AKDENİZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

ENGLISH LANGUAGE TEACHING MASTER PROGRAM

TEACHERS' AND STUDENTS' PERSPECTIVES ON THE INTEGRATED SKILLS APPROACH

M.A. THESIS

Sümeyra BOZDAĞ

Antalya

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DOĞRULUK BEYANI

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Üye   : Yrd. Doç. Dr. H. Sezgi SARAÇ

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ÖZET
YABANCI DİLİN BİRLEŞTİRİLEREK ÖĞRETİLMESİ YAKLAŞIMI ÜZERİNE ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ

Bozdağ, Sümeyra
Yüksek Lisans, İngilizce Öğretmenliği Bölümü
Tez Yöneticisi: Doç.Dr. Arda Arıkan
Ocak, 2014, 115 sayfa

Dünyanın her yerinde olduğu gibi Türkiye'de de yabancı dil eğitimi gün geçtikçe önem kazanmaktadır. Geçmişten günümüze bir çok okul ve üniversitede daha iyi bir eğitim ve öğretim adına bir çok farklı metot ve yöntem denenmiş ve uygulanmıştır. Bu çalışmanın amacı Anadolu Üniversitesi Yabancı Diller Yüksekokulu öğrenci ve öğretmenlerinin yabancı dilin birleştirilerek öğretilmesiyle ilgili görüşlerini ve düşüncelerini öğrenmektir.

Öncelikle bu yöntemi geleneksel yöntemle karşılaştırmak ve öğrencinin dil gelişimi üzerine etkilerini daha iyi anlayabilmek adına deneysel bir yöntem kullanılmıştır. Bu deneysel yöntem için iki sınıf seçilmiş ve sınıflar deney ve kontrol grubu olarak ikiye ayrılmıştır. Her bir sınıfta dördü kız, beşi erkek dokuz öğrenci mevcuttur. Bu öğrencilerin seviyelerinin aynı olduğunu kanıtlamak adına bir pre-test uygulanmış ve sonucu One Sample Kolmogorov-Smirnov test ile analiz edilmiştir. Sonuçlar öğrencilerin seviyelerinin benzer olduğunu ve deneyin güvenle gerçekleştirilebileceğini kanıtlamıştır. Daha sonra öğrenciler üç haftalık bir yabancı dil eğitimine tabi tutulmuşlardır. Deney grubunda yabancı dil birleştirilerek öğretilirken kontrol gurubunda beceriler ayrı öğretilmiştir. Üç haftanın sonunda öğrencilere bir post-test yapılmış ve sonuçlar karşılaştırılmıştır. Sonuçlarda her iki sınıftaki öğrenciler arasında anlamlı bir fark olmadığı görülmüştür fakat özellikle okuma becerisi anlamında geleneksel yöntemin daha başarılı olduğu söylenebilir.

Öğrenci ve öğretmen görüşleri ise içerisinde açık uçlu soruların da bulunduğu 33 maddelik beşli likert tipi derecelendirme ölçeğine göre hazırlanmış bir anket yoluyla elde edilmiştir. Elde edilen nicel veriler SPSS version 20 programıyla analiz edilmiş olup, nitel veriler için içerik analizi yöntemi uygulanmıştır. Araştırmada elde edilen başlıca bulgular şunlardır;

1. Yabancı dilin birleştirilerek öğretilmesinin bir çok avantajı ve dezavantajı vardır. Bu avantaj ve dezavantajlar öğretmen ve öğrenciye göre farklılıklar gösterir.

2. Yabancı dilin birleştirilerek öğretildiği bir sınıfta her bir dil becerisi eşit olarak gelişmeyebilir. Bu konuda öğretmenler yöntem hakkında daha pozitif düşünürken öğrencilerin bir çoğu geleneksel yöntemi tercih etmektedir.

3. Bu yaklaşımda hem öğretmen hem öğrenci aktif katılımcıdır. Özellikle öğretmenler bu yaklaşımda kendilerini daha güdülenmiş hissederler. Ayrıca farklı materyal ve aktivite kullanmakta daha özgürdürler. Çoğu öğretmen derslerin daha eğlenceli geçtiğini düşünürken bir çok öğrenci buna katılmamakta ve geleneksel yöntemin onlar için daha yararlı olacağına inanmaktadır.

4.Öğretmenler bu yaklaşımda en çok iletişimsel dil yöntemini kullanmaktadır. Bu yöntemi sırasıyla dilbilgisi-çeviri yöntemi ve çoklu zeka kuramı izlemektedir.

Araştırmanın sonuç kısmında öğretmen ve öğrenciler için yabancı dilin birleştirilerek öğretilmesi yaklaşımı ile ilgili öneriler yer almaktadır. Bu araştırma, bu yaklaşımı kullanmak isteyen veya merak eden bir çok öğretmen, eğitimci, akademisyen ve öğrencilere yol gösterecek niteliktedir.

Key Words: Yabancı Dil Eğitimi, Yaklaşım, Yabancı Dil Becerilerinin Birleştirilerek Öğretilmesi Yaklaşımı, Geleneksel Yöntem

ABSTRACT
TEACHERS' AND STUDENTS' PERSPECTIVES ON THE INTEGRATED SKILLS APPROACH

Bozdağ, Sümeyra
M.A., English Language Teaching Department
Supervisor: Assoc. Prof. Dr. Arda Arıkan
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Learning a foreign language is becoming more and more important day by day in Turkey, as in other countries worldwide. Over the years, a great number of schools and universities have applied different methods and approaches in an effort to improve the teaching and learning process. The aim of this study is to investigate the perspectives of both teachers and students concerning the integrated skills approach in the Anadolu University Foreign Languages Teaching Department.

First, an experiment was carried out to compare this approach with the traditional approach to language teaching and to understand its effects on students' improvement in the target language. For this experiment, two different classes were chosen, and these classes were divided into two groups: an experimental and a control group. In each class, there were four females and five males, for a total of nine students. A pre-test was implemented with both groups to demonstrate that they were at the same level, and the results were analyzed using a One-Sample Kolmogorov-Smirnov test. The results showed that the students were at the same level and that the groups were suitable for carrying out the experiment. Following this phase, the students were taught English for a period of three weeks. In the experimental group, the lessons were taught using an integrated approach; while in the control group, language skills were taught separately. At the end of the three weeks, a post-test was applied, and the results were compared. The results demonstrated that there was no statistically significant difference between the groups, but it may be said that the traditional approach was more effective, especially in terms of reading skills.

The opinions of the instructors and the students were obtained through a five-point Likert scale that consisted of 33 statements and 3 open-ended questions. The quantitative data were analyzed using SPSS version 20 software, while the

qualitative data were analyzed through content analysis. The primary findings that were obtained are as follows:

1. Numerous advantages and disadvantages were noted with respect to the integrated skills approach. However, these differed between the students and the teachers.

2. Not all language skills may be improved equally using the integrated skills approach. Furthermore, the instructors viewed the approach positively, whereas the students viewed it negatively and preferred a traditional approach to instruction.

3. In this approach, both instructors and students are active participants in the lessons. The instructors, in particular, felt more motivated with this approach. Moreover, they had more freedom to use different materials and activities. However, while most of the instructors found that lessons were more enjoyable using the integrated skills approach, the students had a different perspective, and they believed that the traditional approach would be more useful.

4. In applying this approach, the instructors generally used the communicative language teaching method in their classes. After applying the approach, the grammar translation method and multiple intelligence theory were used in their lessons.

The conclusion of this study includes suggestions concerning use of the integrated skills approach for teachers and students. This research may guide teachers, academicians and students who want to apply this approach in their lessons or who are curious to know more about the integrated skills approach to language instruction.

Key words: Foreign Language Teaching, Approach, The Integrated Skills Approach, Traditional Instruction

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LIST OF ABBREVIATIONS

AUFLTD: Anadolu University Foreign Language Teaching Department

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

FLTD: Foreign Language Teaching Departments

ISA: Integrated Skills Approach

L1: Mother Tongue

L2: Second Language

SBA: Skill Based Approach

SSA: Segregated Skills Approach

CHAPTER I
INTRODUCTION

This chapter aims to present an overview of the study "Teachers' and Students' Perspectives on the Integrated Skills Approach (ISA)." In this section, the background of the research problem and the reasons for the carrying out this research will first be discussed. Secondly, the research problem will be described. Afterward, the aim and the significance of the study will be presented, and finally, the limitations of the study will be explained.

1.1 BACKGROUND OF THE STUDY

With globalization, foreign language learning is becoming increasingly prominent. In many countries, including Turkey, a great number of people are trying to learn at least one foreign language. There is no doubt that English is frequently viewed as the most important second or foreign language, as it is accepted as a lingua franca, or international language, around the world.

Given the importance of learning a second or foreign language, a large number of studies have been conducted in the field of language learning and teaching. Linguists, psychologists, teachers and other experts have been struggling for years to find a new method or approach to make foreign language learning and teaching easier and more effective. As a result, the field of second or foreign language teaching has undergone many changes and seen many trends over the years. For example, as language teachers, we have encountered numerous methods and approaches, such as the Grammar Translation Method, the Audio-lingual Method, Desuggestopedia, the Natural and Humanistic Approaches, and many others from the eighteenth century to the present day (Larsen-Freeman, 2000; Manda, 2003). As new methods and approaches to language teaching are developed, earlier approaches and their related techniques may become decreasingly popular. Nowadays, approaches to teaching that are student centered and that promote communication in an authentic learning environment are preferred by many teachers, trainers and educators (Harris & Alexander, 1998). As Hammond and Gibbons (2005) point out, "EFL learners'

success in school is largely related to the opportunities they have to participate in a range of authentic learning contexts and meaning-making, and the support – or scaffolding – that they are given to do so successfully in English." Furthermore, Hinkel (2006) relates that:

> In the past 15 years or so, several crucial factors have combined to affect current perspectives on the teaching of English worldwide, such as the decline of methods, the creation of new knowledge about English, and the integrated and contextualized teaching of multiple language skills (p. 109).

He points out that, "in an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multi-skill instructional models, with a focus on meaningful communication and the development of learners' communicative competence." Therefore, as with methods, there have also been many changes in the teaching of language skills. While segregated skills teaching was traditionally favored by teachers, trainers and educators, skills integration is now becoming increasingly popular at all levels of education.

In the past, many teachers viewed teaching a foreign language as instruction in its grammar and vocabulary. As a result, they focused only on grammar, or on one or two language skills. However, as Ying (2011) explains, it has come to light that mastering the grammar, vocabulary and syntax of English does not entail mastery of the English language. Similarly, Brown (2000) states that grammatical explanations, drills or practice are only part of a lesson or curriculum. Teachers should give some attention to grammar, but they should not neglect the other skills and components of the language. Therefore, all language skills or arts, including listening, speaking, reading and writing, are seen as equally important by a large number of language teachers and educators. Accordingly, in order to give prominence to each skill and to teach a foreign language in an authentic manner, the integrated skills approach is applied in many educational settings worldwide, including in Turkey.

1.2 STATEMENT OF THE PROBLEM

This study was carried out to answer the question "What do teachers and students think about the integrated skills approach used in their foreign language teaching department?" The research sub-problems are as follows:

1. What are the advantages and disadvantages of the integrated skills approach according to the students and teachers in the Anadolu University Foreign Languages Teaching Department?

2. Are the students able to improve their four language skills (listening, speaking, reading, and writing) equally using the integrated skills approach?

3. Which English language teaching methods are used by the teachers when they use an integrated skills approach?

1.3 PURPOSE OF THE STUDY

Teachers and administrators in foreign language teaching departments have always been in search of new ways of teaching foreign languages to students. In Turkey, one of the main problems that teachers face is that students have difficulty in improving their four language skills in a balanced manner. While they are generally good at grammar, they often avoid language production such as speaking; as a result, they may have difficulties in communication, which is the main aim of language learning. Therefore, many methods have been put into practice in foreign language teaching departments (FLTD) in our country in an effort to discover the best way to teach EFL. In this respect, one of the current trends in both state and private universities in Turkey is the Integrated Skills Approach (ISA). Although many FLTDs continue to apply the Segregated Skills Approach (SSA) or Skills Based Approach (SBA), numerous experts worldwide argue that ISA provides an effect means of teaching a foreign language in a real-life environment. They claim that this approach enables students to focus on all language skills equally, as they did when they were learning their native language, allowing them to communicate more effectively in the target language. For this reason, the integrated skills approach is highly recommended for teaching EFL, with a large number of researchers citing numerous advantages; it can

be clearly seen that, in theory at least, it provides significant benefits for teachers, their lessons, and their students.

On the other hand, theory is not always reflected in practice. Therefore, this study was conducted with the instructors and students in the Anadolu University Foreign Languages Teaching Department, which is currently applying an integrated skills approach, to shed light on the advantages or disadvantages of this approach. The main aim of the study is to discover and analyze the perspectives of the teachers and students concerning the ISA as a means to understand whether the existing learning theory is supported in practice.

1.4 SIGNIFICANCE OF THE STUDY

The integrated skills approach has been applied in the foreign language teaching departments of a large number of state and private universities, as well as in some private primary and secondary schools in Turkey. As this approach is widely used, it is believed that an analysis of the perspectives of the teachers and students who have experienced this approach will be useful for many teachers, administrators, and academicians who are interested in English Language Teaching (ELT). It has been claimed by many experts that when students learn a foreign language through this approach, all language skills will be improved equally, as students learn the target language in the same way that they learned their mother tongue. In this manner, it is believed that they not only learn, but *acquire* the target language, allowing them to use it more effectively. This study may shed light on whether these claims and assumptions are true.

As the integrated skills approach has recently been adopted in the Anadolu University Foreign Language Teaching Department, the results of this study may have great significance in terms of revealing its advantages and disadvantages in language learning from the perspective of teachers and students. Furthermore, as few studies have been carried out in the Turkish context concerning the use of the integrated skills approach in foreign language teaching departments, the results may serve as a guide for a large number of academicians, instructors and administrators.

1.5 LIMITATIONS OF THE STUDY

In this study, two approaches (the integrated skills approach and the segregated skills approach) were compared by applying English lessons in both an integrated and a segregated way, so as to understand the advantages and disadvantages of the ISA and to demonstrate whether the students improved each skill equally by using this approach. In the experimental group, the lessons were taught and the activities were applied according to an integrated approach, and in the control group, the same activities and subjects were taught in a segregated manner. However, this study was limited in that it was applied with only 9 students per group over only a three-week period. Although the questionnaires were applied with both the teachers (N=55) and the students (N=93) in the AUFLTD, the overall number of individualized surveyed was small; therefore, the results cannot be considered as representative; this constitutes another limitation of the study. However, the results may be compared with those of similar studies in the foreign languages teaching departments of other universities, both in Turkey and internationally.

In spite of the limitations noted above, this study may serves as a useful guide for educators, administrators and English language teacher candidates, as well as others who are interested in ELT and closely follow innovations in foreign languages teaching, particularly the integrated skills approach.

CHAPTER II
REVIEW OF THE LITERATURE

2.1 ADULT LEARNERS

As many teachers know, adult learners differ from young learners in many ways. In foreign language departments, there are a great number of adult learners who have many differences, ranging from interests, to age to proficiency level. However, regardless of their age or ability level, they share some common characteristics. First of all, as Longfield (1984) points out, adults are goal-oriented. They want to learn to use the target language in real life. If they believe that they will not use it outside of the classroom, they easily lose their motivation. Therefore, they should be shown that the target language is necessary for their lives, their future careers, or their country. Furthermore, the materials that are used in the classroom should be realistic and relevant, and the activities and lessons should be authentic, rather than isolated from real life.

Unlike children, adults need more time to perform well in tasks, because they are not as quick to learn. Furthermore, as they give importance to their learning environment, it is advised that the classroom reflect their interests, their aims and their feelings. While children accept everything without questioning, adults do not. They may ask a variety of questions, and they may expect specific and reliable answers to keep up their motivation. Therefore, it is important for teachers to explain the aim of a lesson to students so they are aware of why they are learning it and how they will use the skill; the material they are learning should make sense for them and have meaning in their daily lives.

In addition, adult learners require respect. They want to achieve and to succeed, and they need approval from their peers and their teachers. In addition, as previously mentioned, they should feel secure in their learning environment. Furthermore, their past educational experiences may affect their learning in both negative and positive ways. Negative experiences may lead to poor self-image and lack of self-confidence, as well as unfavorable attitudes towards their teachers, schools or authorities. Prior knowledge and experiences, as well as common objectives, should be taken into account when preparing learning activities (McKay and Tom, 2000).

2.2 LANGUAGE ARTS

As Harmer (1991) explains:

> Literate people who use language have a number of different abilities. They will be able to speak on the phone, write letters, listen to the radio and read books. So, they possess the four basic skills of speaking, writing, listening and reading (p. 16).

In English language teaching (ELT) and learning (ELL), these four skills – listening, speaking, reading and writing – are of great importance; as a result, a large number of studies have been carried out and a broad range of explanations have been proposed in terms of how they may be improved.

For instance, Almarza-Sanchez (2000) argues that if English language teaching involves not only grammatical structures and rules or vocabulary knowledge, but also practice and performance – both of which require interpreting and producing the language, teachers must prepare lessons and activities to address communication in both the written and the spoken form; in other words, they must address the four skills of reading, writing, listening and speaking.

Bushing and Lundsteen (1983) explain that the language arts have a reciprocal relationship, as listeners and readers share similar processes in receiving external cues and creating mental patterns in response to these cues. Similarly, writers and speakers share a common set of mental processes as they search for symbols to express their ideas and feelings. These are connected in one way by process similarities and in another by linguistic similarities, as illustrated below in Figure 1.
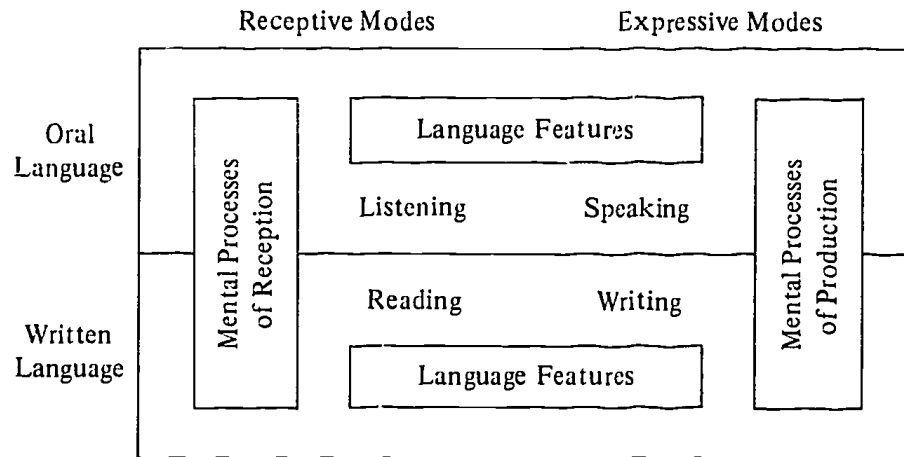
Figure 1. Dual connections between the language arts by Bushing and Lundsteen (1983)

Likewise, Öztürk (1997) emphasizes that speaking and writing are accepted as productive skills, as they involve language production; while listening and reading are referred as receptive skills, as they involve receiving messages. As she points out, language users apply the language arts together, at the same time. For instance, they speak after they listen to something or someone; thus, speaking and listening occur together. Furthermore, many people read and write at the same time, as when they take notes about the material they are reading.

