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ASSESSING TURKISH STUDENTS' PERFORMANCE
IN ENGLISH AS A FOREIGN LANGUAGE AT SECONDARY LEVEL
WITHIN COMMON EUROPEAN FRAMEWORK (CEF)

MA THESIS

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ABSTRACT

This research was carried out mainly because of the integration process of Turkey to the European Union as a member of Council of Europe since it is predicted that, it will be highly useful to dwell upon the subjects of Language Policies of Europe for the future steps to be taken in this process by Turkey.

The study aimed to investigate the Turkish student performance in English as a foreign language at secondary level (grade 1) within Common European Framework of References for Languages: learning, teaching, assessment (CEFR) and also to investigate the qualities of course books used in foreign language courses at this level. The study also investigated the foreign language course hours, course content, curriculum and foreign language teachers' need for in-service training about Common European Framework and the developments in language policies of Europe.

Following the purposes previously mentioned the research was conducted through a survey methodology. After the piloting, the main study was carried out with the instruments a pre-test and post-test self-assessment CEFR and Cambridge KET exam for the students in all (Common, Vocational, Anatolian and Science) secondary schools' classes grade1 in Central town of Çanakkale Province in 2006-2007 school year and a course book evaluation questionnaire for the teachers of these courses

The data obtained from the instruments analyzed Paired Samples T-test, Frequency and Reliability Scale Analyses design by using Statistical Package for Social Sciences (SPSS 10.00). Analyzed data provided the findings that the performance of the students in English as a foreign language in secondary schools grade 1 increased through the school period but still not equal to the CEFR A2 Basic level as expected in the curriculum however other findings about the self-assessment of the students indicated that students self-assessment decreased from the beginning to the end of the school period. On the other hand the findings for the course books

disclosed that the course books used in ELT process in secondary schools grade1 is inadequate within the CEFR criteria as well as the course hours, content and methodology of the curriculum. Consequently the study concludes by outlining that urgent steps must be taken to solve the problems in foreign language learning and English language teaching process in secondary schools in terms of multilingual and multicultural curricula, course books, content, methodology and in-service training of foreign language teachers.

ÖZET

Bu araştırma, Avrupa dil politikaları üzerine yapılan çalışmaların bir Avrupa Konseyi üye ülkesi olarak Türkiye'nin Avrupa Birliğine bütünleşme sürecinde atılacak adımlara ışık tutacağı ve faydalı olacağı düşünülmüş yapılmıştır.

Çalışma orta öğretim seviyesindeki, Lise 1.sınıf, Türk öğrencilerinin yabancı dil olarak İngilizcedeki başarılarının Avrupa Ortak Dil Referansları: öğrenme, öğretme, ölçme (AODR) çerçevesinde araştırılması, ayrıca yabancı dil öğretimi sürecinde bu okullarda kullanılan yabancı dil ders kitaplarının AODR kapsamında değerlendirilmesini öngörmektedir. Çalışma aynı zamanda bu okullarda ki yabancı dil ders saatleri, ders içeriği, müfredat ve yabancı dil dersi öğretmenlerinin Avrupa dil politikaları ve Ortak Dil Referansları konusunda ki hizmet içi eğitim ihtiyaçlarını da araştırmaktadır.

Yukarıdaki amaçları takiben, bir araştırma düzeni hazırlanmış ve pilot çalışmanın ardından esas çalışma, lise 1. sınıf öğrencileri üzerinde ilk ve son test olmak üzere bir öz-değerlendirme ölçeği ve bir de Cambridge KET sınavı enstrümanları ile gerçekleştirilmiştir. Ders kitabı ile ilgili değerlendirme ise ders öğretmenleriyle Avrupa Ortak Dil referanslarını içeren bir ders kitabı değerlendirme ölçeği anketi ile yapılmıştır. Bu çalışmalar 2006-2007 eğitim öğretim yılında Çanakkale İli Merkez ilçesinde ki Milli Eğitim Bakanlığı'na bağlı tüm lise ve dengi okullarda lise 1. sınıflarda ve bu sınıflardaki yabancı dil dersi öğretmenlerinin katılımıyla gerçekleştirilmiştir.

Elde edilen veriler Paired Samples T-test, Frequency ve Reliability teknikleri kullanılarak SPSS (10.00) Sosyal Bilimler de İstatistiksel Analiz programıyla değerlendirilmiştir. Bulgular orta öğrenin seviyesindeki Türk öğrencilerinin yabancı dil olarak İngilizce' deki başarılarının eğitim öğretim programı sürecinde arttığını buna rağmen müfredatta öğretilmesi öngörülen AODR A2 temel seviyesine

yaklaşmadığını göstermektedir. Öz-değerlendirme bulguları ise öğrencilerin performanslarının artmasına rağmen öğretim programı başında kendilerini daha iyi, program sonunda ise daha kötü ya da aynı seviyede gördüklerini ortaya koymuştur. Diğer taraftan ders kitabı ile ilgili öğretmen değerlendirmeleri, yabancı dil ders kitaplarının niteliklerinin Avrupa Ortak Dil Referansları çerçevesinde çok düşük olduğunu göstermekle birlikte, mevcut yabancı dil ders saatleri, içerik, ders programında kullanılan yaklaşım ve yöntemler hakkında ki bulguları da içermektedir. Çalışma sonuç olarak, Türkiye’ de Milli Eğitim Bakanlığı’na bağlı orta öğrenim kurumlarında yabancı dil öğretimi sürecinde, çok dilli ve çok kültürlü yabancı dil dersi programları, ders kitapları, içerik, yöntem ve yabancı dil dersi öğretmenlerinin son gelişmelerle ilgili hizmet-içi eğitim ihtiyaçları konularında çözüme yönelik acil adımlar atılması gerektiğini vurgulamaktadır.

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CODES & ABBREVIATIONS

ALTE	Association of Language Testers in Europe
CEFR	Common European Framework Of Reference For Languages
CEDEFOP	European Centre for the Development of Vocational Training
CoE	Council of Europe
CRELL	Centre for Research on Life-long Learning
DIALANG	The first major language assessment system based on CEFR
EC	European Commission
ECSC	European Coal and Steel Community
EEC	European Economic Community
EFT	European Training Foundation
ELT	English Language Teaching
ESOL	English for the Speakers of Other Languages
ERDF	European Regional Development Fund
EU	European Union
EUROSTAT	Statistical Office of the European Communities
EURYDICE	Information Network on Education in Europe
FL	Foreign Language
FLL	Foreign Language Learning
ICC	International Certificate Conference
IELTS	International English Language Testing System
KET	Key English Test
MEB	Ministry of National Education-Turkey (Milli Eğitim Bakanlığı)
MoNE	Ministry of National Education (Milli Eğitim Bakanlığı)
UCLES	University of Cambridge Local Examinations Syndicate
TÖMER	Turkish Teaching Research and Administration Centre
YADEM	Foreign Language Development Centre (Yabancı Diller Eğitim ve Geliştirme Merkezi)

Country Codes:

AT	Austria
BE	Belgium
BE fr	Belgium- French Community
BE de	Belgium- German-speaking Community
BE nl	Belgium- Flemish Community
BG	Bulgaria
CZ	Czech Republic
CY	Cyprus
DK	Denmark
DE	Germany
EE	Estonia
EU	European Union
EL	Greece
ES	Spain
FI	Finland
FR	France
HU	Hungary
IE	Ireland
IT	Italy
IS	Iceland
LI	Liechtenstein
LT	Lithuania
LU	Luxemburg
LV	Latvia
MT	Malta
NL	Netherlands
NO	Norway
PL	Poland
PT	Portuqual
RO	Romania

SE Sweden

SI Slovenia

SK Slovakia

UK United Kingdom

UK-ENG England

UK-WLS Wales

UK-NIR Northern Ireland

UK-SCT Scotland

EFTA-EEA the three countries of the European Free Trade Association which are the members of the European Economic Area

Statistics

(:) Data not available

(-) Not applicable or Nought

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MY DEAR MUM and DAD

And all My Three Brothers

FOR THEIR GREAT CARE and ENDLESS LOVE

CHAPTER ONE INTRODUCTION

1.0 INTRODUCTION

This chapter is going to present a summary of the topic which the researcher felt great enthusiasm to investigate. Then the presentation of the purpose of the study and research questions is going to be followed by the assumptions and limitations of the investigation in this part. Finally, this chapter outlines the organization of the dissertation and, as a conclusion, provides a summary of whole chapter.

1.1 TOPIC OF THE STUDY

What the topic of the study is assessing Turkish students' performance in English as a foreign language at secondary level within CEF-Common European Framework. The assessing period also concerns with the evaluation of the course book which is used and which is thought that crucially affects the performance of the students in education process.

Learning is an action of change in skill, behavior, knowledge and attitude of an individual. It takes time, so learning is expected to happen at the end of a period (Knowles 2005:10). The most important step for this period is to determine the goals for learning. The good answers given for the questions What?, why?, how? and when? makes the learning period both meaningful and successful.

In addition to this, the goals for learning can be not only personal and institutional but also social. When it comes to learn a language, individuals can learn a foreign

language, especially English for several various reasons such as because of professional promotion, school curriculum, or special aims (Harmer 1991).

The aims of CEF Project are basically to realize some social and politic purposes which concern all the European Countries by the means of individual and institutional aims.

Consequently, this study focuses on not only assessing the learning performance of the students but also the performance of the curriculum and course books as well laid down by the central education authorities, within Common European Framework Project by Council of Europe. Therefore the position of foreign languages learning and teaching at schools and also in curriculum in European countries, the range of different languages taught, the initial education of teachers and their qualifications, the language diversity within schools are going to be compared to the same topics in Turkey.

1.2 PURPOSE OF THE RESEARCH and RESEARCH QUESTIONS

The main objective of the research is to find out to what extend the students who are learning English as a foreign language perform in their English lessons. The next purpose concerns the question that to what extend the curriculum of these foreign language courses prepared by the Ministry of National Education and, the course books preferred to be used in the lessons achieve their goals.

Being in mind these objectives, the research addresses the following questions:

RQ1 Is the performance of English of the Secondary Level students who are learning English as a foreign language equivalent to the levels determined in Common European Framework by the Council of Europe?

RQ2 Do the course books which are used in English Lessons at Secondary Level and written by Turkish authors involve the qualities and characteristics determined in Common European Framework?

1.3 SIGNIFICANCE OF THE STUDY

Foreign language teaching and learning in Turkey had been conducted till the 1950s and 60s with the help of the course-book written by E.V. Gatenby. However, with the start of the relations between Council of Europe and Ministry of National Education in 1968, the course book ‘An English Course for Turks’ had begun to be used in language classes (Demirel 2005). The changing has been continued with the help of other projects, and also about the other issues in language learning till today.

Recently, some projects like European Language Portfolio have been being studied by the cooperation of the Council of Europe and Ministry of National Education in Turkey. This helps not only to the development in language teaching process but also to the development in the evaluation period of the learners. Now it becomes important to self-assess and these new projects makes self-assessment possible.

Foreign language learning in Turkey is still in its own way of progress. However this progression period has witnessed theoretically not only institutional problems but also educational and social problems from the beginning till today. This research focused on some of these problematic issues which are significantly needed to be

analyzed and defined, and tried to make the problematic points more obvious with the hope to provide a little or to some extent a considerable contribution to this language learning process. The major significance of the study and what makes it peculiar is that there hasn't been any research or dissertation studied and titled as this one before in Turkey.

As a culmination what will be drawn from this study will produce some clues and highlights the Ministry of National Education practices on the language learning curriculums at schools in the country and, also depicts a comparison between the EU Countries language curriculums and Ministry of National Education programs about teaching-learning process. I hope that the variety, interest and detail of data and information in this dissertation and the ways in which they reinforce each-other will make a significant contribution to the national and central education authorities' debates on the quality of education and how it is developing in the context of lifelong learning.

1.4 ASSUMPTIONS OF THE STUDY

The main assumptions of the study are as follows:

1. It is assumed that the English language knowledge of the first grade students participated in the research is not equivalent to the level supposed to be at the first grade of Secondary School, with a pre-test.

2. It is assumed that the Turkish students' performance in English as a foreign language is under the level expected to be and also defined in CEFR, with a post-test.

3. It is also assumed that the course books preferred to be used in English lessons do not involve the characteristics found in a good course book and also defined in CEFR.

4. It is assumed that the teachers of English working at Secondary Schools do not have enough knowledge about Common European Framework.

1.5 LIMITATIONS OF THE RESEARCH

Since the research was conducted with a great number of students, the result of the investigation may deliver the reliable data about the topic and can be generalized. Additionally, the piloting was made at the beginning of the research in order to achieve higher reliability of both the data and the results of the study.

This research involved the first grade students of Secondary Schools in the Central Town of Çanakkale Province. The students were both boys and girls whose age range was between 14-16. Since it has no importance in the study, the results of the research were not analyzed by gender difference.

Meanwhile there was no limitation for the number of sample students. The research was conducted with the whole students who were attending the first grade of Secondary Schools. Therefore totally 470 (1st term) & 452 (2nd term) students took place in this research.

The research was conducted in 2006-2007 education year. The schools chosen were merely from the central town of Çanakkale. There were totally 20 secondary schools. Each school attended the research with one class. It meant 20 classes

attended the research. The schools were not only Common Secondary Schools but also English Medium (Anatolian) and Vocational Secondary Schools.

The students performance in English were assessed both by a A1-self-assessment grid of Common European Framework and Cambridge KET exam both in the beginning and at the end of the school year.

Cambridge KET exams administred to the students in both terms were prepared in four parts by the researcher from the Cambridge KET Handbook 2004, UCLES. The parts of the exams include in general reading and writing skill tests. Listening and speaking skill exam parts were not chosen by the researcher because of some problems such as lack of time, technological devices and plenty of students' number attended the study. So this is one of the most important limitations of the research.

Other limitation concerns the data gathered from the students about their performance in English by KET exams. It should be mentioned here that the findings of the students' performance in English at secondary level in this study are limited only by KET exam questions used in performance assessment.

In addition, the course book evaluation study was also conducted by the researcher with the teachers of English of these classes. There were 20 teachers of English who participated in the research voluntarily and very eagerly as well. The teachers who attended the study were the teachers of the classess which participated the research. Others who also teach at first grade of secondary level did not take part in the study.

1.6 ORGANIZATION OF THE THESIS

This dissertation is introduced in five chapters. The first chapter presents the introduction, topic, purpose of the study and research questions, the significance,

assumptions and limitations of the study. Chapter two deals with the literature review about European Union and Council of Europe: the historical background of these institutions and their activities, especially in educational area, the relations and cooperations of Turkey and CoE as well. Chapter three defines the methodology of the research. Chapter four introduces the findings of the study and chapter five delivers the discussion, conclusion and implicatons of the research.

1.7 SUMMARY

In this chapter the researcher dealt with a short explanation of topic, then, defined the purpose of the research and research questions. The definition of the significance of the study was followed by the definition of the assumptions and limitations of the study. The last part of this chapter presented the organization of the dissertation.

CHAPTER TWO LITERATURE REVIEW

2.1 WHAT IS 'EUROPE'

The researcher would like to start her dissertation with a concise story about 'europe' since it will probably be the most frequently used word in the context as an important part of the cultural heritage of Europe;

'Europa' was a princess, daughter of a Phoenician king in classical mythology. One day, while she and her friends rollicked on a beach, Zeus, the greatest Greek god, saw her and, immediately, fell in love with her. To seduce her, Zeus took the form of a kind of peaceful bull. Europe, confident, began to caress the bull and sat down on its loin. That was the moment that Zeus was waiting for. Suddenly, he rose and galloped toward the sea, taking her away with him. The bull Zeus didn't stop swimming until arriving in Crete. Once in the Mediterranean island Zeus assumed again his human outward appearance and he had three children with Europe, Minos (the king of Crete), Rhadamanthus and Sarpedon.

<http://www.historiasiglo20.org/europe/integra.htm>

The name of 'Europe', etymologically, derived from the Greek roots meaning broad (eur-) and eye (op-, opt-), hence EurŌpē, "wide-gazing".

Europe, on the other hand, is one of the seven traditional continents of Earth. The westernmost peninsula of Eurasia, it is bounded to the north by the Arctic Ocean, to the west by the Atlantic Ocean, to the south by the Mediterranean Sea, to the southeast by the Caucasus Mountains, the Black Sea and the waterways connecting the Black Sea to the Mediterranean. To the east, Europe is generally divided from Asia by the water divide of the Ural Mountains, the Ural River, and by the Caspian Sea.

Europe is the world's second-smallest continent in terms of area, covering about 10,180,000 square kilometres (3,930,000 sq mi) or 2% of the Earth's surface. It hosts a large number of sovereign states around 50. Russia is the largest by both area and population, while the Vatican is the smallest of all European countries. Europe is the third most populated continent after Asia and Africa. Its population is 710,000,000 in other words about 11% of the world's population (www.wikipedia.org).

Europe is the birthplace of Western culture. Nations of Europe started to play important role in global affairs from the 16th century, especially after the rise of colonization. They began to control most of Africa, America, and large portions of Asia by the 17th and 18th centuries. World War I and World War II led to a decline in European dominance in world affairs because the United States and Soviet Union took prominence. The Cold War between those two superpowers divided Europe into two parts with the Iron Curtain. The formation of the **Council of Europe** and the **European Union** in Western Europe was caused by European integration and both of which have been expanding towards east since the collapse of the Soviet Union in 1991.

2.2. WHAT IS 'EUROPEAN UNION' ?

The European Union (EU) is an organization of the European countries which reached a consensus to co-operate for peace, progress and prosperity.

In the early years, the cooperation was between six countries and mainly about trade and the economy. Now the EU consists of 27 countries and 490 million people, and it deals with a great variety of issues of direct significance to these peoples' everyday life. It fosters cooperation and solidarity among the people of Europe, promoting unity while preserving diversity. Therefore the motto of the EU is '**United In Diversity**' and there are twelve stars on the unity flag of EU since the number

twelve traditionally represents the perfection, completeness and unity. The anthem of the unity comes from the Ninth Symphony composed in 1823 by Ludwig Van Beethoven. For the final movement of this symphony, Beethoven set to music the "Ode to Joy" written in 1785 by Friedrich von Schiller. This poem expresses Schiller's idealistic vision of the human race becoming brothers.

Today, the 9th of May has been celebrated as 'Europe Day' because on the 9th of May 1950, Robert Schuman, the French Foreign Minister, presented his proposal on the creation of an organized Europe and this proposal, known as the "Schuman declaration", is considered to be the beginning of the creation of what is known as the European Union now.

The historical roots of the European Union come from the Second World War. The idea of 'unity' was born because Europeans were fed up with never ending wars for centuries in the continent and determined to prevent the killing and destruction from happening again.

Mission of Europe in the 21st century is to:

- ✓ provide peace, prosperity and stability for its peoples;
- ✓ overcome the divisions on the continent;
- ✓ ensure that its people can live in safety;
- ✓ promote balanced economic and social development;
- ✓ meet the challenges of globalization and preserve the diversity of the peoples of Europe;
- ✓ uphold the values that Europeans share, such as sustainable development and a sound environment, respect for human rights and the social market economy.

