Instructions: Work in groups of 4-5. Pick a card showing a sport. Others will ask you Yes/No question to guess your sports.

Printable Activity Sheet

skating	Formula 1	football
scuba diving	Rafting	horse riding
ice hockey	Cycling	basketball
tennis	Skiing	figure skating
swimming	Baseball	golf
windsurfing	Canoeing	bungee jumping

5.9 Unit 3: ARTS

Overall Aim of Unit 3

Unit 3 is about art, as with unit 4 in *Breeze* 9 unit 4. At the end of this unit, it is expected that students will understand the main points of clear, standard speech on familiar matters regularly encountered with respect to art; to understand the main point of many radio or television programs on current affairs or topics of personal or professional interests; to understand the description of events, feelings and wishes in personal letters. Students deal with situations related to art, and narrate a story or relate the plot of a book or film and describe their reactions. It is also expected that students will be able to write simple, connected texts on topics which are familiar or of personal interests.

5.9.1 BOOK *BREEZE 10*, Pages 89-129

As this chapter enhances and practices the past tenses through screenplays, poems, and books reviews, a song activity with numerous past tense structures can be applied in the classroom as in the suggested procedure:

Suggested Activity 3: A song

1. Students listen to the song only once.

2. During listening, students try to fill in the gaps.

3. The teacher explains the unknown words and distributes a worksheet (printable sheet II) about the song and song text.

4. There are comprehension questions concerning the song that the students have listened to.

5. The teacher gives students time to work together and answer the questions.

6. The teacher elicits the answers and discusses them with the whole class.

The suggested activity given below provides opportunities to learners to develop both accuracy and fluency; it also provides enjoyable and motivating time for learners while engaging with lexical content and vocabulary.

Name of the activity: A song

Instructions: Listen to the song and fill out the gaps. Answer the questions according to the song.

Printable Sheet I

BANG BANG

I 1)_____ five and he was six

We 2)_____ on horses made of sticks

He 3)_____ black and I wore white

He 4)_____ always win the fight

Bang bang, he 5)_____ me down

Bang bang, I 6)_____ the ground

Bang bang, that awful sound

Bang bang, my baby shot me down.

Seasons 7)_____ and changed the time

When I grew up, I 8)_____ him mine

He would always laugh and say

"Remember when we 9)_____ to play?"

Bang bang, I shot you down

Bang bang, you hit the ground

Bang bang, that awful sound

Bang bang, I 10)_____ to shoot you down.

Music 11)_____ and people sang

Just for me the church bells rang.

Now he's gone, I don't know why

And 'til this day, sometimes I cry

He 12)_____ even say goodbye

He didn't take the time to lie.

Bang bang, he 13)_____ me down

Bang bang, I hit the ground

Bang bang, that awful sound

Bang bang, my baby shot me down

Printable Sheet II

1. How old was she?

_____

2. How old was he?

_____

3. What color did she wear?

_____

4. Did she always win?

_____

5. Did they use to play when they were young?

<u>**Critical Thinking Questions**</u>

6. Did they get married?

_____

7. Did he stay with her?

_____

8. Did he go away?

_____

9. What is the theme of the song?

_____

10. *What can be said about the characters?*

_____

11. *What happened in the story?*

_____

12. *What happened to the characters?*

5.10 Unit 4: SCIENCE

Overall Aim of Unit 4

Unit 4 is about science. At the end of this unit, students are expected to understand the main ideas in clear standard speech on familiar matters regularly encountered with science; students should understand the description of events, feelings and wishes in personal letters; students connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions about science; and students give brief reasons and explanations for opinions and plans about science.

Suggested Activity 4: Pollution (End of Unit Jigsaw Activity 1)

This suggested activity below can be given at the end of the unit. Throughout this unit, environmental problems are discussed, and students are asked to talk about pollution, extinction of animals and global warming. As an end of unit activity, the following authentic text, which is about environmental problems and in which a lot of new vocabulary about environmental problems is presented, gives students a chance to become more familiar with the subject before speaking about it. The procedure and time can be determined by the teacher who is using this activity.

First phase:

1. The teacher distributes printable sheet II and printable sheet III to students.

 2. Students work individually to match the words with the corresponding pictures.

3. A 2-minute time is given for students to compare answers with their partners.

Second phase:

1. Students work with their desk mates.

2. Teacher identifies each student from the pairs as Student A, who is responsible for the first part of the text, and Student B, who is responsible for the second part of the text.

3. Partners read their own parts and then explain them to their desk mates.

4. Estimated time for this activity is 15 minutes in total.

5. The teacher asks comprehension questions to check understanding.

To enhance vocabulary knowledge and correct usage, the following word matching activity can be done. After practicing the reading skill with this activity, students either work in pairs or play a word game.

Instructions: Match the pictures with the corresponding words from the box. Compare your answers with your partner.

Printable Sheet II

(Pictures above are taken from "Google images")

Printable Sheet III: Words to Match

pollution	ice melting	use of petrol
extinction of animal	forest fire	exhaust pipe
global warming	recycling	volcanic ash

Name of the activity: Pollution

Instructions: Read the text for which you are responsible and explain it to your partner in turns. While listening, fill out the chart according to the presented information.

Printable Sheet I

POLLUTION

Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants. Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as trash or runoff produced by factories. Pollutants damage the quality of air, water, and land.

Many things which are useful to people produce pollution. Cars spew pollutants from their exhaust pipes. Burning coal to create electricity pollutes the air. Industries and homes generate garbage and sewage that can pollute the land and water. Pesticides—chemical poisons used to kill weeds and insects—seep into waterways and harm wildlife. All living things—from one-celled microbes to blue whales—depend on Earth's supply of air and water.

When these resources are polluted, all forms of life are threatened. Pollution is a global problem. Although urban areas are usually more polluted than the countryside, pollution can spread to remote places where no people live. For example, pesticides and other chemicals have been found in the Antarctic ice sheet. In the middle of the northern Pacific Ocean, a huge collection of microscopic plastic particles forms what is known as the Great Pacific Garbage Patch.

