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**THE EFFECTS OF NEW EDUCATION SYSTEM  
ON CLASSROOM METHODOLOGY AND  
EXAM SYSTEM IN HIGH SCHOOLS  
IN NORTH CYPRUS**

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## INTRODUCTION

Education is one of the most significant issues in every society. The most important thing in North Cyprus in these days in terms of education is the new education system brought into force by the Ministry of Education in high schools. The new education system is different from the older education system. Therefore, both teachers and students in high schools are trying to adapt themselves to this new education system. In my dissertation I will only deal a part of this education system. The part which I am going to deal with is the English language exam system and the methodological approach used by language teachers to prepare their students from the exam.

The aim of this dissertation is to find out which methodological approach does the exam is based on, to analyse the exam to find what backwash effects it may have, to bring light to and whether the language teachers are using the appropriate methodological approach to prepare students for the exam or not. Therefore, backwash effect is either positive or negative effect of the testing system on classroom teaching or learning. For instance, if communicative skills are important for learners the exam should include both listening and speaking test. The backwash of this would be spent more time in the classroom on these two skills. Additionally, reading and writing skills might be more important for learners so the exam should include reading and writing test which means spending more time on these skills in the classroom. Moreover, it also aims to analyse the appropriateness of the materials used in English language classroom.

Primarily, my dissertation will examine the English language exam and the base of the exam. Secondly, it will draw upon on the methodological approach upon which the exam is based on. Thirdly, it will draw upon the effectiveness of the exam. Last but not least, it will draw upon whether the methodological approach is parallel to the given exam or not.



Therefore, my dissertation will include these parts; the first chapter will be about background information about the former English language teaching system which I will provide information about former education system. I will try to describe the education system and the former methodological approaches used in schools. In addition to these, I will also give information about the former exam such as parts of the exam, which the method exam is based on. Second part of my first chapter will be about background information about high schools in North Cyprus. This part is mostly focuses on kinds of schools in North Cyprus. In this part I will also include which schools I chose to observe for this research with reasons. Third part of this chapter will be about the education system in high schools now. Therefore, I will give information about the new education system, and which methodological approaches it is based on. Last but not least, in the fourth part of this chapter I will include literature reviews. For instance, I will provide literature reviews of Richards and Rogers *Approaches and Methods in Language Teaching* and McNamara's *Language Testing*.

The second chapter of my dissertation will be about, English language teachers. I will discuss if they are using the appropriate method for the exam students will sit for. I will assess them according to the interviews and according to my classroom observations. The interviews are about the exam system used in schools, the methodological approaches used in classrooms, the new book used as main material to teach and teachers' opinion on new teaching system. I have done these interviews with certain English language teachers I have observed. Some of them are the ones whom I have observed in the classroom. On the basis of this analysis I will ascertain if teachers are given the required education to teach the methodological approach. In addition, I will give information about which method do they prefer teach to their students whether the former one or the new one.

The third chapter of my dissertation will cover the methodological issues. The background information about the high schools in North Cyprus, the information about the

students, the methods I chose to apply will be covered in this chapter. The third chapter will give the readers idea about the schools, the students and students response to the applied teaching methods. Moreover, why these methods are chosen, how they are analyzed and also information about the methods I choose to apply.

The fourth chapter will cover the exam and analysis of the exam. In first part, I will describe the exam in terms of its parts; the method exam is based on, skills students need to study for the exam. Second part will mainly cover analyse of the exam. In this part I will deal with backwash effect of the exam, success of the exam and if the exam is combined with the classroom methodology. I will try to find the backwash effect(s) of the exam by comparing it with my classroom observations. The communicative approach is an approach to foreign and second language learning which is found in 1980s by British linguists. The important thing for language learning is communicative competence. Communicative competence is learners' second language ability however it is not only referring to learners' second ability but also the speech community of the language. Therefore, classroom activities mainly focus on communication and language use.

The fifth chapter will be about the book used in language classrooms to teach English language. Which book are teacher using to teach the new methodological approach. I will also give information about the syllabus of the book in order to see which methodological approach the syllabus is based on. Furthermore, I will analyse the book in terms of methodological approaches to find out if the approach the book is based on is parallel to the one used in the language classrooms.

The sixth and the last chapter of my dissertation will be about the classroom observations and analyse of the used classroom methodology according to my observations. In this chapter I will firstly report what I have observed in the classrooms. Then, I will talk about my first impressions about language classes. I will consider the extra materials if any





## CHAPTER 1

### Background Information

#### 1.1 The Former Education System in North Cyprus

Until we come to these days the education system of North Cyprus has changed many times. Last year education system has changed for the third time. The former education system was in force since the end of 70s. However, the new government made new decision last year and they had change the education system. Behind this decision there is the idea that North Cyprus want to enter European Union. In order to be a European Union member the standards of education should be at the same level of the other European Union members. The reasons of this change will be discussed in the coming parts. As soon as the new education system put into the force we observe changes which are thought to be significant. In the former education system the structure was like; a) pre-school period (5-6 years old), b) primary school period (6-11 years old), c) high school period (11-17 years old), d) university, e) higher education. When we go into details we recognize that the major changes are in high school period. The details of this will be given in the coming chapters.

Education in North Cyprus is obligatory to children from the age of 5 till the age of 15. After the age 15, education is not obligatory but majority of students continue their education until the age of 17 in order to enter university afterwards to get better education for their future lives. Therefore, education starts at the age of for Turkish Cypriot children. This period is called pre-school education. It is the time when children goes to nursery schools to learn some basic things like playing, sharing, singing etc. At the age of 6 they start for primary school education. In primary schools classes are from 1<sup>st</sup> to 5<sup>th</sup>. High schools are two



kinds in North Cyprus. First type is colleges where the medium is English and the second one is normal high schools where the medium is Turkish. Mostly colleges were preferred either by families or students. These are not private colleges. They are established by the government to give students education in English. However, entering these schools is not that easy. These schools have entrance exam which is prepared by the Ministry of Education. Each year the Ministry of Education determines how many students they will take to these colleges usually it is around hundred students. The rationale of the Ministry of Education is to take students according to each colleges graduated students number each year. In other words, if there are hundred graduates from X College in 2002 that means hundred students will have chance to enter to X College. In the entrance exam hundred students who get the highest scores will have chance to educate in this college. As a result of this, children start to study for this exam from 4<sup>th</sup> class of primary school. Sometimes they are taken to private lessons such as Maths, Turkish etc to be able get higher scores to enter these colleges. They take the exam at the end of 5<sup>th</sup> class. Children can be described as race horses since they have lot of pressure on them to pass this exam.

After this primary school period high school period comes which is six years. The former high schools divided into two type colleges and normal high schools. Therefore, if children are successful in the exam they attend the colleges otherwise they attend normal high schools. The difference between colleges and normal high schools are these; the medium of the colleges are English and the medium of normal high schools are Turkish, colleges is the best choose if children want to continue their higher education abroad (Especially. in USA or ENGLAND), colleges give education for GCES's whereas you cannot get this education in normal high schools. For many years it is thought to be that colleges give better education then the other high schools. Since their medium is English. For the first three year of the high schools in colleges children take courses such as; Turkish, Maths (in English), English,

History (in English), Geography (in English), Turkish History (in Turkish), Science (in English) etc. On the other hand, in normal high schools for the first three years of high school children take courses such as; Turkish, Maths(in Turkish), English, Turkish History ( in Turkish), Turkish Geography (in Turkish), Science (in Turkish) etc. In general, English lessons are twelve hours in colleges and it is eight hours in normal high schools. In the fourth year of high schools children should chose between GCES classes, Turkish-Maths classes, Turkish-Social Sciences classes and Maths-Science classes in colleges and -Maths classes, Turkish-Social Sciences classes and Maths-Science classes in normal high schools. This choice depends on where and which department they want to continue their higher education. Simply, if children want to study in USA or in ENGLAND they choose GCES classes to get qualified for these universities. However, if they want study in Turkey they need to choose one the other classes according to the department they want to study to get qualified to enter these universities.

The higher education period comes after high school period. This education period is not obligatory. However, in these days nearly 80 % of children chose to do their higher education for their future lives. They want to get good jobs in order to continue their lives economically independent from their families. It is obvious that they can only do whatever they want to do in future by getting higher education. This also makes the majority of the population to be educated. Besides this, there are many people who continue their education after they gain their BA's.

### **1.2 The Former English Language Classes**

Many years ago Cyprus was the colony of Great Britain. Since those days English Language plays important role on Cypriot society. For people it was important to learn English because they were working for British government so they need to communicate with



other workers in English. It is still significant for Turkish Cypriots to learn English. Learning English is an advantage for them when they are working and when they are doing their higher education. Therefore, in all high schools English classes are important. In colleges English classes are twelve hours since their medium is English and in normal high schools it is eight hours. Actually, teaching English starts in the last two years of the primary school by learning basic rules. Proper education of English is given in high schools. In high schools teachers used to teach English by using grammar translation method but nowadays both Ministry of Education and teachers are trying to change this since this method is not a really effective way to teach English.

Grammar translation method was known first in the United States as the Prussian Method.<sup>1</sup> This method is known by American teachers since the 19<sup>th</sup> Century. It is a very old way of teaching language. In other words, grammar translation means translating the target language to the first language. It requires memorizing certain grammar rules. It is well known that memorization does help teaching sometimes but not always. Nunan claims that "learning second language is basically a matter of mastering a series of mental operations. In order to speak a language fluently, these must become largely automatic... learning language, then, is a matter of gaining automatic control of these mental complex, mental routines and subroutines."<sup>2</sup> Hence, to learn these mental routines or subroutines there should be learning instead of memorizing things in second language learning. After a while if you are not using what you memorize you will forget everything. According to the teachers who use grammar translation method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language.<sup>3</sup> To do this, students need to learn about the grammar

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<sup>1</sup> Richards, J and Rogers, T.2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.5)

<sup>2</sup> Nunan, D. 1991. *Language Teaching Methodology*. Essex: Longman. (P.147)

<sup>3</sup> Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. (P.11)

rules and vocabulary of the target language.<sup>4</sup> Although teachers, who use this method to teach the target language, in my opinion, students learning the literature at first to learn language are not exactly right. For instance, if the class is beginner class it is not easy to make them to learn write and read the literature without knowing anything about the target language. Consider a beginner English language class they need to learn to write and read the English literature by using Charles Dickens's literary works. Charles Dickens lived in Victorian Era and he is the author of this era. Therefore, he wrote his novels in old English which was used in Victorian Era. A beginner class student will have hard time to learn English from his works without knowing a word of English. On the other hand, it is obvious that students need to learn grammar rules and vocabulary of the target language but not with memorizing. An effective way to learn grammar rules and vocabulary of the target language is with communication. Furthermore, in this approach the significant thing for learners is to be able to translate from one language to the other. Communication in the target language is not come at the first stage for learners. Apparently, speaking and listening is not as important as reading and writing for learners. "Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening."<sup>5</sup> That means learners do not need to use their communicative skills to learn the target language. However, in learning language communicative skills are as important as other skills for learners. Last but not least, grammar translation method is a teacher centred approach where the focus is on the form of language. When Larsen- Freeman's book is studied she states the role of the teacher and students in the language classroom where grammar translation method is the ways of teaching the target language. "**Observations:** the teacher decides whether an answer is correct or not...**Principles:** the teacher is the authority in the classroom. It is very important that

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<sup>4</sup> Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. (P.11)

<sup>5</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.6)



students get the correct answer.”<sup>6</sup> In addition, teaching and learning language should be enjoyable for both students and learners in fact grammar translation methods sometimes become boring for both teachers and students.

Since the early years of English language learning teachers used this method to teach English. Therefore, English language exams are based on this method. Students used to have certain passages to translate and they also need to write meanings of given vocabulary in their native language. I think that a good exam should be the one tests all four skills (reading, writing, listening and speaking) of foreign language learners not only certain ones. During the exam times students needed to memorize certain grammar rules and lots of vocabulary which they would forget after the exam. This is a proof that this method is not an adequate way of teaching and learning foreign language.

### **1.3 The New Education System in North Cyprus**

Since 2004 the Ministry of Education is working on one peculiar subject which is the education system in North Cyprus. They find it important to change the education system while North Cyprus is trying to take its place among EU members. According to the ministry's statement the education system need to be change because of these reasons;

1. To make Turkish society to take place in the era of education with other countries,
2. To develop Turkish society in terms of social, cultural and economical areas,
3. To give equality in education,
4. for lifetime education,
5. An education which is open to changes,
6. For student centred education.<sup>7</sup>

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<sup>6</sup> Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. (P.10)

<sup>7</sup> *Kıbrıs Türk Eğitim Sistemi* (September 2005). North Cyprus Ministry of Education and Culture. Nicosia.

Functions of this new education system can be described as to rise new generations who can assimilate scientific thoughts and studies, know how to use the technology, be able to adapt changes for themselves, reveal their thought freely and inquire, investigate and know how to find information. Furthermore, if the new education functions in this way it is believed that North Cyprus society will have creative generations. In other words, North Cyprus will be an island that develops itself on the way to EU membership. Aims of the new education system are shaped according to its functions. The first aim of the system is to educate new generation who has talent for judging, perceiving and solving problems for the era of knowledge. The second one is to change teacher centred education system to student centred education. The third one is to increase the high school education from six years to seven years which means last three years of high school education is going to be four years. The fourth aim is to make students to use the technology to benefit from opportunities. The fifth one is to change "school type" to "program type" in high school education. These mean students are going to choose programs they want to study instead of the school they want to study. Last but no least, the last aim is to help students to find vocational or other programs they want to study.

It is obvious that there are many changes in the new education system however the main change takes place in high school education. At first place the ministry removed colleges to take primary school students to be in a race with their friends. Colleges are not completely removed. For the first three years of the high school education there will be no colleges but once student finished their first three years they will have chance to choose which program they want to continue their education. Colleges, Anatolian high schools, science school, vocational high schools and fine arts high school are the programs students will choose to continue their education. Colleges have programs such as Turkish-Maths, Science, Foreign language and GCE. Turkish-Maths, Science, Foreign language and if it is needed GCE



programs are Anatolian high schools program. In science high schools students will choose between Turkish-Maths, Science, and Foreign language programs. In vocational schools only vocational programs are going to take place. Last but not least Fine arts high school will have programs compatible with fine arts.

These are not the only changes in high school education. The other change is in the period of high school education. In the booklet the Ministry of Education prepared to inform people about the new education system as “in 2005-2006 students who start to 9<sup>th</sup> grade will be educated another 4 years before their university education”<sup>8</sup>. Simply, students will have eight years of high school education instead of six years. Therefore, first four years students will be educated in schools the Ministry of Education designates for them according to their primary schools and then for the last four years they will choose which high school they want to continue their education in relation to what and where they want continue their university education.

In conclusion, with all these changes the Ministry of Education aims to have education system in the same standards with other EU countries. They also believe that with these changes when students finish their high school education they will be at the same level with other EU country students. They will be more successful when they go to universities. As a result, North Cyprus will have qualified 21<sup>st</sup> century society. Changes that are made in high school education show the different aspects of high school education. The Ministry of Education aimed to change the face of the education system in high schools and to improve the education in North Cyprus. The success of the new education system will be seen in the coming years.

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<sup>8</sup> *Kıbrıs Türk Eğitim Sistemi* (September 2005). North Cyprus Ministry of Education and Culture. Nicosia. (P.17)

#### **1.4 The New English Language Classes**

The changes in the education system made teachers to change their education methods in their classes. The main changes are seen in language classes. Especially, there are significant changes in English language classes. First of all, teacher centred education is now leaving its place to student centred education. It is believed that student centred education will be more effective than teacher centred education. "A learner-centred approach is based on a belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences."<sup>9</sup> From Nunan's point of view student-centred teaching will bring new attitudes and beliefs to language learning which will make teachers to teach the language according to the needs of the learners. Therefore, the students will learn what they need to learn. Another change is the method teachers use to teach English. The former English classes are based on Grammar Translation Method however the new English classes are based on Communicative Approach. Now teachers realize that Grammar Translation is not an effective to teach English and since this method is a teacher centred method it is not appropriate for the new education system. Another reason for this change is that, when students go to universities where the medium is English they have hard time to communicate and to understand what they said. They usually spend a year in preparation schools to be ready to join their departments. Therefore, new education system brought changes to classes with itself.