2.3 TEN HISTORICAL STEPS FOR THE UNION

‘Unity is Strength’

1951: The European Coal and Steel Community (ECSC) is established by the six founding members

1957: The Treaty of Rome establishes a common market

1973: The Community expands to nine member states and develops its common policies

1979: The first direct elections to the European Parliament

1981: The first Mediterranean enlargement

1993: Completion of the single market

1993: The Treaty of Maastricht establishes the European Union

1995: The EU expands to 15 members

2002: Euro notes and coins are introduced

2004: Ten more countries join the Union

Table 1: The Roots of EU

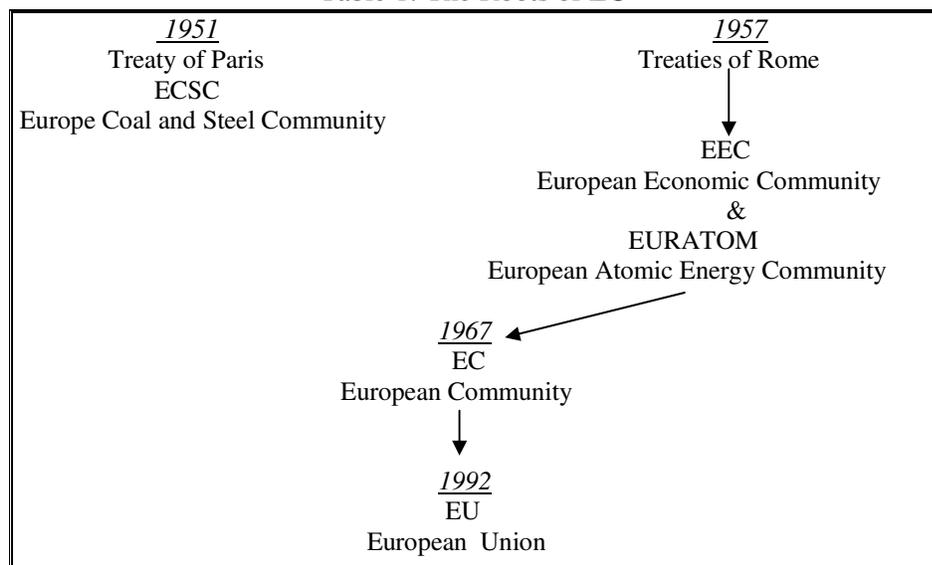


Table1, displays the main steps in the history towards the European Union. Today this integration consists of 27 countries. The old saying ‘unity is strength’ is as

relevant as ever to today's Europeans. However the process of European integration has not covered the different perspectives of life, traditions and cultures of its peoples. In fact, the EU makes its diversity one of its key values.

2.4 LANGUAGE AND CULTURE POLICY and PROJECTS OF EUROPEAN UNION and COUNCIL OF EUROPE (CoE)

Council Of Europe (**CoE**) is the oldest organization of the continent and a different organization from the European Union. The Council of Europe is an intergovernmental organization which was founded before EU in 1949 with the consensus of ten European countries; Belgium, Denmark, France, Netherlands, Ireland, Sweden, Italy and Norway by idea of firstly mentioned by Winston Churchill in 1946. It has 47 member countries now while EU has 27 Member States. The 21 of the 47 states of it are from Central and Eastern Europe. None of the countries became a member of EU without first belonging the Council of Europe. Turkey was one of the first states of the Council of Europe which became a member of it in 1949.

The fundamental goals of CoE include the protection of human rights and the promotion of democracy and the rule of law. It also promotes Europe's cultural identity and addresses problems facing European society such as racism and xenophobia, promotes tolerance among the diversity, defend human rights, develop continent-wide agreements to standardize member countries' social and legal practices, promote awareness of a European identity based on shared values and cutting across different cultures, providing know-how in areas such as human rights, local democracy, education, culture and the environment.

Council of Europe is the most important branch of European Union which serves for the education and culture policies of the EU. European Commission is also

responsible for the same policies of EU apart from the Council of Europe. Thus the goals of two organizations overlap for the common policies of Europe.

European Union works on education for the next generations throughout the European Education programmes such as Socrates and Erasmus student education projects which aims to promote a European dimension and encourage cooperation among the participant countries by improving the quality of education and promoting the life long learning. **Socrates Project** includes several actions as **Erasmus** for higher education, **Comenius** for school education, **Grundtvig** for adult education and other education pathways, **Lingua** for learning and teaching European languages, and **Minerva** for information and communication technologies in education (Köksal 2007).

On the other hand for the future of Europe, the most important subject among the culture and education policies determined by the CoE is the language policy. To contribute a multilingual and multicultural society is one of the primary goals of the Council so it fosters its' member states to serve for these purposes because languages are not only means of communication but also means of contributing better knowledge of other cultures and consist of great potential for deeper understanding between the citizens of the societies.

The Common European Framework of References For Languages; Learning, teaching, assessment (**CEFR**) and European Language Portfolio (**ELP**) are the most important language projects of the CoE and European Commission that dedicated to the education and culture policies of Europe.

2.5 EUROPEAN LANGUAGE PORTFOLIO (ELP)

The European Language Portfolio is an instrument to support the development of pluri-lingualism and pluri-culturalism. It was improved and piloted by the Language

Policy Division of the Council of Europe between the dates 1998 and 2000.

Afterwards it was put into action during the European Year of Languages, 2001. It gave rise to improvement of CEFR.

http://www.coe.int/t/dg4/portfolio/default.asp?l=e&m=/main_pages/welcome.html

The objectives of ELP are as follows;

- ✓ to help and motivate the language learners to multiply their learning of foreign languages throughout their life.
- ✓ to provide a platform for the learners to present their languages, language levels and skills thanks to the CEFR language levels descriptors of CoE.
- ✓ to serve for and to provide the transparency, equality and convenience among the citizens from different countries
- ✓ to contribute the constitution of European identity.

Hamp-Lyons (1996) puts a simple definition for Portfolio as a collection of student works and for Portfolio assessment as an alternative approach for assessment. Portfolio consists of the documents about the language or languages which the student attempts to learn. These documents consider the various aspects like where, how, which skills and to what extent the student learnt the language and what kind of cultural experiences does she/he have related with that language.

ELP is composed of three main parts;

a) Language Pass: including language ID or profile of the learner; the summary of the learner's language skills and levels.

b) Language Learning History/ Biography: including detailed documents about where and how the learner learnt the language. There are four parts; language biography, language goals, language history, and cultural and lingual experiences.

c) Dossier: including the certificates, achievement documents, individual tasks samples which the student preferred to put in (Tan 2007).

ELP has been constituted in different categories by many of the countries which are the member of the CoE. The Evaluation Committee of the CoE has already affirmed the fifty European Language Portfolios so far. One of these fifty ELPs is of Turkey. European Language Portfolio formed by the Special Commission of European Language Portfolio which was set up under the coordination Prof. Dr. Özcan Demirel and affirmed in official number 47.2003 in 2003 by the CoE (Tan 2007).

2.6 COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

Common European Framework is a document published in 2001, the European Year of Languages by the Language Policy Division of the Council of Europe following the ELP.

Common European Framework serves for the overall aim of the Council of Europe which is defined in the Recommendations of the Committee of Ministers. There are three basic principles launched in the preamble to Recommendations R (82) 18 of the Committee of Ministers of the Council of Europe:

- ✓ *“ that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding,*
- ✓ *that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination,*
- ✓ *that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies.”*

(CEFR 2005:2)

The preamble to R (98) 6 of the Committee of Ministers reaffirm the political objectives of its action in the field of modern languages:

- ✓ *“ To equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry.*
- ✓ *To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.*
- ✓ *To maintain and further develop richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including less widely thought.*
- ✓ *To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organized footing and financed at all levels of education by the competent bodies.*
- ✓ *To avert the dangers that might result from the marginalization of those lacking the skills necessary to communicate in an interactive Europe.”*

(CEFR 2002:2-3)

One of the main purposes of CoE is to promote a shared European identity, while recognizing the cultural the importance of different cultures. The promotion of language teaching and learning has inevitable and indispensable role in this mission. People within Europe and all over the world need to understand each other. Therefore the role of CoE is to encourage people to learn languages and develop their ability to communicate with people other countries and cultures (Ludlow 2006).

Being in mind of these objectives the ‘Common European Framework of Reference For Languages; Learning, teaching, assessment’ (CEFR) document was prepared and published in 2001 by the Education Committee in Strasbourg (www.coe.int/lang). It is indeed a comprehensive document created to encourage reflection and communication about every aspect of language learning, teaching and assessment. It provides a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks, etc. across Europe. The use of document in language teaching and learning process was highly recommended by the CoE (Ahuoğlu, 2007). Therefore the members of the CoE have started to rebuild their language teaching process in terms of system, syllabus, textbooks, curriculum, etc.

2.6.1 WHAT IS INCLUDED IN COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES; LEARNING, TEACHING, ASSESSMENT

The valuable common resource of the societies is the linguistic heritage and cultural diversity. In order to protect these values a great deal of educational effort was necessary to convey and transform these diversities from barriers to the communication. Therefore CEFR prepared in detailed.

The CEFR is consist of nine chapters:

Chapter 1: Definitions of aims, objectives, and functions

Chapter 2: Explanations to approach adopted: an action-oriented approach

Chapter 3: Introduction to the common references levels

Chapter 4: Identification of categories needed for the description of language user (domain, situations, themes, tasks and purposes of communication),

Chapter 5: Categorization of the user / learner's general and communicative competences.

Chapter 6: The process of language learning and teaching; the relation between acquisition and learning, the nature and development of plurilingual competence; methodological options.

Chapter 7: The role of tasks in language learning and teaching.

Chapter 8: The implications of linguistic diversification for curriculum design; plurilingualism and pluriculturalism; curriculum design; life-long language learning; modularity and partial competences

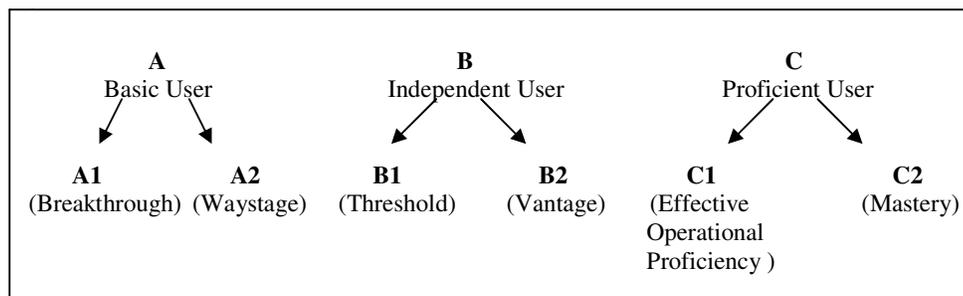
Chapter 9: Assessment and assessment types.

In general, CEFR addresses to the teachers, teacher trainers, course designers, material writers, examiners, education authorities, and also learners. It provides common framework so that courses, programmes are designed in the same approach, teachers and teachers trainers follow similar curricular and methodological

guidelines, promoting learner’s autonomy; and evaluation is carried out in a consistent way for developing fair and reliable systems of certification.

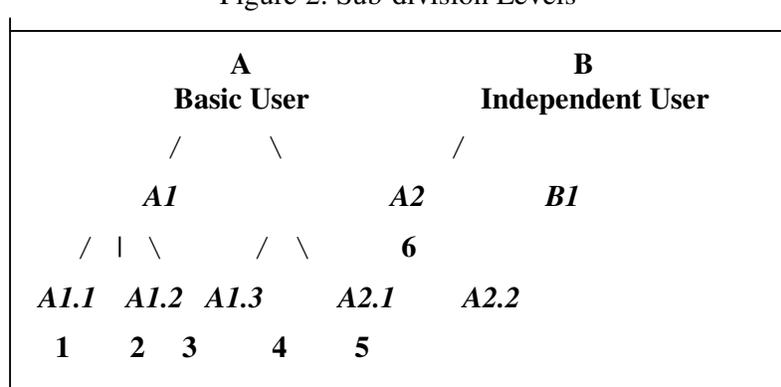
The common reference levels for languages are determined in CEFR document are as follows:

Figure 1: Common Reference Levels for Languages



These language levels presented in Figure 2, were determined and presented after the collaborative studies of such organizations as ALTE (Assosiation of Language Testers in Europe), ICC (International Certificate Conference), IELTS (International English Language Testing System) and DIALANG and other responsible organizations of European Union and European Council (Sevil, 2004: 157 cited in Gür, 2004: 40) to constitute a unity in education especially in language education in Europe.

Figure 2: Sub-division Levels



Other sub-divisions of the general levels also available for more transparency for the common actions of the administrations in diversity. So it can be possible to profile any action in the process from the most general to the most specific. Because these kind of descriptors framework by CEFR intended to facilitate profiling rather than levelling.

In order to provide teachers and curriculum planners an orientation points and also makes the system easier for the non-specialist users, a simple global scale presented in the CEFR. This global scale prepared in six levels for the languages like mentioned above. A1, A2, B1, B2, C1,C2; and it is also presented what kind of language skills and to what extent required to have for each level.

Table 2: Common Reference Levels: Global Scale (in Single Paragraphs)

Proficient User	C2	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 more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express her/himself 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.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions on her/his 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.
	B1	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 whilst travelling in an area where language is spoken. Can produce simple connected text on topics which 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.
Basic User	A2	Can understand sentences and frequently used expressions related to the 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 her/his background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce her/himself and others and can ask and answer questions about personal details such as where she/he lives, people she/he knows and things she/he has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2 presents the objectives criteria of language levels in CEFR. The translated versions of the global scale into different languages of EU are available as well as in Turkish. Thanks to the scale, learners can define their language levels and also their language learning objectives for a future action and in life-long learning process as well as the teachers and curriculum designers.

The Common reference levels of the CoE provide a common standard against which the assessment of modern language attainment in different educational sectors, target languages, linguistic regions and states can be reference (North 1999:25 cited in Shneider and Lenz 2006: 41).

This common standard is described by

- a) the Global scale (CEF : Table 2) and
- b) the Self –assessment grid (CEF : Table 3)

Apart from the global scale, there are also many illustrative discriptors, scales, user-oriented scales and different kinds of scales for different functions and competences of languages, languages users and language assessors such as scales for linguistic competences (lexical, grammatical, semantic, phonological, orthographic, orthoepic), sociolinguistic competences (politeness conventions, expressions of folk wisdom, register differences, dialect and accent), or pragmatic competences (discourse, functional, design) etc. One of the most important scales among them is Common reference levels; self-assessment grid. In other words can-do check list provided by the Association of Language Testing in Europe (ALTE).

CEFR formulates the language skills in five groups as

- ✓ Listening
- ✓ Reading
- ✓ Spoken Interaction

✓ Spoken Production

✓ Writing

And puts these five groups into three main categories as follows:

✓ Understanding (Listening , Reading)

✓ Speaking (Spoken Interaction, Spoken Production)

✓ Writing

The self assessment grid prepared mainly in three categories (understanding, speaking, writing) and in four sub-categories (listening, reading, spoken interaction, spoken production, writing) of language skills and in six language levels, A1, A2, B1, B2, C1, C2 in CEFR. This grid with the Global scale available on Turkish Ministry of National Education (MoNE) website as well.

Table 3 : Common European Framework: Self assessment grid

		A1	A2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and a highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short simple text. I can find specific predictable information in simple everyday material such as prospectus, timetables and menus and I can understand short simple personal letters
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine text requiring a simple and direct exchange of familiar topics and activities. I can handle very short social exchanges. Even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know	I can use series of phrases and sentences to describe in simple terms my family and other people living conditions, my educational background and my present or most recent job.
W R I T I N G	Writing	I can write a short, simple postcard for example a holiday greetings, I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form	I can write short, simple messages and notes related to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

The Global scale and Self-assessment grid were constructed using the most typical and stable descriptors; these level descriptions are drawn from a bank of “illustrative descriptors” developed and validated for the CEFR (Shenider and Lenz 2006).

The main potential for self-assessment is in its use as an instrument for motivation and awareness raising; helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively. It helps learner to identify their language profile in the first part of the European Language Portfolio.

On the other hand, this self-assessment grid was studied by the ALTE as ‘**Can Do**’ statements. The objective of the ‘Can Do’ project is to develop and validate a set of performance related scales describing what learners can actually do the constructor, assessor and user-oriented scales. ‘Can Do’ statements are multi-lingual and having been translated into thirteen of the languages represented in ALTE so far.

The final form of ‘Can Do’ statements as Yes/ No response for each statements, using the instruction:

Put ONE cross next to each statement. Tick YES if the statement describes your level, or if you can do BETTER than this. Tick NO if you CAN'T do what is described because it is TOO DIFFICULT for you.

(Milanovic & Savile 1995 cited in Jones 2002)

Table4: A Sample of ‘Can Do Checklist’

Listening –A1	YES	NO
I can understand simple greeting and introductions		
I can understand numbers....		

The ‘Can Do’ project is a long-term research and believed to be the largest project of its type ever attempted, and the most ambitious in scope (Jones 2002).

On the other hand the levels of CEFR corresponded by the other language Institutions levels like Cambridge ESOL, ALTE and IELTS to make a comparison and build a unity in the levels as in the following table;

Table5: CEFR, ALTE, Cambrige ESOL and IELTS Corresponding Levels

Global CEF scale	General Levels	ALTE Levels	Cambridge ESOL Levels	IELTS Levels
Proficient User	C2 Advanced	Upper Advanced	CPE	7-8
	C1 Upper-Intermediate	4 Lower Advanced	CAE/BEC/Higher	6-7
Independent User	B2 Intermediate/ Upper Intermediate	3 Upper Intermediate	FCE/BEC Vantage	5-6
	B1 Pre-Intermediate	2 Lower Intermediate	PET/BEC Preliminary	4
Basic User	A2 Elementary	1 Elementary	KET	3
	A1 Beginner	Breakthrough	Starters, Movers, Flyers	0-2

Adopted from http://elt.thomson.com/emea/en_uk/pages/cef.html available on 10 May 2008

The levels considers our study are CEFR A1 and A2. as seen in the Table 5 Cambridge KET level is equal to the CEFR A2 level.

2.6.2 THE IMPLICATIONS FOR CURRICULUM, MATERIALS AND METHODOLOGY OF CEFR

The Common European Framework of Reference for Languages: learning, teaching, assessment is a document of ten years research by a number of leading applied linguists and pedagogical specialists from the 41 member states of the Council of Europe. The document has drafted several times and each draft has been revised and the changes introduced scientifically researched, especially the descriptors referring to language policy (Boldizar 2007).

According to the CEFR, ‘ the plurilingual and pluricultural competence requires the ability to use language for the purposes of communication and to take part in intercultural interaction where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures’ (CEFR 2002:168). The link between the language learning purposes and teaching process in schools can not be separated each other. Therefore in primary education aged 6-10 the general competence and the secondary education aged 11-16 communicative language competence is required to be taught.

As a result of these objectives, the options for curricular design defined in CEFR are 1) curricula should be parallel with the overall objective of promoting plurilingualism and linguistic diversity, in other words teaching and learning of any language should be examined in conjunction with the provision of other languages in education system; 2) this diversification of languages should reinforce each other and should be avoided unnecessary repetition while teaching the second and third languages to promote the economies of scale and the transfer of skills which linguistic diversity facilitates, 3) the considerations and measures relating to curricula should be neither only isolated for each language nor only integrated curriculum for several languages, it should play not only a specific role in a presented language but also a transferable role across languages.

Owing to the fact that it is explained in previous paragraph, learners must learnt or acquired the necessary competences;

a) general competences:

✓ *declarative knowledge (savoir)*: knowledge of the world, sociocultural knowledge (everyday living, living conditions, interpersonal relations, values, beliefs, and attitudes, body language, social conventions, ritual behaviour), intercultural awareness,

- ✓ *skills an know-how (savoir-faire)*: practical skills and know-how (social skills, living skills, vocational and professional skills, leisure skills), intercultural skills and know-how,
- ✓ *existential competence (savoir-etre)*: attitudes, motivations, values, beliefs, cognitive styles, personality factors
- ✓ *ability to learn (savoir-apprendre)*: language and communication awareness, general phonetic awareness and skills, study skills, heuristic skills

b) communicative language competences:

- ✓ *linguistic competences*: lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence, orthoepic competence
- ✓ *socio-linguistic competences*: linguistic markers of social relations, politeness conventions, expression of folk wisdom, register differenses, dialect and accent.
- ✓ *pragmatic competences*: discourse competence, functional competence.

The teaching process, thus, should involve realistic tasks and projects which leads student towards using target language and help the actualization of curriculum purposes. Tasks should be given to the learners by considering their competences like cognitive, affective and linguistic factors, and characteristics.

2.7 THE PROJECTS OF CoE and THE HISTORICAL PROCESS OF LANGUAGE EDUCATION IN TURKEY

The introduction of ELT in Turkey dates back to the Tanzimat Period (Administrative reforms 1839) of Turkish history in the 18th century which was the beginning of westernization of the educational system. The first institution teaching through the medium of English was Robert College, an Anglo-American secondary school founded in İstanbul in 1963 by an American Missionary (Council of Higher

Education, 2001a cited in Kırkgöz 2005). The acceleration of the ELT in Turkey began after the fall of Ottoman Empire and the foundation of Republic of Turkey.

Turkey, as one of the first member states of the CoE, in 1949, took part in the actions and projects of CoE from the very beginning. The co-operation between the Turkish Ministry of National Education and Council of Europe started in 1950 and has still been in progress especially on foreign language education.