Air and water currents carry pollution. Ocean currents and migrating fish carry marine pollutants far and wide. Winds can pick up radioactive material accidentally released from a nuclear reactor and scatter it around the world. Smoke from a factory in one country drifts into another country. The three major types of pollution are air pollution, water pollution, and land pollution.

(http://education.nationalgeographic.com/education/encyclopedia/pollution/?ar_a=1&ar_r=3#)

Printable Sheet II

Pollution is harmful to	a) Cars b) Environment
Pollutants can be created by	a) Nature b) People
All living things depend on	a) People and earth b) Air and water
The countryside is more polluted than urban areas.	a) True b) False
What have been found in the Antarctic ice sheet?	a) Insects and wildlife b) Pesticides and other chemicals
The Great Pacific Garbage Patch consists of	a) Trash and runoff b) Microscopic plastic particles
_____can pick up radioactive material	a) wind b)water
There are _____ majors types of pollution	a) 4 b) 3

Suggested Activity 5: Mind Map (End of Unit Activity 2)

The second part of Unit 4 is about 'Languages and Countries'. At the end of the unit, a concept map which includes some specific information about the country that students live in can be done as an assessment. In this way, the written information that students have learnt by the end of the Unit 4 turns into a mind map. Students are given time to brainstorm with their partners to create a mind map and transform their already-existing knowledge into an outline. This information transfer activity provides enjoyable time for students and an assessment tool for teachers.

Name of the activity: Mind Map

Instructions: Think about some specific details about your country, your culture and your traditions, and brainstorm with your partners to fill in the circles.
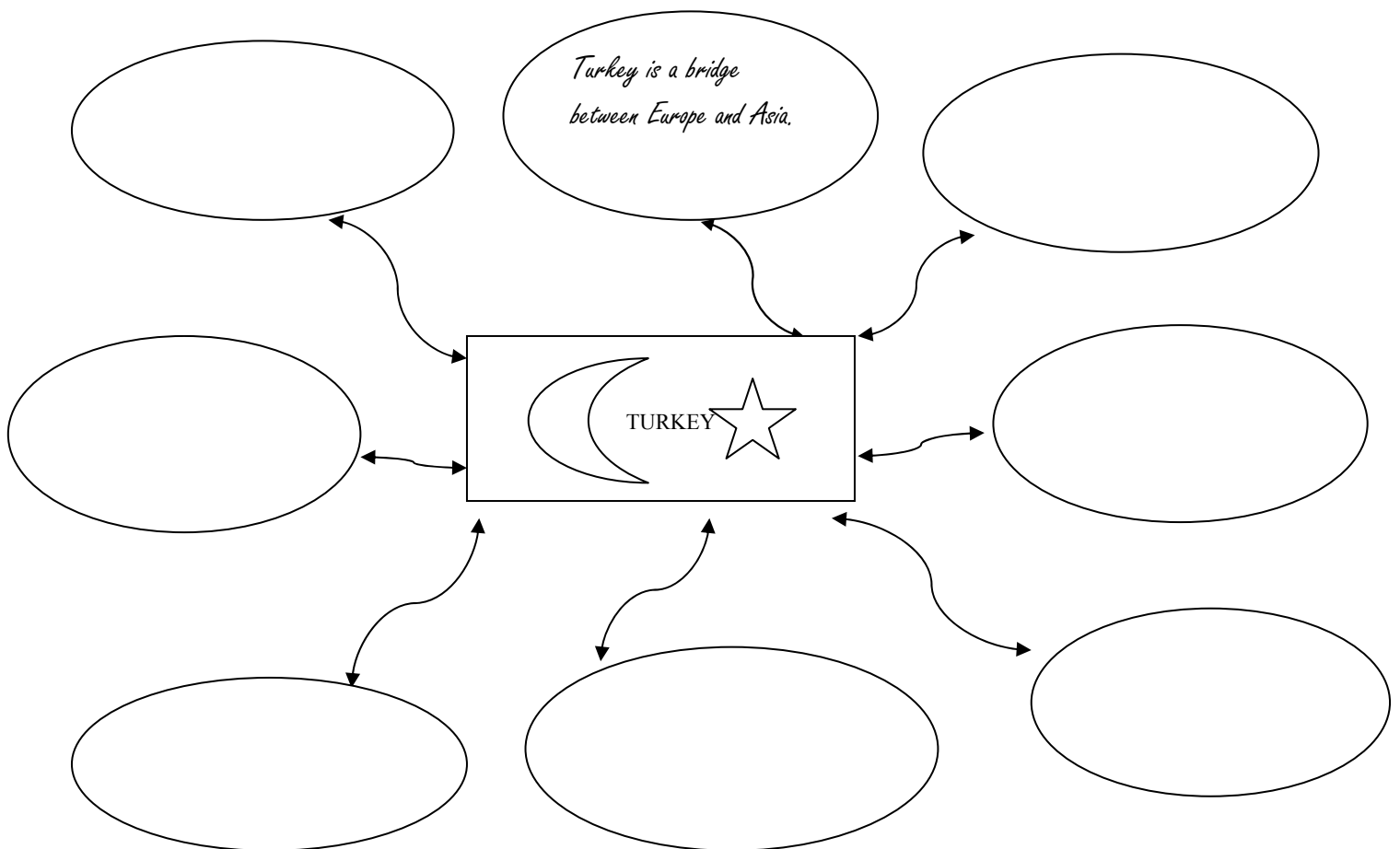
5.11 Unit 5: VALUES

Overall Aim of Unit 5

Unit 5 is about values. At the end of this unit, students understand the main ideas in clear, standard speech on familiar matters regularly encountered with family, human rights, and festivals. Students understand the gist of many radio or television programs on current affairs or topics of personal or professional interests; students deal with most situations related to family, human rights, and festivals; and students connect phrases in a simple way in order to describe experiences, events, their dreams, hopes and ambitions about family, human rights, and festivals.

Suggested Activity 6: Differences (End of Unit Activity 1)

The activity below can be given to students at the end of the unit, or it can be applied whenever teachers think that the students are ready.