2.2.1 Speaking

For a vast number of students, speaking is an important and indispensable aspect of language learning, and learning to speak competently in English is a priority. According to Hedge (2000), people may need this skill for a variety of reasons: e.g., to affect people, to keep up their relationships with others or to win or lose negotiations. As Manda (2003) states, "according to Rivers and Temperley (1978), 30% of communication … is devoted to speaking. Therefore, speaking is also another skill to be developed in teaching a foreign language (p. 14)". This skill, he contends, is a complex one that requires students to do all of the following simultaneously:

- decide what they want to say;

- choose the pattern they are going to use;
- select the words that fit into the pattern and convey their meaning;
- use the correct arrangement of sounds:
- make sure that what they want to say is appropriate to the situation;
- place their tongue and lips in certain positions to produce the sounds (p. 15)

2.2.2 Listening

On the other hand, as Manda (2003) points out, the theory of language learning holds that before one can speak, one must be exposed to listening. According to Hedge (2000), there are two terms, *bottom-up* and *top-down,* that describe the different aspects of listening,

> In *the bottom up* part of the listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words, we use information in the speech itself to try to comprehend the meaning (p.230) … *Top down* comprehension strategies involve knowledge that a listener brings to a text, sometimes called "inside the head" information, as opposed to the information that is available within the text itself (p.232).

Anderson and Lynch (1988) further describe listening as an interactive process wherein listeners use their prior knowledge and linguistic skills to understand the message. In order to teach listening effectively, teachers should first understand the importance of building students' confidence; then they can address the problem of how to achieve it. This may be accomplished through a great deal of practice; the more students practice listening, the better able they are to understand speeches and improve their listening skill; and of course this fosters confidence. Therefore, it is vital that teachers speak English in the classroom, provide a range of listening materials, and encourage students to use available resources.

2.2.3 Reading

The third language skill, reading, involves more than reading words or sentences on a printed page; it also requires understanding the message and meaning embedded in a text. Rumelhart (1986, as cited in Wilson, 1998)) explains that:

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Reading is the process of understanding written language. It begins with a flutter of patterns on the retina and ends when successful with a definite idea about the authors' intended message… a skilled reader must be able to make use of sensory, syntactic, semantic and pragmatic information to accomplish his task. These various sources of information interact in many complex ways during the process of reading (p. 722).

Hedge (2000) likewise notes that the term "interactive" describes the process of second language reading. This term can be interpreted in two different ways. First, it implies a dynamic relationship with a text as the reader struggles to make sense of it, thereby becoming involved in the extract. The second interpretation of the term "interactive" refers to the interplay among various kinds of knowledge that a reader employs in moving through a text. (p. 188). As a result, Hedge describes second or foreign language reading as an interactive, purposeful, critical process. Thus, while teaching reading, one should take all of these processes into consideration. It should also be noted that traditionally, in teaching reading skills, students were made to read through a focus on language knowledge - usually vocabulary, but sometimes structure. More recently, since the adoption of the idea of reading as an interactive process, the general aim is to encourage learners to be as active as possible. Students can be given activities which require them to do any of the following:

- follow the order of ideas in a text;
- react the opinions expressed;
- understand the information it contains;
- ask themselves questions;
- make notes;
- confirm expectations or prior knowledge or predict the next part of the text from various clues. (p. 210).

2.2.4 Writing

Writing is one of the four skills in which a great number of students encounter difficulty, even after years of English language education. As a result, teaching writing is very important, especially in preparatory classes at Turkish universities. Many universities teach writing in the target language as a separate subject.

However, as Almara-Sanchez (2000) states, writing is not a skill which can be learned in isolation:

> In the apprentice stage of writing, what the student must learn, apart from the peculiar difficulties of spelling or script, is a counterpart of what has to be learnt for the mastery of listening comprehension, speaking and reading —a nucleus of linguistic knowledge. The activity of writing helps to consolidate the knowledge for use in other areas, since it gives the student practice in manipulating structures and selecting and combining lexical elements (p.29).

Zen (2005) likewise emphasizes that writing-based activities are very important for language teaching, not only because developing writing competence is one of the ultimate goals of foreign language teaching, but also because writing to communicate is motivating for students. As students improve their writing skills in the course of a writing task, they may recognize their knowledge in grammar and vocabulary, as writing, grammar and vocabulary knowledge are closely related. Through this process, they are able to see specifically what they do know and what they do not know; therefore, learning writing gives students a reason to learn the language. As with the other productive skills, it promotes language development and encourages students to learn the other areas of the target language.

As a result, teaching writing is crucial in ELT and presents a challenge for teachers and instructors. It is certain that in teaching writing, many different techniques may be employed, but as Catramado (2004) argues, no matter which method teachers use to teach writing, there are certain features to be taken into account. Raises (1983, as cited in Catramado, 2004) summarizes these features in the following diagram:

Content
relevance, clarity…

Syntax
Sentence structure, stylistic... etc.

The Writers' Process
Getting ideas…

Audience
The reader(s)

Clear, fluent and effective communication of ideas

Grammar
Rules for verbs, articles…

Mechanics
Handwriting, spelling…

Purpose
The reason for writing

Word Choice
Vocabulary, idiom, tone…

Organization
Paragraphs…
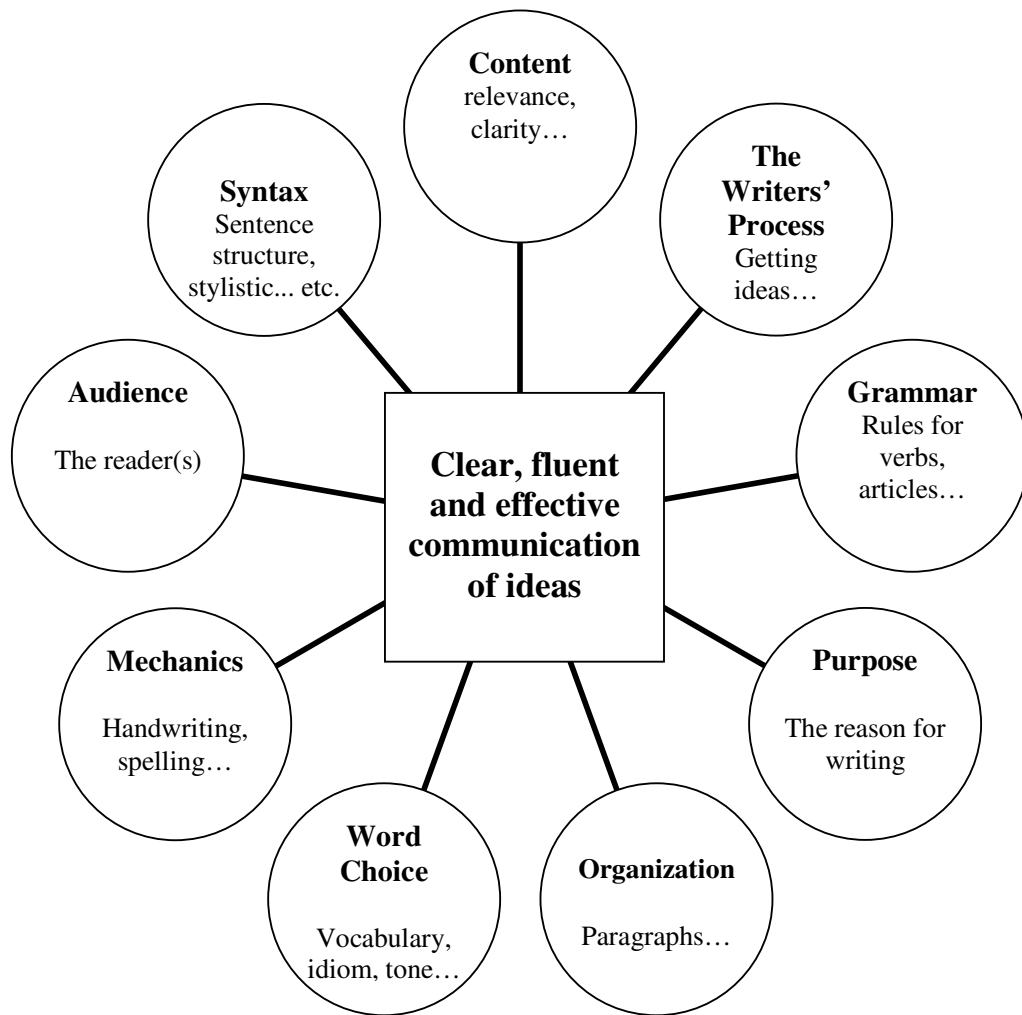
Figure 2. Diagram for features of writing (Raises, 1983)

2.3 TRADITIONAL INSTRUCTION

In this study, the segregated skills approach (SSA), or traditional instruction (i.e., teaching each language skill separately) plays a role. This approach is referred to as skills-based language teaching. According to this approach, students participate in isolated language skills lessons such as grammar or reading. These lessons focus on only one language art and its rules. In the past, this approach was preferred in many Turkish schools and foreign language teaching departments; it was seen as a unique way of teaching or learning the target language. In fact, the SSA is still applied in many cases, as it is believed that students learn the language more effectively when they focus on one language skill at a time. According to Oxford (2001), the SSA

views mastery of discrete skills such as reading or speaking as the key to successful language learning. Oxford adds that this approach typically separates language learning from content learning, unlike the ISA; as she notes, teachers and administrators still use this approach, as it is seen as logistically less complicated to present courses in writing separately from speaking; or listening courses isolated from reading. Language teachers may believe that focusing on all skills together may be overly confusing. Brown (2000) supports this view, pointing to the belief that the rules of each skill may be taught more effectively using a segregated approach. In some schools or language courses, this approach may be necessary, particularly when students are only interested in learning certain basic skills. In this respect, school administrators or instructors should base decisions about the approach to instruction on a needs analysis of the students.

2.4 THE INTEGRATED SKILLS APPROACH

What, then, is the integrated skills approach? Oxford (2001) explains it with a metaphor, drawing a parallel between this approach and a tapestry. The tapestry in this case is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages; in order to create a good, strong and colorful tapestry, all of these strands should come together. In terms of language teaching, she believes teaching the target language thoroughly requires many different skills to come together. While there are many different strands, the most crucial are the primary language skills of listening, speaking, reading and writing. Additional strands include knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage; incorporating of these skills in the course of instruction leads to optimal ESL/EFL communication. Incorporation of all language skills is known as the *integrated-skills approach (ISA)*.

According to Oxford (1990), in order to learn a foreign language, students should use certain learning strategies: specific actions, behaviors, steps, or techniques to improve their progress in apprehending, internalizing, and using the L2. Many educators contend that with the integrated skills approach, students are better able to apprehend, internalize and use the target language and thus improve their mastery of the language.

Hungyo and Kijai (2009) emphasize that the integrated skills approach allows all language skills to develop at the same time, as language skills are integrated for the development of communicative skills in a coherent manner. Furthermore, Tavil (2010) argues that integrating the language skills means linking them together in such a way that what has been learnt and practiced through the exercise of one skill addresses the other skills, as well; in this manner, all of the skills are used together. Peregoy and Boyle (2001) view this concept as natural; as all skills occur together in an integrated manner in normal communicative events.

As Oxford (2001) argues, if this integration does not occur, learning becomes isolated, and the four skills do not support and interact with each other. Teaching in this manner is known as the *segregated-skill approach (SSA)*. Another term for this mode of instruction is the *language-based approach,* as the language itself is the focus of instruction (language for language's sake). In this approach, unlike the integrated skills approach, the emphasis is not on learning for authentic communication. Yet, as Schurr et al. (1995, as cited in Arslan, 2008) argue, language use in the real world is holistic. Therefore, in teaching, learners should integrate reading, writing, speaking and listening, just as they work together in the real world. In this respect, teachers must leave a separatist mentality behind and encourage simultaneous use of these skills. As Cunningsworth (1984) emphasizes:

> In actual language use, one skill is rarely used in isolation ... Numerous communicative situations in real life involve integrating two or more of the four skills. The user of the language exercises his abilities in two or more skills, either simultaneously or in close succession (p. 46).

Temple and Gillet (1984) likewise support this understanding, noting that:

> The organization of most language arts programs suggests that reading, writing, speaking, listening, spelling and the other components are separate subjects. In reality, each supports and reinforces the others, and language arts must be taught as a complex of interrelated language process (p. 461).

In the integrated skills approach, communicative competence is important. If asked why they are learning a language, many students will answer that they are doing so to understand and use the language to communicate with speakers of the language

and to use the language effectively. In order to do so, it is necessary to develop autonomy in language use; i.e., a kind of freedom in choice of language and manner of expression. By integrating all skills, teachers provide a form of input which then becomes a basis for further output, which then becomes new output, and the process continues like this. According to the integrated approach, language is generated in a real-life environment with contributions from the students (Almara-Sanchez, 2000). Thus, as Almara-Sanchez emphasizes, when we are teaching a second language to students, we are trying to develop their communicative competence. A student should know and understand the grammar and distinguish it; however, he or she should also know when to use the correct grammar and phrases according to the context and should be able to be productive and to interact with others without difficulty.

Numerous other researchers (e.g., Hinkel, 2001; Lazaraton, 2001; McCarthy & O'Keeffe, 2004, as cited in Hinkel, 2006) have stressed that in meaningful communication, people employ all language skills together. For example, to carry on a conversation, one needs to be able to speak and comprehend at the same time. As a result, all language skills should be used simultaneously in instruction to make language learning as realistic as possible.

2.4.1 FOUR FORMS OF INTEGRATED SKILLS INSTRUCTION

The next question concerns how we can apply the integrated skills approach in our teaching. In this respect, there are four models that are in common use, including content-based instruction, task-based instruction, theme-based instruction and experiential learning. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use (Oxford, 2001). As Brown (2000) points out, all of these models pull the attention of the student away from the separateness of the skills of language and toward the meaningful aspects of language use (p.234).

2.4.1.1 Content Based Instruction

The first of the four integrated skills models is content based instruction, where students are taught content through the target language. There is little or no direct or

explicit effort to teach the language itself separately from the content being taught. That is, teachers teach the content of their lessons (science, math, literature, and so forth), and in addition, they focus systematically on the language related to that content, so that students' language learning needs can be addressed in the context of the construction of curriculum content (Hammonds & Gibbons, 2005). In this instructional approach, the basic goal is communicative competence in the target language; the secondary goal is content knowledge (Oxford, Lee, Snow, & Scarcella, 1994). As learners are taught non-linguistic subject matter (e.g., geography) through the medium of the target language (Scheffler, 2009), the content-based instructional approach allows for the complete integration of language skills (Brown, 2000). Planning a lesson according to this approach entails involving at least three of four skills, as students read, discuss, solve problems, analyze data, and write opinions and reports.

2.4.1.2 Task Based Instruction

In task based instruction, language skills are integrated through meaningful language tasks related to a specific body of content (Scarcella & Oxford, 1992). In other words, lessons are organized around a communicative task that learners can engage in outside the classroom. Here, the important thing is using the language for functional purposes, and therefore, the priority is being able to use the language itself, not just the pieces of that language. While content based instruction focuses on subject matter content, task based teaching focuses on real world tasks. Students are encouraged to think critically and creatively and to monitor their understanding in carrying out a task. Students have ownership of the problem, and all learning occurs as a result of considering this problem (Janagam, Suresh, & Nagarathinam, 2011). Task based teaching offers a well-integrated approach to language instruction that asks teachers to organize their classrooms around practical tasks that language users can engage in the real world. These tasks always imply several skill areas.

This form of instruction can be used with all ages and at all proficiency levels, and it is usually presented in one of two modes: through one- or two-way tasks (Doughty & Pica, 1986). In one-way tasks, an individual – either the teacher or a student – has information and shares it with the other students in the classroom; and in two-way

tasks, all participants exchange information, and all students have an active role in sharing their knowledge with each other to solve a problem (Oxford et al, 1994).

2.4.1.3 Theme Based Instruction

Theme-based teaching allows students the opportunity to improve their language skills without being battered with linguistically based topics. Theme-based curricula provide interesting topics for the students in a classroom and can offer a focus on content while still adhering to institutional needs for offering a language course. For instance, in a university preparatory class, intermediate students deal with topics of current interest, such as public health, environmental awareness, economics, and so on. Students may read articles, view video programs, discuss issues, propose solutions, and carry out writing assignments on a given theme, and while they are doing this, they learn the language, as well. A university course such as English for Academic Purposes is an appropriate example of theme-based instruction (Brown, 2001). In theme-based classrooms, all language skills are used in a lesson; therefore, integration of all skills is inevitable.

2.4.1.4 Experiential Learning

As can be understood from its title, experiential learning means learning from experience. In this instructional format, the aim is to learn by doing; learning takes place as students reflect on what they are doing.