The first state-funded English-medium secondary school, called as Anadolu (Anatolian) school started its education in 1955. In 1974, the numbers of Anatolian schools were 12, however, this number became 1,457 by the 2000-2001 school year (Ministry of National Education 2001 cited in Kırkgöz 2005). Yet, the ELT in the curriculum of primary education became only possible in 1997 at grades 4 and 5.

During its historical period, in order to improve and update the foreign language teaching at secondary schools in Turkey, the Committee of Training and Discipline of Turkish MoNE established the Foreign Language Development Centre (YADEM) in 1972. However the most distinguished co-operation between Council Of Europe and Turkish Ministry of National Education started in 1968 and the research and reconstruction of the language education programmes and course books in Turkey had been done till 1972 (MEB, 2005). Therefore the course book written by E.V Gatenby and the others which had been used in 50s and 60s in English courses replaced by the course book 'An English Course For Turks'(Demirel 2005) which has been still in the language education programmes and curricula as main course material at the first grades of Secondary Level Schools in Turkey. The course books for German language courses 'Wir Lernen Deutsch' and for French courses 'Je Parle Français', prepared as well for language teaching at schools.

Between the years 1974-75, it was decided to replace new course books in language education and new education programmes until the end of 1977. In the

beginning of 1980 the organization and constitution of English-medium schools called as Anatolian High School Projects launched.

The years 1988-90 had witnessed the trial of a categorized period system in language teaching programme and as a result of failure in this programme, it was given up practicing. In 1990 it was decided to administer an intense foreign language programme which required one-year foreign language education for the students before going to the highschool. Till the end of 1990s, this project has been administered in 662 schools in total and was known as Preparation classes in the Turkish education system.

In spite of the success of this system, the beginning of eight years compulsory primary education led to culmination of this programme at high schools and the beginning of a new language education programme which considers starting foreign language education at the fourth grade of primary schools. However the schools which had Preparation classes turned into Anatolian High Schools while the others which do not have remained as a Common High Schools by the ruling of the MoNE. Consequently they both have different education and also language education programmes and curricula which will be introduced in the following parts.

The last action which Turkey collaborate with CoE was the celebration of the Year of European Languages in 2001(MEB, 2005). The objectives of the Year of European Languages in 2001 is to foster the nations to protect their cultures and linguistic identities and promotes the multilingual and multicultural Europe to learn more languages in order to not only communicate eachother but also to share their cultural diversity and to gain better tolerance, understanding and respect. (MEB,2005)

In recent years, there are some projects of CoE and Turkey. The two authorities has begun some pilot studies of the European Language Portfolio at schools in

Turkey. These practices have been in the progress in 30 schools, 60 language teachers, and 1357 students in 2004 (Demirel, 2005). The improvements in language learning and teaching and also in assessment, especially self-assessment, process are the expectations of Turkish language educators from this Portfolio Project.

This research study purports to help introduce a general knowledge how the language education programmes do well, and what the materials are which they used in the process and how the students do well in English as a foreign language specifically at the first grade of both Common and Anatolian Secondary High Schools in Turkey within the Common European Frameworks of Reference for Languages by Council Of Europe.

In general the study aims to contribute to have a knowledge about to what extent the objectives of language education programmes and curricula in Turkey overlaps with the objectives of European language projects as one of the earliest member of CoE. Therefore this study will also help better understanding of the cultural, regional and sociological diversities and richness of Turkey and Europe and their distinguished efforts for better co-operation to transform these diversities from the barriers into communication.

2.8 LANGUAGE EDUCATION DATA FROM EUROPE and TURKEY

The statistical data provided for the European Commission prepared by the Eurostat, the statistical offices of the European Communities and the statistical branch of the European Commission.

Eurydice, on the other hand, is an institutional network for gathering, monitoring, processing and circulating reliable and readily comparable information on education systems and policies throughout Europe. Eurydice has been also an integral part of

Socrates, the EU education action programme since 1995 (Eurydice 2005). Therefore, the information presented here considers the statistical data of the Eurostat and Eurydice on education in Europe

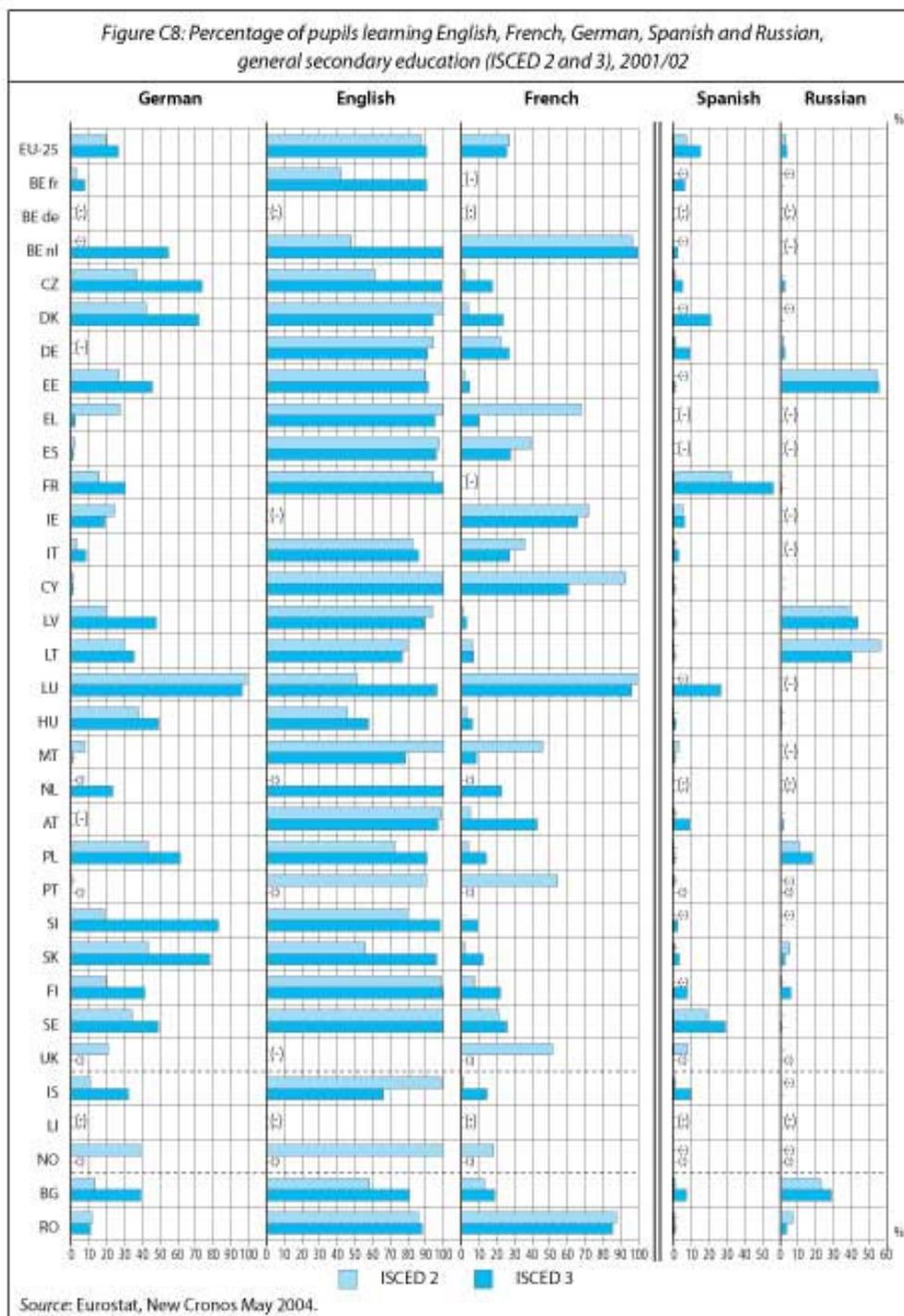
Foreign language learning is a European priority in education policies of Europe. The publication of Eurydice: Key Data on Teaching Languages at Schools in Europe, 2005, provides information on pupil education rates for foreign language learning in primary and secondary education. The data presented by Eurydice (2005), disclose the information mainly about language diversity within schools, the position of foreign languages in the curriculum, the range of different languages taught and the initial education of teachers and their qualifications in Europe.

In 2002, the Barcelona European Council recommended that at least two foreign languages should be learnt from a very early age. According to the recent data, the percentages of the pupils aged 15 who speak a language other than the language of instruction are in different proportion. This proportion ranges from 7% in the United Kingdom (Northern Ireland) to 34% of Belgium (the Flemish Community) (Eurydice 2005).

The position of foreign languages in the curriculum varies from one country to another but in general compulsory teaching of a foreign language is beginning at an increasingly early stage. The percentage of pupils in primary education learning at least one foreign language has risen almost everywhere in recent years (1998,2000,2002 data of 33 States), (Eurydice 2005: fig.C3:43). At present half of the pupils at this level learn at least one foreign language. During compulsory education, it is possible to learn at least two foreign languages thanks to the curricula in the great majority of the countries. In some schools it is possible to start in foreign language learning at the first grade of Primary education. The proportion of teaching time devoted to foreign languages as compulsory subject relative to total teaching time varies between 10% and 15% in compulsory general secondary education (Eurydice 2005: fig.e5:77) This proportion is lowest in Poland 9% and highest in in

Luxemburg 34%. Table 6 presents the percentage of foreign language learning in secondary education below;

Table 6: The Percentage of Foreign Language Learning In Secondary Education



(Country codes are available in Codes and Abbreviation Section of the study)

Explanatory note: The number of pupils learning English, French, German, Spanish and Russian at pre-vocational and general secondary levels is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Languages taught outside the curriculum as optional subjects are not included. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

(Eurydice 2005: 51-52
<http://www.eurydice.org/portal/page/portal/Eurydice/PubPage?pubid=049EN&fragment=29&page=1>)

The range of different languages taught at schools like follows; In lower secondary education, less than half of all pupils learn two or more languages (Fig.C2: Eurydice,2005: p.41). The percentages of different languages taught at schools are; the most common languages which taught at schools are English, French, German, Spanish, and Russian with 95 % among the other languages taught. Apart from these, according to the special positions of the countries some other languages are also taught at schools like Greek, Latin and Italian language. Approximately 90 % of the pupils in upper secondary education learn English regardless of whether or not it is compulsory. English is the most, German and French are the second most taught languages at schools.

However, what about teaching process? How the languages taught at schools, which approach are used priorly? and what is the situation at present? Table 7 and 8 exhibits the answers of these questions to some extent;

Table 7 Language Teaching Process At Schools in Europe-1

Figure E1: Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03

Figure E1a: When compulsory teaching of the FIRST foreign language begins							E1b: When compulsory full-time education ends						
Age of pupils when compulsory language teaching begins	Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
	Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
10	■	■	■				BE fr						
8	■	■					BE de					■	
12					■		BE nl					■	
9	■	■					CZ						■
10					■		DK					■	
8-10	■	■					DE					■	
7-9					■		EE					■	
9						■	EL						■
3-8					■		ES					■	
8-10	■	■					FR					■	
⊗						■	IE						■
7	■	■					IT					■	
9					■		CY					■	
9					■		LV					■	
9					■		LT					■	
6					■		LU					■	
9					■		HU					■	

Source: Eurydice. ⊗ No foreign languages as a compulsory subject

Table 8 Language Teaching Process At Schools in Europe-2

Figure E1 (continued): Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory education, 2002/03

Figure E1a: When compulsory teaching of the FIRST foreign language begins							E1b: When compulsory full-time education ends						
Age of pupils when compulsory language teaching begins	Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
	Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
5	■	■					MT						■
5-10	■	■	■				NL					■	
6-8	■	■					AT					■	
10	■	■					PL					■	
10					■		PT					■	
9					■		SI					■	
10					■		SK					■	
7-9						■	FI						■
7-10	■	■					SE	■	■				
11					■		UK-ENG/ WLS/NIR					■	
⊗							UK-SCT						
10					■		IS					■	
8					■		LI					■	
6					■		NO					■	
11					■		BG					■	
9	■	■	■				RO	■	■	■			

Source: Eurydice. ⊗ No foreign languages as a compulsory subject

Additional notes

Belgium (BE fr, BE nl): In Brussels, the first compulsory foreign language is taught to pupils at the age of 8.

Ireland: Data for this figure are taken from the foreign languages curricula used for the Junior Certificate (awarded at the age of 15).

Netherlands: The priority given to the four major skills depends on the type of education. In VMBO, they are equally important, whereas in the last two years of HAVO the emphasis is on the oral skills and, in the last three years of VWO, on the written skills

(Eurydice 2005; 67-68)

<http://www.eurydice.org/portal/page/portal/Eurydice/PubPage?pubid=049EN&fragment=29>

While the teaching process is focuses on listening and speaking skill activities in most of the countries at the first stage of primary schools, the activities considers the four skills of language; listening, speaking, reading and writing, are focused on the later stage students aged 10 and more as presented in Table 7 and 8.

The data about the initial education of teachers and their qualifications reveals the information that in primary education, non-specialist teachers conduct very often the foreign language courses in many countries. In secondary education, teaching in general primarily in the responsibility of specialists (fig. D2, p. 58). Eurydice 2005 Key Data on Teaching Languages at Schools in Europe including more detailed statistical data nearly about all aspects of language teaching process and also elements involved in this process.

On the other hand, teaching language has been almost equal with the teaching of English in Turkey since the unique compulsory foreign language required to be taught at Schools ruling by MoNE is English. However in European countries language teaching shows diversity. Not only English but also French, Spanish, Russian and other languages likely to be learnt in Europe as language learning is a potential source of knowledge which leads to better communication, better understanding each other , better relations and tolerance.

However the importance of teaching and learning languages is a debatable issue in Turkey. Especially English Language Teaching is widely discussed issue at the national level. The discussion has generally focused on raising the quality of English language education basically at schools such as whether schools should teach one or more foreign languages, whether the teaching of foreign languages in schools should solely focus on communicative purposes or educational purposes as well, whether teaching course

hours should be increased, whether teaching cover only matters relating to the language or also include cultural material, what methods should be used in such teaching, to what extent it should include the teaching of grammar, etc. Yet, there has always existed a gap between the ideal language policy and actual classroom practices in the country.

Kırkgöz (2005) states that traditionally the teaching of English in Turkey was based on a teacher-oriented transmission model. The predominant method employed was grammar and vocabulary at the expense of communication. Although there became considerable changes to revise the ELT syllabi to incorporate communicative language teaching into curriculum in 1990, many teachers of English especially at state schools confronted with difficulty to use communicative approach because of teacher-student ratio is high (around 40 to 50 students per class in general). She also adds by stating that communicative language teaching has been more promising in private schools (Kırkgöz 2005).

Turkish Ministry of National Education administered centrally the English Language curriculum and the syllabuses of primary and secondary schools in Turkey to achieve a coherent national ELT curriculum. There are comprehensive guidelines to teachers and administrators provided by MoNE. The curriculum composed of two parts; the fundamental part of it considers the primary (grades 4 to 8) and the other part serves for the secondary (grades 9 to 11) education. The overall objectives of the curriculum according to the MoNE for secondary education is (Article 4): *'to encourage learners to develop skills and knowledge needed to comprehend and use English'* (Ministry of National Education 2001:4 cited in Kırkgöz 2005).

The Regulations of Foreign Language Education and Teaching determined by MoNE on 14 September 1985, the aims and objectives are explained in Article 5: *'the aim and objectives of foreign language education and teaching in primary, secondary and all the other common and private institutions of common education in the country, by considering the convenience to the general rules and fundamental principles of Turkish Ministry of National Education, is in the target language taught*

at schools a) to be able to understand what is spoken, b) be able to understand what is read c) to be able to tell ideas and feelings in spoken and in written style' (Demir 2007 <http://ogm.meb.gov.tr/>).

The new objective of the added item to the ruling articles considering the reconstruction of secondary education in Turkey determined by MoNE on 7 June 2005 with the item number 184 is 'to modify the course hours according to the Common European Framework of Reference language levels from the primary school to the end of the secondary school'. Besides, the foreign language teaching will begin in the primary school intensively (grades 4,5,6,7, and 8) and the students will be educated in target language with the interactive approach in order to make them use the language similar to the EU and OECD countries and the curriculum and course hours will be set within this frame(http://ogm.meb.gov.tr/gos_habertumu.asp?alno=3).

Nevertheless the programmes for the secondary school set by MoNE in 2006 specifies the foreign language course hours in English for the following years as in table

Table 9: Foreign Languages learnt in State Secondary Schools in Turkey and Course Hours for Teaching

Turkish MoNE types of Secondary Schools	Grades	Course Hours	
		1 st FLL English	2 nd FLL German / French (Optional) available only for foreign language departments
Common Secondary Schools	9	3	-
	10	3	2
	11	-	2
	12	-	2
English Medium (Anatolian) Secondary Schools	9	10	-
	10	4	2
	11	4	2
	12	4	2
Secondary Schools of Science	9	8	-
	10	3	-
	11	3	-
	12	3	-

Adopted from the data on <http://ogm.meb.gov.tr/> by the researcher herself

These weekly course hours accessed from MoNE secondary schools the weekly curriculum on March 2008 on the <http://ogm.meb.gov.tr/>. The second foreign language education is reasonably rare, available only for the learners of foreign language departments in both type of schools after the grade 9. The course hours in these departments for the second language are very rare as presented above.

On the other hand the data about the language teachers in state secondary schools in Turkey are as follows. The number of the ELT teachers working in state secondary schools are 38.916, and 22.856 of them are graduated from Education Faculty while 9,630 from Science and Arts and the rest are from other faculties. The 14 of the teachers of English have PhD and 692 have MA degree on the date 15 November 2007. However it is not known that all their PhD or MA are in ELT field (Karaata 2007).

Additionally, the course materials are also a subject to be considered. Teachers at state schools are required to choose English language course books locally prepared and approved by MoNE. Anatolian and private schools adopt commercially available course books however state schools function under quite limited resources (Kırkgöz 2005). Therefore the factors which constitute the education vary at this point. Programme, course hours and course materials seem to be the most important factors of education in teaching circles as well as the teachers.

Therefore, the answer for the crucial question what the teaching is, is the programmed process of education. The thing in teaching process is to use in life what is taught, otherwise teaching has nothing to do with pragmatic field. The goal in teaching process is to teach the content provided that course materials including this content. The most common material for the course content is the course book. Ceyhan and Yiğit (2003:109) defines the course book as 'a published material which is used in all schools for education and teaching, and the subjects inside determined by the related teaching programmes'. On the other side, Kılıç and Seven (2004) adds

by stating that ‘a book should overlap the programme of the related course and should include the same goals, strategies and should be compatible with the approach and technics of the teaching programme in order to be called as course book’.

Course book is the most important part of the material which is used in teaching process. Tomlinson (1998) defines material as a helping tool for the learners to learn and defines the course book as the core-material of a course. Teaching process is set on the dynamics ‘what, why, how and result’ and a progressive period. The course book in this process as a core-material is one of the crucial parts of the teaching programme. Küçükahmet (2003) explains that the success of a teaching programme depends on the four fundamental variables which are connected and foster each other;

‘content, objective, teaching process and evaluation-assessment’. These fundamental variables required to be organized and design in detail. If anyone of these fails to succeed, the success of the whole programme is affected as well. For example if the course book of the student is not in the level of required quality, the objectives of the course programme fails, the content of the process can not be conveyed to the learners well and consequently the evaluation and assessment become useless.

*(Küçükahmet 2003; 13
translated by the researcher
from Turkish)*

So the success of the course programme will be high as long as the course book includes the required quality.

Today, there are different course books used in the foreign language courses at schools from the 4th grade of primary to the end of the higher education. This research study dwells upon the subject of the course books which have been using in foreign language education and teaching at the 1st grade of the secondary schools ruled by MoNE in Turkey; ‘An English Course for Turks-Intermediate2’ and ‘New Bridge to Success-Elementary’. The course books are searched for the quality level they have in terms of content, educational design, visual design and assessment. The research was done by the researcher with the help of the foreign language teachers at

the 1st grade of the whole secondary schools in Çanakkale Province located in the west of Turkey.

One of the main parts of this research also includes the assessing Turkish student performance in English as a foreign language within CEFR which was carried out by a self-assessment-A1 scale, and a Cambridge KET performance test as well.

The next chapter, Chapter three, is going to focus on the methodology of the study.

CHAPTER THREE METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on how the study was administered; in what ways the researcher collected the data while assessing the students' performance and getting the students' self-assessments in English as a foreign language not only at the beginning of the 1st term but also at the end of the 2nd term of the school year, and also by taking the teachers' evaluations of the course book, and in what ways she analyzed them.