As I mentioned above new teaching approach to English classes is the communicative approach. "The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late

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<sup>9</sup> Nunan, D. 1991. *Language Teaching Methodology*. Essex: Longman. (P.176)



1960s.”<sup>10</sup> In this approach the main aim is communication. According to Hymes the aim of the language teaching is to develop communicative competence<sup>11</sup>. The communicative competence is not only the knowledge of whether something is appropriate for the language but also if it is possible or appropriate to do in particular speech community.

In communicative approach authentic language which is the language used in real context should be introduced. Therefore, teacher should prepare some authentic materials for the teaching. For instance, for reading activities it can be an article from a newspaper or a magazine which contains elements related to the subject, for listening activities it can be news, a song etc. from the radio. The target language should be used as a tool for communication in classroom. Language should not be seen as an item for study. The main focus should be on use of language, linguistic features will come with it. Students should be taught cohesion and coherence. Cohesion is the grammatical and lexical relationships in a text between different elements. Coherence is the relationships that connect utterances in a sentence. Moreover, activities like speaking activities, role plays etc are important in this approach since they will give chance to students to use the target language when they are communicating with each other. In this approach errors are tolerated since they are the outcomes of development of communicative skills. The focus is on meaning which means listening and speaking skills are important for the development of communicative competence. In addition to these, when students are talking with each other in the target language it is a chance for them also to work on negotiating meaning. Negotiation of meaning happens when the interlocutors try to solve the problem when they are trying to relate what they are saying. “When a group of students do this while talking together, it is called negotiation of meaning and its aim is to make output more comprehensible. There

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<sup>10</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P153)

<sup>11</sup> Hymes. 1972. In Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.159)

is a principle underlying current ELT practice that interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students.”<sup>12</sup>

As a result of communicative approach in high schools the exam system is also changed. The exam is based on testing reading, writing, listening and speaking skills of students. In the coming chapters I will deal with these parts in detail. The exam has three parts. The first part of the exam tests reading and writing skills, the second part tests listening skills and the third part tests speaking skills of students. It is important to test each of these skills of students to see if they are developing.

Finally, the new education system not only gives new appearance to high school education in North Cyprus but also makes the English classes to change in a different direction. However, it is arguable whether teachers are successful to teach with this approach into practice or not. The time will show if it is the right thing to change the teaching methods in language classes.

### **1.5 Literature Reviews**

Diana Larsen- Freeman in her book *Techniques and Principles in Language Teaching* gives information about methods which are used in language classrooms to teach the target language. The first one is the grammar translation method. She tried to explain each method by using a classroom experience. Therefore she goes over her observations to find out the principles of each method. It is arguable to base these principles to a group of Spanish students who are learning English. It is obvious that some principles she find out are the general principles of the method but some of them are just related to that group of learners. For instance, in her book she gives the first principle as

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<sup>12</sup> Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. (P.13)



“a fundamental purpose of learning a foreign language is to be able to read literature” (P.9)<sup>13</sup>. This is known as the main goal of grammar translation method for many years and what she finds out is not something different than what other people says. Richards and Rogers explain this as “...to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.”<sup>14</sup> These two explanations are not so different from each other. However, just learning to its literature and be able to read and right in the target language does not mean that you learn the language completely. It is difficult to start learning a foreign language by learning its literature. If it considered that there is a group of beginners it will be hard for them to learn foreign language through its literature. It is clear that learning reading and writing in target language is important for learners besides these they also need to learn writing and speaking skills in terms of their communicative skills. If all of these skills are learn completely, foreign language learning will be done properly. Learners will develop themselves in terms of four skills. It is obvious that this cannot be done just learning literature or just knowing how to write and read in target language. The second principle Larsen-Freeman state is to be able to translate from one language to other is important for learners. If as a teacher you are using this method to teach translation is important for learners since they are going to translate form target language to native language or vice verse. The medium will be their language and they will not need to learn communicative which takes us to the point that there will be no proper language teaching. It seems like something is missing because learners will learn how to express themselves in comprehensive way but not communicative which is not always practical for communication. In addition, this method is a teacher centred method where there is not

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<sup>13</sup> Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

<sup>14</sup> Richards, J and Rogers, T. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.5)

any opportunity for learners to express themselves. If students cannot have chance to express themselves in the classroom, with just exams to test their language ability, it cannot be possible to see if the learning is taking place. In some point, Larsen-Freeman states that "it is possible to find native language equivalents for all target language words."<sup>15</sup> Apparently, it is not possible to put this statement into the principles of the grammar translation method. This statement is not right for all languages. Author might have observed that all English words have equivalents in Spanish. If it is considered that that group of students are Turkish students learning English it should be considered that most of the English words have equivalents but not all of them. Besides this, if it is significant to be able translate from one language to other not all Turkish words have equivalents in English as well. Here, Turkish students are given as an example but this argument is right for other languages. It should not be take just one language and get the idea that translation is easy so learners can easily since all the words have equivalents in other languages unless both native and target language come from the same language root such as Latin. Furthermore, both Larsen-Freeman and Richards and Rogers claim in their books that learning foreign language with this method is good way of mental exercises. For instance, memorization of particular grammar rules, vocabulary etc. Memorization might be a good way to make peoples mind work. However, it is not an effective way of learning foreign language. It is apparent that after a while learners will forget what they learn if they do not use the target language frequently. For example, if you give students a sheet of papers full of words in the target language and ask them to memorize they will do it after sometime pass over this exercises they will not recognize all the words. Since they are memorizing learning will not take place properly but if they learn these words in their real context they will not easily forget them. In regard to this, of course students should

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<sup>15</sup> Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: OUP.



know certain grammar rules of the target language however this should be take place while they are doing exercises like listening, writing etc. not by just teachers showing them and asking them to memorize. Once again, they will forget after a while. Besides all these principles, Larsen-Freeman also gives in information about the techniques of this method which are, translation of passages, reading exercises, finding antonyms or synonyms, cognates, deductive teaching of grammar rules, fill in the blanks exercises, use words in sentences and composition. Techniques are also help to show that this method just develops reading and writing skills of learners which just these skills are not enough for learning foreign language. Reading exercises, finding antonyms or synonyms, fill in the blank exercises, using the words in a sentence and composition can be shown as effective way of teaching target language but only these activities are not enough and also they should be done in their real context. It is not possible to say the same thing for translation activities, cognates, deductive teaching of grammar rules. Translations might be done in a class if it is necessary. Grammar rules should be taught inductively. Students should learn these rules while they are doing listening, reading, writing and speaking exercises. It is more effective way than deductive teaching. Cognates need some memorization cognates are recognized by learning spelling or sound patterns that correspond between languages which leads students' memorization. As it is stated above memorization will not help students to learn target language effectively.

Richards and Rogers in their book *Approaches and Methods in Language Teaching* discuss particular authors ideas about the communicative approach. Hymes's idea of communicative competence takes the first place. According to him the first aim of language learning is to develop communicative competence. Communicative competence is what speaker needs to know about to be communicatively competent in a speech community. This statement should not be undervalued. If speaker knows not only about

grammar rules but also if it appropriate use in a discourse or if it is appropriate to use in a social environment. That means speaker is aware of how to use language skills according to social environment. Language learning does not mean memorizing basic grammar rules and vocabulary. Language learning means learning language as whole which you need to learn grammar, vocabulary, communicative skills and literature. Sometimes it is not possible use the words or sentences in speaking which are used in writing. Spoken and written discourse has differences from each other. Therefore, in terms of language learning through the communicative approach learning communicative competence has important role. Moreover, it is claimed that "language is a system for the expression of meaning"<sup>16</sup> It is true that language is used to express meaning. In other words, language is a vehicle for people to express themselves to each other. Thus, communication and communicative skill, speaking and listening, is important as much as comprehensive skills in terms of learning foreign language. While learning foreign language it is apparent that all four skills of language should be developed at the same time. Expressing meaning with language can be done properly. If expressing cannot be done properly it is possible to have some misunderstandings between speakers. Once again, this statement brings us to the idea that communication is important in terms of foreign or second language learning. Littlewood in his book mainly discusses about activities in communicative language teaching. He states that, "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."<sup>17</sup> Not only grammatical structures are important but also communicative function of language is important. Generally, Littlewood informs readers

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<sup>16</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.161)

<sup>17</sup> Littlewood, W. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press. (P.1)



that learning language does not mean that learning grammar, rules, vocabulary and other linguistic features. Learning language also means knowing about functional meanings and also social meanings of the language. It is a reality that we cannot put aside. Therefore, learners at first should learn linguistic features and vocabulary of the target language. They need to know basic grammar rules such as tenses. This will be followed by learning vocabulary. In order to be able to communicate learners should also know communicative functions of linguistic features. For example, if learners do not know imperatives when they hear it from someone else they will have a hard time to understand what is said. They might know what imperatives are but they might not also know how to use them. Therefore, communicative competence can be developed by using the communicative approach to teach the target language. In terms of functional meaning of the *communicative approach learners should also be able to link linguistic features to non-linguistic knowledge*. For instance, learners might need to have background non linguistic knowledge about the subject they are talking. If they are talking about London, they might need to know that London is in England and it is the capital city of the country. Hence, achieving to the functional meanings of a language can only be done by learning the language in its real context. Last but not least, social meanings of a language have a role *in communicative language teaching. "...it is a question of a speaker of conforming to linguistic (or rather, sociolinguistic) conventions in order to unobtrusive... as well as the social determining the nature of the language..."*<sup>18</sup> Littlewood put forward that learners should know the nature of the language. They should know the level of formality. They need to learn the correct linguistic knowledge and also where to use the correct forms in the right situation. This is like knowing what to wear when you are going to a reception or when you are going to your friend's party. For example, they should know the difference

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<sup>18</sup> Littlewood, W. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press. (P.5)



between of asking something to their boss and asking to their friends. Last but not least, developing communicative competence which is the mean function of the communicative approach is depends on learners knowing linguistic features, vocabulary, communicative functions of linguistic features, how to link linguistic features to non-linguistic knowledge and the nature of language. Thus, language should be learnt in its real context through using all four skills of language.

*Language Teaching Methodology* is a book by David Nunan which informs the language teachers about basic things about language teaching such as reading, writing, listening, speaking etc. There is information about classroom management, developing materials and also about some teaching methods. In the book there are parts about four skills of language teaching such as how to teach reading. Furthermore, chapter nine of the book is about focus on learner where Nunan informs the readers about learning styles, learning strategies, learner-centred approach. As I state before in North Cyprus the Ministry of Education wants the classrooms to become student-centred classrooms since they think that with this approach the students will be more motivated and learning will be more effective for the students. Besides this, the communicative approach is also based on the student-centred approach because it considers students being able to communicate with each other in the target language. Therefore, Nunan says that the learner-centred approach is about the learners' opinion which will bring by the learners to the nature of learning language. As a result, the teachers will take these opinions into the consideration in order to prepare their lessons. It is going to be easier for the teachers to prepare the lessons. In this approach it is apparent that there will be differences between teachers' opinions and students' opinions. Nunan states "the approach contrasts with the "doctor-knows best" approach which, while it might acknowledge that learners have different preferences and beliefs, discounts these on the grounds that the teacher is the expert and

that the learners' view are irrelevant."<sup>19</sup> In addition to these, in his book Nunan mention some of the teaching methods like audiolingualism, the silent way, suggestopedia etc.

A Critical Look at the Communicative Approach (1&2) are the articles by Michael Swan where the author informs the readers about "1. the idea of a 'double level of meaning' associated with such terms as 'rules of use' and 'rules of communication', and related concept of 'appropriacy'; and 2. some confusion regarding 'skills' and 'strategies'...3. the idea of a semantic ('notional/functional') syllabus and 4. the 'real life' fallacy in material designs and methodology."<sup>20</sup> Swan claims that it is not enough to learn only the grammar rules and vocabulary in terms of foreign language but also the meaning should be learn. The meaning has two levels usage and use or signification and value. Therefore, the learners should learn both the grammar rules and the communication rules. "Although the Communicative Approach may have some new information and insights to contribute ...there is nothing here to justify the announcement that we need to adopt a whole new approach to the teaching of meaning."<sup>21</sup> In other words Swan finds the arguments about the meaning inappropriate for language teaching. In my opinion, it is important to teach the meaning to the students if the base of the course depends on the Communicative approach. The next issue Michael Swan discusses in his article is the appropriacy. The appropriacy is about using the language according to the proper setting. Simply, it is to know when to use the formal language and when to use the informal language. "This is the notion that our choice of language is crucially determined by the setting in which the language used, the speaker's relationship with the listener, and the similar matters."<sup>22</sup> It is apparent that some language items are only suitable for particular

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<sup>19</sup> Nunan, D. 1991. *Language Teaching Methodology*. Essex: Longman. (P.179)

<sup>20</sup> Swan, M. "Critical look at the Communicative Approach ." *ELT Journal* Vol: 1 No: 39 (January 1985). P.3

<sup>21</sup> Swan, M. "Critical look at the Communicative Approach ." *ELT Journal* Vol: 1 No: 39 (January 1985). P.5

<sup>22</sup> Swan, M. "Critical look at the Communicative Approach ." *ELT Journal* Vol: 1 No: 39 (January 1985). P.6



situations and also there are settings that there is only one proper way to express yourself. Besides these issues, skills and strategies come next. Swan in this section of his article tries to explain that nowadays skills are not only limit to four basic skills. He gives the example of predicting. He states that language teachers start to teach predicting to the language learners. These are predictions of what they listen or read based on their knowledge of the subject. In the second article Swan informs about the syllabus and the methodology of the Communicative Approach. According to Michael Swan the main idea of communicative teaching is the semantic syllabus which is based on meanings rather than structures. However, language is a set of system and it is enough to focus on meanings only. Certain grammar rules should be learning in order to use them with the meanings to create new things. Furthermore, he said that semantic syllabuses aimed to list the items connected to functions and notions in the syllabus. On the other hand, the structural syllabuses might not be able to catch certain things like idioms. For these reasons, both semantic and formal accounts should be considered when preparing to teach. In terms of the methodology of the communicative approach Swan says the discourse in the classroom should be as closely as to the real life discourse which means use of language should be close to the language in real life. However, the classroom is not the outside world so it is possible that use of language cannot be the same as use of language in the outside world.



## CHAPTER 2

### English Language Teachers in High Schools

#### 2.1 Characteristics of English Language Teachers

Language teaching is like preparing a particular dish. If you do not have all the ingredients you need to cook the dish you will not be able to get the taste of the dish. It is the same for the language learning. If you do not have teachers who are qualified enough to teach you the language you will not learn the language properly. For instance, if you want to take ESP (English for Specific Purposes) classes your teacher should be someone who is qualified on ESP to teach things you need to learn. Otherwise, a teacher who is not qualified on this subject might not be able to give you the complete education you need to have. As a result, according to the new education system in North Cyprus the Ministry of Education stated characteristics of teachers they need for this education system. Some of these characteristics are true for English language teachers as well.

During the observation period of schools English Language teachers are also observed. It is found out that mostly English language teachers have a BA either on English Language Teaching or English Language and Literature. Teachers who have a BA on English Language and Literature either have pedagogic certificates to teach or have an MA in English language teaching. This shows that teachers have certain education degree to teach. Education is the first important thing in terms of teachers. Another thing is that, the new English language teachers prefer to do their MA since they think they will be successful teachers when they enter the education industry. Furthermore, school administrations also prefer teachers who have good education qualifications in order to employ. Teachers should develop their skills all the time so that they will add more qualifications to their teaching skills. Without developing themselves they will not be successful in the coming years of their teaching lives.