Experiential theorist Kolb (1984) suggests that learning is the process whereby knowledge is created through the transformation of experience, as demonstrated below, in Figure 3.
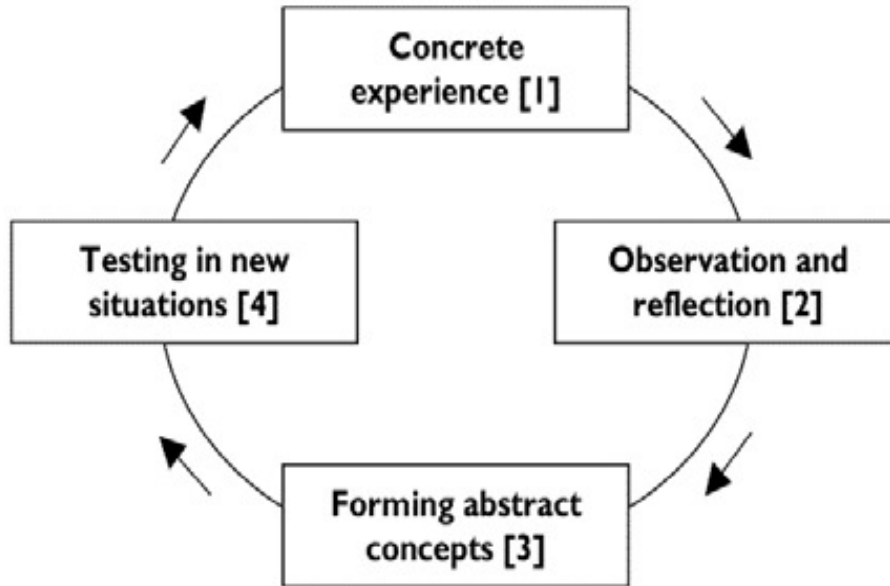
Figure 3: Kolb's experiential learning cycle (Green& Ballard, 2010)

Brown (2000) describes this process as taking place through "activities that engage both left and right brain processing, that contextualize language, that integrate skills, and that point toward authentic, real world purposes" (p. 236). Thus, according to Scheffler (2009), experiential learning refers to all types of instruction in which L2 learning is supposed to take place as a result of learners' experiencing the target language and using it as a tool for communication. As with L1 learning, L2 learners develop target language skills implicitly through exposure to the target language.

2.4.2 ADVANTAGES OF THE INTEGRATED SKILLS APPROACH

Brown (2000) points out that in past decades, EFL classes gave prominence to one or two of the four traditional skills discretely, sometimes ignoring the other three. In these lessons, each skill was taught separately, and they did not support or interact with each other. In segregated skills oriented courses of this nature, language itself was the focus of instruction. Rules and structures were taught to the students, and this process was regarded as teaching the language by many teachers, experts or administrators. However, over time, the understanding developed that knowing the rules, filling the gaps or knowing all about grammar did not necessarily comprise

knowledge of the target language, and it was recognized that students were often unsuccessful in producing the language.

However, this understanding gave way to new notions of instruction, such as the integrated skills approach, which Brown (2000) regards as the only feasible approach within a communicative and interactive framework. If teachers want to teach the language as a whole and to improve all four skills in an authentic environment, the integrated skills approach should be implemented. In Brown's view, most of our natural performance in real-world language use involves the integration of two or more skills. Likewise, Widdowson (1978) holds that the acquisition of linguistic skills does not equate to the acquisition of communicative abilities in a language. On the contrary, overemphasis on drills and exercises for production and reception may inhibit the development of communicative abilities, whereas communicative ability necessitates use of these language skills, and one cannot acquire the former without acquiring the latter. From these studies, it can be concluded that skills integration is necessary in teaching the language for communication. Almarza-Sanchez (2000) and Furuta similarly contend that language learning will become more purposeful and meaningful for learners at all levels if an integrated skills approach is applied.

According to Bushing and Lundsteen (1983), teaching English lessons to students, whether adults or children, through separated skills instruction is a violation of how language is used. When language is used naturally, it is not divided into its individual skills. However, some educators strongly support the idea that when students are taught a foreign language through separated skills, they learn that foreign language in small individual segments, then later put these segments back together in use. This assumption about language learning, although widely used, is suspect. Tavil (2010) highlights the research that has been carried out over the last decades indicating that students learn a foreign language more effectively in the same way that they use it. As a result, it may be said that the more the language skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration.

Brown (2000) similarly argues that production and reception are two sides of the same coin; they cannot be divided, because interaction requires both sending and receiving messages. To ignore thisr connection is to ignore the richness of the language. For literate learners, the interrelationship of written and spoken language

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intrinsically motivates reflection of language, culture and society. By attending primarily to what learners can do, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom. Snow, Met, and Genesee (1989) note that integration of all skills makes language learning more effective, as it is learned in a meaningful, purposeful communication setting and in a social and academic context.

Apart from that, as Hinkel (2006) implies, many L2 teachers and curriculum designers believe that integration of all skills can increase learners' opportunities for purposeful L2 communication, interaction, real-life language use, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills. Baturay & Akar (2007) likewise contend that when teachers use skills such as listening, writing and speaking together with reading, instruction becomes more beneficial and authentic for the students, because in real-life communication, one skill is rarely performed without any other. Using an integrated skills approach enables students to develop their ability in the use of two or more of the four skills within real contexts and within a communicative framework.

As Raphael & Hiebert (1996) suggest, a meaningful and relevant curriculum entails learning in a real life environment; this makes lessons interesting and relevant for students. A constructivist classroom environment should provide an atmosphere where students collaborate with others and their teachers in such a way that they learn while doing or experiencing. Learning by doing, linking learning to the real world and a meaningful and relevant curriculum can be accomplished through an integrated learning environment.

On the other hand, Acuna-Reyes (as cited in Yang, 2005) suggests that skills-oriented programs demotivate students, because what they are being taught is not really relevant to their needs and interests. Therefore, it becomes counterproductive to try to teach one language skill; all of the skills should be integrated to promote effective use of the language. In this respect, an integrative approach can help language teachers create a relaxed environment, so that language learning becomes enjoyable (Arkam & Malik, 2010). Furthermore, it has been argued that the integrated skills approach promotes self- regulated learning, or the process of

activating and sustaining one's own thoughts, behaviors and emotions in order to reach a learning goal (Janagam, Suresh, & Nagarathinam, 2011).

In sum, the integrated skills approach, when compared with the segregated skills approach, provides English language learners with authentic language while challenging them to interact naturally in the language. Moreover, this approach emphasizes that English is not just a tool for academic interest or a key to pass an examination. Instead, English is a real means of interaction and sharing among speakers. In addition, thanks to this approach, a teacher can track students' progress in multiple skills at the same time. The integrated skills approach also promotes learning of real content, rather than separating the language forms. Finally, it may be highly motivating for all kinds of learners (Öztürk, 2007).

2.4.2.1 Students' Language Needs

Many researchers have argued that students have both social and academic language needs (Oxford, Lee, Snow, & Scarcella, 1994). For instance, Oxford, et al. (1994) explain that:

> Compared with basic interpersonal communication (social language) tasks, *cognitive academic* (academic language) *tasks are* often more intellectually demanding and more context-reduced, with meaning typically inferred from linguistic or literacy-related features of a relatively formal written or oral text. This is the most difficult situation for language learners, and competence in these types of tasks frequently occurs later than competence in basic interpersonal communication tasks (p. 258).

They claim that academic language is much more difficult than social language for students, and that it is developed later than social language. What, then, is the relationship between these language needs and the integrated skills approach? Snow and Brinton (1991, as cited in Oxford et al, 1994) claim that if students are required to develop their second or foreign language academically, an academic English language program should emphasize all skills, not just one or two basic skills; furthermore, students need experience with "academic information processing" and an understanding of real content in a conventional academic context. Academic information processing can include higher level thinking abilities, as Bloom states in his taxonomy of cognitive processes: application, analysis, synthesis, evaluation (see

Figure 4). These four levels are known by Chamot (1983) as academic proficiency, while the lower two levels she refers to as social proficiency (as cited in Oxford et al., 1994, p. 259). However, is has also been argued that many academic situations involve the elements that appear at the bottom of this taxonomy. Through the integrated skills approach, language skills and thinking skills can be developed concurrently. Also, as Snow et al. (1989) contend, the integrated skills approach encourages students to use their higher order thinking skills; this is desirable because it can stimulate learners' interest in the content, and therefore in the language used to express it.
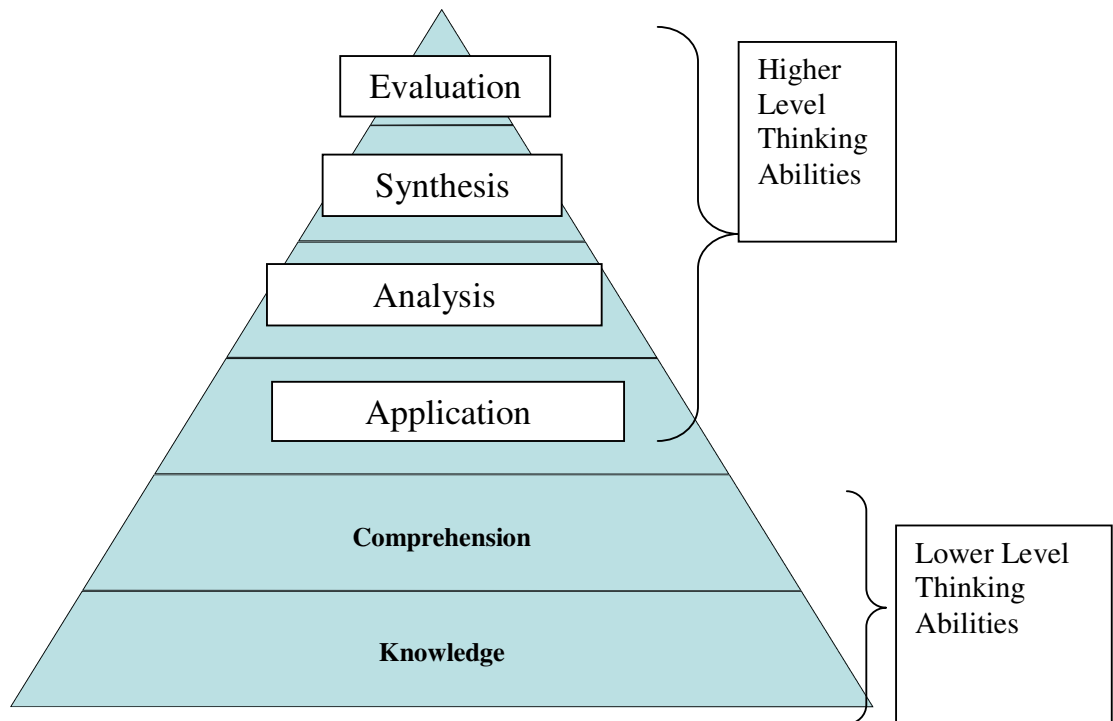
Figure 4. Bloom's Taxonomy

2.4.3 DISADVANTAGES OF THE INTEGRATED SKILLS APPROACH

Many linguists, academics and teachers emphasize the advantages of the integrated skills approach. However, as with all approaches to teaching, it has some weaknesses, as well. According to Hungyo and Kijai (2009), the integrated skills approach may be time consuming, as teachers may struggle to create an interactive, motivating and authentic lesson. It requires more effort from the teacher to find materials and design activities in comparison with the segregated skills or traditional approach. Also, as this is a new concept in many educational contexts, English language teachers may not be adequately trained to teach in an integrative way. Therefore, when they are expected to teach using the integrated skills approach, they may become confused, reluctant or demotivated.

2.5 EMPIRICAL STUDIES CONCERNING THE INTEGRATED SKILLS APPROACH

In terms of learner outcomes, Joseph (1981) investigated the effectiveness of a remedial program for adult students based on an integrated skills approach. The researcher designed and implemented a program based on this philosophy at the community college level. In the remedial program, the skills of reading, writing, listening and speaking were approached in an interrelated manner. An assessment of students' performance in reading comprehension, vocabulary development and written syntactic complexity was carried out by a pre-test and post-test after the experimental (26 students) and control groups (25 students) completed a regular college level basic English course. A significant difference was found in the reading and vocabulary scores, but this was not the case in measures of written syntactic complexity.

Oxford et al. (1994) conducted a survey in the U.S. to compare the incidence of integrated skills and traditional instruction, with a specific focus on second language programs for non-native speakers of English. Many respondents reported that they offered content courses in which language skills were integrated; however, most programs still offered traditional instruction or the segregated skills approach,

especially for specific skills such as grammar. Furthermore, the survey found that integration of skills was very common, even though single-skill courses were still being taught. In most cases, integration of two or three skills occurred, rather than full integration.

With regard to the effectiveness and appropriateness of the integrated skills approach for teaching grammatical structure, cultural norms and behavior, writing and listening skills in the German language, Moosavi (2006) carried out a study with undergraduate students who were enrolled in an introductory college level German course offered at the Collin County Community College, Spring Creek Campus, in Plano, Texas. A total of 24 students participated in this study, which utilized a pre- and post-test group to measure the instructional effectiveness of the integrated teaching approach. According to the results, the integrated skills approach was effective for both students and instructors and dramatically improved the quality of learning.

Su (2007) carried out a similar study with students in Taiwan to examine how the ISA was used in Taiwan's EFL college classes. His study also examined students' satisfaction with the integrated skills class and related authentic activities. In addition, he investigated whether students' views about the separated skills approach changed over the duration of the course. The data were collected using a questionnaire, interviews of students and classroom observation. The results indicated that the instructors provided a range of authentic materials and class activities and let students interact with texts and each other through the integration of the four language skills. Furthermore, 90% of students indicated wanting to go on with lessons using the integrated skills approach in the next year. The data also demonstrated that the students' views of EFL instruction changed thanks to this approach.

In the Turkish context, Öztürk (2007) also investigated the integrated skills approach with young learners. In her study, she taught English to young learners through the ISA to achieve the objectives of the A1 level according to the Common Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). The study was implemented in the Ankara Maya Private Primary School; the data were collected through observation and interviews. It was found that the students managed to use the skills in an integrated way, and they successfully carried out the tasks that had

been designed to realize the objectives of the A1 Level of the CEFR. Therefore, it was suggested that teachers establish an authentic context in the classroom using all four skills in an integrated manner in order to enhance students' learning.

On the other hand, Hungyo and Kijai (2009) carried out a comparative study aiming to examine the effects of using two different language teaching approaches on the English language acquisition of nursing and business freshmen students in Mission College, Thailand. In their research, they compared two different classrooms. One group was taught using an integrated approach, and the other group was taught using a segregated approach. A pre-test and post-test were applied in both classrooms. The results indicated that the students in the integrated class did better in listening skills than those in the segregated class, but not in the other areas. Only a slight difference was found between the two groups.

Another study was carried out by Alhussain (2009) with 105 female students to investigate the effectiveness of using an integrative approach in improving EFL students' communicative skills. The data were collected by comparing the oral performance of the subjects. In one group, grammar, listening, reading and speaking were taught integratively; and in the other group, these skills were taught separately. The results pointed to a significant difference between the two groups on the oral post-test in favor of the experimental group. Based on this study, an integrative teaching of grammar, listening, reading and speaking was recommended as a means to improve EFL students' communicative skills.

Similarly, Aljumah (2011) carried out a study to investigate the problems related to ESL/EFL university students' unwillingness to speak and take part in class discussions; he attempted to solve this problem through the integrated skills approach. As a longitudinal study, the data were collected over 5 years through teacher classroom observations, written and oral questionnaires, and discussion with both students and professors. The results demonstrated that the students exhibited a considerable improvement in oral skills.

Selinker and Tomlin (2012) conducted a survey of different case studies to clarify whether the four language skills should be integrated or separated in ELT. In case 1, carried out by Johnson et al. (1982) in an ELT institute, it was revealed that the lower the level, the more likely it is that skills will be integrated; and the higher the level,

the more likely it is that they will be separated. This result suggests that skills integration is more important at earlier stages of learning. It also implies that skill separation becomes more useful or important at later stages, especially where students are preparing for academic work. In other words, students may participate in integrated lessons when they begin to learn a language, but when their language levels increase, they may learn more effectively according to the SSA.

CHAPTER III
RESEARCH METHODOLOGY

This chapter is divided into four main sections. In the first part, the research model will be presented. Then, the study group and the application of the study will be described. Finally, the data collection instruments will be discussed in detail

3.1 RESEARCH MODEL

This research aims at investigating the effectiveness of integrated skills instruction and exploring the perspectives of students and the teachers concerning this approach. To achieve these aims, two different types of research were conducted; both qualitative and quantitative methods were applied.

To understand the effectiveness of the ISA, first of all, a pre-test and post-test were applied to the control and experimental groups, which consisted of B.1.1 level students (See appendix 5) in the Anadolu University Foreign Languages Teaching Department (AUFLTD). Following this assessment, a questionnaire was given to both the instructors and the students in the AUFLTD, and all data obtained from the study were analyzed via a One-Sample Kolmogorov-Smirnov test and a paired-sample t-test using the SPSS version 20 software package.

The quantitative results were analyzed in detail and presented through percentages and numerical figures. For the qualitative portion of the study, the opinions of the instructors and students were classified and presented in order of the importance given by the participants.

3.2. PARTICIPANTS

As previously stated, the study was carried out in the Anadolu University Foreign Languages Teaching Department. For the experimental study, two different classes were divided into a control group and an experimental group. In each classroom, nine students whose ages were similar participated in the study. Although the size of the

classes was small, Büyüköztürk (2010) asserts that sample size is not always important in the social sciences. Furthermore, as Özdamar (1997) points out, if a sample size is less than 30, then a t-test may be used to test a single-sample or two-sample hypothesis. Therefore, it is clear that in experimental studies, research can be carried out with a small group as long as the variables are normally distributed. In each classroom, there were 4 female and 5 male students. The distribution of the students is shown in table 3.1 below.

Table 3.1 *Number of Participants (Experimental Study)*

Group	Size	n (female)	n (male)
Experimental	9	4	5
Control	9	4	5
TOTAL	18	8	10

In addition to the experimental study, a questionnaire was given to both the instructors and the students to examine their perspectives concerning the ISA. The questionnaire was initially distributed to 100 instructors, but only 55 of them returned a completed form. Hence, the questionnaires were applied with 55 instructors and 93 students from all levels. The distribution of the participants in the questionnaire portion of the study is given below, in table 3.2.

Table 3.2 *Number of Participants (Questionnaires)*

Gender	Teachers	Students
Male	18	38
Female	37	55
Total	55	93

The instructors who participated in the study had varying levels of experience, and they had graduated from different departments. These differences are outlined in tables 3.3 and 3.4.