The first section of this chapter presents the objectives and research questions and the research design in detail while the 2nd section deals with the main study 1 and 2.

3.1 OBJECTIVES of THE STUDY

The main objective of the study is assessing Turkish students' performance in English as a foreign language at secondary level within CEFR-Common European Framework of References for Languages. The assessing period also concerns with the evaluation of the course book which have been used and was prepared by Turkish authors, and predicted as crucially affects the learning performance of the students and teaching performance of the teachers by the researcher.

The research sought to find the answers for the following research questions in the study;

RQ1 Is the performance of English of the Secondary Level students who are learning English as a foreign language equivalent to the levels determined in Common European Framework of References for Languages by Council of Europe?

RQ2 Do the course books, which are used in English Lessons at Secondary Level prepared by Turkish authors in Turkey, involve the qualities and characteristics determined in Common European Framework of References for Languages?

3.2 RESEARCH METHOD and INSTRUMENTS

This section explains the rationale for the research design and illuminates the research instrument which the research was carried out.

In order to get the students' self-assessments and the present performance level at the first grade of secondary level, the researcher administered two concurrent tests to the students at the beginning and at the end of the school year. While one of the paper is including Cambridge KET (CEFR A2 Level) Exam involving reading, writing and dialog completion test, the other one is considering the Common European Framework of References for Languages- A1 Self-assessment criteria. On the other hand, researcher administered another questionnaire for the teachers of these classes to get the information mainly about the course books as the basic course material.

3.2.1 QUESTIONNAIRE AS A RESEARCH INSTRUMENT

While collecting data the researcher preferred questionnaire as a navigation tool, since, as also Dörnyei (2003) states, asking questions is one of the most natural way of gathering information, and also the essence of scientific research is trying to find

answers to questions in a systematic manner. Therefore no doubt questionnaire is one of the most often used devices for collecting data in social sciences. They are generally named in many ways as ‘inventories, forms, opinionnaires, tests, batteries, checklists, scales, surveys, schedules, studies, profiles, indexes/ indicators, or simply sheets’ (Aiken, 1997 cited in Dörnyei 2003).

In addition to this, Brown (2001) answers the question what a questionnaire is as “any written instruments that present respondent with series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers” (Brown 2001:6 cited in Dörnyei 2003).

On the other hand Dörnyei defines the questionnaire in detail as follow;

“the typical questionnaire is a highly structured data collection instrument, with most items either asking about very specific pieces of information (e.g. one’s address or food preferences) or giving various response options for the respondent to choose from, for example by ticking a box. This makes questionnaire data particularly suited for ‘quantitative’, statistical analysis. After all, the essential characteristics of quantitative research is that it employs categories, viewpoints and models that have been precisely defined by the researcher in advance, and numerical or directly quantifiable data are collected to determine the relationship between these categories and to test the research hypotheses. (Dörnyei 2003: 14)

Dörnyei (2003) illuminates that researchers use questionnaires at least in two basic forms; the first one is *interview schedules* and the second one is *Self-administered pencil-and-paper questionnaires*. The advantages of the questionnaire concerns with the researcher time, researcher effort and financial resources. Therefore, in this study, researcher preferred Self-administered pencil-and-paper questionnaire since it is the most appropriate way for this research to gather information from a great number of students, approximately 500, in a short time, with possible less effort and expense compared to the interview schedules or observation studies.

In addition to the definitions about the questionnaire above, Bell (1993) explains that 'questionnaires are a good way of collecting certain types of information quickly and relatively cheaply as long as subjects declined to abandon questions that are superfluous to the main task'.

Subsequently, Cohen and Manion (1989) describe that since the pencil-paper questionnaires are more reliable than any other research methods like observation and interview they are preferred more often by the researchers.

On the other hand, although questionnaires have many advantages, it has disadvantages, too. Dörnyei (2003) pays attention to the subjects of validity and reliability of the questionnaires by pointing out the high possibility of unreliable and invalid data which can be produced easily by means of ill-constructed questionnaires. Nunan (1992) points out that one must pay careful attention to the wording of the questions since it is crucially important for the respondents. Some problem sources of the questionnaires are not only consisting question wording like ambiguity, imprecision and assumption, questions asking to remember something, double questions, leading questions, presuming questions, hypothetical questions, offensive questions and questions covering sensitive issues but also including the appearance and layout of the questionnaire (Bell 1993).

Bell (1993) indicates the followings for a well-appeared questionnaire;

- Questionnaires should be typed
- Instructions should be clear
- Spacing between questions will help the reader and will also help you when you analyse responses.
- Look critically at your questionnaire and ask yourself what impression it would give if you were the recipient.
- Keep any response boxes in line towards the right of the sheet.
- Take care over the order of the questions.....

(Bell 1993: 82)

Consequently questionnaires work well if they are designed and constructed well by the researchers.

Apart from these problematic issues, Dörnyei (2003) gets down to the problems stems from the respondents. These problems are various such as simplicity and superficiality of the answers, unreliable and unmotivated respondents, respondent literacy problems, little or no opportunity to correct the respondents's mistakes, social desirability (or prestige) bias, self-deception, acquiescence bias, halo-effect which means human tendency to overgeneralize, and fatigue effects. Some of these factors can be eliminated by organizing the conditions of questionnaire and administring it well, as well as by well-constructing the research instrument.

Questionnaires can be constructed by different types of questions like open-ended and closed questions. One questionnaire can be constructed entirely by open-ended or entirely by closed questions, or a mixture of open and closed questions (Nunan 1992). In this research, the questionnaire prepared for the teachers for course book evaluation, is designed as a mixture of closed and open-ended questions.

3.3 IMPLEMENTATION of THE QUESTIONNAIRE

The data which constitute the basics of this study was collected by pencil-paper questionnaires. In order to get the students' self-assessments and the present and post performance levels at the first grade of secondary stage, the researcher administered two concurrent papers to the students at the beginning and at the end of the school year. The first paper is including Common European Framework of Reference for Languages (CEFR): A1 Self-assessment paper, the second one is Cambridge KET Exam (Level A2) involving reading, writing and dialog completion tests. On the other hand, researcher administered another questionnaire for the teachers of these classes to get the information mainly about the course books.

Questionnaires were designed by the researcher herself. The first questionnaire which is concerning the A1 self-assessment statements by CEFR designed in a questionnaire form by the researcher on the basis of the Turkish version which had been translated by the Turkish Ministry of National Education and available on the Ministry website and Ludlow 2007b.

Assessments can be made by different authorities such as teachers, employers etc. Self-assessment statements basically prepared for the language learners or users. These statements make it possible for the learners to assess their language proficiency level by themselves. Self-assessment means judgements about your own proficiency, however assessment by the other means judgements by the teacher or examiner.

The Common Reference Levels of Languages were prepared in English, and have been translated into thirty languages so far (Turkish hasn't been included yet), by the Council of Europe Project Staff under the project of Common European Framework of References for Languages: learning, teaching, assessment. This project purports to provide a common basis for the elaboration of languages syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. CEFR describes in a comprehensive way

- what language learners have to learn to do in order to use a language for communication
- what knowledge and skills they have to develop so as to be able to act effectively
- also defines levels of proficiency which allow learners progress to be measured at the stage of learning and on life-long basis.

(CEFR 2004:1)

Council of Europe language levels are A (A1,A2): Basic User, B(B1-B2): Independent User, C (C1-C2): Proficient User. These categories have also some sub-categories such as A2+, B1+, etc.

Level A1 is considered the lowest level of generative language use- the point in which the learner can “interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in the areas of immediate need or on very familiar topics,” rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases. (CEFR 2004:33). In primary school education, students supposed to be in A1 level in Turkey. So in secondary level they supposed to acquire level A2 at the first grade.

3.3.1 FIRST QUESTIONNAIRE: A1 SELF-ASSESSMENT

The questionnaire involving A1 Level self-assessment statements had already been translated into Turkish by the Turkish Ministry of National Education, and the researcher of this study downloaded the Turkish version of these Common Reference Levels via internet from the website of Turkish Ministry of National Education, www.meb.gov.tr, which keeps broadcasting the recent developments, information and other related issues in the field of education but especially in the National Education field.

The A1 self-assessment statements in Turkish designed in a questionnaire form by the researcher of this study herself. She designed the ‘can do’ descriptors in 21 items in the questionnaire paper and offered students five options for each item. These options are ‘never’, ‘little’, ‘a little’, ‘well’, ‘excellent’. The students were wanted to choose one of these options for each ‘can do’ descriptors of themselves. For example: for the descriptor ‘I can understand the basic notices, instructions or information’: the self-assessment answer of the respondent can be ‘very little’ or excellent.

The researcher yielded five options to the respondents in order to provide them more chance to express and assess themselves more clearly and explicitly rather than letting them making their ideas and assessments fit into a limited area as 'yes' or 'no' comments. These options, on the other hand, layed out clearer and more definable data and better findings for the research.

Nevertheles, there are three main categories in the questionnaire; understanding, speaking and writing. Understanding category involves two sub-categories as reading and listening while the speaking category consists of other two sub-categories such as spoken interaction and spoken production. Consequently, the 21 items in the A1 self-assessment questionnaire paper shared between three main categories and totally five sub-categories; listening, reading, spoken interaction, spoken production and writing. The questionnaire does not include any personal information except the gender of the students.

3.3.2 SECOND QUESTIONNAIRE: CAMBRIDGE KET- KEY ENGLISH TEST

The second questionnaire paper is an A2 Level Cambridge University KET (Key English Test) Exam taken from the KET Handbook 2004, UCLES. KET was chosen because the students coming from the primary schools and supposed to have already had A1 level, and also because the curriculum and course books in secondary schools at grade1 suppose to teach A2 level. So the pre-test and post-test results are going to disclose the success of objectives of language teaching curricula and process.

Following the first piloting, it was predicted that it woud be better to administer a simple KET exam in English in order to control respondents' self-deception, hallo-effect, simplicity or superficiality of the answers in the first questionnaire, to get more reliable data, and to be able to make a comparison between the Self-assessments and the real performances (KET exam result) of the students. Therefore

the researcher of the study downloaded the Exam documents via internet from the University of Cambridge ESOL (English for the Speakers of Other Languages) Examinations website, www.CambridgeESOL.org/KET, and, she organized a two-sided exam including 4 different parts about English Language; reading comprehension, writing, dialog completion, and another reading part. Each part makes 5 points and it makes 20 points in total.

Due to the lack of time and technological devices, the researcher did not prefer to place a Listening and speaking parts in the exam. Besides it is not possible to administer a listening test for approximately half a million learners in a very short time. This impossibility actually stems from the large amount of learners of 20 High Schools which spreaded different parts in Central town of Çanakkale province and the lack of technological devices in language classes.

The exam directly purports to assess the students' present performance not only at the beginning but also at the end of the school year, and indirectly purports to find and demonstrate the difference between the self-assessments and the real performance of the students in English as a foreign language.

3.3.3 THIRD QUESTIONNAIRE: EVALUATION OF COURSE BOOK BY THE TEACHERS OF ENGLISH

The second part of the research considers the third questionnaire which is not only mainly about the course book evaluation of the teachers of English but also about their in-service or pre-service training and their knowledge about the language projects of Council of Europe. The third questionnaire, plus, indirectly purports to evaluate the program and syllabus of language courses in Turkey, and tries to demonstrate to what extent the course book and the language course program and also syllabus go hand in hand, fulfill their functions and achieve their goals in the

process, and also to what extent the course book involve the qualities and characteristics determined in CEFR.

Since the researcher took the subject explained in the former paragraph as one of the most important variables in the research, she designed the third questionnaire in two sections for the teachers of these 20 language courses. The first section of the questionnaire involves some demonstrative information about teachers such as experience, gender, knowledge or in-service training about the language policy and projects of Council of Europe or the projects between the CoE and MoNE.

The second part of the questionnaire is totally about the course book which is assumed as crucially affects the learning-teaching period since it is the most significant part of the course material.

The first section of this questionnaire includes seven questions, and the second section includes nineteen main items but in detail twenty-five statements about the course book adapted from Jones 1999 and Ceyhan 2003 by the researcher considering the CEFR course material criteria. The last one, the 20th question about the course book is an open-ended question. It requests the additional statesments of the language teachers about the course book. This last item was added to the questionnaire following the first pilot study.

All questionnaires except Cambridge KET-A2 Exam were written in Turkish Language.

3.4 PILOT STUDY

3.4.1 OBJECTIVES

What the objective by piloting the study is to check the research instrument and try to find out whether it works well or not, and if not, for what reasons it does not.

Piloting the study both makes it possible to determine the problems of the research instrument and lays the chance to the researcher to correct them before administering it. Piloting, in another words, means overviewing and examining the exam in multi-perspectives such as the construction of the paper, the items' construction and clarity, possible administring problems, time needed for the responds, etc.. Pilotig not only makes the administring better but also lays better data and as a chain this delivers truer results and analyze. To sum up it enhances the reliability and validity of the research.

3.4.2 SETTING

The target mass of this study is the first grade students of High Schools. There are 20 High Schools in Central Çanakkale, seven of which are Commonl and Vocational High Schools eleven of which are Predominantly Foreign Language High Schools. These two different High Schools have different schedules and use two different course books in their English Language courses. Therefore two classes were chosen among these schools as sample for piloting the study in the very beginning of the school year in 2006-2007.

3.4.3 PARTICIPANTS

The first questionnaire was piloted with the two groups of the 1st grade students of High Schools. Each group consists of approximately 25 students both girls and boys whose age average is 15.

The course book evaluation questionnaire was also piloted with the help of five teachers teaching to the students who were the target group of the study..

3.4.4 INSTRUMENT

The research instrument at the first pilot study involved only a self-assessment questionnaire composed of 21 items and designed as scale type. There were placed five column and 21 lines in front of the items. Each column was demonstrating a different point from 1 to 5 and wanted students to judge themselves and choose a point for themselves for the items and put a tick in the box under the point.

Table 10. First Piloted Questionnaire Form

CEFR A1-Self-assesment Discriptors	1	2	3	4	5
2. I can understand basic notices, instructions and information when I heard					
8. I can ask and answer personal informations					

3.4.5 PROCEDURE FOR DATA COLLECTION

After the taking the necessary permission from the authorities, the self-assessment questionnaire was conducted in two groups of the students. First of all, the students were informed about the study, objectives of the study and about the questionnaire which they were wanted to fullfill. It was not forgotten to remind them that their names were not important, no need to write the names but their responds had crucial role for the subject so it was reminded them again to provide true information and data.

On the other hand, a questionnaire for the teachers was also conducted with five teachers. Fist of all the study and the goal of the study was explained to the teachers and asked to comment on the items in the paper.

3.4.6 FINDINGS AND IMPLICATIONS FOR THE MAIN STUDY

It was observed and approved that there was no problem with the clarity of items and questionnaire and also with the time but some problems with the respondents' tendencies.

Taking into consideration the age range of the target group, after piloting the study, it was observed that students tended to give themselves the highest points even if they did not actually think that they could. Moreover this kind of scale led to formulation; for example it was monitored that if the respondent put a tick in the 4th box for the first item, she/he kept to put tick in the same box for the other items and it was going on in that way till the end of the column with little changes. This evidence would not be able to provide reliable and also valid data since the form of the questionnaire encouraged the students to overgeneralize and hide the reality. To say the truth, the form of the questionnaire was leading the respondents to do it in that way .

It was an unexpected and unpredicted side of the study. It was observed and approved explicitly that this would be a great problem for the research and findings, and concluded that some precautions should be taken. Therefore the form of the self-assessment questionnaire was changed. The researcher redesigned the self-assessment questionnaire paper. The researcher placed one column in front of the items and offered students five options. These options are 'never', 'little', 'a little', 'well', 'excellent'. The students were wanted to choose one of these options for each 'can do' descriptor and write in the box in front of the item. For example: for the descriptor 'I can understand the basic notices, instructions or information': the respondents have to write one of the choices such as 'little'.

Table 11: Re-designed Questionnaire Form

Explanation: Five options; **‘never’**, **‘ little’**, **‘a little’**, **‘well’**, **‘excellent’** are provided for the items below. Please chose one of these options which you think describing your ability best for that item and write in the box in front of it.

CEFR A1-Self-assesment Discriptors

2. I can understand basic notices, instructions and information when I heard	
8. I can ask and answer personal informations	

Researcher re-designed the questionnaire paper in this way since this style makes them visualize what they are choosing actually and helps gathering truer data. However, it is certain that this style made the count and analyze the responds much more difficult than the other style and made the researcher spend more time to deal.

Beyond all, there was observed a gap in the study. It was the absence of a small exam for comparing the self assessment comments. Therefore, it was concluded that an extra instrument was essential to check whether there was a difference between the learners’ self-assessment and real performance, at least to some extent, and if there was, to what extent? So, the second test; Cambridge KET-A2 Examination, provided for the learners at the same time to make a comparison possible between these two tests’ findings.

It was viewed after piloting that, the course book evaluation questionnaire for the teachers had also some deficiencys. Thanks to teachers’ feedback, the researcher could structure and manage the course book-evaluation questionnaire pretty good. She not only re-structured the paper and the items in detail but also added an open-ended question for extra statements and comments of the teachers about the language courses and course book as well.

3.5 MAIN STUDY

3.5.1 SETTING

The study was conducted in Central Town of Çanakkale Province, in the western part of Turkey. All of the high schools placed in central town of Çanakkale were selected for the research because the topic of the research concerns the learners of the secondary schools. These schools were Anatolian, Vocational and Common High Schools of the State managed by the Ministry of National Education. There were 4 Common High Schools, 5 Vocational High Schools, 1 High School of Science, 10 Anatolian and Vocational Anatolian High Schools; they were taking place in different parts of the central city and 20 in total as presented in Table 11 below

Table 12: All High Schools in the Central Town of Çanakkale Province

1-Çanakkale High School of Science
2-Çanakkale İbrahim Bodur Anatolian High School
3-Hasan Ali Yücel High School
4-Anatolian Vocational High School
5-Anatolian Technical High School
6-Vocational High School of Industry
7-İMKB Anatolian Vocational High School
8-İMKB Vocational High School of Industry
9-Milli Piyango High School
10-Ali Haydar Önder High School
11-Mehmet Akif Ersoy Vocational Trade High School
12-Mehmet Akif Ersoy Anatolian Trade High School
13-High School of Çanakkale
14-Nedime Hanım Vocational High School of Girls
15-Nedime Hanım Anatolian Vocational High School of Girls
16-Hüseyin Akif Terzioğlu Anatolian Fine Arts High School
17-Anatolian Hotel and Tourism Business High School
18-Kepez Avukat İbrahim Mutlu High School
19-Vocational Religious High School
20-Anatolian Vocational Religious High School

The participant students and teachers from these schools and their ages, classes and numbers explained in the next section.

3.5.2 PARTICIPANTS

All the first year students of the High Schools took part in the study. They were both male and female and their age range was around 15. The researcher chose randomly one First Grade Course from each High School, and there became 20 courses and nearly 500 students (470 first term, 452 second term) in total.

Table 13: Distribution of Public High Schools' Students

No:	PUBLIC HIGH SCHOOLS in CENTRAL TOWN of ÇANAKKALE PROVINCE 2006-2007 School Year	1st Grade Participant Courses	Number of Participant Students	
			Fall Term	Spring Term
1	Çanakkale High School of Science	9-C	22	22
2	Çanakkale İbrahim Bodur Anatolian High School	9-E	29	28
3	Hasan Ali Yücel High School	9-B	21	21
4	Anatolian Vocational High School	9-M	24	27
5	Anatolian Technical High School	9-T	25	27
6	Vocational High School of Industry	9-D	31	32
7	İMKB Anatolian Vocational High School	9-A	14	14
8	İMKB Vocational High School of Industry	9-B	23	24
9	Milli Piyango High School	9-E	30	30
10	Ali Haydar Önder High School	9-B	31	30
11	Mehmet Akif Ersoy Vocational Trade High School	9-B	21	25
12	Mehmet Akif Ersoy Anatolian Trade High School	9-A	20	19
13	High School of Çanakkale	9-D	21	20
14	Nedime Hanım Vocational High School of Girls	9-B	33	29
15	Nedime Hanım Anatolian Vocational High School of Girls	9-A	27	24
16	Hüseyin Akif Terzioğlu Anatolian Fine Arts High School	9-B	21	19
17	Anatolian Hotel and Turizm Bussiness High School	9-B	24	26
18	Kepez Avukat İbrahim Mutlu High School	9-A	18	10
19	Vocational Religious High School	9-A	24	10
20	Anatolian Vocational Religious High School	9-A	11	15
	TOTAL NUMBER of The STUDENTS		470	452

The total number of the participant students in two terms were different because of some absent students in these performance periods. However for the analysis the number of the two terms made equal by the researcher by eliminating the absent students either in the first term or in the second term, and it became totally 430 students for both terms.