As it is stated by the Ministry of Education a good teacher should be the one who can prepare an education atmosphere according to the needs and ability of the students.<sup>23</sup> This judgement is logical for language teachers as well. An English language teacher should be able to prepare lessons according to the needs of students. "Step 1 has been called 'analysis of student needs' in models relating to course design for learners with specific needs such as the English required for to specify the priority areas of language use such as listening to lectures or reading technical reports."<sup>24</sup> If she/he cannot able to create a lesson which responds to the needs of students there will not be a successful lesson. Either students will not understand what they are doing or they will be bored since the lesson is not responding their needs. As a result of this the learning will take place but there is a possibility that it might not give the students what they actually need to learn when they are learning the target language. However, if the teacher can prepare the lesson according to the needs and ability of students, lessons will be enjoyable for both teachers and students and also successful education will take place. In other words, this characteristic will show the teaching success of the teacher. During the classroom observations it is noticed that the syllabus of the English courses are prepared by the teachers according to the book they are using to teach the target language. In my opinion, this should not be the way to prepare the syllabus. As it is known the syllabus is created parallel to the needs of learners. Hence, if the syllabus is designed according to the book teachers are not able to create appropriate education atmosphere in the classroom. This will lead to the failure. Moreover, it will limit the creativity of teachers which means they will not be able to create the proper education environment. As it is observed, preparing the syllabus and lessons according to the book bores teachers since they are not able to create anything. In other words, all the materials they are going to teach is prepared by the Ministry

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<sup>23</sup> Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı. *Kıbrıs Türk Eğitim Sistemi*. September 2005. Lefkosa: Devlet Basımevi.

<sup>24</sup> Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. (P.339)



of Education so they do not have opportunity to supply or create any other materials since everything should be approved by the Ministry of Education.

Moreover, successful language class is student centred class which gives students opportunity to express their ideas. From Krashen's point of view "Language is viewed as a vehicle for communicating meanings and messages... "acquisition can take place only when people understand the messages in the target language""<sup>25</sup> Therefore, if this statement is accepted it should be considered that the target language is a tool for the students to communicate and express themselves. If the students can achieve to communicate in the target language it can be said that acquisition takes place. For this reason, in the language classrooms the students should be given the opportunity to express their ideas so that can only be done in the classes where the students are the centre not where the teacher is the centre. The teacher being the authority in the class means everything depends on her and also the students might not get opportunity to express themselves in the classroom. Language teacher should be able to use methods and approaches which are mainly student centred where teacher acts as a facilitator. For instance, if the communicative approach is used to teach the target language the approach is student centred. Therefore, teacher should facilitate students. Creating student centred language education depends on teacher's ability to create such a class. When the Ministry of education states what kind of teachers they want they include this "A teacher who can use teaching methods with student centred perspective."<sup>26</sup> They state this for all teachers especially it is true for language teachers. Even the Ministry of Education wants teachers to act as facilitators in the classroom according to this new education system. It can be said that teacher should be monitor, control, asses, organize students and also check

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<sup>25</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. (P.180)

<sup>26</sup> Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı. *Kıbrıs Türk Eğitim Sistemi*. September 2005. Lefkosa: Devlet Basımevi.( P.7)



and correct their errors. "Using a framework suggested by Harmer (1991), it is possible to identify the teacher in a number of roles in this lesson: as controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as initiating it, monitoring it and...."<sup>27</sup>

Last but not least, language teachers should follow developments in ELT so that they can update the resources, materials, methods, approaches etc. they are using to teach. It is significant to know what is going on related to your field. If teachers do not follow the developments and changes in ELT they will not develop themselves besides they will continue to use old fashioned resources and methods to teach which can lead to be unsuccessful. Developments and changes should be applied to teaching in order to be stay updated. During classroom observations it is observed that teachers are open to new things. Although they accept and try to adapt changes the Ministry of Education want them to do they are not much interested to learn more about these changes. Therefore, teachers only adapt changes the Ministry of Education wants because it is easy since the ministry explains everything in detail. They need to look for what they need to change it is already given to them. It can be show as a weak side of teachers. However, a successful language teacher should have desire to follow developments, should have desire to learn them and should have desire to apply them. It is part of teachers teaching success.

## **2.2 Teaching Methods and Approaches Language Teachers Prefer To Use**

In language teaching methods and approaches teachers used to teach are the way learners going to learn the language. It gives idea under which process will learners go to learn the target language. Thus, it depends on teachers which method or approach they are going to choose. In public schools administrators ask teachers to use certain methods or

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<sup>27</sup> Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. (P.26)

approaches. In North Cyprus it is the Ministry of Education in last two years to decide which methods teachers are going to use since they want to have education system according to EU education standards. It can be state that teachers obey these rules. When teacher are interview it is ask to them which method(s) they prefer to use. The answer is always similar. It is either the method the book use or the communicative approach since the education system is based on communication.

It will be correct to say English language teachers actually do not have any methods they prefer to use to teach English. For them preferred method is the method the book follows or the method the ministry ask them to follow.

**“Which methods do you use or do you follow the student’s book or do you have extra materials from outside**

**T1: Eeh we are you or communicative teaching**

**O.I: communicative teaching**

**T1: I am trying to use communicative teaching and our book**

**‘Energy’ is also prepared by this method so when we use the book in a way we have to use communicative language teaching.”<sup>28</sup>**

When it is check in this interview the interviewer asks which methods teacher use to teach English. Teacher response as she tries to use communicative approach because the book is also using this method. In my opinion, teacher should choose the teaching approach according to her teaching style not to try to use an approach since the book is also using the same approach. It is acceptable that teachers teaching method should go parallel to the book’s method in order to use that book to support teaching. However, the book should be at first place to make teacher to decide teaching methods or approaches. In addition to this, another teacher from different school who is interview says

**“can you tell me about your English language system and which method(s) do**

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<sup>28</sup> Interview 1. Appendix A



you use to teach in class?

T: Yes emm this year we have changed the education system here emm it's called Common European Framework. Eh teaching system in this method it gives students self assessment and if you ask me about the methods about we have been using you can use every method that can be applied to this system I mean we can use communicative approach or we can use eclectic method anything which is communication is available."<sup>29</sup>

What this teacher says about methods used in language classrooms can be anything which is communicative and also which can be applied to new education system. Once again, it is not what teacher prefers but it is what the new education requires. It cannot be state language teachers prefers exactly this methods to teach English. It can also be interpret as teachers prefer to use method(s) either the new education system requires or the book, they use to teach, follows. It is a question if this is the right thing to do or not. It is agreeable that teachers should follow a method which goes parallel with the new education system and also the book they follow but they should choose the method they prefer to use according to the aims of education system. For instance, as I stated before one of the aims of the new education system is to create communicative classrooms to make the students to be able to communicate using the 21<sup>st</sup> century opportunities given to them such as learning foreign languages and to be able to communicate with other foreign people. This change effect English language classrooms as well and the teachers are asked to use the book *Energy 1* which is believed to based on the communicative approach. Therefore, the teachers are following the book and its method to create communicative classrooms. In order to create communicative classrooms teachers do not need to follow only the communicative approach there are other approaches which are based on communication like Krashen's Natural Approach. "Krashan and Terrell see communication as the primary function of language, and since their approach focuses on

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<sup>29</sup> Interview 3. Appendix A.



teaching communicative abilities, they refer to the Natural approach as an example of a communicative approach.”<sup>30</sup>

In conclusion, it is obvious that in North Cyprus high schools teachers do not have specific preferred method(s) to teach English language. They just follow what the new system requires. Furthermore, they are stick to the book and its method while they are teaching. This makes people to think there is just one way to teach and after a while this way of teaching becomes monotonous. It is obvious that there should be standards but also teachers should be able to have opportunity to choose the method to teach the language which will be parallel to the main aims of the new education system.

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<sup>30</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.(P.179)

## CHAPTER 3

### Methodological Issues

#### 3.1 High Schools

For the project three different high schools of Northern Cyprus is observed. The school are chosen according to their level of education and also their geographical locations.

##### 3.1.1 ATLEKS SANVERLER HIGH SCHOOL

Atleks Sanverler High schools is one of the public high schools in North Cyprus. The school is established in mid 90s. It is located in Nicosia which is the capital city of North Cyprus. The school is classified as normal high school. Therefore, the medium in this high school is Turkish. Some of the taught courses are; Turkish, Maths, Science, History Geography, Social studies etc. All the courses are taught in Turkish except English.

Approximately eight hundred students are getting their first three years of their high school education in this school. Atleks Sanverler High School only has 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades of high school. After three years of education students choose which high school they want to continue their remaining high school education. Since students have chance to choose between science high schools, technical high schools, vocational and normal high schools. Furthermore, the school has approximately sixty teachers in addition with headmaster and assistant headmasters. Classes are approximately consists of twenty five students. Not having many students in the classroom makes teaching effective since teachers have chance to pay attention to students equally.

There is a thought among people that schools which are located in the capital are the ones which give good education. Therefore, with its good teachers, substructure and geographical location Atleks Sanverler High School is one the good high schools in North



Cyprus. The Ministry of Education designates from which primary schools Atleks Sanverler High School is going to take students to continue their education in this school. For instance, if the ministry decides that students from primary school Y are going to continue their education in this high school students should enrol to this school. Usually this selection is based on where the primary schools are located. This year Atleks Sanverler High schools has students from Sehit Tuncer Primary School which is located in Nicosia close to Atleks Sanverler High School. I should say that most of the people do not understand why the selection is like that in high schools.

Finally, Atleks Sanverler High School is a newly established high school in North Cyprus. All the staff of the school put lots effort to make the school better and better each year. The school is raising its quality of education with the help of teachers, headmaster, assistant headmasters and all other staff.

### **3.1.2 BAYRAKTAR TURK MAARIF COLLEGE**

Bayraktar Turk Maarif College was established in 1986 as one of the colleges which their medium is English. The school is located in Nicosia the capital of the island. Bayraktar Turk Maarif Colleges is not a college any longer. The word "college" just remain in its name. Nowadays, the school is categorized as a normal high school as other high school. This is because the Ministry of Education removed colleges from the new education system. According to them, children were racing each other to enter these colleges like race horses which makes their creative learning disappear in time. The memorization starts to take the place of creativity so the ministry agreed with the government and removed colleges. Therefore, the medium of the school is Turkish now. Although, public react to this decision the Ministry of Education did not change the agreement.

From 1986 to 2004 the school was taking students with an entrance exam prepared by the Ministry of Education. Starting from 2005 the ministry designates from which primary schools students attend this school. For instance, the ministry reports students from X primary school will attend Bayraktar Turk Maarif College so these students enrol to school. This year students from Alayköy Primary School and some other schools enrolled to the school. Furthermore, the school has approximately nine hundred students and ninety or more teachers. In the first years of schools establishment there were foreign teachers as well to teach English, History, Geography or other courses. However, there are not any foreign teachers in school now. Since the school has many students classes are crowded too. There around thirty students in each class so it is possible that teachers might not pay enough attention to each student.

Bayraktar Turk Maarif College has classes for only the first three years of high school. There are five or six classes for each grade. After three years of education students choose in which high school they want to continue their education according to what they want to study in the future. Some of the taught courses are these; Turkish, Maths, Science, Computer, Geography, History, English etc.

Since, it is established parents prefer their children to educate in this school. At the beginning because it was a college where the medium is English. Now parents prefer this school because of its name and it is one of the oldest high schools in North Cyprus which gives good education to students since 1986. All teachers and other staff are doing their best to adapt the new education system and not lose anything from the education quality.

### **3.1.3 SEHIT HUSEYIN RUSO HIGH SCHOOL**

Among these three high schools the oldest one is Sehit Huseyin Ruso High School. The school is giving education since 70s. As other two high schools it is located in Nicosia.



It is categorized as a normal high school where the medium is Turkish. Sehit Huseyin Ruso is one of the first schools to adapt the new education system. During the former education time it is thought that the school is one of the good schools which give good education after colleges.

Sehit Huseyin Ruso high school has nearly thousand students. It is the most crowded school in Nicosia. Therefore, the school has nearly 100 students. In this school classes have between thirty and thirty five students. In terms of education it is not good to have this much students. Until 2005 student who are not successful in the entrance exam of colleges prefer to enrol this school at first place as it is believed that it is one of the good high school after colleges. However, with the new education system the Ministry of Education designates from which primary schools students will enrol to Sehit Huseyin Ruso High School. This year students from Sehit Ertugrul Primary School, Akincilar Primary School etc are enrolled to the school. This school also has only first three grades of high school education. In the first year of their education students put into classes according to the primary school they come. This because administration thinks that students who are coming from village primary schools and city primary schools are not at the same level so that they put them into same classes this might effect each others education. According to teacher students who come from village primary schools learns slower than the one who come from city primary schools. Therefore, if they put students into same class the one who learn slowly might make the education of the one who learn quick to slow down. There might be lack of education. In the school Maths, English, Turkish, Science, History, Geography etc are some of the taught courses.

For many years Sehit Huseyin Ruso High School gives first three years of high school education to many students. The school still continues to give education to many other

students still. It is well known in the field of education. The staff in school put every effort to protect and develop the quality of education in the school.

### **3.2 The Students**

In these high schools my main focus is the sixth grades. In other words, these students are the first years in high school education. They newly finished the primary school. Therefore, they are at the age of between twelve and thirteen. When the students start to the high school they have some knowledge of English language since they start learning English language at the primary school in the fourth year. However, what they learn about English language are the basic things such counting the numbers, learning the colours, asking questions like 'what is your name, how old are you' etc. The high school English language teachers consider these students as elementary level students.

These students have eight hours of English language classes at Atleks Sanverler High School and Sehit Huseyin Ruso High school but at Bayraktar Turk Maarif College they have twelve hours of English language classes. This is because Bayraktar Turk Maarif College use to be a college where the medium is English although the education system has changed and it becomes a normal high school where the medium is Turkish now they did not change the hours of English language classes.

For my project I choose sixth grade students because they are the ones who start high school with the new education system. I want to find out the difference (s) between the new education system and the former education this is one of the reasons I choose to observe them. I observe them in their classrooms during their class time so that I also have chance to observe their teacher at the same time. Since I observe them in the classroom I observe approximately twenty five students in each classroom.



### 3.3 Methodological Approaches Used in High Schools

As I mentioned before in the former education system the English language classrooms are based on Grammar translation which is mainly teaching translation, learning the target language through the literature, teaching the grammar rules of the target language directly to the learners. Whereas, the new education system is based on the communicative approach since North Cyprus. By learning I mean, what their teacher gives them they acquire it. As Krashen claims "learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge."<sup>31</sup> North Cyprus is trying to enter the European Union and also the standard of the English language classrooms should be at the same level of the other European Union members. As a result, as an English language teacher who learns English language with the grammar translation method I want to find out if the new method is better than the former one. Therefore, I need to compare and contrast the new method and the former method. I apply these two methods in the English language classrooms.

While observing some classes at these three high schools I use two different approaches to see reactions of students to English language learning. The approaches that I use are Grammar Translation Method and the Communicative Approach. In different classes' different type of approach applied to see the differences and to see in which one does the learning takes place. By learning I mean, what their teacher gives them they acquire it. As Krashen claims "learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge."<sup>32</sup> Therefore, I use some exercises to give students. The exercises are prepared according to their course book.