As the concept of the unit concerns values and notions, a printable sheet which describes the differences between Eastern and Western cultures can be beneficial and make learning enjoyable and meaningful, as students see the pictures and figures at the same time.

Students can have a group discussion about the values to identify the subject. This problem solving activity mainly provides notions and concepts that the learners need to talk about. After the discussion, it can be acted out as a simulation activity in the class.

Phase 1: Differences

1. Students work in groups of 4 or 5.

2. Students look at the pictures one by one (the pictures can be cut out before they are distributed).

3. Students have a group discussion.

Here, the expectation from the students is to understand the images, then to interpret them, and finally to compare these notions with those of their own countries.
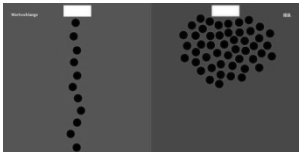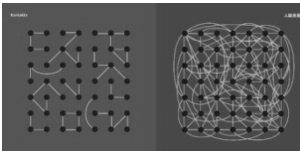
Phase 2: Simulation
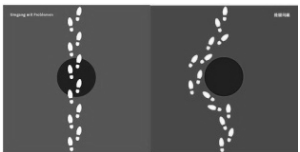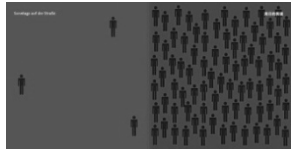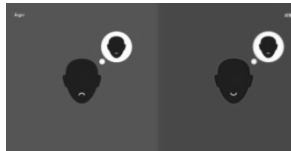
1. Groups of Students are given different situations.

2. A 10-minute time is given for preparation, and each group is given 5 minutes to act out the scenario in front of the class.

Name of the activity: Differences

Instructions: a) Look at the images on the chart. Discuss the messages given in the charts with your partner and compare them with your own country's values.

Printable Sheet I

<u>**Differences between Eastern and Western culture**</u>

Confronting a Problem	Weekend Activities	Queue when Waiting
Sense of Self	**How to Express Anger**	**Status of Leader**
Relationships	**Transportation**	**Punctuality**

(http://mountainrunner.us/2008/01/differences_between_eastern_an/)

Suggested Activity 7: Simulation (End of Unit Activity 2)

The simulation activities given below can be varied according to the learners' interests and the number of the students in the class. As simulation activities give students a chance to behave as themselves, they try to solve the problems with which they are confronted based on their own experiences.

Name of the activity: Simulation

Instructions: b) Decide what you would do if you found yourself in the given situations below. Work as a group and act it out in the classroom.

- **Simulation 1: QUEUE WHEN WAITING**

  Situation: You want to go to cinema with three of your friends; this is the movie that you have wanted to see for a long time. You have just arrived at the cinema, and you realize that there is a long queue.

- **Simulation 2: WEEKEND ACTIVITY**

  Situation: You want to meet with your friends because one of them has a birthday. You want to buy a present for this special friend, but you don't have enough money.

Suggested Activity 8: A PROJECT (The city you live in)

In the second part of chapter 5, festivals are taught. There are activities and discussions about Thailand and the festivals that take place there. With the help of the suggested task below, the procedure can be made more interactive, thus making the learning procedure more communicative.

In this task, students should work in groups of four or five and each student is responsible for doing something related to the project. Students share the responsibilities of brainstorming, preparing a "Things to Do" list, taking pictures and so on. The project should be completed in a week's time.

The list can include:

- The history of the city and its present time; transportation, activities that can be done (each point should be decided by all of the group members).

Name of the activity: The city you live in

Instructions: Work in groups of 4-5. Prepare a poster to present the city you live in.

Project: THIS IS MY CITY

The presentation includes the features below:

- The history of the city and its present time

- Transportation

- Activities that can be done

- The best and the worse things about the city

- Famous things

- People and their general characteristics

5.12 Unit 6: SUCCESS AND UNSUCCESS

Overall Aim of Unit 6

Unit 6 is about 'Success and Unsuccess.' At the end of this unit, students understand the main points of clear, standard speech on familiar matters regularly encountered in terms of success and failure; students connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions about success and failure; students give brief reasons and explanations for opinions and plans about the related theme; students narrate a story or relate the plot of a book or film and describe their reactions; students write simple connected texts on topics which are familiar or of personal interests; and students write personal letters describing experiences and impressions about success and failure.

Suggested Activity 9: Stress (Jigsaw activity)

To make students aware of the subject, an explicative text as in the below can be given and applied as a jigsaw activity to prepare students for other activities. The new subject is "Stress," and there numerous activities and questions concerning the subject in this unit. However, we cannot be sure if students have enough knowledge to accomplish the activities; therefore, before beginning the activities, a pre-reading on the subject may be distributed. In this way, students would be made aware of the subject matter and the relevant vocabulary.

Phase 1: Printable Worksheet I

1. The teacher distributes the worksheet and asks students to work together in groups.

2. Each group is responsible for reading and explaining their parts.

The need for this pre-reading activity is to make students aware of the subject matter and to familiarize them with new words, as well as to help them during the information transfer.

After reading the above text, students are asked to fill out the concept map chart which is given below to transform what they have learned.

Phase 2:

1. Teacher distributes the printable worksheet II.

2. Students write about stress, the effects of stress, and solutions on how to cope with it.

This information transfer activity develops creative thinking and provides teachers with a formative assessment tool. Accordingly, the students read, and then in completing this chart; they transform their knowledge into an outline.

Name of the activity: Stress

Instructions: Work in groups of 3-4. Read the text below to explore the part you are responsible for and explain it to the class.

Suggested Activity 9: Stress

Printable Worksheet I

STRESS
What is stress?
Stress can mean different things to different people. For some people, it can threaten their lives, while for others, once they are aware of its causes and effects, stress can add excitement and challenge to their lives. Stress is often defined as a mismatch between the demands we face and the way we cope with these demands. It can have a positive and a negative effect.