Besides, for the course book evaluation 20 teachers, the conductors of these first level courses, participated in the study. Their experience differed from 2 to 23 years as seen in table 14..

Table 14. Number, Genders and Exprience of the Paricipant Teachers

TEACHERS			
Experience	Female	Male	TOTAL
0-5 years	2	0	2
6-10 years	8	3	11
11-15 years	2	0	2
16-20 years	3	1	4
21-25 years	1	0	1
TOTAL	16	4	20

3.5.3 MATERIALS AND INSTRUMENTATION

The instruments used in the study were the questionnaires (Appendix B) designed by the researcher herself. They were A1 Self-assessment questionnaire, KET Test (in two versions for pre-test and post-test) for the students and Course book Evaluation questionnaire for the teachers. They were prepared by the researcher to find out the reasonable answers for the research questions. The questionnaires were distributed to the Secondary Level first year students, who were taking English course, both at the beginning of the first term and in the end of the second term.

On the other side, the course book evaluation questionnaire was handed out to the teachers of English of these courses to gather data about the basic course material.

All the data collected from both students and teachers were analyzed with the help of the SPSS 10.00; Statistical Package for Social Sciences.

3.5.4 PROCEDURE FOR DATA COLLECTION

The first step to implement the research was to get the permission from the Ministry of National Education of Turkey. After having disclosed the official approval of the documents provided by the Ministry of Education to the Directors of the High Schools, the researcher could implement the study at schools with the chosen groups of students. 20 different High Schools were visited and one class of the first year students in each school was chosen randomly. After agreed with the teachers of the classes about the available course period for the study, researcher administered two concurrent tests in each class at schools both at the beginning of the first term and at the end of the second term in 2006-2007 school year. The two concurrent tests administered in the chosen classes were replicated with the same groups of students at the end of the second term. It was late the month of May and early June, 2007. The required time for the tests administration in each class was around 30 min.

On the other side, the course-book evaluation questionnaire carried out with the teachers of these courses through the end of the second term. This questionnaire organized in two parts; 1st part includes the questions which search the demographic and specific informations about the teachers of the related courses and the 2nd part involves the macro evaluation questions for the course books which were replied by the course-teachers. There are also five categories for the evaluation questions will be preferred by the teachers; these categories are 'excellent', 'good', 'average', 'inefficient', and 'too poor'. An enclosed sample of the questionnaire is included in the research in appendix D.

3.5.5 PROCEDURE FOR DATA ANALYSIS

Data collected by the questionnaires were analyzed in SPSS 10.00. SPSS is a Statistical Package for Social Sciences which is used for analyzing data. The assessments and performances of the students were analyzed by the Paired Sample T-test method since it discloses the extent of the difference between the two assessments of the same groups. The reliability of the assessment items was also valued by the Correlation method. On the other hand the the items in the course book evaluation paper was analyzed in the frequency package in SPSS.

3.6 SUMMARY of CHAPTER

In this chapter, the researcher explained firstly what are the ends and research questions of the study and then she presented the administration of the research in detail; data collection and data analysis procedure both in pilot study and in main study. In the next chapter she will disclose how she analyzed the data and pointed out what are the findings of the research instruments.

CHAPTER FOUR FINDINGS

4.1 INTRODUCTION

In this chapter, researcher presents the research questions (RQ₁₋₂) and hypotheses H₁₋₂ of the study, statistical data analysis and findings of the research.

4.2 RESEARCH QUESTIONS and HYPOTHESES of the STUDY

RQ1 Is the performance of English of the Secondary School students who are learning English as a foreign language equivalent to the levels determined in Common European Framework of References for Languages by the Council of Europe?

H1 The performance of the Secondary School Turkish Students who are learning English as a foreign language are not equivalent to the levels determined in Common European Framework References for Languages by the Council of Europe.

Cambridge Key English Test (KET)-A2 prepared in four parts; reading, dialog completion, reading comprehension and writing (each part is 5 points and the exam is 20 points in total), administered concurrently with the CEFR Self-Assessment Criteria questionnaire to the students.

4.3 ANALYSIS

Data were statically analyzed according to the two different secondary schools since there are two different schedules and cousebooks of English language teaching.

4.3.1 STUDENTS' PERFORMANCE IN CAMBRIDGE KET EXAMS

Table 15. Students' Performance in Cambridge KET Pre-test and Post-test Exams

Cambridge KET Exam		Common Secondary Schools		English-Medium Secondary Schools	
		Pre-test	Post-test	Pre-test	Post-Test
Reading Performance	N	194	194	236	236
	Mean	,6649	1,2835 -,6186	1,4661	1,7542 -,2881
	Std.Dev.	1,3842		1,4208	
	t	-,6224		-,3,115	
	df	193		235	
	Sig.(two tailed)	,000		,002	
Dialog Completion	N	194	194	236	236
	Mean	,3093	1,0926 -,7835	1,0593	1,9025 -,8,432
	Std. dev.	1,6078		1,5398	
	t	-,6,788		-,8,413	
	df	193		235	
	Sig.(two tailed)	,000		,000	
Reading Comprehension	N	194	194	236	236
	Mean	,1701	,6392 -,4691	,7246	1,9025 -,3390
	Std.dev.	-,9612		1,2495	
	t	-,6,797		-,4,168	
	df	193		235	
	Sig.(two tailed)	,000		,000	
Writing performance	N	193	193	236	236
	Mean	,0777	,3575 -,2850	,5381	1,0169 -,4788
	Std.dev.	,6744		1,3913	
	t	-,5,870		-,5,287	
	df	192		235	
	Sig.(two tailed)	,000		,000	
Total performance of the Ss	N	193	193	236	236
	Mean	1,2073	3,3264 -,2,1192	3,7881	5,7373 -,1,9492
	Std.dev.	3,4538		3,4254	
	t	-,8,524		-,8,742	
	df	192		235	
	Sig.(two tailed)	,000		,000	
Total Perf. Of Ss & KET Total Performance	N		193		236
	Mean		3,3264 (KET tot.) 20,000		5,7373 (KET tot.) 20,000
	Std.dev.	3,3869		4,9679	
	t	-,68,392		-,44,105	
	df	192		235	
	Sig.(two tailed)	,000		,000	

Common and English medium secondary schools, pre-test and post-test performance findings of the students are presented in table above. The statistical data about reading performance of the common secondary school students show that there is a significant positive ($t_{(193)} = -6,224$) difference, where $p < ,05$ similar to the English medium secondary school students where $t_{(235)} = -3,115$, $p < ,05$ which also points the significant positive difference between the two performances. The findings signify that the performances of the students in Reading skill in English has increased as expected.

Additionally, according to the findings of dialog completion test, there are significant positive ($t_{(193)} = -6,788$) difference between the two performances of common secondary school students where $p < ,05$. The dialog completion test performance of the students in English medium secondary schools also shows that there is significant positive difference between the two performances where $t_{(235)} = -8,413$, $p < ,05$.

The findings considering the reading comprehension test performance of the students points the significant positive difference ($t_{(193)} = -6,797$, $p < ,05$) in common secondary school and ($t_{(235)} = -4,168$, $p < ,05$) in English medium secondary school as well.

The pre-test and post-test writing performances of the students also shows a significant positive difference ($t_{(192)} = -5,870$, $p < ,05$) in common secondary school and ($t_{(235)} = -5,287$, $p < ,05$) in English medium secondary school. The findings indicate that the performance of the students increased from the beginning of the 1st term through the end of the 2nd term.

Total Test Performances of the students in English shows us to what extent the students perform in English as reading, dialog completion, reading comprehension (as receptive skill) and writing (as productive skill) in either tests. According to the findings, students' total performance in these skills increased from the beginning of 1st term till the end of 2nd term. There is a significant positive difference ($t_{(192)} = -8,524$, $p < ,05$) in the performance of common secondary school students and ($t_{(235)} = -8,742$, $p < ,05$) in the performance English medium secondary school students.

However what the total performance should have been in comparison with the CEFR A2 level;

The total post-test performance of the students in English in common secondary schools is 3,3264 and in English medium secondary schools is 5,7373. On the other hand the total performance value of the KET level is (20,000). The sufficient level according to the CEFR is %80 which means 16.000 out of 20.000. The range between the post-test performance of the students in English and the expected total performance of the students which the KET indicates is extremely wide. This range value is $t_{(192)} = -68,392$, $p < ,05$ in common secondary school and $t_{(235)} = -44,105$, $p < ,05$ in English medium secondary school.

However, there shouldn't be any significant difference between these two values since the aim of the Language Teaching Programme at the 1st grade of the all secondary schools is to teach the CEFR A2 Level to the learners. Additionally the findings and the wide gap between the students' total performance in KET and the total KET score confirm the H1 of the RQ1.

4.3.2 SELF-ASSESSMENT FINDINGS OF THE STUDENTS

In this section of the study self-assessment findings of the students are presented in table below.

Table 16. Pre-test and Pos-test Self Assessment Findings of the Students

Self-Assessment A1		Common Secondary Schools		English-Medium Secondary Schools	
		Pre-test	Post-test	Pre-test	Post-Test
Listening skill	N	184	184	228	228
	Mean	14,9783	13,2283 1,7500	15,9474	16,3377 -,3904
	Std.Dev.	4,8183		3,1499	
	t	4,927		-1,871	
	df	183		227	
	Sig (two tailed)	,000		,063	
Reading Skill	N	194	194	227	227
	Mean	11,3670	10,5053 ,8617	12,1013	12,1806 -7,93E-02
	Std. dev.	3,1542		2,6041	
	t	3,746		-,459	
	df	187		226	
	Sig.(two tailed)	,000		,647	
UNDERSTANDING (Listening & reading)	N	179	179	221	221
	Mean	26,3799	23,7318 2,6480	28,0362	28,4796 -,4434
	Std.dev.	6,9770		5,0832	
	t	5,078		-1,297	
	df	178		220	
	Sig.(two tailed)	,000		,196	
Spoken Interaction	N	181	181	227	227
	Mean	16,8177	16,4751 ,3425	17,7048	18,4714 -,7665
	Std.dev.	5,3845		4,6404	
	t	,856		-2,489	
	df	180		226	
	Sig.(two tailed)	,000		0,14	
Spoken Production	N	181	181	230	230
	Mean	13,6796	13,4365 ,2431	14,6565	15,3217 -,6652
	Std.dev.	4,1762		3,5826	
	t	,783		-2,816	
	df	180		229	
	Sig.(two tailed)	,435		,005	
SPEAKING (Spoken Int. & Spoken Pro.)	N	171	171	223	223
	Mean	30,4386	29,8655 ,5731	32,3946	33,8655 -1,4709
	Std.dev.	8,5934		7,5943	
	t	,872		-2,892	
	df	170		222	
	Sig.(two tailed)	,384		,004	
WRITING	N	183	183	229	229
	Mean	17,9290	17,3716 ,5574	19,5459	19,4585 8,734E-02
	Std.dev.	5,1734		4,3105	
	t	1,457		,307	
	df	182		228	
	Sig.(two tailed)	,147		,759	

The first part of the table 16 presents the self-assessment findings of the students for listening skill in two terms. The findings indicates that there is a significant negative difference between the pre-self assessment and post-self assessment of the students listening skill in English in common secondary schools where $t_{(183)} = 4,927$, $p < ,05$, while there is not a significant difference between the two assessments' scores of the students in English medium secondary schools where $t_{(227)} = -1,871$, $p > ,05 : ,063$.

The second part shows the self-assessment findings of the students' reading skill in English. According to the statistical data presented in Table there is a significant negative difference between the two self-assessments of the students in common secondary schools where $t_{(187)} = 3,746$, $p < ,05$, while there is not a significant difference between the pre and post self-assessments of the students in English medium secondary schools where $t_{(226)} = -,459$, $p > ,05 : ,647$.

The third part of the table considers the the total performance of the 'Listening' and 'Reading' parts under the main title of 'Understanding'. According the to the findings, there is a significant negative difference between the two assessments of the students in common secondary schools where $t_{(178)} = 5, 078$, $p < ,05$, while there is not a significant difference between the two scores of the students in English medium secondary schools where $t_{(220)} = -1,297$ and $p > ,05 : ,196$.

The fourth part includes the pre-self assessment and post-self assessment findings of the students' spoken interaction skill in English. The findings show that there is not a significant difference between these two assessments of the students in common secondary schools where $t_{(180)} = ,856$, $p > ,05$ while there is a positive increase in the scores of English medium secondary school students but this increase does not make a significant difference between the two assessments' findings where $t_{(220)}$ and $p > ,05 : 0,14$.

The fifth part of the table presents the Spoken production skill self-assessment findings of the students in English. Students assessed their spoken production skill in English twice; in the beginning of the 1st term and at the end of the 2nd term. According to the findings there is not a significant difference between the two assessments of the students in common secondary schools where $t_{(180)} = ,783$, $p > ,05$ while there is a significant positive difference between the self-assessments of the students in English medium secondary schools where $t_{(229)} = -2,816$ and $p < ,05: ,005$.

The sixth part of the table includes the Spoken Interaction and Spoken Production parts' total value under the title of 'Speaking'. The findings show that there is not a significant difference between the two self-assessments of the students in common secondary schools where $t_{(170)} = ,872$ and $p = ,384 > ,05$, while there is a significant positive difference between the two self-assessments of the students in English medium high schools where $t_{(222)} = -2,892$ and $p < ,05: ,004$.

The seventh part presents the pre- and post- self assessments of the students in writing skills in English. According to the findings there is not a significant difference between the two self assessments of the students in common secondary schools where $t_{(182)} = 1,457$ and $p > ,05: ,147$ similar to the students in English medium secondary schools where there is not a significant difference between the two self-assessments where $t_{(228)} = ,307$ and $p < ,05: ,759$.

The findings surprisingly show that the self assessment of the students in total decreased from the beginning to the end of the school year in common secondary schools and did not change in English medium secondary schools.

4.3.3 ANALYSIS OF THE COURSE BOOKS

This part of the study aims to evaluate the two course books used in the 1st grade of the High Schools as ‘content’, ‘educational design’, ‘visual design’, ‘measuring and evaluation’, and to find the quality factor. This macro evaluation for the course books was designed according to the CEFR criteria.

RQ2 Do the course books, which are used in English Lessons at Secondary Level prepared by Turkish authors in Turkey, involve the qualities and characteristics determined in Common European Framework?

H2 Language Teaching Course books which were prepared by Turkish authors in Turkey and are used in English Language Teaching at the first grade of Secondary Schools do not involve the characteristics determined in Common European Framework.

4.3.3.1 DEMOGRAPHIC INFORMATION

For the course book evaluation 20 teachers, the conductors of these 1st grade courses, participated in the study.

Table 17. Number, Genders and Experience of the Participant Teachers

TEACHERS			
Experience	Female	Male	TOTAL
0-5 years	2	0	2
6-10 years	8	3	11
11-15 years	2	0	2
16-20 years	3	1	4
21-25 years	1	0	1
TOTAL	16	4	20

The English language teachers, who are 16 females and 4 males, took part in this research are 20 in total. [Common High Schools (4), Vocational High Schools (5), High School Of Science (1), Anatolian and Vocational Anatolian High Schools (10)]. Their teaching experiences vary from 2 to 23 years.

Table 18. Participation of the Teachers to the Seminar, Conference and In-Service Training About the Educational Actions and Labours of European Council

	YES	NO	TOTAL
Seminar-Conference	5	-	5
In-Service Training	5	-	5
None	-	10	10
TOTAL	10	10	20

Table 18 presents the results of the question which asks teachers ; ‘Have you ever attended the Seminars, Conferences or In-Service Training about the Educational Actions and Labours of European Council?’. As seen in Table 18, 10 of the participant teachers replied this question as ‘yes’. Five of the teachers who replied ‘yes’ have attended In-Service Training while the other five have attended Seminars and Conferences. Additionally, the half of the total number have never taken any training or attended any Seminar-Conferences, yet.

Tablo 19. The Sufficiency of Available Course Hours & The Ideal Course Hours According To The Teachers

Are the Available Course Hours Sufficient ?	YES	NO	PARTIALLY	THE NUMBER OF IDEAL COURSE HOURS(min.)
Common High Schools Vocational High Schools (Available Course hour: 4 / week)	0	9	0	5 hrs. (3 teachers) 6 hrs. (1 teacher) 8 hrs. (1 teacher)
Anatolian and Science High Schools (Available course hours: 8 / week)	1	7	3	18 hrs. (1 teacher) 20 hrs. (1 teacher) 22 hrs. (1 teacher) 26 hrs. (1 teacher)
TOTAL	1	16	3	

The next question for the teachers is about the course hours. The teachers were asked 'whether the available course hours sufficient enough for teaching language skills and if not what the least sufficient ideal course hour should be'. The teachers were given four choices such as 'Yes', 'No', 'Partially' and 'The number of ideal course hour according to you'. Table 19 presents the results that no teacher except one who teaches in an Anatolian High School thinks that the available course hours are sufficient for teaching language skills. 10 of the teachers presented the ideal course hours. According to the teachers working in Common and Vocational High Schools where the available course hours are 4 now, the ideal course hours should be at least 5, 6 or 8 hours in a week. On the other hand the teachers working in Anatolian and Science High Schools presented the minimum ideal course hours as 18, 20, 22, or 26 hours in a week where the available course hours are 8 in a week now.

Table 20. Total Student Number Present and The Ideal Number of Student In A Language Course According To The Teachers

Is The Available Student Number Ideal In Your Language Course ?	YES	NO	PARTIALLY	IDEAL STUDENT NUMBER (max.)
Common High Schools Vocational High Schools	3	6	0	20-24
Anatolian and Science High Schools	8	0	3	20-22

Table 20. presents available student number in language courses and teachers' thoughts about the ideal number of student in a language course. According to the data, 6 teachers out of 9 working in Common and Vocational High Schools replied this question as 'No'. On the other side the 8 teachers out of 10 working in Anatolian and Science High Schools replied the question as 'Yes'. This result shows that student number in Common and Vocational High Schools less ideal than Anatolian and Science High Schools. According to the teachers in both group, the ideal student number in a language course should be 20-24 maximum.

Table 21. The Course books Used In The Language Courses At High Schools

Course books	Frequency	Percent	Valid Percent	Cumulative Percent
An English Course For Turks	9	45,0	45,0	45,0
New Bridge To Success	11	55,0	55,0	100,0
Total	20	100,0	100,0	

Table 21 presents usage frequency of the coursebooks. According to the data nine teachers in Common Secondary Schools using the book ‘An English Course For Turks Intermediate2 ‘ as a main course material while teaching English whereas the eleven teachers in English Medium Secondary Schools using the book ‘New Bridge To Success Elementary’ in the same process.

4.3.3.2 COURSE-BOOKS EVALUATIONS OF THE TEACHERS

The teachers were given five choices to evaluate and score the course books and were wanted to choose one for each item. These choices for the teachers are ‘5: excellent, ‘4: good’, ‘3: average’, ‘2: inefficient’, and ‘1: too poor’.

4.3.5.2.1 COURSE BOOK1:‘AN ENGLISH COURSE FOR TURKS-INTERMEDIATE 2’

Teachers evaluated the two course books as follows:

Table 22. The Function of the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,33	,71
Inefficient	1	11,1	11,1	88,9		
Average	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 22 presents the answers of the teachers for the question which seeks to find to what extent the course book fulfill its function in general. According to the data 7 teachers out of 9 preferred the choice ‘too poor’ for the course book ‘An English Course For Turks’. Mean value of the items is 1,33 and Std. Deviation is ,71. These findings show that the course book does not satisfy the requirements of the course as of its function.

Table 23. The Grammar Studies in the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	3	33,3	33,3	33,3	2,56	1,51
Inefficient	2	22,2	22,2	55,6		
Average	1	11,1	11,1	66,7		
Good	2	22,2	22,2	88,9		
Exellent	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

The second question for the course book searches the grammar studies in the course book. According to the data listed in the Table 23 teachers have different ideas about this item. The mean of the item is 2,56 and std. deviation is 1,51. These findings disclose that ‘An English Course For Turks’ is average considering the grammar studies in the book.