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<sup>31</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.(P181)

<sup>32</sup> Richards, J and Rogers, T. 2001 *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.(P181)

At Atleks Sanverler high school I had chance to observe three different classes. Each English language class is forty minutes. In first class I use the communicative approach to see students' reactions. Thus, I give them a role play which is about learning the times of the day. In pairs they prepare a dialogue they play the role of two famous people who is going to meet and they are trying to arrange suitable time for each other.<sup>33</sup> The idea of playing the role of a famous person makes students excited. In a short while, students complete their dialogues and they are competing with each other which pair is going to play first. While pairs playing their roles other students in the classroom enjoy a lot. I observe that communicating with each other make students to gain confidence. They are focused on to make their class mates to understand what they are doing. Hence, in this class learning take place in a real context. In other way, the students do not acquire the language like they acquire in everyday use but they acquire the language while they are doing the speaking activity since they are trying to express themselves to each other. The language teaching in this classroom is close to the authentic teaching because the teacher do not interfere them. She just gives them ideas. The students both practice their writing and speaking skills at the same time. The teacher is just a facilitator. The target language used as a tool to express themselves. The grammar is not at first place. However, they also revised present simple tense while they are writing their dialogues and also while they are playing their roles. Furthermore, this class has two classes that day. One of them is the second lesson and the other lesson is in the fifth lesson. In the fifth lesson I ask students to close their books and notebooks because I want to revise what they learn in the first class. I ask students particular questions about the former class such as "what time are Mr X and Mr Y going to meet?" Moreover, these two classes are student-centred classes that students have chance to express themselves. As a result, they have encouraged learning the target language.

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<sup>33</sup> Instructions about the exercises. Appendix C



In another class at Atleks Sanverler high school this time I use grammar translation method. To this class I give a short passage from their course book to translate into Turkish.<sup>34</sup> My aim is to revise present simple tense. They need to do that activity in ten minutes individually. In this activity grammar is the main focus. When the activity finish the students come to the whiteboard to write the sentences in Turkish to check their translations. They are thinking what if I do wrong. They are many different translations of a single sentence. After a short while, the aim of learning present simple change place which one is the correct translation of the sentence. While students are doing this exercise they also learn some new vocabulary. As a result, this is not communicative language learning and students do not learn the target language in its real context. Mainly, this class is teacher-centred therefore students do not have chance to express themselves. The teacher is the authority whatever their teacher says they accept it.

Beside these, at Bayraktar Turk Maarif College where the medium is English I apply this approach to two different classes since I had chance to observe three classes. Each class has one English class that day. In the first two classes I apply the same role play I apply in Atleks Sanverler High School. The focus is on expressing themselves in the target language. In a short while the students complete the activity. Then, in groups' students read out their dialogues in front of the class to their classmates. In this class because the activity is completed in a short time as class students' discuss which group write the best dialogue. It is a good way to use games to see if students are able to use the target language to communicate with each other.

In the third class in Bayraktar Turk Maarif College I use the Grammar Translation Method. I give the students the same activity I use in Atleks Sanverler high school. It is observed that students are not able to translate the passage properly since they do not find

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<sup>34</sup> Instructions about the exercises. Appendix C

the exact meaning of the words and they have mistakes in grammar as well. When the activity finishes as a class they discuss their translations however at the end of this discussion I write the correct translations on to the board and the students take note of these correct answer. Although there is a discussion about the translations not many students find chance to express themselves in the classroom. The activity is based on grammar translation method so the class is a teacher-centred class. In other words, the teacher is the authority in the class so whatever she said is accepted by the students since they think that their teacher is right.

Last but not least, in Sehit Huseyin Ruso high school I apply the same approaches with the same exercises to the two different classes. The class that I apply the communicative approach I put the students in groups. Then, I ask them to discuss about their dialogues as a group in English and write it down. While they are discussing groups I observe each group and I hear that the students have different ideas. This discussion section of the activity is aimed to practice the students speaking skills and also to find out if the students can express themselves in the target language. When students finish the writing part of the activity again like in other schools they read out their dialogues in front of the class to their classmates. Then, as a class they discuss which one is the best dialogue. The students are the authority of the class. The teacher acts as a facilitator in the class.

In the second class where I apply the grammar translation method first I give the same passage to the students and I ask them to translate the passage from English to Turkish. I ask them to do the activity individually. They try to do their best in order to translate the passage. When the activity finish again there is a discussion section for ten minutes about the translation however at the end once again the teacher writes the correct answer on to the board and the students take note of them. While I observe the students discussing the translation I notice they need someone to tell them they are right or wrong. Like in other



high school where I apply the grammar translation method students accept whatever their teacher says. They just practice reading and writing skills but not speaking and listening skills.

After the activities finish in each class that I apply certain teaching methods I observe students while they are either playing their role plays or correcting their translations. I do that to find out whether the students manage to do the given activities or not. Moreover, I think their participation percentages in participating the activities are going to show me if the students are interested in doing the activities or not. As a next step to analyse the data I ask English language teachers of each class to give students quiz next day to find out if they learn something from the activities I give them the day before. The results of the quiz will give me if the method I apply the day before is an effective way of teaching the target language. In addition to that the mistakes that the students do will show me which skills of the students need to be improved since two different methods are based on different skills to teach the target language.

Finally, the Communicative Approach is a student centred method and it gives students to express themselves. Communicative activities are mainly based on speaking and listening skills which students like a lot. The students think if they can understand something said in the target language or if they can communicate in the target language they are successful which is not wrong. The communicative activities are usually prepared from authentic materials like articles from the newspapers, news from the radio, letters, advertisements, stories to listen etc. On the other hand, the grammar translation method is based on translation which means practicing reading and writing skills. The authority of the class is a teacher. Thus, what teacher says is right and also the students accept it. The students do not have opportunity to express themselves in the target language.

## CHAPTER 4

### The Exam

#### 4.1 The New Exam

With the change of the education system the format of the English language exam in high schools has changed as well. The new exam tests all four skills (reading, writing, listening and speaking) of the students. The exam is designed according to the communicative approach. For this research I focus on the sixth forms English language exam. The sixth grades are the ones who enter the high school this year. I focus on their exam because their exam is the only exam at the moment which is prepared according to the new teaching method. The students who are taking this exam are between 11 and 12 years old. The exam is designed to test the students' reading, writing, speaking and listening skills in general. There are three different parts of the exam; reading and writing, listening and speaking. Each of these parts is divided into parts in themselves. The main purpose to have these parts in the exam is to test both comprehension and communication skills of the students. The main differences from the former exam that I observe are the exam divided into three parts. In the past the students use to take one test which is consist of reading, writing and grammar exercises. The new exam makes the students to take three different tests. In the content of the exam there are some changes also. The new exam does not contain translations questions whereas the former exam is based on these kinds of questions. In the former exam there is a section called composition writing but in the new exam there is not that kind of section. The other difference that I observe is in the new there are not any specific grammar exercises such as fill in the blanks with the correct forms of the verbs in the new exam but in the former exam there are grammar exercises and usually there are different sections for different grammar exercises. The new exam fits into communicative approach in terms of its content and structure. For example, there are pictures in the reading and writing part which students



need to understand the picture and answer the related questions. There are not direct grammar questions. The questions are based on comprehension. This requires students to learn the language and not to memorize certain things to pass the exam. Furthermore, in the former exam there are not any listening and speaking parts. In the listening part students need to hear certain conversations to answer the questions. In the speaking part students need to answer questions or to talk about a picture the examiner asks or choose for them. In terms of communicative approach listening and speaking parts fits into the approach with their contents as well. In the coming paragraphs I will give information about each part of the exam.

The first part of the exam is called reading and writing. It is designed to test the students reading and writing skills. In the reading part students' comprehension skills, skimming skills and in the writing part students' note taking skills are the main things which are tested. This part of the exam is divided into seven parts in itself. Each part has marks between five and ten. The students are graded out of forty in this part. The exam starts with looking at pictures and choosing the correct words to write to the blank sentences. There are some words given to the students so they need to choose from these words the correct ones.<sup>35</sup> Simply, in this part of the exam the students' vocabulary is tested with the help of the pictures. In the second part of this exam again there is a picture and there are yes or no questions related to the picture. Hence, the students understanding of the picture and vocabulary skills are tested with this part. The third part of the exam is a reading part. The students asked to read the text and circle the correct answers. The students' comprehension skills are being tested in this part to find out whether they understand the text or not. In the fourth part of the exam there is a story where there are blanks that students need to fill in the blanks according to the given pictures for the correct answers. Therefore, with this exercise it is aimed to test both vocabulary and reading

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<sup>35</sup> The Exam Paper. Appendix B

skills of the students. At the end of the exercise it asks the students to find the appropriate title of the story which will show the examiners whether the students understand the story or not. In other words, it tests if the students understand what they read. In the fifth part there is a story which is given with the picture. The students suppose to read the passage and look at the picture and then to answer the questions which are given below. The examiners aimed to test the students' reading skills. The last part of the exam is a fill in the blanks activity. It is obvious that with this exercise the examiners wanted to test grammar of the students. For instance, the examiners leave some blanks to see if the students will be able to use the correct grammatical words such as in some blanks they need to put word 'to be' or 'have to'. It is the only part where the grammar is tested. As a result, in this section of the exam it is apparent that there are vocabulary, reading and grammar exercises. However, there are not any specific writing exercises for example writing a paragraph. It is clear that the examiners are only checking if the students use the correct words, if their spelling of the words is correct in terms of their writing skills.

The second part of this English language exam is the listening part where the students' listening skills are tested. Mainly, the students' understanding of gist and note taking skills are being tested with the listening exam. This part is graded out of twenty. The students' listening skills are tested in three parts. The students listen to the conversation twice in this exam. The first section of the exam is to listen to the passages and to match the names with the correct pictures. It is significant for the students to concentrate on the pictures so that when they hear the passages they will be able to match them with the correct names. This section is five points since each correct answer is one point. The second section of the test is a fill in the blanks activity. The students are supposed to listen to a conversation and fill in the blanks with the correct answers. In this section the important thing is not only to write the correct answers but also to be able to pronounce it correctly. Therefore, students are graded in terms



of correct answer and the correct spelling of the answer. Since the students are going to be graded according to two things this section is ten points which means each correct answer is two points. The last section of the test is multiple choice questions. For each question the students listen to different conversations to find out the correct answers. The students should listen to the conversations carefully to find the correct answer. The last section of the listening exam is five points.

The last part of the English language exam is the speaking test which aims to test the students speaking skills. The speaking test is also twenty points like the listening test. In the listening test the examiners first show some pictures to the students and ask the students to tell what they see in the pictures. After the description the examiners ask the students to tell the differences in the pictures if there is any. For example, in one picture a boy is reading a book but in the other picture the same boy is playing football. The second section of the exam is answering questions about themselves. For instance, the examiner asks "where are you from?" and the student answers "I am from London". In the speaking exam the students are graded according to five things. These are pronunciation, vocabulary, accuracy, fluency and comprehensibility. Therefore, it is important to pronounce the words, to use the correct vocabulary, to be accurate and fluent and to be able to comprehend to make the examiner to understand clearly what it is said.

The marking criteria that the exam board uses are given by the Ministry of Education. Each student get a mark out of hundred. The reading and writing part is 40 points, listening part is 20 points and speaking part is 20 points. Besides these, students get 10 points from their portfolios and 10 points from the participation. In total it is hundred points. In the reading and writing part each question is 1 point. Therefore, if a part has 5 questions this means in total this part is 5 Points. The students lose 0.5 points for each grammatical mistake and for each spelling mistake in this part. Like in the reading and writing part in the listening

part each question is 1 point. Usually, in this part the students make spelling mistakes so again they lose 0.5 points for each spelling mistake. In the speaking part students marked in terms of pronunciation, vocabulary, accuracy, fluency and comprehensibility. They get marks from 0 to 4 from each of these. 4 equals to very good, 3 equals to good, 2 equals to average, 1 equals to poor and 0 equals to very poor. The points that the student get from each component are added up at the end their total comes out.

#### 4.2.1 The Analysis of the Exam

In the first part I inform the readers about the content of the new exam. This part is mainly the analysis of the exam in terms of testing principles and also the backwash effect(s) of the exam to classroom methodology. There are certain principles to analyze a language exam in order to find out if the exam is a good exam. These are reliability, validity, authenticity and interactiveness. These qualities of a language test show the usefulness of the test. It means its usefulness in terms of exam success. Therefore, the exam is analysed in terms of these qualities to inform the readers how useful the exam the students take in high schools in North Cyprus. After that, the next step is to show the backwash effect(s) of the English language on the classroom methodology. Bachman and Palmer inform that there are six items to consider while designing tests. "The most important consideration in designing a language test is its usefulness and this can be defined in terms of six test qualities: reliability, validity, authenticity, interactiveness, impact and practicality."<sup>36</sup>

Bachman and Palmer say "reliability is often defined as consistency of measurement. A reliable test score will be consistent across different characteristics of the testing situation."<sup>37</sup> In brief, if the same test is given to the same group of students in different days the students

<sup>36</sup> Bachman, L. F and Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press: (P. 38)

<sup>37</sup> Bachman, L. F and Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press. (P.19)



should get the similar results each time. Hence, if the results of the students are similar each time students take the test this test can be called reliable. "What we have to do is construct, administer and score tests in such a way that the scores actually obtained on a test on a particular occasion are likely to be *very similar*....the more similar the scores would have been, the more *reliable* the test is said to be."<sup>38</sup> It is obvious that reliability of the test is related to the results students get from the exam. On the other hand, McNamara states" the overall capacity of a multi-item test such as a comprehension test or a test of grammar or vocabulary to define levels of knowledge or ability among candidates consistently is referred to as the reliability of the test."<sup>39</sup> According to him reliability defines extent degree of multi-item tests. In terms of English language exam in high schools in North Cyprus reliability is also significant. The students do not take the same exam twice however since in each semester there two exams one mid-term and the final exam the students take two exams different exam with the same format. Thus, as I learn from the Ministry of Education in North Cyprus the results of the two tests students take are similar to each other. For example, (although they did not show statistics) they said they observe that if student Y take 60 out of 100 in the first mid-term s/he takes similar result from the final exam and this result is between 60 and 65 out of 100. In other words, competent authority in the Ministry reports that the exam they give in high schools is reliable according to the results of the students. The authority in the Ministry of Education is the head of 'Testing and Evaluation' department. In this department they prepare the test and also they evaluate the tests according to the students results send to them from different high schools and also they evaluate the tests in terms of appropriateness of the exam to the level of the students'. Moreover, as it is said above reliability of the test is related to the results of the exam as Bachman and Palmer state "reliability is clearly an essential quality of test scores, for unless test scores are relatively

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<sup>38</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.29)

<sup>39</sup> MacNamara, T. 2000. *Language Testing*. Oxford: Oxford University Press (P.61)

consistent, they cannot provide us with any information at all about the ability we want to measure.”<sup>40</sup> Reliability is not the quality which gives information about skills that are wanted to test by the examiners.

Validity of a test is another important quality which should be considered. Validity is divided into three content validity, criterion-related validity and construct validity. Content validity is a kind of validity in testing which shows if the test measures the particular skills it is prepared to measure. “A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned.”<sup>41</sup> Therefore, the English language test given in high schools is designed to test the students’ four skills. The first part of the exam is prepared to test reading and writing skills of the students.<sup>42</sup> When the exam papers is analysed it is apparent that there are exercises which measures the students reading skills. For example, in section five there is a passage where the students are asked to read the passage and answer the questions below. This is just one example from the exam paper to show that there are exercises to measure reading skills. Although this part of exam is also designed to test writing skills of the students there are not any specific section about writing such as writing a paragraph or something else. However, examiners might want to measure writing skills of the students by looking their spellings of the students in the answers they give to other questions. Moreover, the second part the exam is the listening part.<sup>43</sup> As it is understand this part designed to test listening skills of the students. In this part there are three different exercises to test listening skills. For instance, one of the exercises is in section one which is a matching exercises. The students are asked to listen to the conversations and to match the pictures with the correct names. It is

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<sup>40</sup> Bachman, L. F and Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press: (P.20)

<sup>41</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.22)

<sup>42</sup> Exam Papers. Appendix B.

<sup>43</sup> Exam Papers. Appendix B.



obvious that the test is designed to measure listening skills and it is doing it with three different exercises. Last but not least, the speaking test of the exam is designed to measure speaking skills of the students and it is measuring it with two different parts which are talking about themselves and talking about the pictures. As a result of these, it can be said that this English Language exam has the characteristics of the content validity.