Stress can be positive when it motivates us to do things which are important to us. However, it can be negative when we feel pressured by too many demands. We all have demands placed on us – they come from our work or being unemployed, from relationships, deadlines, financial problems, illness, exams, school, friends and so on. We also have to deal with major changes, like moving, changing jobs, getting married or coping with the death of a loved one. The way we cope with these demands will depend on the way we think, our personality and our life experiences.

Effects of Stress
We can sometimes recognize the short-term effects of stress, but we may not be aware of how harmful the long-term effects can be. Apart from physical symptoms, like a pain in the shoulder or tummy trouble, there are also emotional signs, like frustration, anxiety, a lack of interest or being overly sensitive. Our behavior may change, and we can eat too much, drink too much, be irritable with other people or become withdrawn from society. All of these can be signs of stress.

How to cope with stress?
Physical activity helps to produce the body's own 'happy' hormones, or antidepressants, called endorphins. These give us that feel-good factor we experience after exercise. Talk to someone you really trust - we often underestimate the value of talking to friends. Learn to accept what you cannot change. Get enough sleep and rest to recharge your batteries. Manage your time better - develop a system that works for you, not against you. Learn to prioritize, make lists and praise yourself for getting through the various tasks. Plan ahead and learn to say 'no.' Take up a hobby. Work or family commitments do not have to take up all of your time. Eat a variety of foods. Eat lots of fruits and vegetables every day. Learn to relax. Try going to the cinema, listening to music or reading.

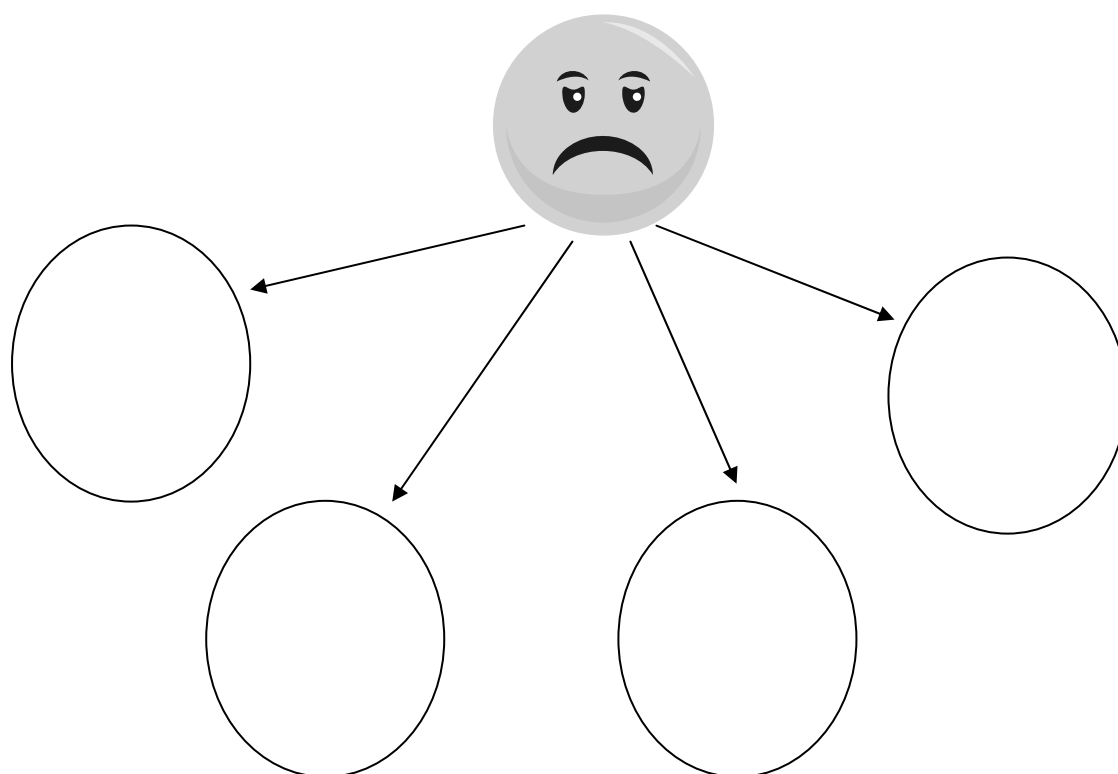(The article is adapted from www.ucd.ie/studentadvisers)