Table 3.3 *Experience of the Instructors*

Years of Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	18	32.7	32.7	32.7
6-10	12	21.8	21.8	54.5
11- 15	21	38.2	38.2	92.7
16- 20	3	5.5	5.5	98.2
21-25	1	1.8	1.8	100.0
Total	55	100	100	

Table 3.4 *Departments of the Instructors*

Departments

	Departments	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English language teaching	47	85.5	85.5	85.5
	English language and literature	3	5.5	5.5	90.9
	American culture and literature	2	3.6	3.6	94.5
	Linguistics	1	1.8	1.8	6.4
	Translation and interpretation	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

In addition, the levels of the students are illustrated below, in table 3.5.

3.5 L*evels of the Students*

Levels

	Frequency	Percent	Valid Percent	Cumulative Percent
Elementary	**4**	4.3	4.3	4.3
Pre-int	**31**	33.3	33.3	37.6
Int	**57**	61.3	61.3	98.9
Upper Int	**1**	1.1	1.1	100.0
Total	**93**	100.0	100.0	

As shown in tables 3.6 and 3.7, factor analysis was used to determine whether these samples accurately represented the target population.

Table 3.6 *Factor Analysis (The Students' Questionnaire)*

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.867
Bartlett's Test of Sphericity	Approx. Chi-Square	2.332E3
	df.	528
	Sig.	.000

Table 3.7 *Factor Analysis (The Instructors' Questionnaire)*

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.818
Bartlett's Test of Sphericity	Approx. Chi-Square	1.870E3
	df.	561
	Sig.	.000

As can be seen from the tables, the sampling adequacy measures are close to 1, indicating that the samples adequately represented the target population.

3.3 APPLICATION OF THE STUDY

For the experimental portion of the study, the classes were divided into two groups as an experimental and a control group. While integrated skills instruction was used in the experimental group, the skills-based approach was applied with the control group over a three-week period. The duration of the study was restricted due to certain limitations.

Table 3.8 *Duration of the Experiment*

Group	Duration	Course Book
Experimental	3 weeks	Speak Out
Control	3 weeks	Speak Out

The *Speak Out Pre-Intermediate Course Book*, which aims at helping adult learners gain confidence in all skill areas, was used in the experimental portion of the study. This book was designed and prepared for authentic learning, which means that it was designed according to the integrated skills approach, as with numerous modern course books that are used in many foreign languages departments in Turkey.

As the course book was designed according to the ISA, we did not change the content and the activities to a great degree for the experimental group's lessons. In each unit, the students in the experimental group were required to use all of their skills, unlike the students in the control group. The activities were arranged by the authors of the book by integrating all of the skills. As the teachers in this classroom, we attempted to apply all of the activities in the integrated manner specified by the text.

For example, in one unit, the subject was about cities. First of all, as a warm up activity, the students looked at photos of different cities; in the experimental group, we discussed which was the best city and why the students liked it. There were short paragraphs about the subject in their book, as well; we read these and talked about them. While reading the sentences, we looked at their forms and discussed whether the sentences were positive or negative. Then we discussed which of a series of statements were the most important for a city. Next, we listened to a conversation about the subject and completed activities for listening comprehension. Afterward, we watched a video with English subtitles and made comments about it. Finally, we wrote a letter about the subject that we had discussed, read and watched.

This is only one example of our two-hour lessons. For each lesson, we used all of the skills and encouraged the students to use them, as well. We focused on communication, interaction and connecting all of the skills, as well as making them meaningful. In this manner, we attempted to provide an authentic learning environment for the students as we spoke, read, wrote, listened and learned grammar at the same time. We used numerous types of activities, such as gap filling, while we were learning grammar. We also listened to a dialogue, took notes, and completed the missing parts; while we were doing these activities, we aimed at using all of the other skills around the content, as well. It should be emphasized here that the students were learning grammar, but in an implicit way. In other words, the focus

here was on the communication, not the rules. Therefore, the lessons in the experimental group were distinguished from those of the control group.

The same activities were carried out with the control group, and the same book was used; but each lesson was separated, and we focused on the rules. For example, in one lesson, we concentrated only on grammar, and we announced to the students that they were learning grammar at that time. We wrote sentences on the board and analyzed them, as with traditional grammar lessons. In another lesson, we focused only on listening; we listened to a conversation and did related activities. Accordingly, we taught all skills explicitly; in order to do this, we changed the order of the activities in the book and framed them as traditional lessons (see appendix 6). In the table below, the application of the different types of activities in each skill in the experimental and control group is explained in detail.

Table 3.9 *Application of the Activities in Experimental and Control Group.*

Activities	Experimental Group (Implicit teaching/ inductive)	Control Group (explicit teaching/ deductive)
Reading a story	Some pictures were shown to the students; the students talked about these pictures. After that, they read the first part of the story and tried to guess the rest. Then, they read the second part, but the last part of the story was hidden. The teacher asked the students to write an ending for the story. After they had written, some of the students read their stories aloud. Then the teacher showed them the original ending, and the students compared their stories to the real story. Afterward, they answered true/false and open-ended questions about the story.	The students looked at a title and tried to guess the story. Then the teacher wrote on the board the unknown words and an example sentence for each word. The teacher asked the meaning of the words in Turkish to be sure the students understood them. Then, the students read the story. For reading comprehension, gap filling and true and false activities were given. Finally, open ended questions were answered.
Listening to a dialogue	The key word of the listening part, which was related to a certain character, was given to the students along with its definition in English. The students read the definition and gave examples of this type of person and whether they knew a person like this or not. Then they looked at a film poster on which there were many people. They talked about the poster and tried to guess the job and the	The key word of the listening part, which was related to a certain character, was given to the students with its definition in English. The teacher gave the Turkish meaning of the word, as well. Then, the students listened to the dialogue, and the teacher wrote the unknown words on the board and asked the students whether they knew the words or not. Then the teacher wrote the meanings of the words and gave

	characteristics of each person. Then they listened to a dialogue and noted the issues that the people talked about. Afterward they discussed these issues. Finally, they listened again and completed summaries of the dialogue	examples. Afterward, the students listened to the dialogue again and answered questions about it.
Writing a website comment	First, the students listened to a conversation. The teacher asked them to identify the problem of the woman in the conversation. They talked about the problem. Next, the teacher asked whether the students had encountered this kind of problem. Then, the students chose an issue in the book and discussed it with their partners. After that, they read a website comment and answered questions about it. Finally, the teacher asked the students to write a similar comment about the issue they chose using the prompts given in the book.	The teacher explained what a website comment is and gave examples. The students looked at the website comment in the book and analyzed it. The teacher emphasized the form of the writing and its structure. Then, the teacher asked the students to choose an issue given in the book and to write a similar comment using the prompts.
Speaking about the best job	The students were given a text about people and their jobs. They read the text, and the teacher asked whether they liked the jobs or not. Afterward, the teacher asked whether these jobs are good in Turkey or not. They discussed the reasons for their answers. Then, the teacher asked which job was the best job in Turkey, then asked the students to write a short paragraph about their dream jobs.	The teacher asked the students' opinions about specific jobs. Then, he/she divided the students into groups of four and gave them time to discuss their opinions about the best job in Turkey. After the discussion, they would decide one best job and explain the reasons why they thought that job was the best. After the given time ended, the teacher listened to each groups' opinions.
Review of Simple Past Tense	First, the students listened to a conversation. Afterward, they discussed the problems mentioned by each speaker. Then, they mentioned their own thoughts about these problems and whether Turkey has problems like this. After they had discussed the problems, they looked at the script of the audio, read the conversation again and underlined the phrases the speaker used to describe the problems. There was a gap-filling activity in their books about the phrases they had just listened to and learned in context. The students completed the sentences with the correct prepositions. Then, the teacher asked the students to imagine	Phrases were written on the board, and example sentences were written next to the phrases. Then the teacher had the students write sentences with these phrases. After they finished, the teacher asked some students to write their sentences on the board, and then asked the other students whether these sentences were true or not. Then, the students wrote three questions using these phrases in the Simple Past Tense. The teacher wrote some of the questions on the board, re-explaining the rules of Simple Past Tense. Then each student came and wrote an answer for the question. The teacher repeated the rules and the verb

	that they had just returned from a different country. The students were supposed to choose the country. They had had a one week holiday there, and at the time they were going to write a letter to one of their friends. They were going to write about their memories and what they liked or disliked about this city or country by using the Simple Past Tense. After they had written, the teacher asked some of the students to read their paragraphs. Finally, the teacher collected the other writings to give feedback to each student.	forms in the Simple Past Tense several times. They discussed the sentence structure, as well. Then, the students did the exercises in their books on the Simple Past Tense.

After 3 weeks, the same post-test was given to the students in each group to determine whether there were any differences between the groups and between the pre-test and post-test results for each group. At this time, their results were compared and analyzed through a paired-samples t-test. The improvements in each skill were compared; the findings are shown in the tables in the findings section of Chapter 4 in detail.

It should be emphasized that although we tried to separate the language skills, we understood that this could not be fully accomplished. For instance, while the students were listening, they were also taking notes; then, when the students commented on the listening exercise, as teachers, we talked about it with them. Afterward, the students read their notes. This underscores the fact that, in language learning, one cannot completely separate the skills from each other, because in any lesson, several skills are employed at the same time. Following this experiment, the questionnaires were implemented with 93 instructors and 55 students; the results are presented in the tables in Chapter 4.

3.4 DATA COLLECTION INSTRUMENTS

In this study, there were 4 research questions:

1. What do teachers and students think about the integrated skills approach used in their foreign language teaching department?

2. What are the advantages and disadvantages of the integrated skills approach according to students and teachers?

3. Are students able to improve their four language skills (listening, speaking, reading, and writing) equally in the integrated skills approach?

4. Which English language teaching methods are used by the teachers when they use the integrated skills approach?

To answer these questions, a questionnaire was used. The questionnaire was given to both the students and the instructors in the department to investigate their opinions about the ISA. The questionnaire consisted of three parts. The first part related to the backgrounds of the teachers and students. In the second part, there were 33 Likert-type statements, and the third and final section of the survey consisted of 3 open-ended questions, which constituted the qualitative aspect of the study. The statements and open-ended questions that were given to the instructors and the students were very similar, as they would be compared.

To understand whether the students improved their four language skills equally in the ISA, an experiment was carried out, and the data were collected through a pre-test and post-test. A pre-test was used to determine whether the students were at the same level or not. After teaching English through two different approaches in the experimental and control groups, a post-test was applied, and the results were compared through a paired-sample t-test.

Prior to being assigned to a proficiency level, the students in the AUFLTD are subjected to a number of tests according to the CEFR in AUFLTD. According to these exam scores, the students were already established at the same proficiency level prior to the application of the study; however, the pre-test, which was based on B.1.1 level of CEFR (see appendix 5) was also administered to assess their overall skills. The students all achieved similar scores on the pre-test, indicating that they had a similar level of English language knowledge. The data collection instruments used to answer each research question are summarized below, in table 3.10.

Table 3.10 *Data Collection Instruments for Each Research Question*

Research questions	Data collection instruments
RQ 1	Questionnaire (for both teachers and students)
RQ 2	Pre-post test/ questionnaire (for both teachers and students)
RQ3	Pre-post test/ questionnaire
RQ4	Questionnaire (for teachers)

3.4.1 Development of the Data Collection Instruments

For the experimental study, the pre- and post-test were prepared to explicitly evaluate the students' improvements according to the two different approaches. The tests were taken from the *Speak Out Pre-Intermediate Teachers' Book* that corresponds to the students' course book. The same course book was used during the experiment for a three-week period. This course book was designed according to the integrated skills approach; therefore, for the control group, the activities were divided into 5 main skills, and a lesson plan based on the SSA was designed. The differences between the instruction given in the experimental and control group are also mentioned in the section on "the application of the study" in Chapter 3. At the end of the three weeks, a post-test, which was again taken from the *Speak Out Teachers' Book,* was carried out for both groups. Each student's skill was assessed separately, and the results were compared to determine whether there was any difference between the pre- and post-tests within each group and between groups.

The other data collection instrument used in this study was the questionnaire. Separate questionnaires were prepared for the instructors and the students; while the instructors' questionnaire was in English, the students' questionnaire was prepared in Turkish for clarity, as these were low-level English language learners. Before applying the questionnaire, the terminology related to the ISA and SSA was explained in detail to the students. In order to test reliability and content validity, the questionnaires were shown to 4 ELT experts and revised according to their feedback; the questionnaires were then piloted with a small group of teachers and the students, and they were asked whether any of the items were unclear. With the help of their feedback, the questionnaires took their final shape.

CHAPTER IV
FINDINGS AND DISCUSSION

In this section, the results and the findings of the data gathered through the experimental study and the questionnaires will be analyzed in detail and presented in tables, percentages and graphs in terms of the research questions.

4.1. DATA ANALYSIS

In this study, both quantitative and qualitative methods were used to interrogate the effectiveness of the ISA, as well as the perspectives of the students and instructors in the Anadolu University Foreign Language Teaching Department. The opinions of the teachers and students, as well as the students' English improvements according to the integrated skills approach versus the traditional instruction or skills-based approach were compared; the results are outlined in detail in the following tables, figures and percentages. The quantitative part of the study includes both the experimental and questionnaire data, while the qualitative portion of the study includes the open-ended questions provided in the questionnaires.

4.1.1 The Quantitative Data Analysis of the Experimental Study and Questionnaires

The findings of the experimental study were obtained through pre- and post-tests, which were taken from teachers' resource book of the *Speak Out* B.1.1 level. First, the students in each group were given a pre-test to assess their overall language level in accordance with the B.1.1 level of the Common European Framework of Reference (see appendix 5). In this test, there were subjects corresponding to the B.1.1 level; some of the subjects were not yet familiar to the students, as they had not completed the B.1.1 level skills. The test results were compared through a One-Sample Kolmogorov-Smirnov test, and the homogeneity of variances was analyzed, as well. The results show that the Asymp. Sig. (meaningfulness) is greater than 0.5 in tables 4.1 and 4.2; thus, the experiment could be carried out with confidence, as there was no significant difference among the participants.

Table 4.1 *Pre-Test Results*

Descriptive Statistics

	N	Mean	Std. Deviation
C Total	9	46.44	7.796
E Total	9	47.44	7.247

One Sample Kolmogorov-Smirnov Test

		C. PreTotal	E. PreTotal
N		9	9
Normal Parameters	Mean	46.44	47.44
	Std. Deviation	7.79	7.24
Most Extreme Differences	Absolute	.195	.199
	Positive	.102	.119
	Negative	-.195	-.199
Kolmogorov-Smirnov Z.		.585	.596
Asymp. Sig. (2-tailed)		.883	.869

a. Test distribution is Normal.

Table 4.2 *Homogeneity of Variances (Pre-test)*

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
C pre-total	1.887	2	6	.231
E pre-total	1.693	2	6	.261

*Sig. is greater than 0.5; therefore, the groups are homogenous.

The questionnaires were first analyzed according to the Kolmogorov-Smirnov test, but as the result on Asymp. Sig. (2-tailed) was less than 0.5, non-parametric methods were used to analyze the questionnaires.

One-Sample Kolmogorov-Smirnov Test

		Gender	Age	Level	Department
N		93	93	93	93
Normal Parameters[a]	Mean	1.5914	1.2903	2.5914	5.1290
	Std. Deviation	.49424	.50175	.59411	1.85464
Most Extreme Differences	Absolute	.387	.450	.378	.150
	Positive	.293	.450	.235	.147
	Negative	-.387	-.281	-.378	-.150
Kolmogorov-Smirnov Z.		3.734	4.337	3.644	1.444
Asymp. Sig. (2-tailed)		.000	.000	.000	.031

a. Test Distribution is Normal

Gender– Asymp. Sig. (2-tailed) = $0.000 < \alpha = 0.05$

Age - Asymp. Sig. (2-tailed) = $0.000 < \alpha = 0.05$

Level - Asymp. Sig. (2-tailed) = $0.000 < \alpha = 0.05$

Department- Asymp. Sig. (2-tailed) = $0.031 < \alpha = 0.05$.

4.1.2 Content Analysis of the Qualitative Data

The qualitative data for the study were gathered through open-ended questions. In this portion of the study, the opinions of the teachers and the students about the integrated skills approach were analyzed and classified from the most common answers to the least common.

In the instructors' questionnaire, the open-ended questions were as follows:

1. What do you think about the strengths of the integrated skills approach (integration of all skills in a lesson)?

2. What do you think about the weaknesses of the integrated skills approach (integration of all skills in a lesson)?

3. Do you have any other comments about the integrated skills approach?

The students' questions were similar, but they were given in Turkish for clarity. The questions that were asked of the students are as follows:

1. What do you think about the strengths of the integrated skills approach that your teacher used in language teaching?

2. What do you think about the weaknesses of the integrated skills approach?

3. Do you have other comments about the integrated skills approach?

4.2 FINDINGS

As previously stated, the aim of this study was to examine the perspectives of the instructors and students concerning the integrated skills approach and to compare their opinions. An experiment was also carried out to compare the traditional method and integrated approach to language instruction. All of the findings gathered through the quantitative and qualitative data are presented in this section under the related research questions. This section is divided into two subsections. In the first section, the quantitative results will be explained, and in the second section, the qualitative data will be presented. All of the findings are illustrated in detail using graphs and tables.

4.2.1 Findings Based On the Quantitative Data

In this section, the results of the students' achievements on the pre- and post-tests will be presented. Then, to understand the perspectives' of the instructors and students in the Anadolu University Foreign Language Teaching Department, the questionnaire data will be analyzed and presented. As previously mentioned, there were 33 Likert-type items on the questionnaires. The results were also analyzed according to the length of experience of the instructors.

4.2.1.1 Experimental Study

In table 4.3, the results of the pre- and post-tests of the control and experimental groups are illustrated in detail.

Table 4.3 *Pre and Post-Test Results of the Control Group*

Arithmetic Mean in the Control Group

	Pre-Test	Post- Test
Reading	3.5	10.2
Listening	10.2	6.8
Grammar	10.8	12.3
Writing	11.3	16.2
Speaking	11.1	11.8
TOTAL	46.4	57.1

As can be seen in table 4.3, while the reading, writing and speaking skills and grammar knowledge of the students in the control group improved, the listening skills of the students decreased. The improvements of the students were analyzed by a paired sample t-test as well, as shown in table 4.4.