The second type of validity is criterion-related validity. In testing the criterion-related reference is based on if the test is prepared or associated with certain criterion measurement. Hughes describes this as "another approach to test validity is to see how far results on the test agree with those provided by some independent and highly dependable assessment of the candidate's ability."<sup>44</sup> The criterion-related validity has two types concurrent and predictive validity. "There are essentially two kinds of criterion-related validity: concurrent validity and predictive validity."<sup>45</sup> Concurrent validity is based on if the test is associated with other test(s) which extent the same skills. On the other hand, predictive validity "concerns the degree to which a test can predict candidates' *future* performance."<sup>46</sup> Therefore, the English language exam in high schools in North Cyprus has some certain measurement criterion. This year with the change of the education system the criterion is also changed. The new criterion as the administrators in the ministry told is based on four things. In terms of concurrent validity it is arguable if the exam has this quality. For instance, each student have 8 to 10 minutes to show their speaking ability however it is not clear if this time is enough to measure the ability of speaking. Furthermore, in terms of predictive validity it can be discussed that if the exam has this kind of validity since the exam is not a proficiency exam. This exam is just a school exam which aims to test the students' ability to learn English in terms of four skills. However,

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<sup>44</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.23)

<sup>45</sup> Hughes, A. 1981. *Testing for Language Teachers*. Cambridge: Cambridge University Pres: (P.23)

<sup>46</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.25)

proficiency exam is designed to test learners' level of English. The results of this kind of exam can make you to predict the learners' future English language learning. For example, if they get good grades this can mean in the future the learners' will be successful but if they get low grades this can mean they need to study more and in the future they might not be successful if they do not try hard. The school exams might help to predict the students' future performance but it is not going to be like proficiency exams.

The last type of the validity is construct validity. Construct validity is about the things on the test if they measure the certain aspects of the methodology which is the test is based on. In her book Cyril states "it was seen principally as a matter of a posterior statistical validation of whether a test had measured a construct in individuals, which had a reality independent of other constructs."<sup>47</sup> Since the beginning of this research there is only one method which is concerned with the classroom methodology and the exam which is communicative approach. The new education system aims to educate the students according to this method. Therefore the exam is also based on communicative necessitates to test all four skills but mainly communicative skills. The exam has two different parts that tests communicative skills. The listening and speaking tests of the exam are the parts where the students' communicative skills are tested. Hence, the format of the exam gives clues about its construct validity. In other words, the exam measures all the skills which are needed to be measured in terms of communicative approach.<sup>48</sup> For instance, in the reading part of the exam comprehension skills and skim and scan skills are tested. Comprehension simply means understanding. Therefore, the students' are tested in order to find out if they understand what they read. In the listening part the students' comprehension skills are tested once again. If they understand what they listen it shows that they are able to understand what is said in the target

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<sup>47</sup> Weir, C.J. 2005. *Language Testing and Validation An Evidence Based Approach*. Landon: Palgrave Macmillan. (P.17)

<sup>48</sup> Exam Papers. Appendix B.



language. In terms of communicative approach understanding is important because the main focus is on listening and speaking skills. In these skills comprehension plays important role because if the students' understand what they hear and if they can express themselves in the target language the communication will take place. Furthermore, in the speaking test the test is aimed to test the students' gist which means understanding the main idea. As a result of these, it can be said that this exam measures several kinds of skills which are significant in terms of communication.

Authenticity is another that should be considered when the language tests are analysed. Bachman and Palmer define "authenticity as the degree of correspondence of the characteristics of a given language task to the features of target language use task."<sup>49</sup> In brief, authenticity is related with the exercises on the test. Therefore, when the authenticity of the exam is analyzed the authenticity of the exercises on the test is the main concern. McNamara claims that "sometimes it is true that the materials and tasks in language tests can be relatively realistic but they can never be real."<sup>50</sup> In my opinion, in the exams the examiners try to prepare materials which are close to the things which are used in the real life. Dialogues or conversations can be given as examples. However, these dialogues are not casual dialogues because they are adapted according to the level of the students. For this reason, the materials in the exam are similar to the things used in real life but they are not real because they are designed according to certain pattern. This is right in terms of the language exam the students take in high schools in North Cyprus. The exam looks realistic but it is arguable that actually it is not. For instance, in the listening exam there are conversations about people however these are imaginary people because not only they have Turkish names but they are also at the same age with the exam takers. Moreover, if the script of the exam studied how the language

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<sup>49</sup>Bachman, L. F and Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press: (P.23)

<sup>50</sup> MacNamara, T.2000. *Language Testing*. Oxford: Oxford University Press. (P.8).

is simple and it makes to think this is done because to make the students to understand easily. In conversation if it is a real conversation the grammar of the speakers are not always very good but these speakers have very good grammar skills. Moreover, the readings in the reading and writing exam do not seem that they are authentic. If they are authentic there should be some kind of reference of where they are taken. Furthermore, if the exam is studied in terms of authenticity of task types it is important to say that the exercises which are given to the students are not always mirror what they do in real life. For instance, there are fill in the blanks and multiple choice questions in the exam. In real life the students do not always fill in the blanks or do the multiple choice questions. However, in listening exam there are conversations which they need to listen and fill in the blanks. Conversation can mirror what they will do in real life. In my opinion, conversations or dialogues are the one which are close to what they are doing in real life. They are prepared by the examiners. As a result, it cannot be said that this exam has authentic exercises in it although it seems it is very realistic.

Last but not least, interactiveness is the next item that should be considered in terms of the quality of language tests in testing. Interactiveness requires the test takers characteristics, which are related to testing, to be successful in the test. "...interactiveness as the extent and type of involvement of the test takers individual characteristics in accomplishing a test task. The individual characteristics that are most relevant for language testing are the test taker's language ability..., topical knowledge and affective schemata."<sup>51</sup> For instance, a test necessitates a test taker to relate the language knowledge of her to the test input. According to the exam in high schools, the students need to relate their vocabulary knowledge with the exercises given in the exam. In the reading and writing test there is a part about vocabulary (part 4). In this part the students need to link their knowledge of vocabulary with the given exercises. Moreover, with this part the student's affective schemata is tested as well. Affective

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<sup>51</sup> Bachman, L. F and Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press: (P.25)



schemata are a theory in comprehension and it is a mental representation. In my opinion, not only in this exam but also in other exams the texts usually have a structure which contains the setting, place, characters, times etc. The examiners usually ask questions about this structure. For example, there are questions related to the structure of the text in the reading part. It can be said that this exam test affective schemata of the student's as well as other things. Thus, part 4 in the reading and writing test can be an example of the interactiveness.

#### **4.2.2 Backwash (Washback) Effect(s) of the Exam**

Backwash or washback means “(in testing) the positive or negative impact of a test on classroom teaching or learning.”<sup>52</sup> It means the test can effect teaching or learning either in a positive way or negative way. However, this does not include the motivation of the students. It only includes what students need to learn for the test and what the teachers need to teach them for the test. For instance, if the test only tests the student's grammar teachers need to teach certain grammar rules directly to the students and the students should learn them in order to be successful in the exam. It is easily understand from this example that the students will just learn grammar which is not enough for language learning. It can be said that this kind of test will affect both the students and the teachers in negative way. In this section it will be referred as backwash. Hughes in his book *Testing for Language Teachers* informs about what backwash is. He gives information like what can be beneficial backwash and what be harmful backwash. Bachman claims “positive washback would result when the testing procedure reflects the skills and abilities that are taught in the course”<sup>53</sup> and Hughes says “if the test content and testing techniques are at variance with the objectives of the course, then there is

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<sup>52</sup> Richards, J.C and Schmidt, R. (ed 3): 2002. *Dictionary of Language Teaching & Applied Linguistics*. Essex: Longman.

<sup>53</sup> Bachman, L. F. 1990. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press. (P.238)

likely to be harmful backwash.”<sup>54</sup> Backwash effect is related with the classroom methodology and the students learning the language. A test can have both the positive or negative effects. Tim McNamara give this example to inform what can be the positive and negative effects of a language test; “for example, it is sometimes argued that performance assessments have better washback than multiple choice test formats or other individual item formats, such as cloze which focus on isolated elements of knowledge or skill.”<sup>55</sup>

It is inevitable not to find any positive and negative backwash effect of the English language exam in high schools in North Cyprus. The first thing is the positive effect of the exam. From the beginning the main approach which is discussed is the communicative approach. The new education system aims to educate students with the communicative approach thus the exam in English language classes is also based on the communicative approach. From this point the backwash effect of the exam on the classroom methodology is to make a change on the used methods in the classroom. For this reason, the teachers start to use the communicative approach to teach the target language. Now the main focus is on communicative skills and to make the students to be able to use these skills to express themselves in the target language. For instance, the former exam does not include all four skills but the new exam includes all four of them so that main focus of the communicative approach, which are listening and speaking skills takes part in the new exam. Hence, students need to be ready for these tests as well as the reading and writing tests. In the classrooms the teachers focus on these skills, they give students exercises to practice their skills since the communication and be able to communicate in the target language is significant. Furthermore, in the learning the backwash effect of the exam is to make students to learn how to communicate. Students are expected to be more focused on the listening and the speaking

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<sup>54</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.1)

<sup>55</sup> MacNamara, T. 2000. *Language Testing*. Oxford: Oxford University Press. (P.74).



skills which make them to develop their language learning skills with regard to develop their communicative skills in order to be able express themselves in the target language. The communicative approach based exam changed the exam in terms of teaching and learning grammar as well. Learning grammar rules is not come at the first point. Thus students learn the grammar rule while they are practising four skills. In other words, there is not direct teaching of the grammar rules anymore because the exam does not include questions like put these verbs into the correct forms.

Beside its positive backwash effect the exam also has negative backwash effect(s) as well. Hughes describes this with an example "an instance of this would be where students are following an English course which is meant to train them in the language skills (including writing) necessary for university study in an English-speaking country, but where the language test which they have to take in order to be admitted to a university does not test those skills directly."<sup>56</sup> Since the exam is based on the communicative approach the reading and writing skills do not come in the first place but the main focus is on the listening and the speaking skills. It is a possibility that enough attention might not given to the other skills. For instance, the first part of the exam is supposed to test both reading and the writing skills. However, on the exam paper you cannot see any specific questions about writing such as describe yourselves with few sentences. On the other hand, in the exam there are questions like multiple choice, cloze tests and fill in the blanks. The more students practice these types of questions the more they get use to them. It can help the teachers to measure students' language skills at this stage. When the students enter to the universities these are not the actual ways to measure students' language skills. Usually it is writing a skill which is considered to measure language skills of the students'.

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<sup>56</sup> Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press: (P.1)

## CHAPTER 5

### The Book

The new education system in high schools requires changing the classroom teaching methodology. Changing the classroom teaching methodology requires changing the course book to support the classroom teaching methodology. As a result of this, the Ministry of Education change the course book to support their new education system. The new book is called *Energy*.

#### 5.1 Energy 1

The new education system not only changed the classroom methodology in classrooms but also the course books are also changed. For English language classrooms authorities try to choose a course book which can go parallel to the classroom methodology. Hence, *Energy* is the book they choose. This book is a four level book. The sixth grades study the *Energy 1*. The book is written by Steve Elsworth and Jim Rose. As it is known, the classroom methodology used in the classrooms is the communicative approach. The course book supposes to follow the same methodology so that both the classroom methodology and the course book can go parallel to each other.

The sixth grades in high schools in North Cyprus are the ones who are going to use the book *Energy 1* to develop their language skills. These students are in the first year of the high school education and they are aged between 12 and 13. Hence, they are at the beginning of their English language learning. They start learning English at the age of 10 when they are at the 4<sup>th</sup> year of their primary school education. If it is thought that in primary schools they learn basic rules of English they can be classified as elementary learners. They need to learn general English rules in more detail to develop their understanding and communicative skills in English.



*Energy 1* does not only have the course book but also other supplementary materials to help both the teachers and the students. These supplementary materials are workbook, teacher's book, cassettes and CDs for listening activities, test cassettes and CDS, video and the video workbook. In North Cyprus only workbook, teacher's book and cassettes and CDs for listening exercises are used as supplementary materials. In the workbook there are exercises for each unit in the course book. The book aims to practice students' skills that they learn in each unit. For instance, in the workbook each unit starts with "jog your memory" which reminds students what they learn in the chapter and then there are exercises about grammar, vocabulary, communication etc. The teacher's book has hints for teachers for each chapter to help them. These hints give ideas to the teachers in order how to do activities in the classroom. In addition, the book has additional activities as well. Beside these, the cassettes or the CDs contain the scripts of the listening activities in the book. Thus, teachers use these to do the listening activities.

*Energy 1* aims to develop students' grammar skills, vocabulary and writing skills at the first stage and then communicative skills. If the syllabus of the book is studied it is apparent that in each unit there are grammar, vocabulary, communication, skills, memory gym and writing gym parts. Moreover, each unit has a subject as well. With these subjects the writers of the book aim to make students learn the language in the real life context where they will also find something from themselves. The syllabus of the book informs that there are lots of grammar and vocabulary exercises. In terms of grammar there are explanations and fill in the blanks or rewriting exercises. Vocabulary is represented either with stories or exercises where you can use the new vocabulary. For instance, there are examples which there are pictures and the students require writing sentence with the new vocabulary they learn to describe the pictures. In the communication section are expected to practice particular skills like describing places or asking requests to each other. The skills section of the book includes

reading, listening and study skills. Comprehension, skimming, gist, note taking skills of he students are tested with these sections. Writing gym part helps students to develop their writing skills. Spelling and use of English are the main focus of the writing gyms. Memory gym part makes students to memorize certain things like personality adjectives. Last but writing gym is the section students develop their writing skills.

Scrivener says a course book can be a good source to support the classroom methodology. It is very useful to use a course book to support teaching because they include different kinds of exercises and materials which language teachers can adapt them to the classroom methodology. However, not all the course books are useful so it is important to choose the one which is suitable to the classroom methodology.<sup>57</sup> It is inevitable not agree with Scrivener. *Energy 1* might be a good book but it is obvious that there are some concerns. The most important thing is grammar comes in the first place in the book. There is a tendency in the book to teach grammar rules directly. The communicative approach aims to teach grammar indirectly. In direct teaching students need to focus on something specific such as focusing on tenses so in direct teaching someone need to teach these specific things to the students. Direct teaching requires teacher-centred classes. On the other hand, indirect approach teaches indirectly which means students learns unconsciously. They do not need to focus on specific things for example if they need to learn tenses they learn them through reading and writing skills. Indirect teaching does not teacher-centred classes. Indirect teaching classes are student-centred classes so that in direct teaching is parallel to the communicative approach because both of them require student-centred classes where there is indirect teaching. Another thing is the communication section of the book aims to develop students speaking skills which is significant in terms of the communicative approach however, listening skills put into another section called skills in my opinion, speaking and listening

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<sup>57</sup> Scrivener, J. 1994. *Learning Teaching*. Oxford: Macmillan Heinemann. (P.38)



skills should be in the same section if the main goal is to develop the communicative skills. Furthermore, in the book these skills should take the first place.

In the communicative approach there are certain types of syllabus that can be used to teach the target language according to the approach. These syllabuses can be structural, notional and task-based syllabuses. If it is studied these syllabuses are the ones which can help to the teachers to teach the target language according to the communicative approach. It is apparent that the course book which is chosen by the authorities should be parallel to the classroom methodology. Therefore, the book which is appropriate to the communicative approach should base on one of the syllabuses above. The syllabus of *Energy 1* has units which has subjects and as I stated above these subjects studied in sections called grammar, vocabulary, communication, skills, memory gym and writing gym. If it is considered that this book has a task-based syllabus there should be tasks that the units are based. I am not saying that there are not any tasks. There are some tasks in the communication section of the syllabus. However, it is arguable if these tasks are enough to teach the target language with the communicative approach. The communication section of the book gives some examples of these. The fact is that it cannot be said that this book has task-based or notional syllabus directly. The book has elements of these syllabuses but it cannot be but into a certain category. Although the book is a good book to teach general English it is not sure that it is helpful to use parallel to the communicative approach.