Table 24. Vocabulary Studies in the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	4	44,4	44,4	44,4	2,00	1,12
Inefficient	2	22,2	22,2	66,7		
Average	2	22,2	22,2	88,9		
Good	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

The vocabulary studies in the course book evaluated by the teachers shown in Table 24. According to the findings, more than half of the teachers put their ideas into the words ‘inefficient’ and ‘too poor’. Therefore the cumulative percent of these

two choices is 66,7.and mean value of the item is 2.00 where std. deviation is 1,12. This means that the book was not found sufficient in vocabulary studies.

Table 25. The Speaking Interaction Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	5	55,6	55,6	55,6	1,67	,87
Inefficient	2	22,2	22,2	77,8		
Average	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

According to the data listed in Table 25 the speaking interaction studies in the course book is extremely inadequate since more than half of the teachers preferred 'too poor' and the other half preferred 'inefficient' and 'average' for this item. Because the mean of the item is 1,67 where std. deviation is 87, it can be said that the course book does not correspond the criteria for the required skill.

Table 26. The Pronunciation Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,22	,44
Inefficient	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 26 shows to what extent the course book satisfy the pronunciation studies for the language learners. 77,8 % of the teachers scored this item as 'too poor' and 22,2 % of them scores as 'inefficient'. The mean value of the item 1,22 which is very low, and std. deviation is 0,44. These findings clarify that the course book 'An English Course For Turks' is totally inadequate in pronunciation studies.

Table 27. The Written and Spoken Expression Forms In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	6	66,7	66,7	66,7	1,44	,73
Inefficient	2	22,2	22,2	88,9		
Average	1	11,1	11,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 27 explains the findings for the written and spoken expression forms in the course book. Data presents that the book was found inadequate for this item as well since the mean value is 1,44 which is under 2,50. The std. deviation of the item is 0,73.

Table 28. The Communication Strategies (request, explanation, ask and answer) Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	6	66,7	66,7	66,7	1,44	,73
Inefficient	2	22,2	22,2	88,9		
Average	1	11,1	11,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 28 shows the findings for the communication strategies in the course book. Data presents that the book is totally inadequate about including and teaching the studies for communication strategies skill since its' mean value is 1,44 where the std. deviation is 0,73.

Table 29. The Listening Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,22	,44
Inefficient	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 29 digs for the listening skill studies in the course book. As seen in the table, the book does not include any listening studies so it was found totally disabled by the

100,0 % of the teachers. The mean value of the item is 1,22 where std. deviation is ,44.

Table 30. The Speaking Production Studies In the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	6	66,7	66,7	66,7	1,44	,73
	Inefficient	2	22,2	22,2	88,9		
	Average	1	11,1	11,2	100,0		
	Total	9	100,0	100,0			

Course book: An English Course For Turks

The analyzed data of the studies for speaking production skill in the course book shown in Table 30. According to the findings the course book was found totally inadequate for teaching the speaking production skill because of the mean value which is 1,44 where the std. deviation is 0,73.

Table 31. The Reading Studies In the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	3	33,3	33,3	33,3	2,00	,87
	Inefficient	3	33,3	33,3	66,7		
	Average	3	33,3	33,3	100,0		
	Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 31 displays the findings for the reading skill studies in the course book. According to the data the book was found inadequate with the mean value 2,00 in teaching reading skill where std. deviation is 0,87.

Table 32: The Writing Skill Studies In the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	6	66,7	66,7	66,7	1,56	1,01
	Inefficient	2	22,2	22,2	88,9		
	Good	1	11,1	11,2	100,0		
	Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 32 presents the findings for the writing skill studies in the course book. According to more than half of the teachers the book is too poor in teaching writing skill. The mean value of the item is 1,56 where std. deviation is 1,01.

Table 33. The Compatibility of the Language Level of the Course book With The Learners Level

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,44	0,88
Average	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 33 considers the the findings for the compatibility of the language level of the course book with the learners' level. According to the data teachers find the course book too poor in its language compatibility with the learners level because the item got 1,44 mean value where the std. is 0,88.

Table 34: The Compatibility of Subjects In The Course book With the Learners Age, Interest and Needs

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	6	66,7	66,7	66,7	1,67	1,12
Inefficient	1	11,1	11,1	77,8		
Average	1	11,1	11,1	88,9		
Good	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 34 presents the evaluation results of the teachers about the compatibility of the subjects in the course book with the learners age, interest and needs. According to the data where the mean value is 1,67 and the std. deviation is 1,12, the course book is not sufficient enough for the criteria.

Table 35. Diversity of Exercises In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	5	55,6	55,6	55,6	1,89	1,05
Average	4	44,4	44,4	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Findings about the diversity of exercises in the course book shown in Table 35. Data presents that more than half of the teachers evaluated the book as 'too poor' in proportion 55,6 % while nearly the other half of them evaluated as 'average' in proportion to 44,4 %. Mean value of the item is 1,89 and the std. deviation is 1,05.

Table 36. Diversity of Texts (reading, listening, etc.) In The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	5	55,6	55,6	56,6	1,78	,97
Inefficient	1	11,1	11,1	66,7		
Average	3	33,3	33,3	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 36 clarifies how the teacher evaluated the course book about the diversity of the texts in reading, writing, or listening, etc. in it. Data presented explains that the book is too poor as the mean value 1,78 indicates where the std. deviation is 0,97.

Table 37. The Diversity of Interaction Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,44	,88
Average	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

The findings for the diversity of interaction studies in the course book shown in Table 37. According to the data, the book failed in this category since the mean value of the item is 1,44 where the std. deviation is 0,88.

Table 38. Interesting and Enjoyable Activities In The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	8	88,9	88,9	88,9	1,11	,33
Inefficient	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

What the teachers think about the interesting and enjoyable activities in the course book presented in Table 38. According to the findings of this item, 88,9 % of the teachers assessed the book as 'too poor' and the last portion 11,1% assessed as 'inefficient'. Mean value of the item is 1,11 which is very low so it means the course book is found totally disabled when it comes to involve interesting and enjoyable activities.

Table 39. The Course book Design

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,22	,44
Inefficient	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 39. displays the findings for what the teachers think about the course book design. As seen in the data presented, the book does not involve the criteria because it was found too poor and inefficient as the mean value of the item indicates which is 1,22 where std. deviation of it is 0,44.

Table 40. The Illustration In The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,22	,44
Inefficient	2	22,2	22,2	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 40 displays the findings about the illustration in the course book. According to the findings the mean value is 1,22 and std. deviation is 0,44 which means course book is not adequate enough for the illustrations in it.

Table 41. Writing Style Of The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	7	77,8	77,8	77,8	1,33	,71
Inefficient	1	11,1	11,1	88,9		
Average	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

How the teachers assessed the criteria asking the writing style of the course book presented in Table 41. According to the mean value which is 1,33, the teachers found the book 'too poor' for this criteria where the std. deviation is 0,71.

Table 42. Compatible Visual Elements With The Texts In The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	4	44,4	44,4	44,4	1,67	,71
Inefficient	4	44,4	44,4	88,9		
Average	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 42 displays the results of the evaluation of the item which seeks to find are the visual elements compatible with the the texts in the book. According to the data, mean value is 1,67 and std. deviation is 0,71, teachers found the book too inefficient for this criteria.

Table 43. The Course book Produced Especially For The Foreign Language Learners

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	4	44,4	44,4	44,4	1,67	,71
Inefficient	4	44,4	44,4	88,9		
Average	1	11,1	11,1	100,0		
Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 43 shows the data supplied by the teachers about whether the course book produced especially for foreign language learners. The findings presents that the mean value is 1,67 for the item where std. deviation is ,71 which means the course book does not corespond this criteria and it is totally inadequate for this requirement.

Table 44. Content Compatibility of the Course book With The Aims Of The Curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	4	44,4	44,4	44,4		
	Inefficient	3	33,3	33,3	77,8		
	Average	1	11,1	11,1	88,9		
	Exellent	1	11,1	11,1	100,0	2,00	1,32
	Total	9	100,0	100,0			

Course book: An English Course For Turks

Table 44 defines the question ‘is the content of the course book compatible with the aims of the curriculum?’. According to the findings, content of the book is not compatible with the aims of the language programme. Because the the Mean value of the item is 2,00 where std. deviation is 1,32.

Table 45. Content Compatibility of the Course book With The Daily and Contemporary Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	8	88,9	88,9	88,9		
	Inefficient	1	11,1	11,1	100,0	1,11	,33
	Total	9	100,0	100,0			

Course book: An English Course For Turks

The findings for the content compatibility of the course book with the daily and contemporary knowledge presented in Table 45. The Mean value of the item 1,11 indicates that the book is ‘too poor’ for this criteria. According to the data presented, the book does not include any daily or contemporary knowledge.

Table 46. Compatibility of the Number of Units in the Course book With The Weekly and Total Course Hours in The Term

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	3	33,3	33,3	33,3	2,33	1,22
	Inefficient	2	22,2	22,2	55,6		
	Average	2	22,2	22,2	77,8		
	Good	2	22,2	22,2	100,0		
	Total	9	100,0	100,0			

Course book: An English Course For Turks

The last criteria which was sought to find is about the units number of the course book and the course hours in a week and term. Table 46 exhibits the finding of the question evaluated by the teachers of the courses where the Mean value is 2,33 and Std. deviation is 1,22. According to the findings the coursebook does not correspond this criteria exactly.

4.3.3.2.2 COURSE BOOK2: NEW BRIDGE TO SUCCESS-ELEMENTARY

The Frequency analysis of the items for the second course book presented in the following tables;

Table 47. The Function of the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	3	27,3	27,3	27,3	2,27	,90
	Inefficient	2	18,2	18,2	45,5		
	Average	6	54,5	54,5	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 47 presents the data gathered from the teachers about the function of the course book 'New Bridge To Success'. As seen in the findings mean value of the book for this item is 2,27 and std. deviation is 0,90. This indicates the inefficiency of the book for this criteria.

Table 48. The Grammar Function of the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1		
Inefficient	3	27,3	27,3	36,4		
Average	5	45,5	45,5	81,8		
Good	2	18,2	18,2	100,0	2,73	,90
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 48 explains the findings for the grammar studies included in the course book. Data displays that the book is evaluated positively since the mean value is 2,73 which is more than 2,50. This result indicates that the course book corresponds the criteria not totally but to some extent.

Table 49. The Vocabulary Teaching in the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Inefficient	4	36,4	36,4	36,4		
Average	6	54,5	54,5	90,9		
Good	1	9,1	9,1	100,0	2,73	,65
Total	11	100,0	100,0			

Course book: New Bridge To Success

What the teachers think about the vocabulary teaching studies in the course book is presented in Table 49. According to the findings the course book got 2,73 as a mean value where the std. deviation is 0,65. This value points the positive side as an indicator.

Table 50. The Speaking Interaction In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1		
Inefficient	6	54,5	54,5	63,6		
Average	2	18,2	18,2	81,8		
Good	2	18,2	18,2	100,0	2,45	,93
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 50 displays the data about the speaking interaction studies in the course book. According to the data presented, the mean value of the item is 2,45 and std deviation is 0,93 which indicates the inefficiency of the book for this criteria.

Table 51. The Pronunciation Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2		
Inefficient	5	45,5	45,5	63,6		
Average	3	27,3	27,3	90,9		
Good	1	9,1	9,1	100,0	2,27	,90
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 51. considers the data for the pronunciation studies in the course book. Mean value of the item is 2,27 and the std. deviation is 0,90. Findings indicates that the course book is inefficient in corresponding the criteria.

Table 52. The Written and Spoken Expression Forms In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1		
Inefficient	6	54,5	54,5	63,6		
Average	3	27,3	27,3	90,9		
Good	1	9,1	9,1	100,0	2,36	,81
Total	11	100,0	100,0			

Course book: New Bridge To Success

Data considers the written and spoken expression forms in the course book shown in Table 52. The findings indicate that course book does not correspond this criteria, as well. Because the mean value is 2,36 where std deviation is 0,81 which shows the inefficiency of the book for this item.

*Table 53. The Communication Strategies (request, explanation, ask and answer.)
Studies In the Course book*

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	1	9,1	9,1	9,1	2,64	,92
	Inefficient	4	36,4	36,4	45,5		
	Average	4	36,4	36,4	81,8		
	Good	2	18,2	18,2	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 53 displays the data which explains the quality of the course book in communication strategies studies perspectives. According to the findings, the mean value is 2,64 and std. deviation is 0,92, the book is average in terms of communication strategies.

Table 54. The Listening Studies In the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	1	9,1	9,1	9,1	2,73	1,01
	Inefficient	4	36,4	36,4	45,5		
	Average	3	27,3	27,3	72,7		
	Good	3	27,3	27,3	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

The data for the listening studies in the course book is listed in table 54. The findings, where the mean value is 2,73 and std. deviation is 1,01, indicate that course book is average in terms of listening studies in it.

Table 55. The Speaking Production Studies In the Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	1	9,1	9,1	9,1	2,45	,82
	Inefficient	5	45,5	45,5	54,5		
	Average	4	36,4	36,4	90,9		
	Good	1	9,1	9,1	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 55. shows the evaluation results for the criteria which seeks to find is the course book qualified enough in terms of the speaking production studies. Findings

presents that the mean value is 2,45 so the course book was found inefficient in this criteria.

Table 56: The Reading Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1		
Inefficient	3	27,3	27,3	36,4		
Average	1	9,1	9,1	45,5		
Good	5	45,5	45,5	90,9		
Excellent	1	9,1	9,1	100,0	3,18	1,25
Total	11	100,0	100,0			

Course book: New Bridge To Success

Reading studies in the course book examined in Table 56. The findings of this item indicates that the 54,6 % of the teachers thinks that the course book is more than average, good or excellent therefore the mean value of the item is 3,18 and std. deviation is 1,25.

Table 57: The Writing Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1		
Inefficient	4	36,4	36,4	45,5		
Average	3	27,3	27,3	72,7		
Good	3	27,3	27,3	100,0	2,73	1,01
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 57 defines the data about the writing studies in the course book. The mean value of the item is 2,73 and std. deviation is 1,01. According to the findings teachers found the course book average in terms of writing studies in it.

Table 58: The Compatibility of the Language Level of the Course book With The Learners Level

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1	3,09	,94
Inefficient	1	9,1	9,1	18,2		
Average	5	45,5	45,5	63,6		
Good	4	36,4	36,4	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

According to the findings in Table 58, the compatibility of the language level of the course book with the learners level is not bad. The mean value of the item is 3,09 and std. deviation is 0,94. these findings confirm that the course book is edaguate in terms of language level compatibility.

Table 59: The Compatibility of Subjects In The Course book With the Learners' Age, Interest and Needs

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1	2,55	,93
Inefficient	5	45,5	45,5	54,5		
Average	3	27,3	27,3	81,8		
Good	2	18,2	18,2	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

A course book has to correspond the learners age, interest and needs. According to the data in Table 59, the compatibility of the subjects in the course book with the learners age, needs and interest is average as the mean value is 2,55 of the item where std. deviation is 0,93.

Table 60. Diversity of Exercises In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,55	1,04
Inefficient	3	27,3	27,3	45,5		
Average	4	36,4	36,4	81,8		
Good	2	18,2	18,2	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

The diversity of exercises in the course book analyzed by the teachers and the findings presented in the Table 60 below. As seen in the data the mean value of the item is 2,55. Therefore it can be said that the course book is not too bad in terms of diversity of the exercises.

Table 61: Diversity of Texts (reading, listening, etc.) In The Course books

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1	2,36	,67
Inefficient	5	45,5	45,5	54,5		
Average	5	45,5	45,5	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 61 illuminates what the teachers thinks about the diversity of the texts in the course book. According to the findings presentes in the table, the mean value is 2,36 for the item which labelled the course book inefficient for this criteria.

Table 62: The Diversity of Interaction Studies In the Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,36	,81
Inefficient	3	27,3	27,3	45,5		
Average	6	54,5	54,5	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

The findings about the diversity of the interaction studies in the course book presented in Table 62. Data shows that the mean value for the item is 2,36. This finding can be interferred as the book is not good enough for corresponding this criteria as well.

Table 63: Interesting and Enjoyable Activities In The Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	2	18,2	18,2	18,2	2,27	,90
	Inefficient	5	45,5	45,5	63,6		
	Average	3	27,3	27,3	90,9		
	Good	1	9,1	9,1	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 63 displays the findings for the item asking the interesting and enjoyable activities in the course book. The mean value of the item is 1,27 and std. deviation is 0,90. Data explains that the book is inefficient and poor for this criteria.

Table 64: The Course book Design

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	2	18,2	18,2	18,2	2,18	,87
	Inefficient	6	54,5	54,5	72,7		
	Average	2	18,2	18,2	90,9		
	Good	1	9,1	9,1	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 64 presents the ideas of the teachers about coursebook design. Mean value of the item is 2,18. The findings show that course book is inefficient and poor in terms of design so it does not correspond the criteria.

Table 65: Illustration In The Course book

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Too poor	2	18,2	18,2	18,2	2,36	1,21
	Inefficient	6	54,5	54,5	72,7		
	Average	1	9,1	9,1	81,8		
	Good	1	9,1	9,1	90,9		
	Exellent	1	9,1	9,1	100,0		
	Total	11	100,0	100,0			

Course book: New Bridge To Success

The illustration of the course book was analyzed and Table 65 involves the findings of this analysis. According to the findings most of the participants thinks

that course book is poor and inadequate in the illustration and does not corresponding the criteria because the mean value of the item 2,36 and std. deviation is 1,21.

Table 66: Writing Style Of The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,36	1,03
Inefficient	5	45,5	45,5	63,6		
Average	2	18,2	18,2	81,8		
Good	2	18,2	18,2	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

The assessment of the teachers considering the writing style of the course book presented in Table 66. Findings, mean value is 2,36, indicates that the course book is poor and not efficient enough in terms of writing style and does not correspond the criteria.

Table 67: Compatible Visual Elements With The Texts In The Course book

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1	2,91	1,14
Inefficient	3	27,3	27,3	36,4		
Average	4	36,4	36,4	72,7		
Good	2	18,2	18,2	90,9		
Excellent	1	9,1	9,1	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 67 presents the data collected from the teachers about the visual elements of the texts in the course book. Mean value of the item 2,91 indicates that the compatibility of the visual elements of the texts in the course book is average.

Table 68: The Course book Produced Especially For The Foreign Language Learners

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	1	9,1	9,1	9,1	2,82	1,08
Inefficient	4	36,4	36,4	45,5		
Average	2	18,2	18,2	63,6		
Good	4	36,4	36,4	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 68 displays the data about the aim of production of the course book. The mean value of the item is 2,82 which indicates the level of efficiency of the book as average.

Table 69: Content Compatibility of the Course book With The Aims Of The Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,91	1,14
Inefficient	1	9,1	9,1	27,3		
Average	4	36,4	36,4	63,6		
Good	4	36,4	36,4	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

Table 69 shows the data and findings of the item which asks the content compatibility of the course book with the aims of the curriculum. The mean value of the item is 2,91 which means that the course book is sufficient to same extent for corresponding the criteria.

Table 70: Content Compatibility of the Course book With The Daily and Contemporary Knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,91	1,22
Inefficient	2	18,2	18,2	36,4		
Average	2	18,2	18,2	54,5		
Good	5	45,5	45,5	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

The data for the content compatibility of the course book with the daily and contemporary knowledge presents in Table 70. The findings show that the most preferred choice for this item is not 'excellent' but 'good'. The mean value of the item is 2,91 and std. deviation is 1,22. It can be interpreted that the course book involves some qualities and is efficient not exactly but to some extent to correspond the criteria.

Table 71: Compatibility of the Number of Units in the Course book With The Weekly and Total Course Hours in The Term

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid Too poor	2	18,2	18,2	18,2	2,91	1,14
Inefficient	1	9,1	9,1	27,3		
Average	4	36,4	36,4	63,6		
Good	4	36,4	36,4	100,0		
Total	11	100,0	100,0			

Course book: New Bridge To Success

The compatibility of the number of units of the course book with the weekly and total course hours in a term was analyzed and the data consider this item presented in Table 71. According to the findings most of the teachers put their preferences in positive way for the criteria. The mean value of the item is 2,91 where std. deviation is 1,14. Therefore the book was found adequate to some extent to correspond the criteria.