Table 4.4 *Comparison of the control group's pre and post-tests scores by paired sample t-test.*

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest **(Reading)**	-6.66667	3.84057	1.28019	-9.61879	-3.71454	-5.208	8	.001
	(Listening)	3.33333	1.93649	.64550	1.84481	4.82185	5.164	8	.001
	(Grammar)	-1.44444	3.97213	1.32404	-4.49769	1.60880	-1.091	8	.307
	(Writing)	-4.88889	4.48454	1.49485	-8.33601	-1.44177	-3.270	8	.011
	(Speaking)	-.77778	1.64148	.54716	-2.03953	.48397	-1.421	8	.193

According to table 4.4, it can be said that traditional instruction positively affected the students' reading skills, as the students performed significantly better on the post test. In terms of listening skills, Sig. (2-tailed) was less than 0.5, which indicates that the SSA had a significantly negative effect on the students' listening skills. It can also be seen that there was no significant difference between the pre- and post-test scores of the control group in terms of grammar. In terms of writing skills, the score of $p<0.05$ indicated that the SSA had a significant effect on writing skills improvement. According to table 4.4, it may also be concluded that the SSA did not have a notable effect on the students' speaking skill improvement.

Table 4.5 *Pre- and Post-Test Results of the Experimental Group*

Arithmetic Mean in the Experimental Group

	Pre-Test	Post- Test
Reading	5.7	9.5
Listening	10.2	8.2
Grammar	10.2	9.7
Writing	9.7	12.8
Speaking	11.5	12.4
TOTAL	47.4	53.8

As shown in table 4.6, the students' reading, writing and speaking skills all improved through this approach. On the other hand, the students underachieved in listening and grammar. The total scores of the two classes were highly similar, and in the control group, the reading skills improvement was remarkable. This skill was also improved in the experimental group, but the students taught using the SSA were clearly more successful. These results indicate that the students were slightly more successful when lessons were taught in a traditional way. To understand whether these differences are significant or not, a paired-sample t-test was used. The results are shown below.

Table 4.6 *Comparison of the experimental group's pre and post-test scores by paired sample t-test.*

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	expretest – exposttest **(Reading)**	-3..777 78	4.20648	1.40216	-7.01116	-.54439	-2.694	8	.027
	(Listening)	2..000 00	2.82843	.94281	-.17412	4.17412	2.121	8	.067
	(Grammar)	.44444	1.87824	.62608	-.99930	1.88819	.710	8	.498
	(Writing)	-4.1111 1	5.37225	1.79075	-8.24059	.01837	-2.296	8	.051
	(Speaking)	-.88889	2.57121	.85707	-2.86529	1.08752	-1.037	8	.330

4.2.1.2 *Opinions of the instructors about the integrated skills approach*

Table 4.7 Results of the Instructors' Questionnaire

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I believe that the integrated skills approach is the best way to teach the foreign language.	-	-	9	16.4	12	21.8	**22**	**40.0**	12	21.8
2. I believe that the integrated skills approach motivates the students to the lesson	-	-	6	10.9	14	25.5	**22**	**40.0**	13	23.6

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Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
3. The integrated skills approach motivates me to the lesson as a teacher.	2	3.6	6	10.9	14	25.5	15	27.3	**18**	**32.7**
4. If students learn their foreign language with the integrated skills approach, they can use it more effectively out of the classroom.	-	-	7	12.7	9	16.4	**28**	**50.9**	11	20.0
5. The integrated skills approach provides authentic learning environment.	1	1.8	4	7.3	**17**	**30.9**	**17**	**30.9**	16	29.1
6. Students' speaking skill develops more with the integrated skills approach.	3	5.5	9	16.4	16	29.1	**20**	**36.4**	7	12.7
7. Students' listening skill develops more with the integrated skills approach.	2	3.6	10	18.2	**18**	**32.7**	**18**	**32.7**	7	12.7
8. Students' reading skill develops more with the integrated skills approach.	5	9.1	10	18.2	**18**	**32.7**	13	23.6	9	16.4
9. Students' writing skill develops more with the integrated skills approach.	6	10.9	14	25.5	**15**	**27.3**	13	23.6	7	12.7
10. Students learn grammar better with the integrated skills approach.	6	10.9	15	27.3	**21**	**38.2**	5	9.1	8	14.5
11. Students' all skills develop equally in the integrated skills approach.	3	5.5	**16**	**29.1**	14	25.5	**16**	**29.1**	6	10.9
12. Students are more active in the integrated skills approach.	2	3.6	6	10.9	11	20.0	**24**	**43.6**	12	21,8
13. Teachers are more active in the integrated skills approach.	2	3.6	6	10.9	11	20.0	**22**	**40.0**	14	25.5

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
14. The integrated skills approach is student-centered.	1	1.8	4	7.3	13	23.6	**28**	**50.9**	9	16.4
15. The integrated skills approach is teacher-centered.	4	7.3	20	36.4	**22**	**40.0**	5	9.1	4	7.3
16. Lessons are more entertaining in the integrated skills approach.	-	-	5	9.1	14	25.5	**24**	**43.6**	12	21.8
17. The integrated skills approach encourages communication.	-	-	5	9.1	10	18.2	**22**	**40.0**	18	32.7
18. There is more interaction between students and teachers in the integrated skills approach.	-	-	7	12.7	11	20.0	**24**	**43.6**	13	23.6
19. There is more interaction among students in the integrated skills approach.	-	-	4	7.3	15	27.3	**24**	**43.6**	12	21.8
20. In the integrated skills approach, there is more focus on main skills than sub-skills.	1	1.8	6	10.9	20	36.4	**22**	**40.0**	6	10.9
21. I prefer to teach English with the segregated skills approach.	9	16.4	**21**	**38.2**	10	18.2	11	20.0	4	7.3
22. The skill based or segregated skills approach is better for teaching a foreign language.	9	16.4	**17**	**30.9**	16	29.1	8	14.5	5	9.1
23. Instead of integrating all language skills, integration of some basic skills, like reading and writing, listening and speaking, is better.	5	9.1	4	7.3	**24**	**43.6**	13	23.6	9	16.4
24. Students could learn grammar better if it was taught separately.	5	9.1	13	23.6	11	20.0	**15**	**27.3**	11	20.0

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
25. Students could learn speaking better if it was taught separately.	6	10.9	**18**	**32.7**	17	30.9	8	14.5	6	10.9
26. Students could learn listening better if it was taught separately.	5	9.1	**20**	**36.4**	16	29.1	8	14.5	6	10.9
27. Students could learn reading better if it was taught separately.	4	7.3	14	25.5	**16**	**29.1**	12	21.8	9	16.4
28. Students could learn writing better if it was taught separately.	4	7.3	12	21.8	14	25.5	**15**	**27.3**	10	18.2
29. I feel more comfortable in the segregated skills approach.	9	16.4	**18**	**32.7**	15	27.3	7	12.7	6	10.9
30. The segregated skills approach motivates me more than the integrated skills approach.	6	10.9	**25**	**45.5**	11	20.0	7	12.7	6	10.9
31. Students are more motivated in the segregated skills approach.	8	14.5	**21**	**38.2**	16	29.1	10	18.2	-	-
32. Lessons are more entertaining in the segregated skills approach.	8	14.5	**22**	**40.0**	20	36.4	4	7.3	1	1.8
33. Students can use language more effectively in their real life when all skills are taught separately.	12	21.8	17	30.9	**18**	**32.7**	3	5.5	5	9.1

As can be seen in table 4.8, the majority of the instructors (40%) believed that the integrated skills approach is the best way to teach a foreign language, and none of the participants strongly disagreed with that idea. On the other hand, 21.8% of the instructors strongly agreed with this statement. However, 21.8% of the instructors were uncertain, and 16.4% of the instructors did not believe that it is the best approach. According to these results, it may be concluded that many of the teachers

believed that the integrated skills approach is the best way right now to teach English as a foreign language.

In the second statement, nearly half of the teachers (40%) agreed that the integrated skills approach is motivating for students, while 23.6% of them strongly agreed with this statement. Furthermore, none of the participants strongly disagreed, and only 10.6% of the instructors disagreed with this idea. From this results, we may consider that many of the instructors believe that the ISA is motivating for students.

The third statement was about the motivation of the instructors in the integrated skills instruction; in this respect, 32.7% of the instructors strongly agreed that the ISA motivates them for lessons as a teacher. In addition, 27.3% of them agreed with this idea, while 25.5% were not sure. Only a small number of the instructors strongly disagreed (3.6%) or disagreed (10.9%) with this statement.

Statement 4 concerned the effectiveness of the ISA in terms of usage of the foreign language in real life. Again, half of the instructors (50.9%) agreed that if students learn a foreign language with the ISA, they can use it more effectively outside the classroom. Similarly, 20% of the teachers strongly agreed with this idea, while only 12.7% disagreed.

Statement 5 also relates to the authentic learning environment. This statement inquired whether the instructors believed that the ISA provides an authentic learning environment; the results showed that the same number of teachers (30.9%) were either unsure about this statement or agreed with it. On the other hand, 29.1% of them strongly agreed that it provides a real-life learning environment.

After these items, the 6th through the 10th statements related to improvement in each of the skills according to an ISA. In statement 6, many of the instructors (36.4%) agreed that students' speaking skills improved with the ISA, while 29.1% were not sure. A total of 16.4% disagreed, while only 5.5% strongly disagreed with the statement. Improvement in listening skills was examined in statement 7; the same number of instructors either agreed or showed uncertainty (32.7%)m while 12.7% strongly agreed and 18.2% disagreed. Statement 8 concerned the improvement of reading skills with the ISA; many of the instructors (32.7%) were not sure whether the ISA improves reading skills more than the traditional approach. However, 23.6% were positive, and 16.4% of the instructors strongly agreed with this idea. In the next

statement, development of writing skills was examined, and again, 27.3% showed uncertainty, while 25.5% were negative, and 23.6% were positive. Finally, statement 10 inquired whether the instructors thought that the ISA led to better development of grammar knowledge; the results show that they were not certain about this statement (38.2%). Furthermore, 27.3% of the instructors did not think that students learn grammar more effectively with the ISA. From these statements, one may conclude that the instructors were not sure which way is the best to teach each skill.

Another interesting conclusion was determined from statement 11. Here, 29.1% of the instructors agreed that students' overall skills develop equally in the integrated skills approach, while the same number of disagreed with this idea. Another 25.5% indicated uncertainty about this statement.

As seen in statement 12, a significant number of the teachers (43.6%) agreed that the students were more active in the ISA, and 21.8% of them strongly agreed with this statement. Furthermore, the majority of the instructors (40%) also believed that the teachers were more active in this approach. Another 25.5% of the instructors strongly agreed with this statement. As the disagreement rate was low for both of these statements, it may be concluded that the ISA is a good way to make both the students and the teachers active participants in the lessons.

Statement 14 asked the teachers whether integrated skills instruction is student centered or not, and half of them (50.9%) agreed that it is student-centered. Only 23.6% of them were unsure about it. In addition, 40% of the instructors were unsure of whether the lessons were teacher-centered in the ISA, while 36.4% of them believed that it is not.

As can be seen in table 4.2.1, the majority of the instructors (43.6%) believed that lessons are more entertaining in the ISA, and 21.8% of them definitely believe that it is entertaining; but 25.5% were not sure about this statement. As a result, it may be inferred that the instructors generally believed that ISA is more entertaining than the traditional approach.

Regarding statement 17, the majority of the teachers (40%) agreed that the ISA promotes communication. Furthermore, a large percentage of them (32.7%) strongly agreed with this idea. Therefore, it can be argued that the instructors believed that integration of all skills is a good way to improve communication skills.

Statement 18 received 43.6% agreement and 23.6% strong disagreement. However, some of the instructors were not sure about this statement. As can be seen, many of the instructors believed that there was more interaction between teachers and students in the ISA. The same number (43.6%) of the instructors also reported that there was more interaction among students in the ISA, while 21.8% strongly agreed with the idea. However, 27.3% of the instructors were not sure. From these comments, it may be considered that the ISA promotes interaction and communication among both the students themselves and between the teachers and the students.

As for statement 20, nearly half of the instructors (40%) believe that in the ISA, there is more focus on main skills than sub-skills, while 36.4% showed uncertainty. In statement 21, the instructors were asked questions about the traditional approach and whether they prefer it to the ISA; the results showed that many of them (38.2%) do not prefer the traditional approach for teaching English. However, 20% of the instructors still believe that the traditional method is the best way to teach a foreign language. Statement 22 also supports the previous statement, as 30.9% of the instructors believed that the SSA is not a better way to teach English, while a large number of them (29.1%) were unsure. In statement 23, the instructors were asked whether they believe that instead of integrating all language skills, integration of some basic skills, like reading and writing or listening and speaking is better. In this case, 43.6% of them indicated uncertainty, while there was a very low rate of disagreement. It may be inferred that the instructors still have doubts about which approach is better for teaching English.

In one instance, the opinions were prominently divided. For the question concerning whether the instructors think that the traditional approach is a better way to teach grammar, 27.4% agreed, 20.0% strongly agreed, 20.0% expressed uncertainty, and finally, 23.7% disagreed. Therefore, it can be said that there is still debate among instructors about the best way to teach grammar. Many experts assert that for teaching speaking, the ISA is the best approach, as it provides an authentic environment and encourages communication. Similarly, nearly one third of the instructors (32.7%) at Anadolu University believed that the traditional approach is not an effective way to teach speaking, while 30.9% of them were not sure. Furthermore, 36.4% of the instructors did not agree that listening skills can be

improved according to the segregated skills approach, while again, a large number (29.1%) were not sure.

Another conflict among the instructors concerned teaching reading through a traditional approach. While 29.1% were not sure whether the traditional approach is the best way to teach reading, 21.8% agreed that students can learn reading better if it is taught separately. Another 16.4% of the instructors strongly agreed with this idea. However, 25.5% did not believe that it is a better way to teach reading in a foreign language. A similar situation occurred in statement 28, where 27.3% of the instructors agreed with the idea that writing can be taught better using the SSA. However, 21.8% of the instructors did not believe that this is the case, and some of the instructors (25.5%) were still not sure which way is the best to teach writing.

For the survey item concerning the approach in which the teachers feel more confident, 32.7% reported that with the traditional approach, they do not feel comfortable. Again, a considerable number of them (27.3%) were not sure. On the other hand, nearly half of the instructors (45.5%) disagreed that the segregated skills approach motivated them more than the ISA. It can also be seen above in the table that a significant number of the instructors (38.2%) did not agree with the idea that the SSA motivates students more than the ISA, while 29.1% of them showed uncertainty. Furthermore, nearly half of the teachers did not believe that lessons are more entertaining in the SSA, while a similar number (36.4%) were not sure. Finally, a large percentage of the teachers (32.7%) could not decide whether students can use the language more effectively in real life when it is taught according to the traditional approach. However, a similar number (30.9%) of the instructors disagreed, and 21.8% of them totally disagreed with this idea.

4.2.1.3 Opinions of the students about the integrated skills approach

Table 4.8 *Results of the Students' Questionnaires*

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I believe that the integrated skills approach is the best way to teach the foreign language.	19	20.4	15	16.1	**30**	**32.2**	15	16.1	14	15.0
2. The integrated skills approach motivates me to learn English.	12	12.9	19	20.4	**30**	**32.2**	21	22.6	11	11.8
3. I believe that the integrated skills approach motivates the teachers to the lesson.	15	16.3	20	21.5	**30**	**32.2**	21	22.6	7	7.52
4. I can use the target language effectively out of the classroom if I learn the foreign language in an integrated way	18	19.3	24	25.8	**30**	**32.2**	15	16.3	6	6.4
5. The integrated skills approach provides an authentic learning environment.	13	13.9	26	27.9	**28**	**30.1**	21	22.6	5	5.3
6. My speaking skills develop more with the integrated skills approach.	29	31.1	**31**	**33.3**	17	18.2	9	9.6	7	7.5
7. My listening skills develop more with the integrated skills approach.	**27**	**29.0**	26	27.9	24	25.8	13	13.9	3	3.2
8. My reading skills develop more with the integrated skills approach.	24	25.8	20	21.5	**25**	**39.7**	23	24.7	1	1.0
9. My writing skills develop more with the integrated skills approach.	22	23.6	21	22.6	20	21.5	**23**	**24.7**	7	7.5
10. I learn grammar better with the integrated skills approach.	14	15.0	24	25.8	23	24.7	**28**	**30.1**	4	4.3
11. All of my skills develop equally in the integrated skills approach.	26	27.9	**32**	**34.4**	16	17.2	16	17.2	3	3.2
12. As a student, I believe that students are more active in the integrated skills approach.	20	21.5	22	23.6	**29**	**31.1**	16	17.2	6	6.4

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
13. The teachers are more active in the integrated skills approach.	9	9.6	12	12.9	**38**	**40.8**	25	39.7	9	9.6
14. The integrated skills approach is student-centered.	13	13.9	25	39.7	26	27.9	**27**	**29.0**	2	2.1
15. The integrated skills approach is teacher-centered.	14	15.0	17	18.2	**36**	**38.7**	19	30.1	7	7.5
16. Lessons are more entertaining in the integrated skills approach.	15	16.1	16	17.2	**29**	**31.1**	24	25.8	9	9.6
17. The integrated skills approach encourages communication.	13	13.9	25	39.7	**30**	**32.2**	21	22.6	4	4.3
18. There is enough interaction between students and teachers in the integrated skills approach.	13	13.9	17	18.2	23	24.7	**33**	**35.5**	7	7.5
19. There is enough interaction among students in the integrated skills approach.	11	11.8	18	19.3	**28**	**30.1**	**28**	**30.1**	8	8.6
20. In the integrated skills approach, there is more focus on main skills than sub-skills.	12	12.9	19	20.4	17	18.2	**32**	**34.4**	13	13.9
21. I prefer to learn English with the segregated skills approach.	6	6.4	10	10.7	**33**	**35.5**	14	15.0	30	32.2
22. The skill based or segregated skills approach is better for learning a foreign language.	6	6.4	11	11.8	25	26.8	23	24.7	**28**	**30.1**
23. Instead of integrating all language skills, integration of some basic skills, like reading and writing, listening and speaking, is better.	5	5.3	10	10.7	23	24.7	**36**	**38.7**	19	20.4
24. I could learn grammar better if it was taught separately.	4	4.3	14	15.0	18	19.3	**34**	**36.5**	23	24.7
25. I could learn speaking better if it was taught separately.	7	7.5	9	9.6	11	11.8	**33**	**35.5**	**33**	**35.5**

Statements	1 Strongly Disagree		2 Disagree		3 Neutral		4 Agree		5 Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
26. I could learn listening better if it was taught separately.	5	5.3	10	10.7	17	18.2	**36**	**38.7**	25	26.8
27. I could learn reading better if it was taught separately.	3	3.2	12	12.9	21	22.6	**32**	**34.4**	25	26.8
28. I could learn writing better if it was taught separately.	4	4.3	10	10.7	15	16.1	**38**	**40.8**	26	27.9
29. I would feel more comfortable in the segregated skills approach	7	7.5	20	21.5	**29**	**31.1**	22	23.6	15	16.1
30. The segregated skills approach motivates teachers more than the integrated skills approach.	3	3.2	16	17.2	**35**	**37.6**	23	24.7	16	17.2
31. As a student, I believe that I would be more motivated in the segregated skills approach.	3	3.2	16	17.2	29	31.1	**31**	**33.3**	14	15.0
32. Lessons would be more entertaining in the segregated skills approach.	9	9.6	16	17.2	**37**	**39.8**	16	17.2	15	16.1
33. I could use language more effectively in real life if all skills were taught separately.	8	8.6	15	16.1	22	23.6	**28**	**30.1**	20	21.5

As shown in table 4.9, most of the students (32.2 %) were not certain whether the integrated skills approach is the best way to teach a foreign language, while 20.4% strongly disagreed with that statement. Furthermore, the same number of students (16.1%) agreed and disagreed with the opinion; a similar number of students (15.0%) strongly agreed with this statement. From these results, it may be concluded that the students are not sure about the advantages of the ISA. Therefore, they may need more time to understand the approach.