“With communicative language teaching has come pressure to use authentic materials, in other words, materials which have not been designed especially for language learners and which therefore do not have contrived or simplified language. The argument is quite simply that if the goal of teaching is to equip students to deal ultimately with the authentic language of the real world...”<sup>58</sup> Therefore, the book has authentic materials in it, the materials from the

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<sup>58</sup> Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. (P:67)

real life. For instance, there are readings from the famous movies such as a reading from "Star Wars" or exercises about the stars. It is easy to adapt the book to the sixth grades. If it is considered that they just learn basic things in English in the primary school that book is suitable for them to develop and improve their English. However, the idea behind the book seems to be memorization. For these students memorization should not be emphasized that much. If they start memorizing from the early stages of learning it is not going to be easy making them learn rather than memorizing in the later stages. With memorization they can learn what is taught to them but for a short while. The students will put what they learn to their short term memories and if they do not use them they will forget because these students are leaving in North Cyprus where the first language is Turkish not English that means they will only use English in the school not in daily lives. It is a fact that if you do not use the things you learn in the target language often after a while you will forget what you learn.

Finally, *Energy 1* seems to be a good book to teach general English. If it is considered that the education system in high schools in North Cyprus has recently changed the book might not be suitable to the classroom methodology which is used by teachers and also which is the method the Ministry of Education want to teach English with it. It is arguable that the book has certain elements of the classroom methodology whereas it has also negative elements that clashes with the communicative approach like the syllabus which it cannot be said it is a kind of syllabus that can be used in the communicative approach.



## CHAPTER 6

### Classroom Observations and Findings

#### 6.1 Classroom Observations and Findings

Since the education system has changed in high schools classroom observations are done to see the changes such as the new classroom methodology, students' response to this methodology, the materials used to teach the target language. Therefore, I choose three high schools to do my observations; Atleks Sanverler High School, Bayraktar Turk Maarif College and Sehit Huseyin Ruso High School. The schools are chosen according to their levels, the courses they taught, the medium and geographical locations. In each high school three different classes of the sixth grades are observed. These are the students who start to high school this year. While I was observing in the classrooms I observed the teacher, how she teaches the target language, how she uses the methodology, which materials she uses, what role she has in the classroom, the students, how they learn, what is their response to the new classroom methodology, do they like the materials, what role they have in the classroom and the classroom methodology, does the teacher applies it properly etc. In three different schools I observe seven different teachers. It is obvious that there are differences and similarities

##### 6.1.1 Atleks Sanverler High School

In Atleks Sanverler High school I observe three classes and two teachers. Both of the teachers got excited when they learnt I was going to observe their classes and themselves. There was observer's paradox. Observer's paradox is something which occurs during observation to study language behaviour. However, during observation someone's presence in

the class may affect both the teachers and the students' behaviours. The data which is collected might not be collected in the real classroom behaviour. In Atleks Sanverler High School I observed this paradox in teachers they were not comfortable when I was in the class. When I interviewed them they said that they felt pressure on themselves when I was in the classroom. They did not use to have someone in class to observe them. In this school it was the second year that the new education system was in the force. The school was among the schools which are chosen as pilot schools to test the new education system. However, the teachers were still adapting the new classroom methodology in English classes. It is a big change for them to teach with the communicative approach rather than the grammar translation-method. In my opinion, still they do not feel that they know everything about the new teaching methods so they do not want to give wrong information to other people. The teachers in this school were trying their best to adapt the new methodological approach. They did lots of communicative activities in the classrooms. One of the teachers used information-gap activities to develop students speaking skills. "Information-gap activity, which involves a transfer of given information from one person to another..."<sup>59</sup> The teachers were trying to act as facilitators in the classroom. They were trying to help the students as much as they can.

The students were my second focus. The aim was to find out how they were responding to the new classroom methodology. In this school I observed three different classes and this means around sixty students. The first thing that caught my eye was the students' interest to different kinds of speaking and listening activities. When they were doing the listening activities they were concentrated and each time they understood what was saying on the cassette they feel motivated. As both of the English language teachers told me there is a rise in the students listening results besides their speaking results.<sup>60</sup> The students enjoyed when they do listening or speaking exercises however when it comes to the reading exercises they

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<sup>59</sup> Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. (P.58)

<sup>60</sup> Look at the interviews. Appendix A.



did not show the same enthusiasm. As I learnt from their teachers they usually do the writing exercises at home as a homework. Each time they had writing activity they need to create something new such as writing about their favourite singer and they need to present this in the class.

In the first high school which is Atleks Sanverler High School the teachers tried to apply the method by using the course book since they believe that the book is based on the communicative approach.<sup>61</sup> In the classes I observed that mostly they depend on the course book. Although there were some activities outside the book for students the main tool to teach was the course book *Energy 1*. The teachers in this school follow the instruction in the course book to do activities in the book. Therefore, if it was asked to the students what they learn they would tell you they did activity one and two in the book. However, Morrow states that "In fact I mean that the starting point (and end point of every lesson should be an operation of some kind which the student might actually want to perform in the foreign language."<sup>62</sup> For instance, in speaking it should be asking the time to a stranger on the street. From Morrow's point of view the teachers in this school should have an aim to teach the things the students might need to learn in terms of learning the target language. The operation Morrow is talking about is given by the course book to the teachers so they follow these instead of creating the operations by themselves. It is arguable either to depend on the course book and apply the method to teach or to create the operation by the teachers and to use the book to support it.

### **6.1.2 Bayraktar Turk Maarif College**

In Bayraktar Turk Maarif College I observed two different English language teachers. In this school I observe that the teachers were having hard time to adapt the new classroom methodology. As I stated before this school used to have English medium but with the change

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<sup>61</sup> Interview 1. Appendix B

<sup>62</sup> Morrow, K. 1976. Principles of communicative methodology. In Johnson, K and Morrow, K. 1981. *Communication in the Classroom*. England: Longman.

of the education system the school changed their medium to Turkish. Since 1986 the language teachers were using the grammar translation method to teach English. Nearly twenty years they taught grammar rules directly and also they focused on translations. Therefore, I observe that the teachers were using the first language a lot in these classes. In Bayraktar Turk Maarif College teachers' main source to teach with the communicative approach is the course book *Energy 1*. As the teachers told me they were not using any other materials to support the course book. They believed that the course book is enough.

Once again in this school my second focus was the students. There were students whose level of English was lower than others. The teachers believed that this depends on where the students got primary school education. For instance, if they went to primary school in rural areas it was possible that they would not get the same education with the ones who went primary school in urban areas. Furthermore, the students were learning some grammar rules directly. I observed that this kind of teaching bores them. In ten minutes they lost their concentration and they started talk among themselves. In the second class the teacher were doing speaking exercises. The students were enjoying the exercises and nearly 80% of the students were participating. It caught my eye that the students had tendency to learn listening and speaking in the target language. Being able to express themselves in the target language made the students to believe in themselves. They were encouraged and motivated.

In Bayraktar Turk Maarif College the teachers were using the book as a tool to teach the things they have on their syllabuses. For instance, if the subject is teaching past simple the teachers use activities from outside the course book as much as they use the book. There were activities like fill in the blanks or multiple choice questions as I mentioned earlier there was direct teaching of grammar so this kind of activities played important role. As teachers said it was difficult for them to apply this kind of method which they never use before. It was not only me who realized that students like communicative activities but also they realized that



and they were trying to support their teaching with communicative activities. In the second class I observed in this school both the teacher and the students were enjoying the activities they were doing. The next day the teachers showed me the quiz results they did in the first lesson that day. The results were showing that 60% of the students were successful and 40 % of the students were unsuccessful. These figures were 30% successful and 70% unsuccessful in the former years. Therefore, the students were responding to this method better than the grammar translation method which was used in the former years.

### **6.1.3 Sehiti Huseyin Ruso High School**

In Sehiti Huseyin Ruso high school I observe three teachers. The two of the teachers was using lots of communicative activities. One of these teachers was teaching the hours of the day and he was doing with a game he prepared for the students. The game was played as a whole class. The class had one clock each student should come to do blackboard to show the clock and ask the time to his/her classmates the ones who was not successful were disqualified and the ones who were successful they were rewarded. The use of the first language was not as much as in Bayraktar Turk Maarif College. The second teacher I observed was following the course book with some additional materials such as listening activity he prepared for his class. In the third teacher I observed that she intended to teach grammar directly. In that class they were not any communicative activities. Even both the teacher and the students attempted to speak in their first language. Usually it was the teacher who was teaching and the students were practicing with particular exercises. She was the centre of the classroom.

In this school the students were mainly learning the target language with games. It was in only one class I observed direct teaching of grammar and the use of the first language. Like in other schools the students' favourite activities were listening and speaking. In addition to

this, games which would help them to learn the target language take their attention. For instance, in one class where the teacher prepared a game to teach them the hours of the day were the favourite thing of the class. That game helped them to learn new things in the target language so that they gained confidence of learning new things. However, when it came to learning some grammar rules and doing some exercises which were related to these rules they did not pay the same attention. Once again I observed that they easily got bored. They were trying to find excuses in order not to do exercises. In addition, they also tried to find excuses in one class in order not to do the reading exercises.

Besides all these the new classroom methodology is the third thing I observed. As I state in the earlier chapters the change of the education brought changes to the classroom methodologies. In Sehit Huseyin Ruso High School the teachers' main source to teach the language was the book as other teachers did in other schools. For instance, if the subject was teaching past simple the teachers was using activities from the course book. In Sehit Huseyin Ruso High School activities were like role play, information gap or story telling etc. Once again, it was arguable if this teaching technique was better. In this school the teachers were more focused on communicative skills; listening and speaking. They were trying to improve the communicative ability of the students'. On the other hand, the most significant thing is the response of the students to the classroom methodology. In classrooms it was apparent that the students had interest to listening and speaking activities. If they were doing a listening activity they listen to the tape very carefully to understand what is saying. For them success means understanding what was saying on the tape. As a result, I feel that achieving a success makes the students to be confident, motivated and desire to learn more. Besides this, speaking activities were the favourite of the students in this Sehit Huseyin Ruso. Speaking in the target language was playing significant role for the students. They could prove that they understand English, they could talk in English and even more they could express themselves. While I was



applying the methodologies I chose to compare I noticed that activities like direct teaching of grammar –translation method in discourage the students in this school. Since, they easily got bored of these kinds of activities. For example, translation depends on interpretation sometimes but the students were too young to understand that so they were afraid of doing it wrong. They felt that if they did it wrong this will be a kind of failure for them. Some of the teachers gave a quiz to the students to see how much they learn in this school too. The results were if the quiz is about something they learn with the communicative approach 85% of the students got 85 or above 85 out of 100, 20%of the students got below 85 and 5% of the students get 50 or below 50. However, if the quiz was about something they learn with the grammar translation method 45% of the students got 85 or above 85 out of 100, 35% of the students got below 85 and 20% of the students get 50 or below 50 (As told by the teachers). It was obvious that in terms of teaching English language the communicative approach is more effective than the grammar translation method in Sehit Huseyin Ruso High school.

## CONCLUSION

Education is very significant for people in our time. These days education is getting more and more developed. It is a very complex and serious job. In North Cyprus education and the education system got a new face for the last two years. This is because the former education system which is mainly based memorization is replaced by the new education system which is mainly based on communicative purposes. The governments' effort to enter European Union requires changing the education system because of the need to have a standard education system which is equal to the education system in other member countries to European Union. In this regard, this dissertation is divided into six chapters to find out what changes take place and also the effect of these changes for the new education system.

The purpose of the dissertation is to find out how do the methodological approaches affects the classroom teaching and also the exam system. In this light, I provide information about the education system in North Cyprus. Since the education system is changed I provide information about both the former and the new education system to show the differences between the former and the new education system. There are differences both in school types and teaching methods. The main changes are in the high school period. In the former education system there are different types of high schools such as colleges, science high schools, vocational high schools etc. However, in the new education system government remove some of these types of high schools. The authorities in the Ministry of Education believe that there should be two types of high schools in North Cyprus. One of them is, as they called 'normal' high schools where the medium is Turkish and the students are taught certain courses like Maths, English, Turkish, History etc. The second type of high schools is the vocational high school. Once again the medium is Turkish besides courses such as Maths, English, Turkish, History etc the students learn certain skills like carpentry, techniques,



mechanics etc. Furthermore, teaching methods is also changed. The new education system requires communicative teaching system to bring up new generations who are capable of communicating with each other and also with other people around the world. This type of teaching method especially works for English language classes. Therefore, in the new education system students' speaking and listening skills gain importance. The teachers in English language classrooms spend a lot of time on these skills to improve the students' communicative ability. After these information I also provide information about English language teachers in order to find out which methods they prefer to teach and whether they are ready for the new education system or not. During my research in three high schools I noticed that English language teachers are happy with the new teaching method. In order to follow the method they use the book called *Energy 1* to support the teaching method. In the interviews I had done with different English language teachers from different high schools the main thing they said was that they follow the book because they find it useful and also they believe that the book is directly following the communicative approach which is the new education system is based on. Furthermore, I give information about the methodological issues. This information is provided to show which methodological approaches are applied in the high schools. The main focus was on the grammar translation method and the communicative approach to find out the differences between the former teaching method and the new teaching method. For this part of the project I applied the teaching methods to the different classes. The classes had around twenty five students. The information I provide in chapter 3 shows that the former teaching method which is grammar translation is not popular between students and teachers nowadays. The grammar translation method used to be a good teaching method in the past. However, for 21<sup>st</sup> Century students it is not that useful because it does not answer their needs. The communicative approach is more popular and also it gives students what they need to learn. It is also more enjoyable to teach the target language to the

students with the communicative approach since the students need to use all four skills of the language to be able to communicate. Besides these, I also provide information about two other main things which should be considered. These are the new exam system and the new book which are used by the English language teachers and also approved by the Ministry of Education. I provide this information to show how methodological changes affect other things in terms of English language teaching. In terms of the exam system, some changes like having different parts in the exam can be clearly seen. The new exam contains three different parts which are called reading and writing, listening and speaking. These parts are divided into sub-skills in themselves. The exam is also studied in terms of test usefulness to find out how useful it is. The focus was on the validity, reliability, authenticity and interactiveness of the exam. Another thing that I focused on in terms of the new exam is the backwash effect of the exam. I tried to provide information about the backwash effect(s) of the exam to show how the exam shapes the teaching methodology in the classroom. This because in high schools in North Cyprus mostly in the English language classrooms the teachers usually work to prepare the students to the school exam. Furthermore, I found out information about the new book that teachers use to support the teaching method. The book is called *Energy 1*. It might be a good book to teach English but in my opinion more suitable course book for this method could be chosen. I feel that the book force the students to memorize certain things which in my opinion is not suitable for the communicative approach. Lastly, I give information about my classroom observations and also findings. I thought providing this information would help English language teachers in high schools in North Cyprus to see how they are teaching in the classroom. It would also show them the things they cannot see while they are teaching. I also want to share my experience with other teachers in order to prevent them doing wrong things if they are doing or to show them that they are in the right way.



To sum up, this dissertation shows that changing the education system force other things change as well. The teaching methods and the exam system are the main ones which are changed in terms of new education system in North Cyprus high schools. In North Cyprus the new education system brought the new teaching methodology and the new exam system with itself. It will take sometime to see the success of the new things it has been two years that high schools in North Cyprus is using this teaching method and the exam system.

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## APPENDIX

INTERVIEW

The last question of the interview was about the teacher's role in the classroom.

Q1: What is your role as a teacher?

Q2: How do you manage your classroom? Do you have any specific strategies?

the interview. The first question is how do you give English lessons?

classroom. Do you have any specific strategies? Do you follow the student's book?

extra. Do you have any specific strategies?

T1: English is a communicative tool.

Q1: How do you manage your classroom?

T1: I manage my classroom by using a variety of strategies.

**APPENDIX A**  
**INTERVIEWS**

Q1: How do you manage your classroom?

Q1: How do you manage your classroom? Do you have any specific strategies?

T1: I manage my classroom by using a variety of strategies.