Instructions: Use the information from the text and fill out the chart with the necessary information while listening to the other groups.
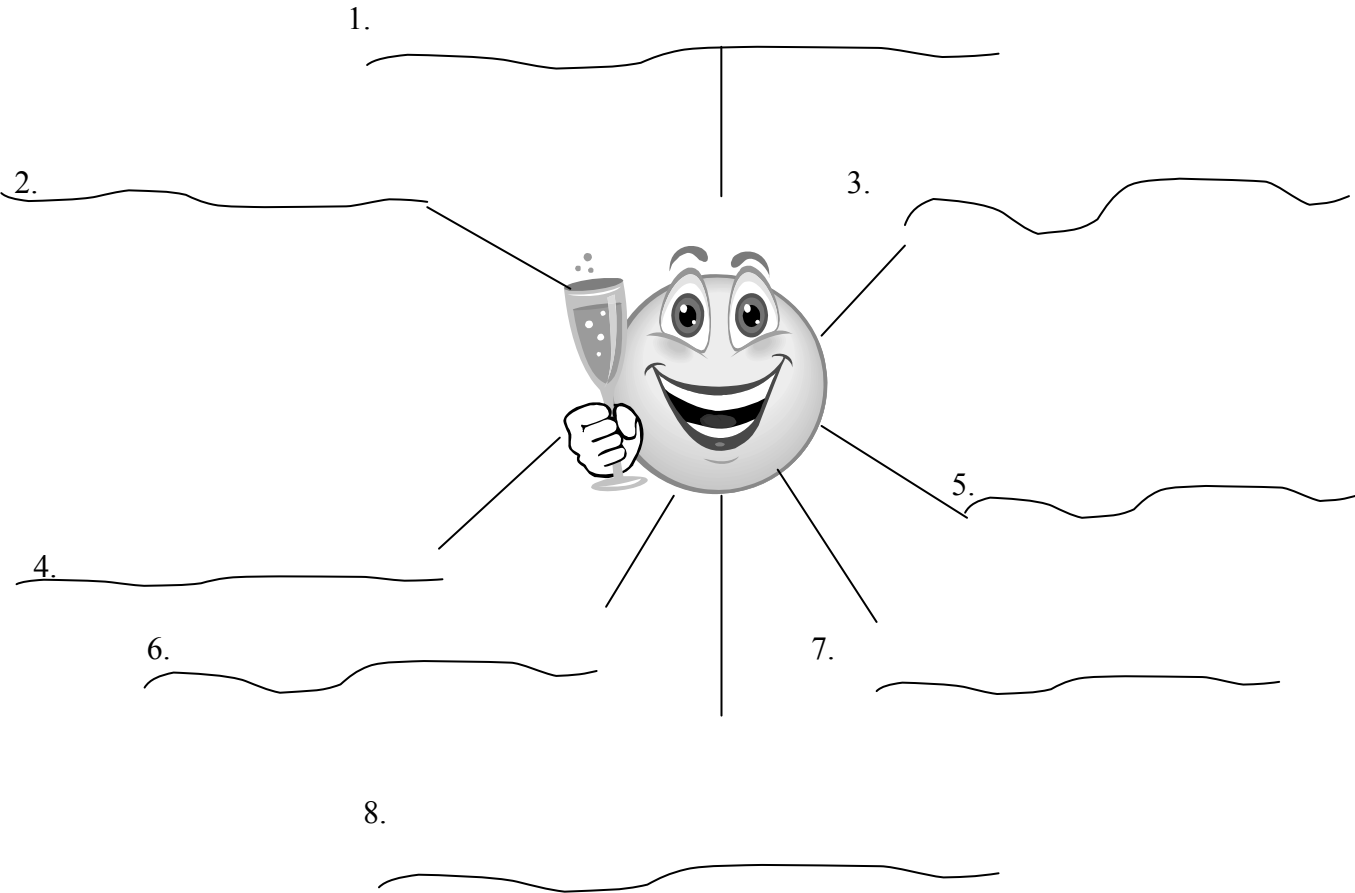
Suggested Activity 10: Coping With Stress

Printable Worksheet II
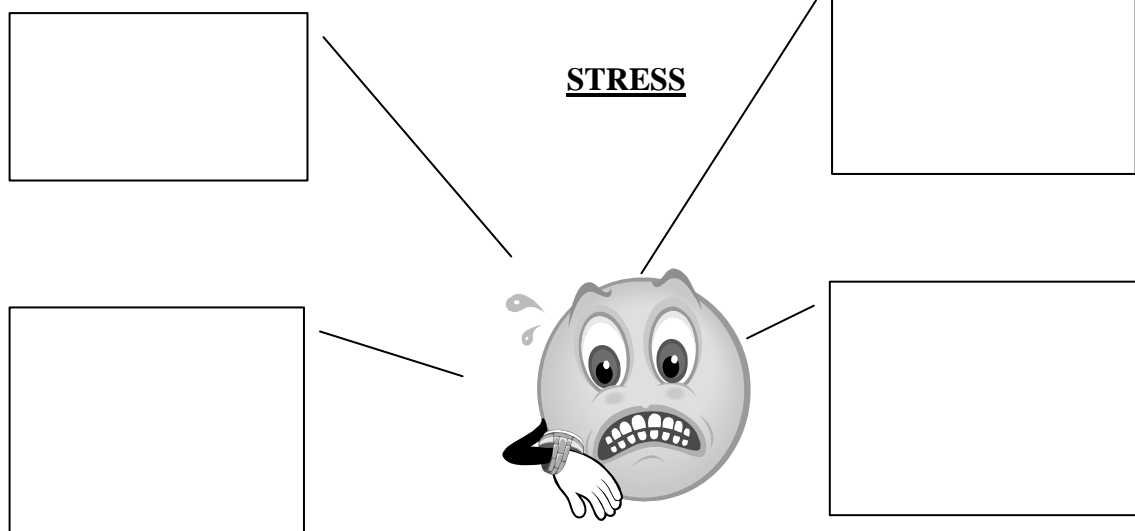
STRESS

EFFECTS OF STRESS

HOW TO COPE…

1.
_____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8.
_____

Suggested Activity 11: A Story

In this chapter, the last activity can be story writing, as there is a segment which is related to books and stories.

The first part of the suggested activity provides a semi-controlled activity, as students are provided with guidance. In this part, students are expected to plan a story; this serves as a brainstorming chart. They are given 15 minutes to plan with a partner and complete the chart.

The second part of the story writing provides a freer practice. This activity is meaningful, as students create their own stories in their own words. This writing style serves WLA, as well as promoting autonomous learning.

Phase 1:

1. The teacher distributes printable worksheet I to students.

2. Students work in pairs and share their ideas to organize their stories.

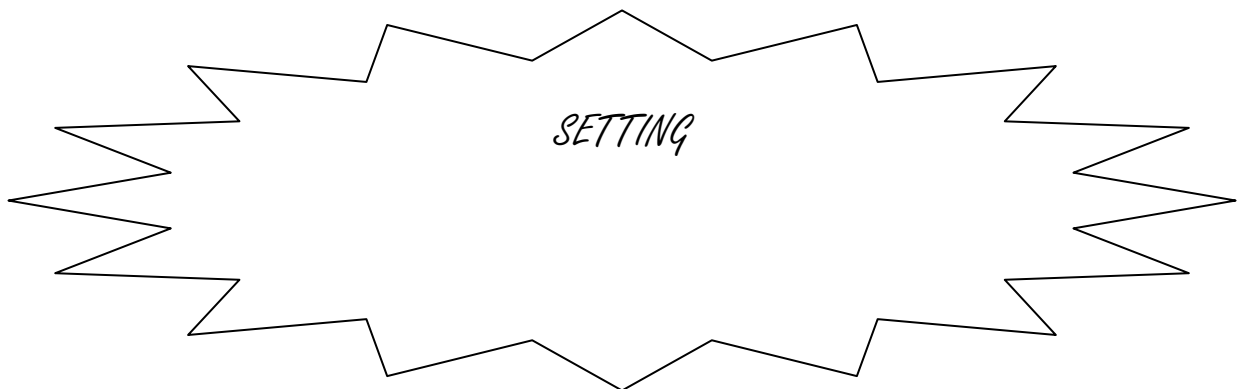3. Students fill out the chart.