The second statement concerned the students' motivation to learn English in the integrated skills approach. In this case, 32.2% of the students were not sure about this statement, while 22.6% of them agreed, and 20.4% of them believed that the

integrated skills approach does not motivate them for a lesson. An additional 12.9% of them strongly believed that it does not motivate them at all. Only 11.8% of them believed that the ISA was motivating. These different opinions in the first and second statements may result from the fact that this approach is new to them.

Statement 3 concerned the motivation of the teachers in the ISA; again, a large number of the students were not sure whether the ISA effectively motivated their teachers in a lesson. Another 16.1% of them strongly disagreed, and 21.5% disagreed with the opinion that the integrated skills approach motivates their teachers. On the other hand, 22.6% of the students agreed that the ISA is motivating for teachers during the lessons. However, only a small number of students strongly believed this statement. The 2nd and 3rd statements reflect the fact that several of the students had a negative attitude toward the ISA in terms of both their teachers' and their own motivation.

In the statement 4, a high percentage of the students (32.2%) were not certain about whether they could use the target language effectively outside the classroom if they learned the foreign language in an integrated way. However, a large percentage of them (25.8%) did not believe that the ISA will help them to use the language out of the classroom effectively, while 19.3% of them strongly disagree with this opinion. As can be seen, while most of the students needed time to make a comment about the ISA, a large percentage of them already had a negative opinion about this approach.

One of the reported benefits of the integrated skills approach is that it provides an authentic learning environment for the students. Statement 5 asked for students' opinions on this, and while 30.1% of them were neutral, 27.9% of them said that the ISA does not provide this kind of learning environment for them. On the other hand, a similar number of students (22.6%) also believed that the approach offers an authentic learning environment.

Statement 6 to 10 concerned each language skills' improvement with the ISA. Nearly one third of them (33.3%) believed that the ISA does not play a vital role in their speaking skills improvement, and a similar number of them (31.1%) definitely did not believe that the ISA helped them to improve their speaking skills. This indicates that more than half of the students did not believe that the integrated skills approach was effective for their speaking skills development. The same question was asked

concerning listening skills, and the results show that a large number of the students (56.9%) did not believe that the ISA is beneficial for listening skills development; while one fourth of the students (25.8%) remained uncertain. In terms of reading skills improvement, a large percentage of the students were uncertain about whether the ISA was helpful or not, but 47.3% of them had a negative attitude. On the other hand, one fourth of the students (24.7%) believed that the ISA helped them to improve their reading skills. Furthermore, in terms of writing skills improvement, nearly half of the students (46.2 %) indicated that the ISA was not beneficial, while one fourth of them (24.7%) believed in its benefits. Finally, concerning grammar, 40.8% of the students believed that the ISA is not helpful. However, a remarkable percentage of the students (30.1%) indicated that the integrated way of instruction is a good way to learn grammar.

Concerning Statement 11, more than half of the students (62.3%) disagreed with the opinion that the integrated model of instruction is a good way to develop all skills equally. This high rate of disagreement may show that the integrated skills approach is insufficient for teaching or learning grammar.

As indicated in table 4.2.2, the majority of the students (45.1%) did not think that the ISA helps them be more active in the classroom. However, the uncertainty rate (31.1%) is noticeable, as well. Also, as an interesting point, a significant percentage of the students (39.7%) believe that the teachers are more active in an integrated approach to teaching. However, nearly half of the students (40.8%) were not sure about this. This high rate of uncertainty could indicate that many students need more time to understand the approach completely.

In the statement 14, nearly half of the students (40.8%) disagreed that the ISA is student-centered, while 27.9% remained uncertain. In the statement 15, as well, a large percentage of the students (38.7%) were uncertain about whether the ISA is teacher-centered or not. On the other hand, 30.1% believed that it is teacher-centered, while a large percentage of them (33.3%) believed the opposite. In relation to statement 16, the majority of the students (31.1%) were not sure about whether the lessons were more entertaining in the ISA, while 35.4% of them believed that they were more entertaining. A large percentage of the students (33.3%) disagreed with this idea. As can be seen, the percentages are very close; the main reason for this may be that this is a new approach for the students, as previously mentioned. As a

result, the students may have some degree of bias, and because of this, most of the students were neutral in their responses.

Similarly, in statement 17, many of the students (32.2%) expressed uncertainty about the effectiveness of the ISA in encouraging communication, while 40.8% of them do not believe that it promotes communication. In the statement 18, there was a high rate of agreement, as 43.0% of the students believe that there is enough interaction between students and teachers in the integrated skills approach. Again, one fourth of the students (24.7%) were neutral. The majority of the students (38.7%) also believed that there is enough interaction among students in this approach, while 30.1% of them remained uncertain.

Moreover, 48.3% of the students agreed that in the integrated skills approach, there is more focus on main skills than sub-skills; this result corresponds closely to the responses of the teachers. This point may guide teachers or academicians who want to adopt this approach in their lessons.

In statement 21, most of the students (47.2%) indicated that they want to learn English with the segregated skills approach, while 35.5% of them were uncertain. Furthermore, 54.8% of the students believe that the segregated skills approach is a better way to learn a language. These numbers clearly reflect that most students are not satisfied with the ISA, and they want to learn English in a traditional way. Likewise, a vast majority of the students (59.1%) believed that instead of integrating all language skills, integration of some basic skills is preferable, again indicating that they want to learn English according to more traditional methods.

More than half of the students (61.2%) believed that if they learned grammar in a traditional way, they would learn it more successfully. Similarly, 70.9% of the students expressed the same opinion with respect to speaking. This finding differs greatly from the claims of many academicians and instructors. Furthermore, as shown in table 4.2.2, 65.5% of the students reported that they could learn listening better if it was taught separately. In addition, 61.2% of the students believed that they could learn reading more effectively in the SSA. Finally, 68.8% of the students believed that they would learn writing better in the SSA.

Regarding statement 29, the majority of the students (39.7%) believed that they would feel more comfortable in the SSA, while a large percentage (31.1%) were

uncertain. Nearly half of the students (41.9%) believed that the segregated skills approach motivates teachers more than the integrated skills approach; in this statement, the uncertainty level (37.6%) is remarkable again. Half of the students (48.3%) believed that they would be more motivated themselves if they had learned English in a traditional way, while 31.1% were unsure. However, a majority of the students (39.8%) were not sure that the lessons would be more entertaining in the SSA. On the other hand, 33.3% of the students believed that it would be more entertaining.

The final statement in table 4.2.2 shows that more than half of the students (62.3%) thought the segregated skills approach would be more effective for helping them to use the target language in real life. All of the statements indicated in table 4.2.2 demonstrate that the majority of the students preferred the segregated skills approach to the integrated skills approach. They felt more confident in traditional instruction and believed that they would improve their language competence and all of their skills if the target language was taught separately. However, as previously mentioned, the reason for this may be the past experience of the students, as the traditional method of teaching is still common in Turkish schools.

4.2.2 Findings Based On the Qualitative Data

The questionnaires included open-ended questions for both the instructors and the students. In this section, these questions will be analyzed. First of all, the responses of the instructors will be presented in order, and then the students' responses will be stated.

4.2.2.1 The Instructors' Responses

In the third section of the survey, the teachers were asked which language teaching methods they used when they taught English in an integrated way. Nearly all of the instructors (N=48) said they were using the communicative language teaching method, while 21 of them said they used the grammar translation method. This was interesting, because the grammar translation method is generally related to traditional language teaching by a large number of instructors and academicians or experts in linguistics. In addition, 21 of the instructors pointed out that they were using multiple

intelligence theory/NLP in their lessons. Moreover, 15 of them said they were applying constructivism, and 13 of the instructors stated that the audio-lingual method was being implemented in their lessons. Finally, only 6 of them indicated that they were using Desuggestopedia, while 3 instructors pointed out that they used an eclectic approach when they taught English in an integrated way.

In the fourth section of the questionnaire, there were two open ended questions for the instructors:

1. What do you think about the strengths of the integrated skills approach?

2. What do you think about the weaknesses of the integrated skills approach?

For the first question, many teachers answered that in the integrated skills approach, the lessons are more student centered; whereas the teachers are simply facilitators and more free. They also mentioned that in the ISA, students can improve each skill and transfer what they have learned in one skill to another easily. Furthermore, they stated that students can infer the information among the skills. Apart from this, nearly all of the teachers expressed that this approach encourages communication and is more natural; and in addition, they believed that the lessons were more entertaining and more productive. Moreover, the instructors felt that students can improve their speaking and listening skills more effectively in this approach.

As weaknesses, the instructors expressed that the ISA requires more effort, and that teachers have to be more careful and need a detailed plan for each lesson. According to their statements, this approach requires a flexible curriculum in order to apply it successfully. Furthermore, they believe that in this approach, speaking and productive skills are given more importance than the other skills, and grammar, in particular, is neglected. Another point the instructors emphasized is that in the ISA, only main skills are given attention, with little time for addressing sub-skills. In this respect, many of the instructors noted that in this approach, there are time constraints, and for this reason, specific activities are ignored. A number of the teachers also pointed out that this approach requires more guidance for students about how to combine all of the information. Another important point raised by the teachers is that this approach discourages students from learning grammar and vocabulary; in their view, the students cannot focus on one skill in detail, which can be necessary at times. Also, some of the instructors believe that this approach is

teacher centered, while several of them mentioned that the approach does not meet the needs of their students. As they expressed, EFL students are often keen on grammar, which is not a main point in the integrated skills approach.

Apart from these comments, some of the teachers believed that, rather than combining all skills, some basic skills can be integrated, such as reading and writing. They considered that in theory, the ISA is perfect, but in practice this is not the point. It has downsides in the application process ranging from assessment to the classroom activities, and the current assessment-based system does not match with the objectives of the ISA for many teachers. Therefore, they teach in an integrated way but assess or test separately. The success of this approach depends on students' profiles, their needs, and the teachers' expectations from them. In addition, for a large number of the instructors, grammar should be supported by extra lessons or materials in an integrated approach.

4.2.2.2 The Students' Responses

The students were asked two open-ended questions in the questionnaire. The first question concerned the strengths of the integrated skills approach, and the second question was about its weaknesses. While 54 of the students answered these questions, 39 of them said nothing. For the first question, the students' answers are listed below according to the order of priority.

The strengths of the integrated skills approach according to the students are summarized as follows:

- The lessons are more productive in the ISA.
- The lessons are more enjoyable.
- Students learn all skills and apply them equally.
- The teachers are more motivated.
- The teachers spend more time with the students. As a result, they have a strong relationship with each other.
- The students learn the target language more easily.

For the second question, the students pointed out the weaknesses of the integrated skills approach as follows:

- In the integrated skills approach, each skill does not receive equal attention.
- In this approach, the speaking and listening skill activities are not sufficient.
- It is hard to understand the subjects or rules in the ISA.
- Writing and reading skills are ignored in this approach to teaching.
- This approach prevents the students from learning grammar and writing.

For additional comments, the students suggested the following:

- The language skills should be taught separately.
- The time for lessons should be increased in this approach.
- The lessons should not be carried out in Turkish in the ISA.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study, as well as suggestions for further study and for educators who are interested in ELT methods, especially those who are interested in the integrated skills approach and want to apply it in their lessons.

DISCUSSION

Several different and useful data sets were gathered in the course of this research. As a result of the experimental study, it was shown that the segregated skills approach was a slightly more beneficial for students' improvement in the target language. Although the difference between the post-test results of the students in the control and experimental groups was not notable, one can conclude that the traditional approach may be more effective than the integrated skills approach in Foreign Language Teaching Departments in Turkey.

While students' reading skills improvement was remarkable in both groups (P<0.05), the writing skills improvement was only significant in the control group (Sig.2-tailed= 0.011). However, in terms of speaking skills, the students in the experimental group were slightly more successful; on the other hand, this difference cannot be considered as significant.

It was also demonstrated that the students' success in grammar decreased in the integrated skills approach, an issue which was also reported in the questionnaires by both instructors and students. The instructors, in particular, emphasized that the integrated skills approach was not adequate in terms of improvements in grammar. Therefore, they believed that the integrated lessons should be supported with extra grammar lessons for more effective teaching and learning. Furthermore, as some of the instructors pointed out, an eclectic approach can be used according to the students' needs and goals.

Another point to be made is that, while a large number of instructors believed that the integrated skills approach is very effective for foreign language teaching lessons,

the students tended to prefer the segregated skills approach, believing that they may learn the language better if the lessons are taught separately. They also felt more confident in this approach. Here, one thing should be taken into consideration; in Turkey, students are accustomed to the traditional approach, and the main aim for learning the language is to succeed on an examination to pass the preparatory class. This examination assesses the students' skills separately, and as a result, students are more motivated to learn via the SSA. Moreover, a very large number of students still think that language learning means grammar; therefore, they want to learn the language rules and structures thoroughly.

An additional issue that should not be overlooked is that the motivation of the students is very important for the success of any approaches. Unfortunately, these students did not appear to be sufficiently motivated. They were generally pessimistic about passing the examinations, and this prevented their achievement in many respects.

Moreover, in this experiment, the duration was not sufficient to understand the effectiveness of the ISA completely; and apart from the language teaching approach, the school and the teacher play a prominent role in students' success. Therefore, these issues should also be considered in evaluating the results of the study.

CONCLUSION

In this study, two different research methods were used to understand the effectiveness of the ISA and to explore the perceptions of the teachers and students concerning the integrated skills approach.

To establish the effectiveness of the ISA, an experiment was applied with B.1.1 level students. Two different classes were used as experimental and control groups and attention was given to having an equal class size. To be sure that the students in each class were at the same level, a pretest was implemented. After this test was completed, the results were compared through a One-Sample Kolmogorov-Smirnov test, and the homogeneity of the variances was analyzed. The results indicated that the number on the line of Asymp. Sig (meaningfulness) is greater than 0.5 (see tables 4.1 and 4.2). This indicated that experiment could be carried out with confidence, because the means of the students' levels were similar.

In the experimental group, the lessons were carried out in an integrated way, while in the control group they were implemented in a traditional way. Three weeks after the implementation was begun, a post-test was given to the students to compare their improvements in each skill. It was demonstrated that there was only a slight difference between the groups' progress in favor of the SSA. It may be said that in the SSA, the students were a bit more successful.

On the contrary, as discussed in the literature review, many academicians, educators and teachers claim that the ISA is more useful than the traditional approach to teaching, and that the target language should be taught in an integrated way to promote more effective language acquisition (Almarza- Sanchez, 2000; Brown, 2000; Baturay & Akar, 2008; Met and Genesee, 1989; Tavil, 2010; Temple & Gillet, 1984)

The results of this study provide us with useful information concerning teachers' and students' perspectives about the integrated skills approach. In addition, the sub-questions which were presented in Chapter 1 are answered in accordance with the data shared in Chapter 4.

The sub research problems were as follows:

- What are the advantages and disadvantages of the integrated skills approach for students and teachers?

- Are the students able to improve their four language skills (listening, speaking, reading, and writing) equally in the integrated skills approach?

- Which English language teaching methods are used by the teachers when they use the integrated skills approach?

As revealed in previous chapters, there are several advantages and disadvantages of the integrated skills approach according to both the instructors and the students in the AUFLTD. However, there was also an apparent difference between the instructors' opinions and those of the students concerning the integrated skills approach. While many instructors were more positive about the ISA, a large number of the students seemed to prefer the traditional way of learning, or the SSA.

Most of the instructors believed that the ISA is an effective and useful way to teach English in an authentic environment and express that this approach motivates both the students and the teachers. Furthermore, it makes the lessons more enjoyable and more authentic, as Hinkel (2006) suggests. As the students learn the target language in a real life environment and according to a given context, they are better able to use it outside of the classroom, as well. The instructors think that this approach is more student centered, and that both the teachers and the students are active participants in the lessons. This may constitute a slight contradiction, because if the lessons are student-centered, then the instructors should be less active in the lessons. Schurr et al. (1995) claimed that integration of all skills makes the lessons more effective and reflect the real world; their arguments were supported by the instructors in this case.

Apart from that, the instructors believed that this approach is very useful for teaching communicative skills, particularly speaking. On the other hand, they had doubts about whether this approach is the best way to teach other skills, especially grammar. In general, the teachers believed that this approach has many advantages for the students and for a better learning environment. They expressed that if they have a good lesson plan or organize their lessons in detail beforehand, they may be very successful in teaching English. It should be pointed out that a vast majority of the instructors (61.8%) believed that the integrated skills approach is the best approach to teach the foreign language.

Several teachers expressed some negative opinions about the ISA as well. First of all, they believed that the existing assessment system does not fit well with this approach. The fact that skills are integrated in lessons but segregated in examinations presents a challenge, and therefore, they felt that the students may have difficulty in transferring their knowledge and adapting to this different application.