Q1: How do you manage your classroom? Do you follow the book?

Q1: How do you manage your classroom? Do you have any specific strategies?

Q1: How do you manage your classroom? Do you have any specific strategies?

T1: I manage my classroom by using a variety of strategies.

Q1: How do you manage your classroom? Do you follow the book?

Q1: How do you manage your classroom? Do you have any specific strategies?

Q1: How do you manage your classroom? Do you follow the book?

Q1: How do you manage your classroom?

T1: I manage my classroom by using a variety of strategies.

Q1: How do you manage your classroom? Do you have any specific strategies?



## INTERVIEW 1

The interview had done with two teachers from Atleks Sanverler High School

O.I= Ozcan Ilginc T1= Teacher1 T2= Teacher2

O.I: OK I would like to talk to you about your classroom methods and exam system you use

the classroom today. So my first question is how do you give English classes in the classrooms. Which methods do you use or do you follow the student's book or do you have extra materials from outside

T1: Eeh we are you or communicative teaching

O.I: communicative teaching

T1: I am trying to use communicative teaching and our book 'Energy' is also prepared by this method so when we use the book in a way we have to use communicative language teaching.

O.I: So you follow the method in the book?

T1: Yes yes I like the book and I

O.I: is it easy to follow the book?  
Is it enjoyable?

T1: Yes I like the book I also read the teachers book after each before each lesson eh I try to get some help or some new ides or tips for giving the new subject so I think it's useful and also sometimes I create some methods or ideas also.

O.I: Ok does this book given to you by the Ministry of Education or do you choose the book with your partners?

T1: the ministry choose the book

O.I: Ok do you find it useful to use this book in the classes like in sixth form?

T1: I found it useful

T2: [unclear] this book is I think uses the communicative approach and that's why I think it's useful and also eh has got pictures in it pictures of people that students know

T1: colorful

Enjoyable

T2: colorful enjoyable yes and this can make students relate the things in their own lives.

T1: when you give the lessons do you observe any changes em in the students do you like them? Do they enjoy? Are they interested in doing this book or

T1: For example who come from primary school they now orta 1 (6<sup>th</sup> Grade) they said that when we were in primary school we hate English but now we love it so much because we do lots of activities and sometimes songs, games but at primary school they just write the questions answer the questions read the passages so they like the book and they like this method

T2: and they also like speaking, listening

T1: I understand that this new system given by the Ministry of Education is much more helpful

T1: Yes

D.I: than the old system.

D.I: Ok eem I want to ask questions about the exam. For example in your school I learnt that

you

have two exams first mid-term and final exam.

T1: Yes



O.I: So you said before you said before we  
prepare

with my partner

T1: yes first mid-terms

O.I: first mid-terms and final ones are coming from the  
ministry.

Do you have any problems?

T1: First it was new for us the exam ministry send but now that we have seen the exam style I  
think we will adapt ourselves to that style we will prepare exams like that. Because the  
method we use in the classroom has to go parallel

O.I: So you follow the exam system of the Ministry of Education

T1: Yes we decided to

O.I: Ok hmm one last question for me. Do you prefer hmm choosing hmm preparing your  
exam

questions or do you prefer the Ministry of Education to give you the questions? You know  
they gave you this year ok but do you want them let us next year to do in this style?

T1: Ee the standardization it is necessary for the standardization ehh the ministry has to send  
us the exams but may be they can eh establish a kind of committee

O.I: hmm to check it?

T1: one teacher from each school  
or two from each school and they can have our ideas before prepare the exam

O.I: Ok

T1: and we can say that I  
teach this way and we can give our ideas because we teach these children

O.I: it would be much useful for you

T1: and I think they have to learn about our ideas also

O.I: so you feel

T1: but there has to be a one standard exam for  
all of us the high school

O.I: you feel the necessity of this committee to I mean they have to they should ask you your  
ideas and things about this exam

T1: yes it will be great

O.I: The new system passed this year and last year do you find effective to teach English?

T1: I think we will see this when our students will be in lise (Last 4 years of high school  
Education) after two or three years we will see that learning English with this method they  
will use English more they will practice their English more with this way may be this year  
we will not see the difference

O.I: because you focused on more four skills like reading, speaking..

T1: they have to learn listening also  
speaking also all the four skills

O.I: Thank you very much for interviewing with me.

T1: Thank you and good luck.



## INTERVIEW 2

This interview had done with three teachers from Sehit Huseyin Ruso High School. However, teachers refused to have interview in English so it is translated from Turkish to English.

O.I= Ozcan Ilginc T1=Teacher 1 T2=Teacher2 T3=Teacher3

T1: Nowadays we have tests called listening, speaking. Listening exam is 20 points, speaking exam is 20 points and portfolios are 20 points. Portfolios are files which students keep for all their work.

O.I: What do you include in these portfolios?

T2: Usually it's their homework and projects.

T3: Generally its projects about a part

T1: the book has projects end of each chapter. We give these to students to do.

O.I: Yes I see the book so projects end of

T3: Hmm

O.I: each chapter is gathered in this file

T2: Plus homework and exercises we give them they put into this file.

O.I: Do you see any effects of it? Do the students like it or not?

T3: No they enjoy when they do the homework

T2: although it is a new process we are using since October I observe development I think we will be more successful

T3: Me too.

T2: it's not mainly teaching grammar  
Ee by listening

T3: ... with communication

T2: ... ee with communication ee it's like learning with

Speaking and listening. Writing doesn't come in first place anymore but in the exam we will have a part about writing. This time writing part might be in detail in the exam.

Simply it's not all about grammar.

O.I: Is there any increase in students' grades in speaking and listening? Because the former exam was mainly on grammar.

T3: They are better in speaking

T2: ... yes they are successful in the exam. For me they are more successful

because the former exam was mainly on grammar. We focused on grammar questions and we taught grammar so much

T3: I want to say something two years ago I had a class. These students learn from primary school by writing. I had hard time since students used to grammar when I want them to read something loudly nobody wants to read nobody wants to talk. In this system the book make them to communicate. In the end of each chapter there are songs they listen these songs they like them and they are motivated.

O.I: What I observed students are in a competition

T3: ... Yes

O.I: ... in order who is going to answer questions

T3: ... yes

T1: we add speaking and listening test but in the listening exam they have difficulties because They aren't use to it so it was difficult for them.

O.I: May be it is going to be better in the coming years

T2: The book has a spare notebook for students to write new vocabulary they learn it is for Them to develop themselves.



O.I: Ok who prepares the exam or...?

T2: this year they send the exam from the centre

T1: We prepare the first mid-term and the final exam is send from the centre.

O.I: Did you have any problems or conflict since you are preparing the first one and the second

one is coming from the centre?

T1: No we didn't have any problems. The reason is these exams took place in pilot schools

Last year so sample exams questions is give to us and we prepare similar question in our exam. They came from the centre to show us how we are going to prepare the exam. We were informed and we saw the sample questions we didn't have difficulties.

O.I: So you are happy with the new system?

T1: Yes.

## Glossary

Centre: use as the Ministry of Education.

### INTERVIEW 3

This interview had done with a teacher from Bayraktar Turk Maarif College.

O.I: Ozcan Ilginc T: Teacher

O.I: OK I would like to talk about the new English language teaching system today. So my first

question is can you tell me about your English language system and which method(s) do you use to teach in class?

T: Yes emm this year we have changed the education system here emm it's called Common European Framework. Eh teaching system in this method it gives students self assessment and if you ask me about the methods about we have been using you can use every method that can be applied to this system I mean we can use communicative approach or we can use eclectic method anything which is communication is available.

O.I: Ok, is this system divided into parts like

T: Yes

O.I: reading, listening, speaking and...

T: it includes all indicative skills ee four skills speaking, reading, writing and listening

O.I: which intend to make students to Communicate each other

T: yes its main goal is to let the students eh communicate each other very well.



O.I: Do you think than this system this type of system is an effective way of teaching English  
to  
the students?

T: Ee what do you mean can you repeat your question?

O.I: Is it an effective way?

T: Yes it is very effective way of teaching because eh it give students eh facility to learn the  
Language on their own actually and it give students to evaluate themselves efficiently

O.I: Hmm ok so  
Which book or books do you use to teach?

T: Now?

O.I: Now

T: Actually I have been teaching in secondary schools I have been teaching orta 3 classes  
They are fourteen at the age of fourteen ee I have been using Hotline its and old book eh I  
am trying to make it update

O.I: Ok did you did you have you ever used Energy 1?

T: Yes I used it last year.

O.I How do you find the book?

T: It was easy to follow it. May be at first it can seem a bit difficult to teach but if you learn  
how to teach so it is easy. Any book is easy for me because I have been teaching for more  
than sixteen years so it is easy for me

O.I: ok do students like this book?

T: Yes they like it because there  
Are more ee communicative skills and more ee exercises more listening parts its good

O.I: they are  
enjoying it?

T: yes they are enjoying it

O.I: they are doing the activities the things other things in the book

T: Yes

O.I: Ok the other thing that I want to talk about is the exam system. How is your exam system?

Like do you prepare the exams or are the exams given to you by the Ministry of Education?

T: I don't know if you know we have got four exams in a year two in the first term and the others in the second term

O.I: hih

T: the first exams are prepared by the teachers individually actually but the second exams in each term prepared by the ministry by the group of teachers from schools actually they make together

O.I: hmm do you do any other activities

T: you mean from outside the book?

O.I: to support this exam system like games or...

T: I sometimes use games

O.I: extra materials like watching..?

T: hmm supplementary exercises I get lots of supplementary exercises I get lots of supplementary exercises from the other books

O.I: hih and my last question is about do you think that this kind of exam measures the success of students?

T: Yes we will see it actually it's been two years time last year it was the first time we started This system but we will see it. It takes time I mean it takes five more than five years to Evaluate the students if this book is good or not



O.I: Ok thank you very much

T: You are welcome

O.I: interviewing with me.

### **Glossary**

Orta 3: 8<sup>th</sup> grade students.

### **APPENDIX B**

#### **LIST OF PAPERS FROM 2015**



THE MINISTRY OF EDUCATION  
2005-2006 ACADEMIC YEAR  
FALL SEMESTER  
ENGLISH READING & WRITING COMPETITION  
FORM VI

**APPENDIX B**

**EXAM PAPERS FROM 2005**

My name is .....

I am .....

My school is .....

**GOOD LUCK**





**THE MINISTRY OF EDUCATION AND CULTURE**  
**2005-2006 ACADEMIC YEAR**  
**FALL SEMESTER**  
**ENGLISH READING & WRITING EXAMINATION**  
**FORM VI**

**Date: 23 January 2006**

**Time allowed: 75 mins**

My name is .....

I'm in class .....

My school is called .....

**GOOD LUCK ☺**

**Example:**

You sit on this.

..... *a chair* .....

**Questions:**

- 1 The opposite of quiet. ....
- 2 You can see this on a man's face. ....
- 3 This is food. ....
- 4 She is your mother's sister. ....
- 5 These open doors. ....

**PART 3**  
**-5 questions-**  
**(5 marks)**

Read the text and circle the correct answer.



**Example :**

- David : Hello. What's your name?  
Vanessa : A) I'm ten.  
                  B) It's Vanessa.  
                  C) No, it's isn't.

**Questions :**

- 1) David : Are you a new student at our school?  
Vanessa : A) No, you aren't.  
                  B) Yes, I'm in class 8D.  
                  C) It's called Park Secondary School.

- 2) David : Who's that person behind you?  
Vanessa : A) These are my English friends.  
                  B) They're my cousins.  
                  C) He's my small brother.

- 3) David : Have you got a sister?  
Vanessa : A) No, she hasn't.  
                  B) Yes, her name's Isabel.  
                  C) His name's Jack.

- 4) David : Can you say that again, please?  
Vanessa : A) Sure. She's called Isabel.  
                  B) O.K. My cousin's good-looking.  
                  C) I'm sorry, you can't.

- 5) David : What does your sister look like?  
Vanessa : A) He's good-looking.  
                  B) It's long.  
                  C) She's tall and slim.



## PART 5

### -7 questions- (7 marks)

Look at the picture and read the story. Then answer the questions. DO NOT write more than THREE WORDS in each answer.



This is Elizabeth. She has got a big house but her favourite room is her bedroom. In her bedroom there's a pink bed, a blue desk and a brown chair. Her bed is in the corner. The chair is on the right of her bed. She has got two pets; a dog and a cat. Her dog's called Lucky and her cat's called Princess. On the wall, above her bed there is a photo of her dog. Her English book is on her desk. Under the desk there is a mouse. Her cat is happy at the moment because there is a mouse under the desk.

**Example:**

What's her favourite room ?

*Her bedroom.*

**Questions:**

1. What colour is her bed ?

2. Where is Elizabeth's bed ?

3. What's her cat called ?

4. What is there on the wall ?

5. What is on the desk ?

6. Where's the mouse ?

7. How many balls are there in the room ?



**THE MINISTRY OF EDUCATION AND CULTURE**  
**2005-2006 ACADEMIC YEAR**  
**FALL SEMESTER**  
**ENGLISH LISTENING EXAMINATION**  
**FORM VI**

**Date: 23 January 2006**

**Time allowed: 30 mins**

My name is .....

I'm in class .....

My school is called .....

**GOOD LUCK ☺**

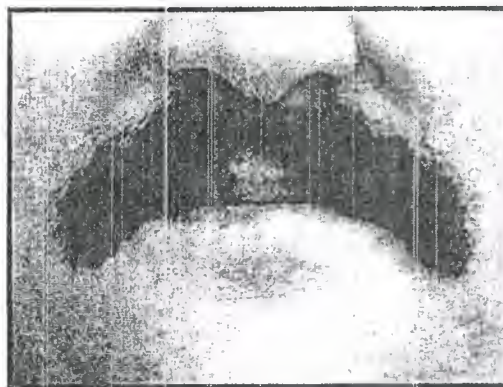


**PART 1**  
**-5 questions-**  
**(5 marks)**

Look and read. Choose the correct words and write them on the lines. There is one example.



**AUNT**



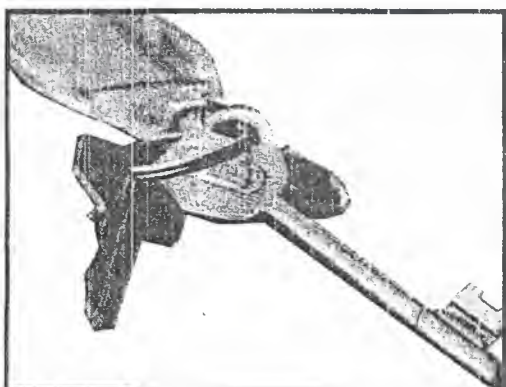
**A MOUSTACHE**



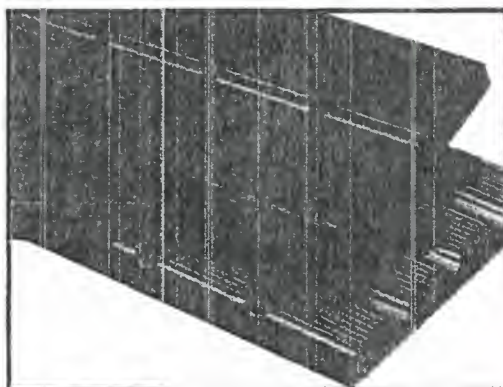
**NOISY**



**A CHAIR**



**KEYS**



**A CHOCOLATE BAR**



Example:

You sit on this.

*a chair*

Questions:

1 The opposite of quiet.

2 You can see this on a man's face.

3 This is food.

4 She is your mother's sister.

5 These open doors.

## PART 2

### -5 questions- (5 marks)

Look and read. Write YES or NO.



Example :

This is a bedroom.

.....yes.....

Questions:

- 1 The boy is very tall. ....
- 2 The boy's got glasses. ....
- 3 There is a wastebin in the room. ....
- 4 There are some T-shirts on the floor. ....
- 5 There are some posters on the wall. ....