Phase 2:

1. The teacher distributes printable worksheet II to students.

2. Students work individually and write a story, referring to the story organizer chart. Benefiting from the same information but working individually while writing allows them to see how they think differently.

3. The students' products are shared later in the class.

Instructions: Use the story planner given below to organize your story. Fill out the charts with your partner.

Printable Sheet I

STORY PLANNER

CHARACTERS' NAMES	INFORMATION ABOUT CHARACTERS

SETTING

How will your story begin?	What will happen in your story?	How will your story end?

Instructions: Work individually. Write your own story to share later in the class, using the story organizer. Compare your story with your partner when you finish it.

Printable Sheet II

Title: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CHAPTER VI
DISCUSSION AND SUGGESTIONS

6.1 Discussion

When taking the two coursebooks into consideration, the communicative potential of the activities was discovered to be less than the expected level. In particular, the items 1, 2, 3, 9, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25 are related to interaction between students; however, the results indicate that the evaluated coursebooks do not include enough communicative activities. Thus, they do not provide sufficient opportunities for students to interact with one another.

When we compare the checklist results of these two books, the coursebook *Breeze* for 10th graders can be counted as more communicative than the coursebook *Breeze* for 9th graders. Surprisingly, among the two of the coursebooks' activities, there were no simulation activities, competitive activities or jigsaw activities.

Furthermore, information gap, information gathering, decision making, reasoning gap, problem solving and role play activities are not sufficient to provide an environment which promotes learners' autonomy. When considering the coursebook *Breeze 10,* we see an increase in descriptor 1, "learners' interaction in pairs or groups" from 24.7%, to 33.6% in comparison with *Breeze 9.* Although there is a slight increase in the coursebook *Breeze* 10, the descriptor number 16 is still not sufficient.

Divergent activities are those which lead students to think. The coursebooks *Breeze 9* and *Breeze 10* do not provide divergent activities which require creative thinking, curiosity, willingness to take risks, or inquiry and which stimulate creating lists of questions, setting time for thinking, brainstorming, mind mapping, keeping a journal or free writing.

Considering these facts and the checklist results, it can be stated that the book *Breeze,* both for 9th and 10th graders, does not meet the communicative requirements according to contemporary approaches. In the light of this, it can be concluded that most of the activities in the coursebooks do not require a communicative, task-based, interactional or holistic perspective.

6.2 Suggestions

Based on the results obtained, the following suggestions can be added to the coursebooks for 9th and 10th graders;

1. It was clear from the checklist results that the coursebooks fail to meet the requirements of contemporary approaches. However, the communicative activities can easily be adapted and applied in the classroom. Only then will students be encouraged to use the language.

2. Although there is no pair or group work activity, teachers who use these books can encourage students to work together to increase interaction in the classroom.

3. Simulation activities can be added, and the number of games can be increased, because competitive tasks may trigger students if the objective is to win, even for the shyer students.

4. Students vary in their learning styles. Audio-visual materials are concrete materials which can be obtained easily and which help students in the learning process. The audio-visual materials (flash cards, specific pictures, wall cards, charts etc.) can be added into the package.

5. Topics which provide critical thinking and reflecting upon the others' opinions can be added.

6. A related glossary about the target vocabulary presented in the coursebook can be added at the end of the book.

CONCLUSION

With the help of tasks and activities which stimulate interaction and communication in the classroom, students become more motivated, and they listen to the teachers and participate in the lessons more. This can be due only to one reason, which is that students enjoy the lessons. Thus, implicit learning and enjoyable communicative activities which enhance interaction work well with learners. It is a commonly-known fact that teaching methods have been changing, and communication is at the top of the list of these methods. It is true that new generation learners are very different, and they want different activities while learning a foreign language. Thus, making use of the traditional methods is uninteresting and not sufficiently motivating.

Thus, with this in mind, in-class interaction again becomes the focal point of modern language teaching. This study aimed to evaluate the coursebook *Breeze 9 and 10,* published by the MoNE, with the aim of bringing learners to the level of A2 and B1. In addition, it was also intended to prepare an activity book targeting the integration of skills and contemporary approaches such as CLT, TBLT and WLA.

In the introduction part of the study, the importance of English language and the role of the coursebooks as classroom materials were discussed. In explaining the crucial role of the coursebook, the related literature was addressed. In this context, the focal point of effective language learning was determined to be communication.

To this end, contemporary approaches, four-skill instruction, evaluation of coursebooks and ELT in Turkey were mentioned. Finally, the purpose and the significance of the study were identified. In this context, the coursebooks *Breeze* for 9th and 10th graders was chosen for evaluation and the coursebooks were analyzed in terms of the adequacy of activities according to the basic principles of CLT, TBLT, WLA and four-skill instruction requirements.

The research was designed in light of the following research questions:

1. Is it possible to form an activity evaluation checklist for the coursebook *Breeze Student's Book (2010)* for 9th and 10th graders?

2. Do the activities in the coursebook *Breeze Student's Book (2010)* for the 9th and 10th graders match with the checklist criteria?

3. Is it possible to form an activity book for the coursebook *Breeze Student's Book (2010)* for the 9th and 10th graders regarding the checklist criteria?

In the literature review, CLT, TBLT and WLA, Four Skills Integration, communicative competence and coursebook evaluation issues were examined. The focal points of the approaches were examined and were defined in terms of their common points in order to identify the descriptors used in the checklist developed for the study.

In accordance with the literature review, in the methodology section, a checklist was formed to evaluate the coursebook *Breeze*. Two experts were consulted concerning the activities to be evaluated in order to achieve a detailed quantitative and qualitative analysis. The frequency analysis of the coursebook *Breeze* was realized according to the 27 determined descriptors. A total of 109 activities from the coursebook *Breeze* for 9th graders and 116 activities from the coursebook *Breeze* for 10th graders were evaluated.