Furthermore, some of the instructors believed that this approach does not meet students' needs, as university students are more goal oriented and want to learn the rules explicitly. In addition, they believed that this approach requires more time and more effort, as with Hungyo and Kijai (2009). Overall, the teachers believed that the approach could be implemented effectively for low level students, but more advanced skills should be taught separately, as the students need detailed explanations and analysis of each skill. Their views are supported by Selinker and Tomlin (1986), who likewise suggested that integrated instruction should be applied

at earlier stages and that separating the skills may be more useful at later stages of learning, especially for students who are preparing for academic exams.

The instructors also indicated a belief that there is no best method or approach; rather, instructors should decide which approach they are going to use according to the students' needs, backgrounds and goals. The objectives of the university or department are also important in this decision.

It is clearly seen that the students' opinions, which are discussed in Chapter 4 in detail, were more negative toward the ISA than the teachers'. Most of them preferred the segregated skills approach to the ISA, which contradicts Su's (2007) conclusions. The students in Anadolu University believe that they can learn the target language and each individual skill more effectively in a traditional way. Many of them found that the ISA does not motivate them and that it is teacher-centered; moreover, they felt more confident in an SSA environment. However, it cannot be overlooked that the reason for these negative opinions may originate in the students' past experiences, backgrounds or habits, as they have been accustomed to learning language skills separately and in a detailed way. They tend to be keen on learning the rules of the language, especially grammar, and when they do not have this kind of system, they may feel confused and feel unhappy; in addition, they are assessed on an SSA basis. This may explain their lack of motivation for learning English in the ISA; and these issues may be taken into consideration for further research.

According to the results, the teachers believed that the ISA is more motivating, not only for the students, but for themselves as well. They expressed that this approach provides them with the opportunity to use different kinds of materials and to be more flexible in their lessons. Therefore, they can be more creative, while at the same time, they need to be more organized. Thus, it may be concluded that this approach gives the instructors a chance to improve themselves in their fields, as well.

The findings also indicate which methods the teachers use in their integrated lessons. The most common methods used include first the communicative language teaching method, followed by the grammar translation method and multiple intelligence theory. In other words, the instructors employ many different methods according to their students' needs; this approach is referred to as principled eclecticism in language teaching.

SUGGESTIONS

As can be seen in this study, the ISA has both advantages and disadvantages. While many instructors may recommend this approach, others, as well as many students, appear to prefer the segregated skills approach. This can be explained by means teachers' and students' traditional habits of learning and teaching, as students are used to learning foreign languages in a traditional way in the Turkish context. Therefore, when they are exposed to integrated learning, they may feel confused and insecure, which may negatively affect the learning process.

In this case, several instructors suggested that instead of integrating all skills, some basic skills can be integrated, such as listening and speaking or reading and writing. Therefore, teachers who want to use a different approach may take these choices into consideration.

In this case, the learners in the experimental group demonstrated lower results in grammar performance; however, the exams used to measure their performance were traditional grammar exams. If grammar exams are prepared in accordance with ISA, the results may be more informative; in other words, in using the ISA, an appropriate assessment method should be implemented. Furthermore, the curriculum and pacing should be arranged in detail, as implementing the ISA may require more time and effort, as well as supplemental instructional materials

It should be taken into consideration that in this case, the experiment was carried out over only a three-week period and with a small number of B1.1 level students. Therefore, different results may be obtained if a similar study is carried out for longer period of time and with more students at different levels. As the questionnaire was applied with a small group of 93 students and 55 teachers, further studies may maximize the sample sizes for generalizability.

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APPENDICES
APPENDIX 1

**ENGLISH LANGUAGE PREPARATORY SCHOOL INSTRUCTORS'
VIEWPOINTS ON THE USE OF THE INTEGRATED SKILLS APPROACH IN EFL
CLASSES**

Dear Participant,

This questionnaire has been designed for an academic study. The purpose of the study is to find out your opinion about integrated skills approach. Your responses will provide important information to search out the strengths and weaknesses of integrated skills approach. Your responses will be kept strictly confidential. Thank you for your participation.

<div align="right">

Sümeyra Bozdağ

Akdeniz University,

English Language Teaching MA

Program

</div>

Part I. Demographics

1. Gender   :   (   ) Male   (   ) Female

2. Age

(   ) 23-27 yrs   (   ) 28-32 yrs   (   ) 33-37 yrs

(   ) 38-42 yrs   (   ) 43-47 yrs   (   ) 48-48 + yrs

3. Teaching Experience

(   ) 1-5 yrs   (   ) 6-10 yrs   (   ) 11-15 yrs

(   ) 16-20 yrs   (   ) 21-25 yrs   (   ) 26 + yrs

4. **Educational background**

University:………………………………..

Department

(   ) English language teaching   (   ) English language and literature

(   ) American Culture and Literature   (   ) Linguistics

(   ) Translation and Interpretation   (   ) Other: please specify**:**

5. Level(s) taught:

(   ) Elementary

(   ) Pre-Intermediate

(   ) Intermediate

(   ) Upper-Intermediate

(   ) Advanced

Part II. Questions related to teachers' opinions about the integrated skills approach (which means teaching all skills together) and the segregated skills approach (which means teaching each skill separately).

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate column.

5 = strongly agree   4 = agree   3 = neutral   2 = disagree   1 = strongly disagree

The questions below are related with your opinion about integrated skills approach.	5	4	3	2	1
1. I believe that integrated skills approach is the best way to teach the foreign language.					
2. I believe that the integrated skills approach motivates students for the lessons.					
3. The integrated skills approach motivates me for the lesson as a teacher.					
4. If students learn their foreign language with the integrated skills approach, they can use it more effectively outside of the classroom.					
5. The integrated skills approach provides an authentic learning environment.					
6. Students' speaking skills develop more with the integrated skills approach.					
7. Students' listening skills develop more with the integrated skills approach.					
8. Students' reading skills develop more with the integrated skills approach.					
9. Students' writing skills develop more with the integrated skills approach.					

10. Students learn grammar better with the integrated skills approach.					
11. All skills develop equally in the integrated skills approach.					
12. Students are more active in the integrated skills approach.					
13. Teachers are more active in the integrated skills approach.					
14. The integrated skills approach is student-centered.					
15. The integrated skills approach is teacher-centered.					
16. Lessons are more entertaining in the integrated skills approach.					
17. The integrated skills approach encourages communication.					
18. There is more interaction between students and teachers in the integrated skills approach.					
19. There is more interaction among students in integrated skills approach.					
20. In the integrated skills approach, there is more focus on main skills than sub-skills.					
21. I prefer to teach English with the segregated skills approach.					
22. The skill-based or segregated skills approach is better for teaching a foreign language.					
23. Instead of integrating all language skills, integration of some basic skills, like reading and writing, listening and speaking, is better.					
24. Students could learn grammar better if it was taught separately.					
25. Students could learn speaking better if it was taught separately.					

26. Students could learn listening better if it was taught separately.					
27. Students could learn reading better if it was taught separately.					
28. Students could learn writing better if it was taught separately.					
29. I feel more comfortable with the segregated skills approach.					
30. The segregated skills approach motivates me more than the integrated skills approach.					
31. Students are more motivated in the segregated skills approach.					
32. Lessons are more entertaining in the segregated skills approach.					
33. Students can use language more effectively in real life when all skills are taught separately.					

Part III. Questions about language teaching methods used in the integrated skills approach

When I teach English in an integrated way (integration of all skills), I am using this/ these language teaching method(s):

A) Grammar Translation Method
B) Audio Lingual Method
C) Desuggestopedia
D) Communicative Language Teaching
E) Constructivism
F) Multiple Intelligences Theory/ NLP
G) Others (please specify):

……………………………………………………………………………………………

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Part IV. Questions about the strengths and weaknesses of the integrated skills approach

74

1. What do you think about the strengths of the integrated skills approach (integration of all skills in a lesson)?

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2. What do you think about the weaknesses of the integrated skills approach (integration of all skills in a lesson)?

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3. Do you have any other comments about the integrated skills approach?

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Thank you very much for your contribution.

Sümeyra Bozdağ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN HAZIRLIK OKULU ÖĞRENCİLERİNİN DİL BECERİLERİNİN BİRLEŞTİRİLEREK ÖĞRETİLMESİ YAKLAŞIMININ UYGULANMASI İLE İLGİLİ GÖRÜŞLERİ

Değerli katılımcı,

Bu anket akademik bir araştırma için hazırlanmıştır. Bu araştırmanın amacı "yabancı dil becerilerinin birleştirilmiş olarak öğretilmesiyle ilgili" görüşlerinizi öğrenmektir. Ankete vermiş olduğunuz cevaplarınız öğretmenlerin ve akademisyenlerin bu öğretme metodunun zayıf ve güçlü yönlerini anlamalarına yardımcı olacaktır. Cevaplarınız tamamen gizli tutulacaktır.

Katıldığınız için teşekkürler.

<div align="right">

Sümeyra Bozdağ

Akdeniz Üniversitesi

İngiliz Dili Eğitimi Yüksek Lisans

</div>

Programı

Bölüm I. Demografik Bilgiler

1. Cinsiyet   :   (   ) Erkek   (   ) Kız

2. Yaş:

(   ) 18-20 yaş   (   ) 21-23 yaş   (   ) 23+ yaş

3. Seviye:

(   ) Başlangıç seviyesi

(   ) Orta seviye

(   ) Orta-üstü seviye

(   ) İleri seviye

4. Alan türü:

(   ) Sivil Havacılık   (   ) Mimarlık

(   ) Uluslarası İlişkiler   (   ) Mühendislik

(   ) İktisat/ İşletme   (   ) Diğer, lütfen belirtiniz:

……………………………

Bölüm II. Dil becerilerinin birleştirilmiş olarak öğretilmesi konusunda öğrenci görüşleri ile ilgili sorular

Lütfen aşağıdaki ifadelere katılım derecenizi ilgili alana (X) koyarak gösteriniz.

5 = kesinlikle katılıyorum

4 = katılıyorum

3 = emin değilim

2 = katılmıyorum

1 = kesinlikle katılmıyorum

Aşağıdaki ifadeler dil becerilerinin birleştirilmiş olarak öğretilmesiyle ilgili görüşlerinizle ilgilidir.	5	4	3	2	1
1. Yabancı dil becerilerinin (dinleme, konuşma, okuma, yazma) birleştirilerek öğretilmesinin en iyi İngilizce öğretme metodu olduğunu düşünüyorum.					
2. Dil becerilerinin birleştirilerek öğretildiği bir dil sınıfında İngilizceyi öğrenmeye ilişkin güdüm artıyor.					
3. Dil becerilerinin birleştirilerek öğretildiği bir dil sınıfında öğretmenlerin dil öğretmeye ilişkin güdülerinin arttığına inanıyorum.					
4. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta yabancı dili öğrendiğim için gerçek hayatta dili daha etkin bir şekilde kullanabilirim.					
5. Dil becerilerinin birleştirilerek öğretilmesinin daha gerçekçi (gerçek hayata benzer) bir öğrenme ortamı sağladığını düşünüyorum.					
6. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta konuşma becerimin daha çok geliştiğini düşünüyorum.					
7. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta dinleme becerimin daha çok geliştiğini düşünüyorum.					

8. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta okuma becerimin daha çok geliştiğini düşünüyorum.				
9. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta yazma becerimin daha çok geliştiğini düşünüyorum.				
10. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta dilbilgisi konularını daha etkili bir şekilde öğreniyorum.				
11. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta her bir dil becerimin eşit oranda geliştiğini düşünüyorum.				
12. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta öğrencilerin daha aktif olduğunu düşünüyorum.				
13. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta öğretmenlerin daha aktif olduğunu düşünüyorum.				
14. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta derslerin öğrenci merkezli olduğuna inanıyorum.				
15. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta derslerin öğretmen merkezli olduğuna inanıyorum.				
16. Dil becerilerinin birleştirilerek öğretilmesinin dersleri daha eğlenceli hale getirdiğini düşünüyorum.				
17. Dil becerilerinin birleştirilerek öğretilmesinin iletişimi teşvik ettiğini düşünüyorum.				
18. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta öğrenci öğretmen iletişiminin yeterli olduğunu düşünüyorum.				
19. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta öğrenci öğrenci iletişiminin yeterli olduğunu düşünüyorum.				
20. Dil becerilerinin birleştirilerek öğretildiği bir sınıfta yan becerilere (telaffuz, tonlama, vurgu vb…) nazaran temel dil becerilerine (okuma, konuşma, dinleme, yazma) daha fazla önem verildiğini düşünüyorum.				
21. Dil becerilerinin ayrı ayrı öğretildiği bir sınıfı tercih ederim.				

22. Dil becerilerinin ayrı ayrı öğretilmesinin dili öğrenmek adına daha etkili olduğunu düşünüyorum.					
23. Tüm dil becerilerinin birleştirilerek öğretilmesindense bazı dil becerilerinin (okuma/yazma, dinleme/konuşma…gibi) birleştirilerek öğretilmesinin daha etkili olduğunu düşünüyorum.					
24. Dil becerileri ayrı ayrı öğretilseydi dilbilgisi konularını daha iyi öğrenebilirdim.					
25. Dil becerileri ayrı ayrı öğretilseydi konuşma becerim daha çok gelişebilirdi.					
26. Dil becerileri ayrı ayrı öğretilseydi dinleme becerim daha çok gelişebilirdi.					
27. Dil becerileri ayrı ayrı öğretilseydi okuma becerim daha çok gelişebilirdi.					
28. Dil becerileri ayrı ayrı öğretilseydi yazma becerim daha çok gelişebilirdi.					
29. Dil becerileri ayrı ayrı öğretilseydi sınıfta kendimi daha rahat hissederdim.					
30. Dil becerileri ayrı ayrı öğretilseydi öğretmenlerin dil öğretmeye ilişkin güdüleri daha çok artardı.					
31. Dil becerilerinin ayrı ayrı öğretilmesi dil öğrenmeye ilişkin güdümü daha çok arttırırdı.					
32. Dil becerileri ayrı ayrı öğretilseydi dersler daha eğlenceli olurdu.					
33. Dil becerileri ayrı ayrı öğretilseydi dili sınıf dışında (gerçek hayatta) daha etkili bir biçimde kullanabilirdim.					

Bölüm III. Dil becerilerinin birleştirilerek öğretildiği yaklaşımın olumlu ve olumsuz yönleri ile ilgili sorular

1. Öğretmeninizin dil becerilerini birleştirerek öğretmesinin olumlu yönleri ile ilgili görüşleriniz nelerdir?

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2. Öğretmeninizin dil becerilerini birleştirerek öğretmesinin olumsuz yönleri ile ilgili görüşleriniz nelerdir?

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3. Öğretmeninizin dil becerilerini birleştirerek öğretmesi ile ilgili diğer görüşlerinizi yazınız.

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Katkılarınız için çok teşekkür ederim.

Sümeyra Bozdağ

PRE-TEST FOR STUDENTS

LISTENING

1. Listen and circle the correct answer. (10 points)

1. The woman thinks the new tennis teacher could be…………

a) English   b) Spanish   c) Scottish   d) Italian

2. The woman has just bought some……………..

a) milk   b) food   c) books   d) CD's

3. The woman is buying a sweater for her……………….

a) brother   b) boyfriend   c) father   d) girlfriend

4. The Globe Theatre is in…………..

a) Queen's Street   b) Queen's Road   c) Prince Road   d) King Street

5. The man went to the doctor because he was…………

a) sick   b) sleepy   c) tired   d) stressed

2. Listen to the phone calls and complete the notes. (10 points)

- **Hotel Complaints Book**
  Date: 15/04/09
  1) Name: *Major* (1) __Brown_____
  Room number (2) _____
  Problem: *Breakfast eggs were*
  (3)_____*and* (4) _____
  were cooked too much.
  Action: *talk to the* (5) _____

‒‒ ‒‒ ‒ ‒ ‒‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒
‒ ‒ ‒

2) Name: *Mrs.* (6) _____ *Peters*

Room Number: (7) _____

Problem: *Man in room* (8) _____

(9)_____ *loudly in the*

(10)_____

Action: *Talk to the* (11) _____

GRAMMAR

3. Circle the correct option to complete the sentences. (5 points)

1. He's never been keen *on/ of* eating meat.

2. They used to smoke forty cigarettes a day but they've just given

out/up

3. Why don't we go to Luigi's restaurant? We haven't eaten *in/out* for

ages.

4. If she was better at dealing *with/ for* people she'd be an excellent

boss.

5. Last night, thieves broke *in/out* and stole 50.000 TL. worth of

paintings.

4. Complete the sentences with the correct form of the verbs in

the box. (10 points)

go(×2)   make(×2)   take (×2) do
have   play   work   earn

1. This CD player doesn't work so I'm going ……………………….. it

   back to the shop tomorrow.

2. We..............................a delicious picnic by the river when it

   started raining.

3. His business …………………………..so well now, he might take on

   more staff soon.

4. When she passes her exams, she …………………….. a much better

   salary.

5. We …………………………… (not) skiing yet this winter.

6. You have to practice for at least six hours every

   day………………………….an instrument well.

7. Over fifty television sets …………………………………….back to the

   shop because they were faulty.

8. Tom won't find it easy ………………………..friends if he talks to

   them so rudely.

9. She'd soon get promoted in that job if she

   ……………………………….well under pressure.

10. You'll never learn a foreign language if

   you…………………………………… (not) mistakes.

5. Match 1–6 with a) to f). One letter is extra. (5 points)

   1. I don't often go dancing……………………………

   2. Which films have……………………..

   3. She said she didn't mind…………………..

   4. Will you be able…………………………..

   5. If you didn't go to bed so late,

a) lending you her car.

b) you'd sleep better.

c) but I enjoy doing it once in a while.

d) so I had to close the shop

e) to go out with me this weekend?

f) won an award recently?

READING

6. Read the article and circle the correct answer. (20 points)

Grandmother fails test again

A SIXTY–EIGHT–YEAR–OLD grandmother from the South Korean city of Jeonju has just failed her written driving test for the 771st time. The woman's name, which was given only as Cha, first took the written parts of the exam in April 2005. At the time, she thought it would help if she had a car for her job.

In the beginning Cha went to the license Office almost every day. Now, she no longer works but still goes to the Office once a week. The Office said she's spent more than £1,600 on exam fees.
"You have to get at least sixty points to pass the written part," said Kim Rahn, who wrote about Cha in the Korea Times, an English–language Daily newspaper. "She usually gets under fifty."