The next two tables present the total percentage and total means of the coursebooks.

Table 72: Frequency Percentage of the Items for the Course books

No	Course books => Items	An English Course For Turks		New Bridge To Success	
		Ineffc. Poor-%	Avr-Good-Exc.%	Ineffc. Poor-%	Avr-Good-Exc. %
1	Function Of The Course book	88,9	11,1	45,5	54,5
2	Grammar Function Of The Course book	55,6	44,4	36,4	63,6
3	Vocabulary teaching in the Course book	66,7	33,3	36,4	63,6
4	Speaking Interaction In The Course book	77,8	22,2	63,6	36,4
5	Pronunciation Studies In The Course book	100,0	-	63,6	36,4
6	Written & Spoken Expression Forms In The Course book	88,9	11,1	63,6	36,4
7	Communication Strategies (Request, Explanation, Ask & Answer..)Studies In The Course book	88,9	11,1	45,5	54,5
8	Listening Studies In The Course book	100,0	-	45,5	54,5
9	Speaking Production Studies In The Course book	88,9	11,1	54,5	45,5
10	Reading Studies In The Course book	66,7	33,3	36,4	63,6
11	Writing Studies In The Course book	88,9	11,1	45,5	54,5
12	Compatibility Of The Language Level Of The Course book With The Learners Level	77,8	22,2	18,2	81,9
13	Compatibility Of Subjects In The Course book With The Learners' Age, Interest & Needs	77,8	22,2	54,5	45,5
14	Diversity Of Exercises In The Course book	55,6	44,4	45,5	54,5
15	Diversity Of Texts (Reading, Listening, Etc.) In The Course books	66,7	33,3	54,5	45,5
16	Diversity Of Interaction Studies In The Course book	77,8	22,2	45,5	54,5
17	Interesting & Enjoyable Activities In The Course book	100,0	-	63,6	36,4
18	Course book Design	100,0	-	72,7	27,3
19	Illustration In The Course book	100,0	-	72,7	27,3
20	Writing Style Of The Course book	88,9	11,1	63,6	36,4
21	Compatible Visual Elements of The Texts In The Course book	88,9	11,1	36,4	63,6
22	The Course book Produced Especially For The Foreign Language Learners	88,9	11,1	45,5	54,5
23	Content Compatibility Of The Course book With The Aims Of The Curriculum	77,8	22,2	27,3	72,7
24	Content Compatibility Of The Course book With The Daily And Contemporary Knowledge	100,0	-	36,4	63,6
25	Compatibility Of The Number Of Units In The Course book With The Weekly & Total Course Hours In The Term	55,6	44,4	27,3	63,6

Table 72 presents the frequency percentage of the items in two categories as negative and positive parts for both of the two course books. Negative section

involves the choices 'too poor' and 'inefficient' while the positive section involves the choices 'average', 'good' and 'excellent'.

Table 73: Mean and Std. Deviations of the Items for the Two Course books

N	Items	Valid N		Mean		Std. Deviation	
		C.B1	C.B2	C.B1	C.B2	C.B1	C.B2
1	Function Of The Course book	9	11	1,33	2,24	,71	,90
2	Grammar Function Of The Course book	9	11	2,56	2,73	1,51	,90
3	Vocabulary teaching in the Course book	9	11	2,00	2,73	1,12	,65
4	Speaking Interaction In The Course book	9	11	1,67	2,45	,87	,93
5	Pronunciation Studies In The Course book	9	11	1,22	2,27	,44	,90
6	Written & Spoken Expression Forms In The Course book	9	11	1,44	2,36	,73	,81
7	Communication Strategies (Request, Explanation, Ask & Answer..)Studies In The Course book	9	11	1,44	2,64	,73	,92
8	Listening Studies In The Course book	9	11	1,22	2,73	,44	1,01
9	Speaking Production Studies In The Course book	9	11	1,44	2,45	,73	,82
10	Reading Studies In The Course book	9	11	2,00	3,18	,87	1,25
11	Writing Studies In The Course book	9	11	1,56	2,73	1,01	1,01
12	Compatibility Of The Language Level Of The Course book With The Learners Level	9	11	1,44	3,09	,88	,93
13	Compatibility Of Subjects In The Course book With The Learners' Age, Interest & Needs	9	11	1,67	2,55	1,12	,93
14	Diversity Of Exercises In The Course book	9	11	1,89	2,55	1,05	1,04
15	Diversity Of Texts (Reading, Listening, Etc.) In The Course books	9	11	1,78	2,36	,97	,67
16	Diversity Of Interaction Studies In The Course book	9	11	1,44	2,36	,88	,81
17	Interesting & Enjoyable Activities In The Course book	9	11	1,11	2,27	,33	,90
18	Course book Design	9	11	1,22	2,18	,44	,87
19	Illustration In The Course book	9	11	1,22	2,36	,44	1,21
20	Writing Style Of The Course book	9	11	1,33	2,36	,71	1,03
21	Compatible Visual Elements With The Texts In The Course book	9	11	1,67	2,91	,71	1,14
22	The Course book Produced Especially For The Foreign Language Learners	9	11	1,67	2,82	,71	1,08
23	Content Compatibility Of The Course book With The Aims Of The Curriculum	9	11	2,00	2,91	1,32	1,14
24	Content Compatibility Of The Course book With The Daily And Contemporary Knowledge	9	11	1,11	2,91	,33	1,14
25	Compatibility Of The Number Of Units In The Course book With The Weekly & Total Course Hours In The Term	9	11	2,33	2,91	1,22	1,29
	MEAN OF THE TOTAL MEANS			1,59	2,60		

Table 73 Presents the mean values and std. deviations of the items for the course book1 and course book2. The mean of the total means indicates the total achievement of the course books. According to the means 1st book ‘An English Course for Turks Intermediate2’ achieves less than the second one ‘New Bridge To Success Elementary’. However the data signify another point that both of the course books do not satisfy the teachers in terms of item contexts. So their scores are generally under 2 and 3 out of 5.

4.4 RELIABILITY ANALYSIS OF THE SELF ASSESSMENT ITEMS

This part explains the Cronbach Alpha Coefficient of the Self Assessment Items used both in the 1st term and 2nd term.

Table 74: Term1, Reliability Analysis of The Self Assessment Items

Self Assessment	Cronbach Alpha	N		
		Valid	Excluded	Total
Listening1	,9051	391	39	430
Reading1	,9125	391	39	430
Undrstndng1	,8948	391	39	430
SpoknInt1	,8951	391	39	430
SpokPro1	,9004	391	39	430
Spkng1	,9010	391	39	430
Writing1	,9073	391	39	430

The reliability analysis of the items belongs to 1st term presents in Table 74 According to the data, Cronbach Alpha coefficient of the items is around 90. According to the data presented, items have a considerable reliability.

Table 75. *Term2, Reliability Analysis of the Self Assessments Items*

Self Assessment	Alpha	N		
		Valid	Excluded	Total
Listening2	,9080	397	33	430
Reading2	,9101	397	33	430
Undrstndng2	,9015	397	33	430
SpoknInt2	,8950	397	33	430
SpokPro2	,9033	397	33	430
Spkng2	,9001	397	33	430
Writing2	,9044	397	33	430

Table 75 presents the data considers the reliability of the self assessment items administered to the students in the 2nd term. Data show that the Cronbach Alpha coefficient of the 2nd term is beyond the point 0.70 and around 90. This confirms the high reliability of the items since Büyüköztük (2005) explains that at least 0.70 and the higher Alpha coefficient can be accepted as enough.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 INTRODUCTION

This chapter sums up the study at a glance and discusses the findings of the research. Afterwards the conclusion and implications of the research and then the suggestions for further studies in the field are presented in the chapter.

5.1 SUMMARY OF THE STUDY

This study aimed to disclose some of the potentials of foreign language education and teaching process at the 1st grade of secondary schools and present a comparative view within the Common European Framework of References for Languages by assessing the Turkish student performance in English as a foreign language at secondary level and by a small research on the course books which are employed as the main course materials in the process. The secondary schools attended the study; analyzed in two groups as Common High Schools and English Medium (Anatolian) High Schools which offer different foreign language education programmes.

The research questions that the study addressed are;

RQ1 Is the performance of English of the Secondary Level students who are learning English as a foreign language equivalent to the levels determined in Common European Framework of References for Languages by the Council of Europe?

H₁ The performance of the Secondary School Turkish Students who are learning English as a foreign language are not equivalent to the levels determined in Common European Framework References for Languages by the Council of Europe

RQ2 Do the course books, which are used in English Lessons at Secondary Level prepared by Turkish authors in Turkey, involve the qualities and characteristics determined in Common European Framework of References for Languages?

H₂ Foreign Language Teaching Course books which are used in English Lessons at Secondary Level prepared by Turkish authors in Turkey do not involve the qualities and characteristics determined in Common European Framework of References for Languages; learning, teaching, assessment.

The research of the assessments of students' performance in English was administered by a pre-experimental research design which considers the pre-test, post-test and an experimental group. The assessment of the students was handled by Cambridge KET exam as well as the students' self-assessment of themselves by the self-assessment grid (Can Do descriptors) of the CEFR. On the other hand, the quality level exploration of the course books was made possible by a questionnaire administered with the teachers of these students.

5.1.2 MAIN FINDINGS

The findings of the research supported the H1 were analyzed by the Paired-sample T-test since the same group of students were tested twice at the beginning and in the end of the school year. Paired-sample T-test findings presented the data related to Cambridge KET exam and Self-assessment results of the students.

1. According to the findings of the first group who attend Common High Schools and using course book 'An English Course For Turks-Intermediate2', there became an increase in the performance of the students while there is a decrease in their self-assessments from the beginning to the end of the school year. However neither the result of increase nor the assessment findings are equal or at least high enough to the language levels criteria A2 of the CEFR.

On the other hand, the findings of the second group who attend English Medium High Schools and using the course book 'New Bridge to Success Elementary', there became an increase in their performance from the beginning to the end of the school year but there was no significant difference between their self-assessment results in total. However both the increase level and the self-assessment results are not equal or high enough once compared to the A2 language level of the CEFR.

2. The findings of the course books which analyzed by SPSS in frequency package also supported H2 since the teachers found the course books 'too poor' or 'inefficient' in terms of educational function, content, visual elements, presented skills of the target language, cover, assessment, language competences, etc. The total means of the items about course books are 1,59 for 'An English Course For Turks' and 2,60 for 'New Bridge To Success' out of 5,00 (see the table 73). So the quality levels of the course books are low and do not include the characteristics of the course materials mentioned in Chapter 2, part 2.7.2: The implications for curriculum, materials and methodology of CEFR which suggested the teaching of general competence in primary and communicative competence in secondary education.

5.2 DISCUSSION

5.2.1 DISCUSSION OF FINDINGS FOR RQ1

Since H_1 was supported by the findings of the first studies administered with the students, it can be said that the foreign language levels of the students are not on the expected level because of deficiencies of the foreign language education programme carried out at the 1st grade in secondary schools. Actually there are two kinds of secondary schools which are searched in terms of foreign language education. One of them is Common High Schools which involves also Common Vocational High Schools, and the other one is English-medium secondary schools which called Anatolian (Anadolu) High Schools that includes Anatolian Vocational High Schools as well. Common High Schools and Common Vocational High Schools have foreign language programme which is different from the Anatolian and Anatolian Vocational High Schools. Subsequently there are two different ELT curriculums which led to two different course books used in the curriculums at secondary schools and consequently different findings of the study.

After the pre-test of the students who belongs to these two kinds of secondary schools, it was observed that there was a difference between the foreign language level and also self-assessments of the students. The students from Anatolian High Schools did much better than the students from Common High Schools. Although the same Cambridge KET exam administered to the whole students, the total pre-test performance mean of the students from Common secondary schools is 1,2073 whilst the total performance mean of English-medium secondary school students is 3,7881. Despite of the fact that the two groups of students came from the same ELT curriculumed primary schools, since, as Kırkgöz (2005) indicates, Anatolian High Schools are able to attract the nation's brightest students through a very competitive entrance examination, the findings differentiates in the end and the mean values point the difference of the gap at all.

After obtaining the post-test results, it was noticed that there became almost the same amount of increase in the total English performances of both groups of the students despite different language teaching programme they were subjected to. The

difference between the pre-test and post test means of the first group students is -2,1192 while the same value is -1,9492 in the second student group results. It was a surprising result that, although there happened an elimination via an exam for the Anatolian High Schools all the brightest students attended to these English-medium schools, the students who left to the common secondary schools still promising on foreign language learning field and should urgently be taken into consideration in terms of ELT curriculum. The present programme of common secondary schools offers weekly 4 hours foreign language courses which are only sufficient for conveying the intensive content. On the other hand this success in the performance also points the achievement of the ELT teachers who are totally specialists in their field.

However the post-test total performances results of the students in English do not correspond total KET performance level, indeed it is much smaller than the level which was expected as should be. The post-test total performance of the students in common secondary schools is 3,3264 and of the English-medium high schools is 5,7373 but if they had achieved all the exam questions the score would be 20,0000. The valid level of the students total performance is at least 80 % of this value according to the CEFR (2002) since 80 out of 100 accepted as sufficient for the level in CEFR. However, even the biggest value of the students, 5,7373, do not reflect the 80% of the total value which is 16,0000. The gap between the present value (5,7373) and sufficient value (16,0000) is extremely big. This result indicates the failure of the ELT education and all or some of the components of the programme in Secondary Schools in Turkey.

Besides, one of the astonishing results considers the self assessment findings are the difference between the two groups of students and their total performance findings. Although there was an increase in the post-test results of the students in Anatolian High Schools, there was no increase in the self-assessment results of them as expected. Plus, although the students in common secondary schools did better in their post-test English performance, they assessed themselves worse than the pre-self

assessment test. Their performance increased but their self-assessment decreased. This can be explained by some factors such as the ELT methodology and approach in schools or negative effects of the present curriculum because Yasin (2007) stresses the importance of taking into consideration the biological and sociological maturity of the students in foreign language teaching process and states that new approaches and methods should be replaced in the curriculum instead of the present one which Kocaman and Ünsal (2007) indicates that generally focus on grammar and introduces the traditional grammar translation method and do not set the opportunities free for the listening or speaking practices or other activities because practice made learners build self-confidence.

However, the decrease in the self-assessment results can also be interpreted to some extent as the more someone knows the more he/she notices how little he/she knows.

5.2.2 DISCUSSION OF FINDINGS FOR RQ2

Since the findings for the course books supported the H₂, it can be said that the course books used in the ELT programmes do not involve the qualities and characteristics of an ideal course book. Course book is the most important part of the material which is used in teaching process. Tomlinson (1998) defines the course book as the core-material of a course which helps learners to learn. Teaching process is set on the dynamics 'what, why, how and result' and a progressive period. The course book in this process as a core-material is one of the crucial parts of the teaching programme. As Küçükahmet (2003) stresses, the success of a teaching programme depends on the four fundamental variables which are connected and foster each other; content, objective, teaching process and assessment, and if any one of these fails, this failure affects the success of the other dynamics. The quality level of the course book in common secondary schools 'An English Course For Turks' is

1,59 while the 'new Bridge To Success' used in English-medium secondary schools is 2,60 out of 5,00 which is either inefficient or average. Consequently because the course books do not correspond the required quality, the success of the course programme is also low as obtained from the results of the research.

Furthermore, unfortunately the course book 'An English Course for Turks Intermediate2' by MoNE has been used for 40 years without any renovation but cover in June 2007(Dikmen 2007). The year 2008 is the 40th anniversary of this course book in common secondary schools at grade 1. It started its career in 1968 in foreign language education at schools in Turkey with the cooperation of CoE. Teachers want urgent renovation of the course book in these courses; they stated that for an example, students who were born in 1990s do not understand the picture of washing machine since the picture shows an outdated model of the washing-machine.

On the other side, the course book 'New Bridge To Success Elementary' by MoNE 2004 used at grade 1 of English-medium secondary schools , was found better than 'An English Course For Turks' by the course teachers. Teachers stated that this new book is not very well actually but better than nothing. They also complain about the approach of the course book that it should be more focused on practicing the language.

One of the factors which cause the failure of ELT programmes in the schools is course books while the others are inefficient course hours, the poorest time for listening, speaking and practicing activities, inadequate classroom environments for foreign language education, densely populated classrooms in general, outdated approaches and methods (Yücel 2007) as well as the lack of in-service training for the teachers. (Karaata 2007).

5.2.3 STUDIES IN TURKEY ABOUT THE SUBJECT

Some MA and PhD studies related with the field Common European Framework and Foreign Language Teaching Education in Turkey are presented in this part of the study to provide a wider point of view to the subject.

The first studies which got the researcher attention are like series of a study since similarly titled. The first MA thesis titled as ‘A suggested writing syllabus for students at proficiency level A2 waystage defined in common European framework of reference for languages’ by Veli Barışgan, Hacettepe University, 2006 unpublished MA thesis. The next one also titled as ‘A suggested reading syllabus for C1 (effective operational proficiency) level defined in common European framework of reference for languages’ by Semin Kazazoğlu, Ankara University, 2006 unpublished MA thesis. Kazazoğlu (2006) stresses the importance of reading instruments in language teaching courses and tries to provide an ideal reading course book prepared for the C1 target level students. Similar subjects have also been studied in different language skills by different researchers under the guidance of the same supervisor, Ass.Prof.Dr. Arif Sarıçoban. For example the third unpublished MA thesis in the same context titled as ‘A suggested 'speaking' course syllabus in C1 (proficiency) level defined in the common European framework’ by Sebahat Burcu Irmak Akan in 2007, Ankara University.

The next MA thesis which the researcher wants to mention is by Arif Bakla titled as ‘A suggested reading syllabus for A2 (waystage) level learners in regard to the European language portfolio based on the common European framework of references for languages’ Hacettepe University supervised by Prof.Dr. Mehmet Demirezen in 2006. Another unpublished MA thesis had been studied in 2006 by Nur Cebeci from Trakya University titled as ‘The Effectivity of task-based activities on vocabulary competence designed in accordance with the common European

framework'. She tries to find out the effectiveness of the task-based language teaching by comparing it with traditional language teaching in Turkey in her research.

The next unpublished MA thesis by Alev Durmaz Yılmaz studied in 2005 in Yıldız Teknik University specifies as mentioned in the title 'Evaluating the appropriateness of common European framework and European language portfolio pilot studies on the primary school language program in Turkey'. Pelin Hamurabi Sözen, on the other hand, focuses on the multiculturalism and curriculum design in her unpublished MA thesis called as 'Common European framework of references in terms of multiculturalism and curriculum evaluation of Başkent University English language school ' from Ankara University in 2005.

Additionally Ayşe Tuba Taşgın studied on the subject 'General comparison of the state and private elementary schools in EU countries and Turkey in 2002 from Selçuk University as unpublished MA thesis.. The next MA subject studied in 2007 by Ferda Uzunyayla is about 'Policies of education and employment in the integration period with European Union' from Marmara University. She considers the structuring of education politics in Turkey and European Union's after 1990 , which is influenced by the effect of employment politics. Another similar subject studied in 2003 by Yüksel Göktaş as MA thesis called as 'A comparative study between the European Union Countries' and Turkey's education systems regarding the integration of information and communication technologies' from Middle East Technical University in 2003.

Apart from these subjects, 'A comparison of English language teacher education programmes in some European Union countries (Germany, Austria, Italy, Finland) and Turkey' studied by Özlem Mermut as MA research from Ankara University in 2005. Serpil Bardakçı İnan, on the other hand, studied on the subject about higher education as 'The European union education programmes-Erasmus and Turkish higher education: the case of the Netherland' in Sakarya University in 2005 as an MA research.

In the field of education policies, the MA dissertation named 'In the process of full membership European Union education policies and their effects on Turkish Education system' studied by Aysen Aydın in 2006 from Gazi University as well.

In addition to these, there is an unpublished PhD dissertation studied by Cem Topsakal nearly about the same title as 'Education policies European Union and the integration of Turkish Education system to these policies' in 2003 from Marmara University. Besides, Murat Gürkan Gülcan studied as PhD dissertation about the subject 'The Structural problems of Turkish educational system in the process of candidacy to the European Union and structural adaptation model study' in 2003 from Ankara University. He concentrates on the subject about the adaptation model of Turkish Educational System to the European Union in his research and he tries to developed a model with the help of some educators (teachers, administrators and elementary education inspectors) to provide the solutions for the present problems.