The results of these analyses indicated that the textbook *Breeze* partly meets the criteria in the quantitative and qualitative senses, and the activities were mainly based on individual work. This fact made the books less interactive, although it was stated that a communicative methodology was used, and although the coursebook *Breeze* was aimed at promoting student-centeredness and learner autonomy, it was almost impossible to see this in the coursebooks.

In light of these facts, suggested activities were prepared in accordance with General State Schools' conditions. The activities are consistent with CLT, TBLT, WLA and four skills instruction, which have been accepted as the most contemporary and effective methods for foreign language learning in the ELT world.

Throughout the study, concrete language activity samples and motivational teaching and learning activities were gathered to create a book and were effectively designed for a

teacher to use as a main source to support the standard lessons and the standard curriculum. In this study, the topics and the content used in the book *Breeze*, which is frequently used in English lessons in high schools affiliated with the Ministry of National Education, shall serve as a basis during the preparation of activities.

Throughout the research process, and with the help of the checklist, the lack of interaction in the classroom in state schools was noticeable, which supports our conclusion that interactive activities are very important for motivating students in the classroom environment. In light of this fact, the study focuses on evaluating and then preparing interactive activities and tasks which comply with the contemporary approaches in order to provide instructional support for the book *Breeze,* as it is a fact that learners can learn best as part of an interactive process. Thus, interaction becomes an essential vehicle for ELT teachers in the instructional procedure.

In the course of selecting the activities and tasks for the book *Breeze*, we paid attention to select activities which served four skills instruction and other contemporary approaches. The suggested activities were clearly explained for teachers who use the book *Breeze* and who want to use these activities. We hope that this study serves as a guide for teachers who are currently using this book, as well.

Finally, communication and interaction play a crucial role in helping teachers during the learning and teaching process. If communicative exchanges did not exist in ELT classes, the teaching and learning process would look like a ship sailing without a course and with no destination. Thus, communication should be the destination point which all teachers want to reach.

As English teachers, our greatest responsibility is to motivate our students to love learning by providing them with an environment which increases their involvement, remembering that the more they are motivated and involved, the more they can learn.

REFERENCES

Akram, A. and A. Malik (2010). *Integration of Language Learning Skills in Second Language Acquisition. International Journal of Arts and Sciences* 3(14): 231 - 240 (2010) CD-ROM. ISSN: 1944-6934 © InternationalJournal.org

Arıkan, A.(2009). *Problems with Coursebooks in EFL Classrooms: Prospective Teachers' Opinions'* Ekev Academıc Revıew 2009 - Volume: 38 - pp. 309-317

Arıkan, A. and S.Tekir (2007). *"An analysis of English Language Teaching coursebooks by Turkish writers: 'Let's speak English 7' example."* International Journal Human Sciences 2007-Volume 4, No: 2

Allwright, R.L. (1981).*What do we want teaching materials for?* ELT Journal Volume 36/1 October 1981

Arslan, A. (2008): *Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills.* Published in: International Journal of Human Sciences, Vol. 5, No. 1 (2008): pp. 1-21.

Aytuğ, S. (2007): "EFL Textbook Evaluation Study in Anatolian High Schools: *'New Bridge to Success for 9th Grade New Beginners'.* Bilkent University MA Thesis

Baydar,F. and Commission (2010). *Breeze 9 Student's Book*.MEB

Albayrak,Y. and Commission (2010). *Breeze 10 Student's Book*.MEB

Bhushan (2010). Communicative Language Teaching: An Overview. Language in india.com 2 February 2010.

Branden, Kris Van den. (2006).*Task-based Language Education: From theory to practice.* Cambridge: Cambridge University Press.

Brown H.D. (2006) *Principles of Language Learning and Teaching.* Fifth Edition. Pearson

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics,* 1, 1-47.

Carless, D. (2002). *Implementing Task-Based Language Learning with Young Learners. ELT Journal Volume 56/4 October 2002 ©Oxford University Press*

Celce-Murcia, M. *Teaching English as a Second or Foreign Language.*USA: Heinle & Heinle: 2001

Chunk, J. (2004). *Promoting learner autonomy in the EFL classroom: the Exploratory Practice way.* Proceedings of the Independent Learning Conference 2003 Published 20 September 2004

Cook, V. (2001). *Second Language Learning and Language Teaching.* Arnold Publication

Council of Europe, 2001: *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press. Available at www.coe.int/portfolio, section CEFR AND RELATED DOCUMENTS.

Criado, R. and A.Sanchez. (2009) *"English Language Teaching in Spain: Do Textbooks comply with the Official Methodological Regulations? A Sample Analysis"*International Journal of English Studies. Vol:9, No:1

Crookall, D. (1984). *The use of non-ELT simulations.* ELT Journal Volume 38/4 October 1984. 262-274

Cunningsworth, A. (1995). *Choosing Your Coursebook.* Heinemann Publishers

Dragomir, I. and B. Niculescu. (2011). *Using Simulations in Communicative English Language Teaching.* Bulletin Scientific. Nr. 1(31) 2011

Ellis R. (2004). *Task-based Language Teaching and Learning.* Oxford, Oxford University Press.

Ellis, R. 2000. *Task-based research and language pedagogy. Language Teaching Research* 4/3: 193–200.

Hinkel, E. (2006). *Current Perspectives on Teaching the Four Skills.* TESOL QUARTERLY Vol. 40, No. 1, March 2006

Hutchinson, T. and E. Torres. (1994). *The textbook as agent of change* ELT Journal Volume 48/4 October 1994 © Oxford University Press 1994

Hymes, D. (1972). *Models of the interaction of language and social life.* In J.J. Gumpertz & D. Hymes (Eds.). *Directions in Sociolinguistics: The Ethnography of Communication.* New York: Holt, Rinehart & Winston.

Inal, B. (2006). *Coursebook Selection Process and Some of the Most Important Criteria to be Taken into Consideration in Foreign Language Teaching. Çankaya Üniversitesi Fen-Edebiyat Fakültesi Journal of Arts and Sciences,* 5, 19-29.