Bloggers have already responded to the news about Mrs. Cha's misfortunes with comments that range from sympathy to anger. One wrote, "There's a time in every person's life when, if they fail something over 700 times, they should stop."

Other bloggers complained about a system that allows people to take a driving test so many times. One man commented: "It's not a very good system if you can take the test as often as you want. I mean, she might be a danger to other people even if she passes the test after the 1,001st try."

Mrs. Cha seems to be ignoring the bloggers. She said that she'd be back for another attempt. If she passes, then she can begin to prepare for the practical test.

1. She wanted to learn to drive because……………………..

a) she didn't have a car

b) it would be useful for her work

c) it was her dream

d) she wants to break a record

2. Cha usually takes the written test…………………………

a) four times a month   b) once a month   c) hardly ever   d) every day

3. Cha has taken the written test more than……………..

a) 700 times   b) 800 times   c) 1000 times   d) 750 times

4. One blogger thinks that Cha …………………….drive a car if she passes the test.

a) should   b) can   c) shouldn't   d) has to

5. Mrs. Cha……………..planning to give up trying to pass the written test.

a) isn't   b) is   c) will   d) was

WRITING

8. Write an answer to the question below in 75–100 words. (20 points)

"How do you think technology will change our lives in the next twenty years?"

It seems to me that/ in my opinion,

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

APPENDIX 4

POST-TEST FOR STUDENTS

LISTENING

1. Answer the questions about the conversation.

1. Where is Kim from?

a) United States   b) Korea   c) China   d) England

2. Why is the food in the American family strange for Kim?

a) Kim likes to eat a lot of salad and vegetables, but the family doesn't.

b) Kim is a vegetarian and the family eats a lot of meat

c) The family eats lots of different types of fruit.

d) The people in the family are vegetarian and Kim eats meat.

3. How is Kim feeling lately?

a) She misses her family in her own country

b) She has been feeling a little sick lately

c) She is angry that she has to live with a family

d) She is so happy that she wants to live there forever.

4. What does Kim dislike about living in the family's house?

a) The family is always smoking outside.

b) She has to go outside to smoke

c) She has to go outside on the weekends

d) The family drink alcohol.

5. Which of the following is not an advantage of living with the family?

a) They take Kim to the museum

b) They help Kim with her English

c) They accept her to their house.

d) They don't eat meat.

2. Listen to a lecture. Choose the best answer to each question.

6. Who is listening to this lecture?

a) American university students

b) foreign college students

c) all students in the United States.

d) the students in American high schools.

7. What are carcinogens?

a) chemicals that cause cancer

b) smoke from someone else's cigarette

c) a dangerous chemical in tobacco.

d) air pollution

8. What state in the U.S that has strict anti-smoking laws does the speaker mention?

a) Oregon

b) California

c) Maine

d) London

9. What is generally true about smoking laws in the U.S?

a) You can't smoke in restaurants in any state.

b) You can always smoke in bars.

c) The laws change from place to place.

d) You just can't smoke in the schools.

10. About how many people may die each year from secondhand smoke?

a) 60.000

b) 6.000

c) 600

d) 1600

GRAMMAR

3. Circle the correct answer.

1...you collect stamps when you were a child?

a) Did   b) Have   c) Were   d) Do

2............tigers are very beautiful animals.

a) The   b) A   c) --   d) An

3. If you ……………….. a famous person what ……………you do?

a) was/ may   b) are/ could   c) be/ will   d) were/ would

4. The school children ……………….home early because of the bad weather

 A) are sent   b) sent   c) were sent   d) were sending

5. Emma has to go to a meeting tonight so you…………..see her.

a) am going to   b) might not   c) mustn't   d) should

6. He's……………asked her to go with him.

a) already   b) yet   c) ever   d) enough

7. He has never been keen on……………………..golf.

a) play   b) to play   c) played   d) playing

8. I don't know ……………….keys they are.

a) who   b) that   c) whose   d) where

9. She should …………………something more interesting with her life.

a) to do   b) making   c) do   d) doing

10. They told us they…………………. at nine

 a) 'd come   b) comes   c) come   d) are coming

4. Complete the sentences using the words in CAPITALS.

1. Their father's got a new wife but they don't like their new stepmother. (MARRY)

Their father……………………………………………………………………………

2. I hate working in an office. (STAND)

I……………………………………………………………………………………………
……

3. Alan's going to take me out for dinner. (PROMISE)

Alan…………………………………………………………………………………………
…

4. She quite likes meeting new people. (MIND)

She doesn't……………………………………………………………………………….

5. We haven't been to the theatre for three years. (SINCE)

We…………………………………………………………………………………………..

5. Find and correct the mistakes in the questions below.

1. Was he working as a sales when you've met him?

2. Will you spend long holidays in your new job?

3. Is she going to made a cake for your birthday?

4. Do children have to wearing a school uniform in your country?

5. Have they seen you since the last week?

READING

6. Read the passage and choose the best answer.

I get a lot of letters at this time of year from people complaining that they have a cold which won't go away. There are so many different stories about how to prevent or

cure a cold. It is often difficult to know what to do. Although colds are rarely dangerous, except for people who are already weak, such as the elderly or young babies, they are always uncomfortable and usually most unpleasant. Of course you can buy lots of medicines which will help to make your cold less unpleasant, but you must remember that nothing can actually cure a cold or make it go away faster. Another thing is that any medicine which is strong enough to make you feel better could be dangerous. If you are already taking drugs whether they are all right for you. And remember that they might make you sleepy- please don't try to drive if they do! Lastly, as far as avoiding colds is concerned, whatever you may be told about magic foods or drinks, the best answer is to keep strong and healthy- you will have less chance of catching a cold; if you do, it shouldn't be so bad.

1. This is from………………………………………….?
a) a doctor's notebook.
b) a school biology book.
c) a magazine.
d) a diary

2. What is the writer's intention?
a) to complain about his/ her health.
b) to give general advice.
c) to describe personal experiences.
d) to write in an amusing way.

3. Who should talk to the doctor before buying medicine or a cure?
a) people who are already taking drugs.
b) people who have never caught a cold.
c) people who are weak.
d) people who have never gone to the doctor's.

4. What is the writer's opinion of "magic foods and drink?"
a) They are rarely dangerous.
b) The writer doesn't believe in "magic foods and drinks."
c) The writer strongly believes in "magic foods and drink."
d) They are of great help.

5. Which word in the paragraph closest in meaning to "unhealthy"?

a) strong
b) good
c) healthy
d) weak

7. Read the text. Are the statements true (T) or false (F)

LONELYGIRL15- NOT LONELY ANYMORE

Lonelygirl15 was known to her fans as Bree, a sixteen-year-old-home-schooled American teenager. Bree lived at home with her strict parents where she recorded her private thoughts into a digital video camera and put them on the web using the name Lonelygirl15. Like many people using a videoblog, Bree seemed shy and nervous when talking about her feelings on camera. Unlike many other people, Bree attracted millions of fans and quickly became one of YouTube's most popular stars. People regularly logged on to watch Bree talk about her own love of the internet, her fights with her father, and her first kiss with her boyfriend, Daniel.

What happened next shocked YouTube fans around the world. A journalist discovered that the videos were fakes. Bree was not Bree at all. She was Jessica Rose, a nineteen year-old New Zealand-born actress living in Los Angeles. The shows were all written by three friends who wanted to experiment with a new type of storytelling. Instead of making a traditional film, they wanted to tell the story though two or three minute video blogs to attract an audience of viewers, who would then add their comments to help decide the next part of the story. Their idea was a great success.

But the news only increased Jessica's fame. "I never really thought so many people would care about my life," Rose said. "It has been insane; I've had so much attention given to me that I didn't expect". When asked about Bree's character, Rose said, "She's fun. She's just someone you would love to meet and be friends with." But one thing is certain- she is not lonely any longer.

6. On the blog Bree talked about her feelings…………

7. Bree seemed very confident when she talked on camera……….

8. Bree talked about her problems she had with her parents…………

9. The show took a long time to be successful…………

10. A journalist discovered that Bree was really an actress…….

11. The people who wrote the show were friends……….

12. They wanted to write a traditional film………..

8. Look at the words in bold. Underline the correct alternative to complete definitions 1-3 below.

13. **Strict** parents are parents who *let/ don't let* you do what you want.

14. **Private thoughts** are ideas you *tell everyone about/ keep to yourself.*

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15. If an idea is **insane**, it is *crazy/ bad.*

WRITING

9. Write a paragraph about the questions below.

 ****Would you like to be famous? Why or why not? If you were famous what
would you do?***

CEFR LEVELS

level group	level group name	level	level name	description
A	Basic User	A1	**Breakthrough or beginner**	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
		A2	**Waystage or elementary**	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B	Independent User	B1	**Threshold or intermediate**	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an

				area where the language is spoken.
				• Can produce simple connected text on topics that are familiar or of personal interest.
				• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
		B2	**Vantage or upper intermediate**	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
				• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
				• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C	**Proficient User**	C1	**Effective Operational Proficiency or advanced**	• Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
				• Can express ideas fluently and spontaneously without much obvious searching for expressions.
				• Can use language flexibly and effectively for social, academic and professional purposes.
				• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

		C2	**Mastery or proficiency**	• Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

1.1 ARE YOU HAPPY?

▶ **GRAMMAR** | question forms   ▶ **VOCABULARY** | free time   ▶ **HOW TO** | ask and answer personal questions

[handwritten: we looked at the photos and discussed what these people are doing, where are they? How old are they? How do they feel?]

[handwritten: ISA]

VOCABULARY free time

1A Complete phrases 1–5 below with the verbs in the box.

| ~~go~~ eat have play spend |

1 _____go_____ shopping/on holiday
2 _____ time with family/money
3 _____ out/with friends
4 _____ time off/a barbecue
5 _____ (a) sport/a musical instrument

B Work in pairs. Which activities from Exercise 1A can you see in the photos? Add some more activities to the list.

LISTENING

[handwritten: This part is done in listening lesson in the control group!]

2 ▶ 1.1 Listen to people talking about what makes them happy. Match speakers 1–6 with photos A–F above.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 Complete the sentences. Then listen again to check.

1 Alana
The thing that makes me happy is [1] _____. I like it when I can go out and spend money on the things I really, really want. Yeah, going [2] _____ makes me happy.

2 Marie
I love being in the [3] _____. Being on holiday and going to the [4] _____. Swimming in a pool. That makes me really happy. You just forget all your problems and enjoy the sun.

3 Josh
Being with [5] _____ and family. Eating a nice meal with your friends, or having a barbecue. Watching the children, you know, play around and have a good time.

4 Paul
Having time off work, like I am now. Listening to [6] _____ or reading a good [7] _____. Just spending time on my own makes me really happy.

5 Dan
I love playing [8] _____. When my team wins a basketball game, for example. It doesn't always happen, but when it does, I'm so happy.

6 Jenny
Being somewhere beautiful makes me happy. Being near nature, by the [9] _____, or in the mountains. Just walking somewhere beautiful.

4 Work in pairs. Which people in Exercise 3 enjoy the same things as you?

8

In ILA we answered the questions the teacher wrote the answers on the board!

5A Read the questions. Think about your answers.
1 What small things in life make you happy?
2 What made you smile today?
3 Where do you feel happiest?
4 What things in your house make you happy?
5 Are you happy right now? Why/Why not?
6 When did you last laugh a lot? Where were you?

B Work in groups. Ask and answer the questions.

in central group in this part the teacher told the students make the rules and wrote it on the board!

GRAMMAR question forms

6A Complete the questions in the tables.

Questions with auxiliaries			
question word	auxiliary	subject	infinitive
Where	1 _____	you	feel happiest?
2 _____	did	you	(last) laugh a lot?

Questions with *be*			
question word	*be*	subject	adjective/noun/ verb + -ing, etc.
	3 _____	you	happy (right now)?
4 _____	were	you?	

B Circle the correct word in bold to complete the rules.

Rules:

1 In questions with auxiliaries put *do/does/did* **before**/ <u>after</u> the subject.

2 In questions with *be* put *am/are/is/was/were* <u>before</u>/after the subject.

➤ page 128 **LANGUAGEBANK**

in the central group all the rules were explained and the teacher wrote them on the board wrote other examples as well!

PRACTICE

7A Put the words in the correct order to make questions.
1 many / are / your / how / in / people / family?
2 see / often / you / parents / how / your / do?
3 family / with / you / spending / do / your / time / enjoy?
4 last / your / when / celebration / was / family?
5 you / do / with / live / who?
6 you / often / eat / do / friends / how / out / with?
7 friend / your / live / where / best / does?

B ▶ 1.2 Listen and check.

C Look at audio script 1.2 on page 168. Underline the stressed words. Listen again and repeat.

D Work in pairs. Ask and answer the questions.

In the central group this part is done in speaking lesson!

8A Work in pairs. Look at the photos and prompts below and make questions about each topic.

B Work in groups. Ask and answer the questions.

Hobbies/Interests
1. What / do / free time?
2. Have / hobbies?
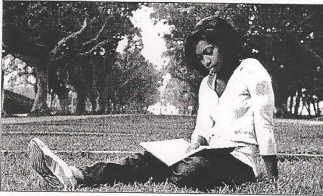3. When / start?
4. Why / enjoy?

Holidays
5. Where / usually / go / holiday?
6. Do / holiday / friends or family?
7. How long?
8. What / do?

Weekend
9. What / like / do / weekend?
10. Do / ever / work or study / weekend?
11. Where / go out?
12. What time / get up?

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► GRAMMAR | past simple   ► VOCABULARY | relationships   ► HOW TO | talk about past events

SPEAKING *This part is done in speaking lesson in the central group! (SSA)*

1 Work in pairs. Discuss the questions.

1 Do you believe in love at first sight? Why/Why not?

2 Where are good places to meet new people?

3 What things can cause problems in a relationship?

READING

2A Look at the photos and the headlines. Answer the questions.

1 What do you think the stories are about?

2 Do you think it was difficult for the tallest man in the world to find a girlfriend? Why/Why not?

3 What do you think 'third time lucky' means?

B Read the stories to check your ideas.

In the central group the students read the text and translated the sentences verbally.

TALLEST MAN FINDS LOVE

The world's tallest man married a woman who is twenty-five years younger than he is – and much shorter. Bao Xishun, who is 2.36m tall, married Xia Shujian, 1.70m.

Bao, who comes from Inner Mongolia, became famous when he appeared in the *Guinness Book of Records* as the world's tallest man in 2006.

Before that Bao was very shy. He didn't go out much and he didn't have a girlfriend. He worked in a restaurant, but he didn't make much money.

But when he became famous Bao started to earn good money doing advertisements. He decided to look for a wife. He advertised all over the world, but fell in love with a saleswoman from his home town, Xia.

After just one month Xia and Bao got married.

Third time lucky

Jean and Bert Jolley from Blackburn, UK, recently married for the third time. The couple first married in 1972. 'I liked her straight away,' said Bert.

He asked her to marry him and she accepted. But eight years later they started to have problems. They argued a lot, so they got divorced in 1980. But a few months later they remarried.

Unfortunately, the couple started arguing again. So in 1986 they divorced for the second time. Then they got back together again – but did they get married? No, they didn't. 'He asked me, but I said no,' explained Jean. When Bert fell ill, Jean changed her mind. 'That's why we decided to marry again.' On Friday the couple married for the third and final time. 'I still don't like wedding cake,' said Bert, 'and I've tried a few!'

3 Read the stories again. Are the statements true (T) or false (F)?

1 Bao Xishun looked all over the world for a wife.

2 He had lots of girlfriends before he became famous.

3 Bao asked Xia to marry him four weeks after they met.

4 When Jean and Bert first met they didn't get on well.

5 They got divorced because they argued, but then they got back together again.

6 Jean decided to remarry Bert when she discovered he was ill.

4 Discuss. Which do you think is the best love story? Why? *Then answered the questions!*

VOCABULARY relationships

5A Read sentences 1–10 below. Whose love story do they describe?

1 They **met**.

2 They **got on well**.

3 He **didn't have a girlfriend**.

4 They **fell in love**.

5 They **got married**.

6 They **argued**.

7 They **got divorced**.

8 They **got back together again**.

9 He **asked her to marry him**.

10 She **accepted**.

B Match definitions a)–g) with the phrases in bold above.

a) had a good relationship

b) disagreed

c) began to love each other

d) have a romantic relationship with a girl

e) said yes

f) ended their marriage

g) started their relationship again

speakout TIP

Words like *get* and *have* are used in lots of different phrases in English. Keep lists of these phrases and add new phrases when you learn them. Write down all the phrases you know with *get*. Compare your list with your partner's.

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ÖZGEÇMİŞ

ADI VE SOYADI: Sümeyra BOZDAĞ

Doğum Tarihi ve Yeri: 1986, Kayseri

Medeni Durumu: Evli

Eğitim Durumu

Mezun Olduğu Lise	: Fethiye Lisesi (Yabancı Dil Ağırlıklı)
Lisans Diploması	: Akdeniz Universitesi, İngilizce Öğretmenliği
Yüksek Lisans Diploması	: Akdeniz Üniversitesi, İngilizce Öğretmenliği
Tez Konusu	: TEACHERS' AND STUDENTS' PERSPECTIVES : ABOUT THE INTEGRATED SKILLS APPROACH
Yabancı Diller	: İngilizce, Almanca

Bilimsel Faaliyetler

TOBB Ekonomi Ve Teknoloji Üniversitesi Öğretmen Eğitim Programı 2010

Akdeniz Üniversitesi Avrupa'daki Yabancı Dil Öğretim Politikası 2010

Akdeniz Üniversitesi Avrupa'daki Yabancı Dil Öğretim Politikası 2008

Akdeniz Üniversitesi İngilizce Dinleme ve Konuşma Semineri 2008

Academy of Humanities Yoğunlaştırılmış Erasmus Eğitim Semineri 2007

İş Deneyimi

Stajlar

2006	: Fatmagül Özpınar İlköğretim Okulu
2009	: Mehmet Akif Ersoy İlköğretim Okulu
2009	: Muratpaşa Lisesi

Yurtdışı Eğitim Programları: Basic Intensive Erasmus Program 2007

Çalıştığı Kurumlar   İzmir Yüksek Teknoloji Enstitüsü 2013-…

Anadolu Üniversitesi 2011-2013

TOBB Eknomi Ve Teknoloji Üniversitesi 2010-2011

E-mail Adresi   : sumeyra.sirkinti@gmail.com

Tel No   : 0 543 306 18 92

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