There are many research in the field of education in Turkey and European Union or common European framework studied in the country, however the closest subjects to this reseach are presented.

5.3 CONCLUSION

This research study has been done since there are many debatable and problematic subjects in language teaching education and process in Turkey, especially in the today's world where communication is inevitable and indispensable. From this point of view, the researcher studied on the foreign language education in grade 1 of secondary level students and teachers in Central Town of Çanakkale Province. This research study disclosed the present situation and deficiencies of the ELT education in grade 1 of the secondary schools and the students of them to some extent.

According to the results of the study, several conclusions can be drawn;

First of all the language teaching programmes at grade 1 of secondary schools are very poor and offers the students an unsuccessful process therefore it is crucial that these programmes and curriculums must be reorganized and reconstructed urgently. The approaches and methodology must be transformed into the communicative approach and interactive language teaching process. Yücel (2007) explains in his research study on 27 English language teachers that the teachers find the ELT process in state schools unsuccessful because of inefficient coursehours, insufficient time for practicing, boring curricula, lack of motivation and lack of technological instruments in the language classrooms.

Secondly, the present course books are totally inefficient and this multiplies the difficulties of the students and teachers in the foreign language teaching process. Especially 'An English Course For Turks' in the grade 1 of common secondary schools must be replaced by a new course book which involves the contemporary knowledge, information, new methodologies and competence activities mentioned in the CEFR. The course hours are also found unsatisfactory for language learning and teaching. They have to be organized again according to the communicative language teaching and should involve basically listening and speaking activities. Language teaching and learning should be focused on interactive and communicative rather than conveying the grammar knowledge. Besides course books contents and curriculum contents should be corresponding.

Furthermore there should be more options than one for foreign language education when considered the language education systems in European countries and these languages should be presented in a comprehensive way as defined in CEFR in order to avoid waste of time and economical sources of the country.

Thirdly, language teachers have generally little knowledge about the CEFR and the language levels and projects of CoE. There have to be organized intense in-service training about the Common European Framework of Reference for Languages; learning, teaching, assessment, European Language Portfolio, and the language projects of CoE and EU and also MoNE for the present language teachers because, especially European Language Portfolio is very important and highly useful in language teaching, learning process. The necessity for the in-service training courses of the teachers is also stressed by Karaata (2007). He culminates his research on in-service training courses for English Language Teachers with some advice to the MoNE that the intensity of the courses should be increased, and the course programmes should be professionally designed with the cooperation of Universities.

However, in fact the courses on the European Language Policies and studies should be provided for the students or in other words 'the language teachers of future' who are in Foreign Language Teaching Departments at the universities at present.

To sum up, in this research around 470 students and 20 English language teachers took place and contributed to the research with their valuable effort, time and care. Since the experimental group is composed of more than a hundred the reliability level of the research is also high. At the end of the research it was obtained from the data that the ELT process is not doing well in terms of the levels criteria which Common European Framework defined. The course books are inefficient in the process and needs to be renewed or replaced new and the best ones urgently. The curriculums also need to be redesigned and something should be done for the professional development and of the ELT teachers by MoNE as well. Replicating this research in other cities is probably going to present the same results and is not going to change the results as predicted from the findings and data.

5.4 IMPLICATIONS

The results of the study have significant implications in terms of their methodological and pedagogical aspects.

In terms of methodological aspect, it can be said that the first research done with the student can be administered with the other students in other cities. This kind of study provides highly useful and reliable data about foreign language teaching process of the country in general and will disclose the situation in FLL. Moreover this research can be done with the students of other levels as well as the grade 2 or grade 3 of the secondary schools or in primary schools. It can be also a good idea to administer self-assessment or can do checklists to the students periodically so the development of the students can be monitored better and the students can also gain familiarity with the items and understand how it is going on because the first time they saw the items before the explanation they did not understand what would they do with them.

The results of the research can be analyzed separately for each school and the achievement difference can be found after the comparison of the results so that the achievement of teaching process in each school can be monitored and closer attempt or precautions can be taken in the process immediately.

On the other hand the course book questionnaire can be administered to more foreign language teachers in order to get more data in terms of reliability. Indeed the number of the teachers in the course book study is low but fortunately there is not an ambiguity of the results.

The implications concerning the pedagogical aspects are worth taking into consideration. Teachers who are aware of the ELT programmes and curriculums are not good for the goals and the goals are not well-defined. It is noticed that they also do not know the recent improvements in the field because they do not know much about CEFR and language levels. In-service teacher training courses should be intense for professional improvement of the teachers in terms of life-long learning.

On the other hand, after the administration of the self-assessment items, it was also observed that the students started to think and talk about and also worry about the critical points of their English education and the English language knowledge of themselves. Therefore the self-assessment is crucial for the self-awareness of the students. Because as it is indicated in CEFR (2002) the main potential for self-assessment is in its use as an instrument for motivation and awareness raising; helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively. It helps learner to identify their language profile in the first part of the European Language Portfolio.

Self-assessment can lead to use of ELP by the teachers for students if the teachers are informed and educated in terms of ELP in-service training seminars. However, unfortunately none of the teachers has information about it. Therefore a pilot study in 15 schools for the students aged 10-14 was administered by MoNE in 2005-2006 school years and this pilot study accredited by CoE with the official number 80.2006. Furthermore in order to widen the project, MoNE chose 10 Provinces in Turkey as sample group and started to study on (www.meb.gov.tr 2008).

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APPENDICES

APPENDIX A:
PERMISSION DOCUMENTS OF TURKISH MINISTRY OF NATIONAL
EDUCATION

APPENDIX B:
SELF-ASSESSMENT GRID A1/ 'CAN DO CHECKLIST':
TURKISH VERSION & ENGLISH VERSION

APPENDIX C:
CAMBRIDGE KET EXAMS: PRE-TEST & POST TEST

APPENDIX D:
COURSE BOOK EVALUATION QUESTIONNAIRE:
TURKISH VERSION & ENGLISH VERSION

APPENDIX E:
ANALYZED COURSEBOOKS IN COVERS

APPENDIX A

T.C.
MILLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

Sayı : B.08.0.EGD.0.33.05.311-1295/1777
Konu : Araştırma İzni

14/11/2006

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 13.10.2006 tarih ve B.30.2.ÇAÜ.0.70.72.00-290-1835/7308 sayılı yazı.

Üniversiteniz Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngilizce Öğretmenliği Bilim Dalı yüksek lisans öğrencisi Ayşe DAĞ'ın "Ortaöğretim Seviyesindeki Türk Öğrencilerinin Yabancı Dil Olarak İngilizce'deki Başarılarının Avrupa Konseyi Ortak Dil Kriterleri Çerçevesinde Ölçülmesi" konulu araştırmada veri toplama aracı olarak kullanılacak anketlerin Çanakkale İli ortaöğretim okulları 1. sınıf öğrencilerine uygulama izin talebi incelenmiştir.

Üniversiteniz tarafından kabul edilen onaylı bir örneği Bakanlığımızda muhafaza edilen (4 sayfa, 49 sorudan oluşan) anketin Çanakkale İli ortaöğretim okullarında uygulanmasında bir sakınca görülmemektedir.

Araştırmanın bitiminde sonuç raporunun iki örneğinin Bakanlığımıza gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Cevdet CENGİZ
Bakan a.
Müsteşar Yardımcısı

- EK
1- Anket Örneği (1 Adet-4 Sayfa)
2- Okul Listesi (1 Adet-1 Sayfa)



APPENDIX B
Turkish Version

Katılımcı Bilgileri:

Cinsiyet: Kız () Erkek ()

1. Kaçınıcı sınıftan itibaren İngilizce dersi alıyorsunuz:

2. Bu dönem İngilizce dersinin ilk sınavından aldığımız not nedir :

Açıklama: Aşağıdaki her bir ifade için;

Hic **Cok Az** **Az** **İyi** **Cok İyi**
seçenekleri verilmiştir. Kendinize uygun gördüğünüz seçeneği, ifadenin karşısına belirgin bir şekilde yazınız.

Öz-değerlendirme Ölçeği: A1 (CEF- Avrupa Konseyi Ortak Dil Kriterlerine Uygun Olarak)

		A1	
A N L A M A	Dinleme	1) Ailemle ve yakın çevremle ilgili tanıdık sözcükleri ve çok temel kalıpları, yavaş ve net konuşulduğunda anlayabilirim	
		2) Duyduğumda sayıları, fiyatları ve saatleri anlayabilirim	
		3) Duyduğumda soruları ve talimatları ve kısa basit açıklamaları anlayabilirim.	
		4) Basit günlük ifadeleri, yavaş, açık-seçik ve tekrar edilerek söylendiğinde anlayabilirim	
	Okuma	5) Katalog, duyuru ya da afiş gibi yazılı metinlerdeki çok basit ve temel cümleleri ve kelimeleri anlayabilirim	
		6) İşaret ve ilan gibi kısa ve basit mesajları anlayabilirim.	
		7) Kısa ve basit yazılmış anlatımları özellikle anlamaya yardımcı olacak şekilde resimlendirilmişse anlayabilirim	
K O N U Ş M A	Karşılıklı Konuşma	8) Kişisel bilgileri sorup cevaplayabilirim	
		9) Yardım ve hizmet isteyebilirim	
		10) Basit cümleler kurarak alışveriş yapabilirim	
		11) Acil durumlarda basit bir dille iletişim kurabilirim	
		12) Basit bir dille telefonda iletişim kurabilirim	
	Sözlü Anlatım	13) Yaşadığım yeri ve tanıdığım insanları basit cümlelerle ve kalıplarla anlatabilirim	
14) Basit bir dille kendimi anlatabilirim			
15) Anlaşılabilir düzeyde basit bir dille fikirlerimi ve isteklerimi anlatabilirim			
16) Bilinen bir konuda basit bir konuşma yapabilirim			
Y A Z M A	Yazılı Anlatım	17) Kısa ve basit cümlelerle kartpostal yazabilirim	
		18) İsim, uyruk, adres gibi kişisel bilgi içeren formları doldurabilirim	
		19) Arkadaşlarıma basit mesajlar yazabilirim	
		20) Yaşadığım yeri yazılı olarak tanıtabilirim	
		21) Bir sözlük yardımıyla mesajlar ve kısa mektuplar yazabilirim	

(Adapted from Framework A1 and Karen 2006)

APPENDIX B
English version

Personal Information:

Sex: Female () Male ()

1. Since which grade have you started to learn English:

2. What is the score did you get from the first/last English exam in this term:

Definition: For the items in the following table, the choices

never **little** **a little** **well** **excellent**

are provided. Please write the choices clearly which you think is suitable for your situation into the boxes in front of the items.

Self-assessment Grid ‘Can do checklist’: A1 (CEFR-Common European Framework Descriptors)

		A1	
U N D E R S T A N D I N G	Listening	1) I can understand familiar words and very basic phrases concerning my family and immediate concrete surroundings when people speak very slowly and clearly	
		2) I can understand numbers, prices and time when people say slowly	
		3) I can understand questions, instructions and short simple explanations when I heard	
		4) I can understand simple daily expressions when people speak slowly, clearly and repeatedly	
	Reading	5) I can understand very simple and basic sentences and vocabularies in notices, posters or in catalogues	
		6) I can understand short and simple messages like signs and notices.	
		7) I can understand short and simple expressions especially when illustrated	
S P E A K I N G	Spoken interaction	8) I can ask and answer personal information	
		9) I can ask help and service	
		10) I can do shopping in simple sentences	
		11) I can communicate in a very simple way in an emergency	
	Spoken production	12) I can communicate on the phone with very simple sentences	
		13) I can use simple phrases and sentences to describe where I live and people I know	
W R I T I N G	Writing	14) I can tell myself with simple sentences	
		15) I can tell my ideas and wants with clear and simple sentences	
		16) I can make a speech about a familiar subject	
		17) I can write short and simple postcards	
		18) I can fill in forms with personal details like name, nationality, address, etc.	
		19) I can write simple messages to my friends	
		20) I can write about where I live in	
		21) I can write very simple messages and short letters with the help of a dictionary	

(Adapted from Framework A1 and Karen 2006)

APPENDIX C
First term KET exam

2
Part 1

Questions 1-5
Which notice (A-H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:
0 You can eat here in the mornings. Answer: A B C D E F G H

1 You should not swim here.
2 You must not drive fast here.
3 You can play football here after lessons.
4 It is cheaper to buy things today than tomorrow.
5 You can drive here next week.

A **SLOW!**
DANGEROUS CROSSROADS

B SWIMMING POOL
OPEN AFTERNOONS
Adults - £2.50
Children - £1.00

C HALF PRICE FOOTBALL SHIRTS -
SALE MUST END THIS AFTERNOON

D POLICE CARS ONLY

E DANGER!
DO NOT GO INTO
THE WATER

F BREAKFAST SERVED
7.00 - 10.00

G ROAD CLOSED
UNTIL WEEKEND

H SCHOOL SPORTS CLUB
NOW OPEN IN THE
EVENINGS!

KET Handbook 2004 - Read/Write Sample Test 1

Page 13

5

Questions 16-20
Complete the conversation.
What does Anita say to Kim?
For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:
Kim: What are you going to do at the weekend, Anita?
Anita: 0

Answer: A B C D E F G H

Kim: Well, I'm going to go to London. Would you like to come as well?
Anita: 16

Kim: Yes, I must study on Sunday. Great! It'll be good to go together.
Anita: 17

Kim: First, I'd like to go shopping.
Anita: 18

Kim: Oh, I can help you choose them. Is there anything else you want to do?
Anita: 19

Kim: OK. There's a good one in Oxford Road. It always has the newest films.
Anita: 20

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

KET Handbook 2004 - Read/Write Sample Test 1

[Turn over

12
Part 8

Questions 51-55
Read these two notes about school books.
Fill in the information on the Bookshop Order Form.
For questions 51-55, write the information on your answer sheet.

Books you'll need this year:

Europe, 1815 - 1875
by T. Hudson
£7.99 each

Geography of India
by Grant Robinson

Order from:
Queen's Bookshop
22 Green Street
Barking

14 Park Road
Ilford
11 February

Jack,

I'll give you £4 for your old school geography book. When you're at the bookshop tomorrow, can you order the history book I need?

Thanks,
Jenny Doyle

QUEEN'S BOOKSHOP
ORDER FORM

Customer: Jenny Doyle

Address:

Name of book:

Writer:

Price:

Date of order:

KET Handbook 2004 - Read/Write Sample Test 1

Page 18

13
Part 9

Question 56
You now live in a new house. Write a note to a friend about the house.
Say:

- where your house is
- which room you like best and why.

Write 25-35 words.
Write the note on your answer sheet.

KET Handbook 2004 - Read/Write Sample Test 1

[Turn over

Second term KET exam

2

Part 1

Questions 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 There is no meat in this. Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Next week these will be more expensive.

2 You cannot eat this meal in the evening.

3 You may be late.

4 It's cheaper to buy three of these.

5 You must not leave this open.

A **CLOSED FOR LUNCH - Come back later**

B **ALL BUSES DELAYED**

C **FIRE DOOR - keep closed at all times**

D **Special lunch until 2.30 p.m. £4.50**

E **Children under three eat free!**

F **Postcards 40p each or 3 for £1**

G **COUNTRY FARM SOUP 100% fresh vegetables**

H **Shoes half-price until Saturday**

KET Handbook 2001 - Reading Sample Test 2

5

Questions 16-20

Complete the conversation between two friends. What does Marie say to Gordon?

For questions 16-20, mark the correct letter A-H on your answer sheet.

Example:

Gordon: Hi, Marie. How are you?
Marie: 0

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gordon: I'm fine. That's a lovely sweater you're wearing. Where did you buy it?
Marie: 16

Gordon: It looks very expensive.
Marie: 17

Gordon: Do you know where he bought it?
Marie: 18

Gordon: Is that the shop next to the pizza restaurant?
Marie: 19

Gordon: Do they sell sweaters for men?
Marie: 20

Gordon: Good. I must go and have a look.

A Yes, he always buys me nice things.

B The shopping centre has a lot of clothes shops.

C No, I don't. He didn't tell me but he often buys things from New Look.

D I'm fine, thanks, Gordon. How are you?

E I didn't. My brother gave it to me for my birthday.

F Oh, I'm sure they do. They have clothes for everyone.

G I don't have a lot of money for clothes.

H No, it's on the other side of the road.

[Turn over]

KET Handbook 2001 - Reading Sample Test 2

12

Part 8

Questions 51-55

Read the information about a talk at a school. Complete Carla's notes.

For questions 51-55, write the information on your answer sheet.

Jim Jordan
(Grey's Music Shop)

will speak to Class 7B

about

The Music Business

Monday 10 March, 2.30 p.m.
School Hall

Carla:

Jim Jordan can't come to talk next Monday, but Grey's will send John Jones and he will talk about the same thing. Can you meet him at the school entrance at 2pm, half an hour before the talk starts? Bring him to the school office.

Thanks.

S Becket

CARLA'S NOTES

Date: 10 March

Name of person to meet:

51	_____
----	-------

Time:

52	_____
----	-------

Meeting Place:

53	_____
----	-------

Take him to:

54	_____
----	-------

Subject of his talk:

55	_____
----	-------

KET Handbook 2001 - Reading Sample Test 2

13

Part 9

Question 56

Read this postcard from your English pen-friend, Sam.

Here is a postcard of my town. Please send me a postcard from your town. What size is your town? What is the nicest part of your town? Where do you go in the evenings?

Sam

Write Sam a postcard. Answer the questions. Write 25-35 words. Write the postcard on your answer sheet.

KET Handbook 2001 - Reading Sample Test 2

e. Telaffuz					
f. İfade şekli (konuşma ve yazma stili)					
g. İletişim stratejileri (rica, açıklama, soru sorma vs.)					
9. Kitapta:					
a. Dinleme yeteneği öğretimine ve gelişimine yeterince yer verilmiştir					
b. Konuşma yeteneği öğretimine ve gelişimine yeterince yer verilmiştir					
c. Okuma yeteneği öğretimine ve gelişimine yeterince yer verilmiştir					
d. Yazma yeteneği öğretimi ve gelişimine yeterince yer verilmiştir					
10. Kitabın dil seviyesi öğrenen seviyesine uygundur					
11. Konular öğrencilerin yaş, ilgi ve ihtiyaçlarına hitap etmektedir					
12. Kitap çok çeşitli					
a. alıştıurma türleri					
b. parça türleri (okuma, dinleme, ...)					
c. etkileşim içermektedir					
13. Kitap öğrenciler için ilgi çekici ve eğlenceli aktiviteler içermektedir					
14. Kitap şu açılardan (ilgi) çekicidir					
a) dizayn					
b) resimleme					
c) yazı karakteri					
15. Kitap parçalara uygun görsel elementler içermektedir					
16. Kitap özellikle yabancı dil öğrenen öğrenciler için üretilmiştir					
17. Kitabın içeriği öğretim programının amaçlarına uygundur					
18. Kitap içeriği günceldir ve güncel bilgilere uygundur					
19. Ünite sayısı haftalık ve dönemlik ders saati sayısı ile orantılıdır					

(Adopted from Jones 1999 & Ceyhan 2003)

20. Ders kitabı ile ilgili diğer düşüncelerinizi lütfen belirtiniz :

e. Pronunciation studies					
f. written and spoken expression					
g. communication strategies (request, explanation, ask & answer, etc.) teaching					
9. The coursebook involves good enough					
a. Listening skill teaching and improvement					
b. Speaking skill teaching and improvement					
c. Reading skill teaching and improvement					
d. Writing skill teaching and improvement					
10. The language level of the coursebook suitable for the students level					
11. The subjects in the coursebook compatible with the Learners' age, need and interest					
12. The coursebook involves diversity of					
d. Exercise studies					
e. texts (reading, listening, etc ...)					
f. interaction studies					
13. The coursebook includes enjoyable and interesting activities for the students					
14. The coursebook is interesting in terms of					
a) design					
b) illustration					
c) writing style					
15. The coursebook involves compatible visual elements with the texts					
16. The coursebook produced especially for the foreign language learners					
17. The coursebook content is compatible with the objectives of the Language Teaching Programme					
18. The coursebook content includes daily and contemporary knowledge					
19. The number of units in the coursebook is compatible with the weekly and total course hours in the term.					

(Adopted from Jones 1999 & Ceyhan 2003)

20. Please add your extra ideas about the course and coursebook:

APPENDIX E