Jones, L. (2007). *The Student-Centered Classroom.* Cambridge University Press.

Karababa,C. I. Serbes, and F. Şahin. (2010). *Evaluation Of The Textbook Breeze In Terms Of The A2 Level Criteria Determined In The European Language Portfolio:* Novitas-ROYAL (Research on Youth and Language), 2010, 4 (2), 251-263.

Kayapınar, U. (2009). *Coursebook Evaluation by English Teachers'* Inonu Unıversıty Journal Of The Faculty Of EducatıonApril 2009/ Volume. 10, Issue. 1, pp. 69-78

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

McDonough, J. and Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide.* 2nd edition. Blackwell Publishing Ltd.

Mengduo QIAO & JIN Xiaoling. (2010) *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners.* Chinese Journal of Applied Linguistics (Bimonthly) Vol. 33 No. 4

Miekley, J. *(2005) "ESL Textbook Evaluation Checklist"*. The Reading Matrix. Vol:5, No:2 (2005)

Mukundan, J., V.Nimehchisalem, and R. Hajimohammadi (2011) *Developing an English Language Textbook Evaluation Checklist:* A Focus Group Study. International Journal of Humanities and Social Science Vol. 1 No. 12; September 2011

Mukundan, J. (2006). Are there new ways of evaluating ELT textbooks? In J. Mukundan (Ed.), *Readings on ELT materials II*. (pp. 170-180). Malaysia: Pearson Longman.

Murphy, J. (2003). Task-based Learning: The Interaction between Tasks and Learners. *ELT Journal, 57*(4), 352-360.

Nemati, A. (2009). *"Evaluation of an EFL English book: A step towards Systematic Vocabulary Evaluation"*. Kamla-Raj 2009 J Soc Sci, 20(2): 91-99 (2009)

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Nunan, D. (1991). *Language Teaching Methodology.* New York: Prentice Hall.

Nunan, D. (1989). *Designing tasks for the communicative classroom.* Cambridge, UK: Cambridge University Press.

O'Neill, R (1982). *Why Use Textbook?* ELT Journal Volume J6/2January 1982

Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom.* ESL Magazine, Vol.Ê6, No. 1, January/February 2001

Oxford, R et al. (1994). *Integrating the Language Skills.* Pergamon, Vol.22, No.2, pp.: 257-268, 1994

Qinghong, MA. *Key Elements in Conducting Communicative Approach to Language Teaching*. Canadian Social Science Vol.5 No.2 April 2009

Rahimpour, M. (2011). '*Textbook Selection and Evaluation in EFL Context'* World Journal of Education Vol. 1, No. 2; October 2011

Reinders, H and C, Balçıkanlı.(2011). *Do Classroom Textbooks Encourage Learner Autonomy?* Novitas-ROYAL (Research on Youth and Language), 2011, 5(2), 265-272.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (Second Edition).* Cambridge: Cambridge University Press.

Richards, Jack C.(2006) *Communicative Language Today*. Cambridge University Press. 2006.

Rigg,P.1991.*Whole Language in TESOL.* TESOL Quarterly 25(3):521-542

Sanchez, A. (2004). *The Task-based Approach in language Teaching,* University Of Murcia. IJES.

Saraç, H. S. and A. Arıkan. (2010). *Application of a Checklist to Assess the Place of Target Culture in Foreign Language Coursebooks.* Second International Turkish Education Research Congress.

Savignon, S.J.(1983). *Communicative competence: theory and classroom practice* Reading, Mass.: Addison Wesley.

Scrivener, J.(2005). *Learning Teaching.* Macmillan Publishers.

Sheldon, L.E. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal* Volume 42/4 October.

Solak, E. (2011). *"The Evaluation of Spot On English Coursebook of 6-7-8th Grade in Primary Education in accordance with Coursebook Evaluation Checklist".e-journal of New World Science Academy,2011,Volume:6, Number1*

Swan, M.(2005),Legislation by Hypothesis: The Case of Task-Based Instruction, *Applied Linguistics*, 26(3), 376-401.

Tahvil, M. and N. Demirbaş (2010). *"A Comparision of Coursebooks 'Time for English' and 'My English' in terms of improving the fifth grade learners' communicative competence".EKEV Akademi Dergisi,Vol:14, No:44 (2010)*

Tomlinson, B.(2003).*Developing Materials for Language Teaching.* Cromwell Press, Trowbridge, Wiltshire 2003

Tomlinson,, B (1998). Materials Development in Language Teaching. Cambridge University Press.1998

Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Van Ek, J. and L.G. Alexander. (1980). *Threshold Level English*. Oxford. Pergamon.

White, R.V. (1988). *The ELT curriculum: Design, innovation and management*. Oxford: Blackwell.

Willis, J. (1996). *A framework for task-based learning*. Harlow, U.K. Longman Addison Wesley.

Williams, D. (1983). *Developing Criteria for Textbook Evaluation. ELT Journal Volume 37/3 July 1983*

References from Internet

(http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/strats_infogap.html) 4th June,2012

(http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/strats_infogap.html 4th June, 2012

(http://www.teachingenglish.org.uk/activities/a-shopping-role-play) 12th May2012

(http://www.languages.dk/methods/documents/Simulation_Manual.pdf) 12th May2012

(http://www.kenlackman.com/files/tblhandout10.pdf) 11th April, 2012

(http://education.nationalgeographic.com/education/encyclopedia/pollution/?)11thApril 2011

(Takenfrom:http://www.google.com.tr/imgres?um=1&hl=tr&biw=1366&bih=623&tbm=isch&tbid=yyRzW092K) 2nd June;2012

http://www.lyrics007.com/Nancy%20Sinatra%20Lyrics/Bang%20Bang%20Lyrics.html) 5th April,2012

(http://mountainrunner.us/2008/01/differences_between_eastern_an/)12th April,2012

 (http://grammar-teacher.com/adjectives-used-with-job/) 3rd April,2012

(www.ucd.ie/studentadvisers) 12th April,2012