**PART 3**  
**-5 questions-**  
**(5 marks)**

Read the text and circle the correct answer.



**Example :**

- David : Hello. What's your name?  
Vanessa : A) I'm ten.  
              **B) It's Vanessa.**  
              C) No, it's isn't.

**Questions :**

- 1) David : Are you a new student at our school?  
Vanessa : A) No, you aren't.  
              B) Yes, I'm in class 8D.  
              C) It's called Park Secondary School.
- 2) David : Who's that person behind you?  
Vanessa : A) These are my English friends.  
              B) They're my cousins.  
              C) He's my small brother.
- 3) David : Have you got a sister?  
Vanessa : A) No, she hasn't.  
              B) Yes, her name's Isabel.  
              C) His name's Jack.
- 4) David : Can you say that again, please?  
Vanessa : A) Sure. She's called Isabel.  
              B) O.K. My cousin's good-looking.  
              C) I'm sorry, you can't.
- 5) David : What does your sister look like?  
Vanessa : A) He's good-looking.  
              B) It's long.  
              C) She's tall and slim.



**PART 4**  
**-7 questions-**  
**(8 marks)**

Read the story. Look at the pictures and the example. Write ONE-WORD answers.



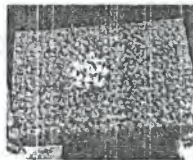
Hi! My name is Cher. I'm thirteen and I'm a (example) *student* at Mulberry



Primary School. I've got long, blonde 1..... and blue eyes. My favourite



thing is my new 2..... I've got a pet 3..... called Tommy. It is a



birthday 4..... from my parents. He's really cute. I love 5.....



and my favourite 6..... is 'Eminem'. There are posters of 'Eminem' on

the walls of my room.

What's the best name for this story? (2 marks)

Tick one box

- ☐ Me
- ☐ My room
- ☐ My mobile

# PART 5 -7 questions- (7 marks)

Look at the picture and read the story. Then answer the questions. DO NOT write more than THREE WORDS in each answer.



This is Elizabeth. She has got a big house but her favourite room is her bedroom. In her bedroom there's a pink bed, a blue desk and a brown chair. Her bed is in the corner. The chair is on the right of her bed. She has got two pets; a dog and a cat. Her dog's called Lucky and her cat's called Princess. On the wall, above her bed there is a photo of her dog. Her English book is on her desk. Under the desk there is a mouse. Her cat is happy at the moment because there is a mouse under the desk.

Example:

What's her favourite room ?

*Her bedroom.*

Questions:

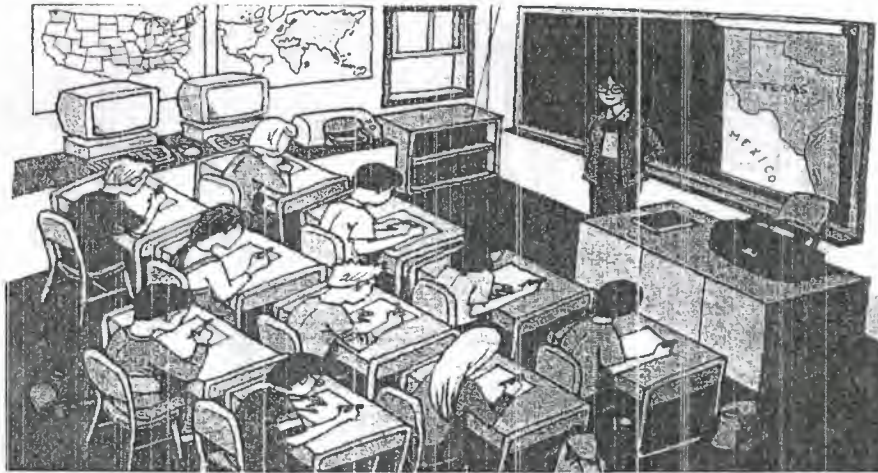
1. What colour is her bed ? .....
2. Where is Elizabeth's bed ? .....
3. What's her cat called ? .....
4. What is there on the wall ? .....
5. What is on the desk ? .....
6. Where's the mouse ? .....
7. How many balls are there in the room ? .....



## PART 6

### -10 questions – (10 marks)

Read the text. Choose the correct words to fill in the blanks. There is one example.



My name 0 is Kelly Martin and I am 1 ..... Argentina.  
 I go to Marstown College and I am 2 ..... Class 6. Marstown  
 College 3 ..... a big school and has got five hundred students.  
 There is 4 ..... school playground in the 5 ..... of the  
 school. There are twenty-four classrooms, a gymnasium, a swimming  
 pool and 6 ..... canteens. The school is very modern.  
 7 ..... favourite place is the canteen. The classrooms  
 8 ..... CD players and computers, but there aren't 9 .....  
 televisions or videos. 10 ..... a very good school and the  
 teachers are friendly and confident. I'm happy there.

- |    |          |           |         |
|----|----------|-----------|---------|
| 0  | am       | <u>is</u> | are     |
| 1  | of       | to        | from    |
| 2  | with     | in        | on      |
| 3  | has got  | is        | has     |
| 4  | some     | of        | a       |
| 5  | next     | middle    | left    |
| 6  | any      | one       | two     |
| 7  | My       | I         | Its     |
| 8  | have got | are       | 's got  |
| 9  | some     | a         | any     |
| 10 | It's     | Its       | There's |





**THE MINISTRY OF EDUCATION AND CULTURE  
2005-2006 ACADEMIC YEAR  
FALL SEMESTER  
ENGLISH LISTENING EXAMINATION  
FORM VI**

**Date: 23 January 2006**

**Time allowed: 30 mins**

My name is .....

I'm in class .....

My school is called .....

**GOOD LUCK ☺**

PART 1  
-5 questions-  
(5 marks)

Listen and draw lines. There is one example.

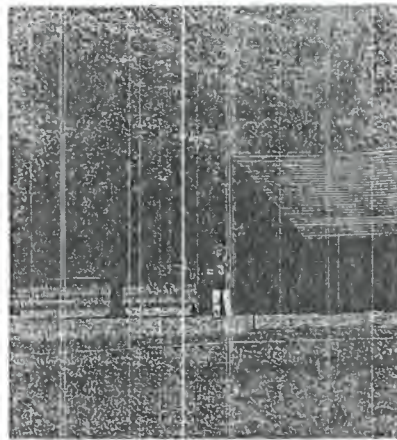
*Ann*



*George*



*Jane*



*Mary*

*Lou*



*Peter*

*David*



**PART 2**  
**-5 questions-**  
**( 10 marks)**

Listen and write. There is one example.



Name : *Giovanni* .....

Age : .....

Nationality : .....

Address : ..... Roberto Street

School's name : *Manor* ..... *Junior School*

How many sisters : .....



**PART 3**  
-5 questions-  
(5 marks)



Listen and circle the correct answer. There is one example.

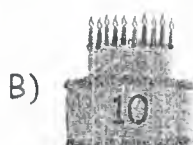
0) What nationality is she ?

☒ A) British.

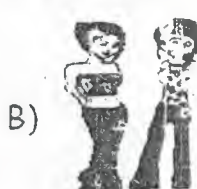
B) Polish.

C) Mexican.

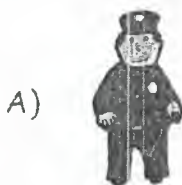
1) How old is she ?



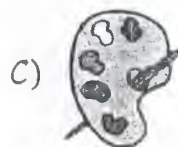
2) How many brothers or sisters has she got ?



3) What is her father's job ?



4) What is her favourite hobby ?



5) What is her parrot's name ?

A) JAACOB.

B) JACOB.

C) JACOP.

# SPEAKING CRITERIA FOR STUDENTS

School Name:.....

Std. Name-Surname ..... .....Class:.....	<u>Very Good</u> 4	<u>Good</u> 3	<u>Average</u> 2	<u>Poor</u> 1	<u>Very Poor</u> 0
Pronunciation					
Vocabulary					
Accuracy					
Fluency					
Comprehensibility					
Total	.....				

Std. Name-Surname ..... .....Class:.....	<u>Very Good</u> 4	<u>Good</u> 3	<u>Average</u> 2	<u>Poor</u> 1	<u>Very Poor</u> 0
Pronunciation					
Vocabulary					
Accuracy					
Fluency					
Comprehensibility					
Total	.....				

Std. Name-Surname ..... .....Class:.....	<u>Very Good</u> 4	<u>Good</u> 3	<u>Average</u> 2	<u>Poor</u> 1	<u>Very Poor</u> 0
Pronunciation					
Vocabulary					
Accuracy					
Fluency					
Comprehensibility					
Total	.....				

Std. Name-Surname ..... .....Class:.....	<u>Very Good</u> 4	<u>Good</u> 3	<u>Average</u> 2	<u>Poor</u> 1	<u>Very Poor</u> 0
Pronunciation					
Vocabulary					
Accuracy					
Fluency					
Comprehensibility					
Total	.....				




Examiner's Name/ Surname:.....

Signature:.....



## APPENDIX C

### THE SYLABUS OF ENERGY 1

Unit	Page	Grammar	Vocabulary
Unit 1: The Band	6	to be (singular) Wh- questions a/an + singular nouns Plural nouns	Alphabet Numbers 1-100 Colours Everyday objects
Unit 2: New people	10	to be Subject pronouns Possessive adjectives	Countries and nationalities (CC) <b>Memory Tip:</b> Write new words <b>Pronunciation:</b> Word stress
Check (P)	18		
Unit 3: Where are you from?	19	Where are you from? 	
Unit 4: Rooms and things	20	Possessive 's this/that/these/those/ there is/are <b>Pronunciation:</b> /ɪ/, /i:/	Everyday things Furniture Prepositions of place <b>Memory Tip:</b> Remember words in a group
Check (P)	28		
Unit 5: Blue	29	Blue	
Unit 6: Friends and family	30	have got	Personality adjectives Appearance Families <b>Memory Tip:</b> Use English to describe you
Check (P)	38		
Unit 7: My favourite things	39	My favourite things 	
Project (P)	40	Project 1: Create a cartoon character Project 2: Create a storyboard	
Unit 8: Daily life	42	Present simple	Time Daily activity verbs <b>Memory Tip:</b> Make strange connections <b>Pronunciation:</b> /s/, /z/, /ɪz/
Check (P)	50		
Unit 9: Yellow Submarine	51	Yellow Submarine	
Unit 10: Free time	52	Present simple Frequency adverbs Object pronouns	Free time activities Rooms <b>Memory Tip:</b> Think in pictures <b>Pronunciation:</b> /ə/
Check (P)	60		
Unit 11: Where do you live?	61	Where do you live? 	



= Cross curricular materials

= For your portfolio

= Listen to the text on the class cassette too



Communication	Skills	Memory Gym	Writing Gym
About names Personal details	<b>Reading:</b> About the band <b>Listening:</b> The pop charts		
A conversation Personal questions	<b>Reading:</b> Different text types <b>Listening:</b> Mel and Isabel meet <b>Study skills:</b> Reading – text types	1 Countries and nationalities	1 An e-mail (p) <b>Writing Tip:</b> Capital letters
Describe things and places Describe your bedroom	<b>Reading:</b> 1) Letter from Samoa (cc) (p) 2) A room in the Antarctic (p) <b>Listening:</b> Isabel plans her bedroom <b>Study skills:</b> Reading – prediction	2 Everyday things 3 Furniture and prepositions	2 A letter about your room (p) <b>Writing Tip:</b> Using adjectives
Make requests Describe families and people <b>Pronunciation:</b> /θ/, /ð/	<b>Reading:</b> 1) Mickey's family (p) 2) The Star Wars family <b>Listening:</b> Descriptions of 5 people <b>Study skills:</b> Writing – write a draft	4 Personality adjectives 5 Appearances 6 Families	3 A description of a person (p) <b>Writing Tip:</b> Linkers <i>and/but</i>
About times About daily routines At the cinema	<b>Reading:</b> 1) <i>Buffy</i> (p) 2) The Original Chewing Gum (cc) (p) <b>Listening:</b> 3 people talk about their jobs <b>Study skills:</b> Listening – get ready to listen	7 Daily activity verbs	4 A description of a daily routine (p) <b>Writing Tip:</b> Linkers <i>so/because</i>
Introduce people About free time	<b>Reading:</b> 1) A letter from Isabel (p) 2) East meets West (cc) (p) <b>Listening:</b> Alan talks about his house <b>Study skills:</b> Speaking – get ready	8 Free time activities 9 Rooms	5 An article about your school (p) <b>Writing Tip:</b> Punctuation
















Unit	Page	Grammar	Vocabulary
Can you sing?	62	can/can't (ability) Imperatives <b>Pronunciation:</b> /ə/, /æ/, /ɑ:/	Adjectives Parts of the body <b>Memory Tip:</b> Draw pictures to remember
	70		
	71	Mambo number 5	
	72	Project 1: A recipe of your life Project 2: Make a pizza-graph	
Music	74	Present continuous	Money Music <b>Memory Tip:</b> Think of similar words in your language <b>Pronunciation:</b> /ʌ/, /æ/
	82		
Free Bite 4	83	Music and me 	
Geography	84	was/were Past simple positive <b>Pronunciation:</b> Weak and strong forms	Days/months/years Ordinal numbers <b>Memory Tip:</b> Surprise yourself
	92		
	93	Return to Sender	
Love sport!	94	like + verb + -ing Past simple: negative/questions	Sport <b>Memory Tip:</b> Test yourself often
	102		
Free Bite 5	103	Football mad 	
	104	Project 1: Our favourite band Project 2: Create a band	
What next?	106	going to	Clothes <b>Memory Tip:</b> Wordwebs <b>Pronunciation:</b> /e/, /ɜ:/
	114		
	115	We're going to Ibiza	
Story Gyms	116		
ing Gyms	124		
ent B Page	134		

Cross curricular materials

For your portfolio

Listen to the text on the class cassette too



Communication	Skills	Memory Gym	Writing Gym
<p>suggestions about abilities</p>	<p><b>Reading:</b> Can gorillas talk to people?  </p> <p><b>Listening:</b> How Koko uses sign language</p> <p><b>Study skills:</b> Reading – look for paragraphs</p>	<p>10 Adjectives 11 Parts of the body</p>	<p>6 A description of an animal </p> <p><b>Writing Tip:</b> Paragraphs</p>
<p>Describe a scene things</p>	<p><b>Reading:</b> Do you want to be a Pop Star? </p> <p><b>Listening:</b> An interview with 3 contestants</p> <p><b>Study skills:</b> Dictionary work</p>	<p>12 Music</p>	<p>7 A form </p> <p><b>Writing Tip:</b> Addresses and phone numbers</p>
<p>Interview a star about the past</p>	<p><b>Reading:</b> 1) My so called life  2) Meet Aimee Mullins  </p> <p><b>Listening:</b> Katie talks about her life</p> <p><b>Study skills:</b> Dictionaries</p>	<p>13 Dates and months</p>	<p>8 A webpage </p> <p><b>Writing Tip:</b> Time phrases</p>
<p>Get help about sport <b>Pronunciation:</b> /eɪ/, /əʊ/, /aɪ/</p>	<p><b>Reading:</b> 1) The history of skateboarding   2) A profile of David Beckham </p> <p><b>Listening:</b> A football training camp</p> <p><b>Study skills:</b> Listening – listening for gist</p>	<p>14 Sport 15 Irregular verbs</p>	<p>9 A postcard </p> <p><b>Writing Tip:</b> Past simple regular verb spelling</p>
<p>With permission</p>	<p><b>Reading:</b> 1) What do your clothes say about you? 2) A school review </p> <p><b>Listening:</b> descriptions of people</p> <p><b>Study skills:</b> Speaking – conversational replies</p>	<p>16 Clothes</p>	<p>10 A review </p> <p><b>Writing Tip:</b> Strong adjectives</p>



**APPENDIX D**

**A CHAPTER FROM ENERGY 1  
STUDENTS BOOK**

**Buffy**  
the vampire slayer

mar

simple

bulary

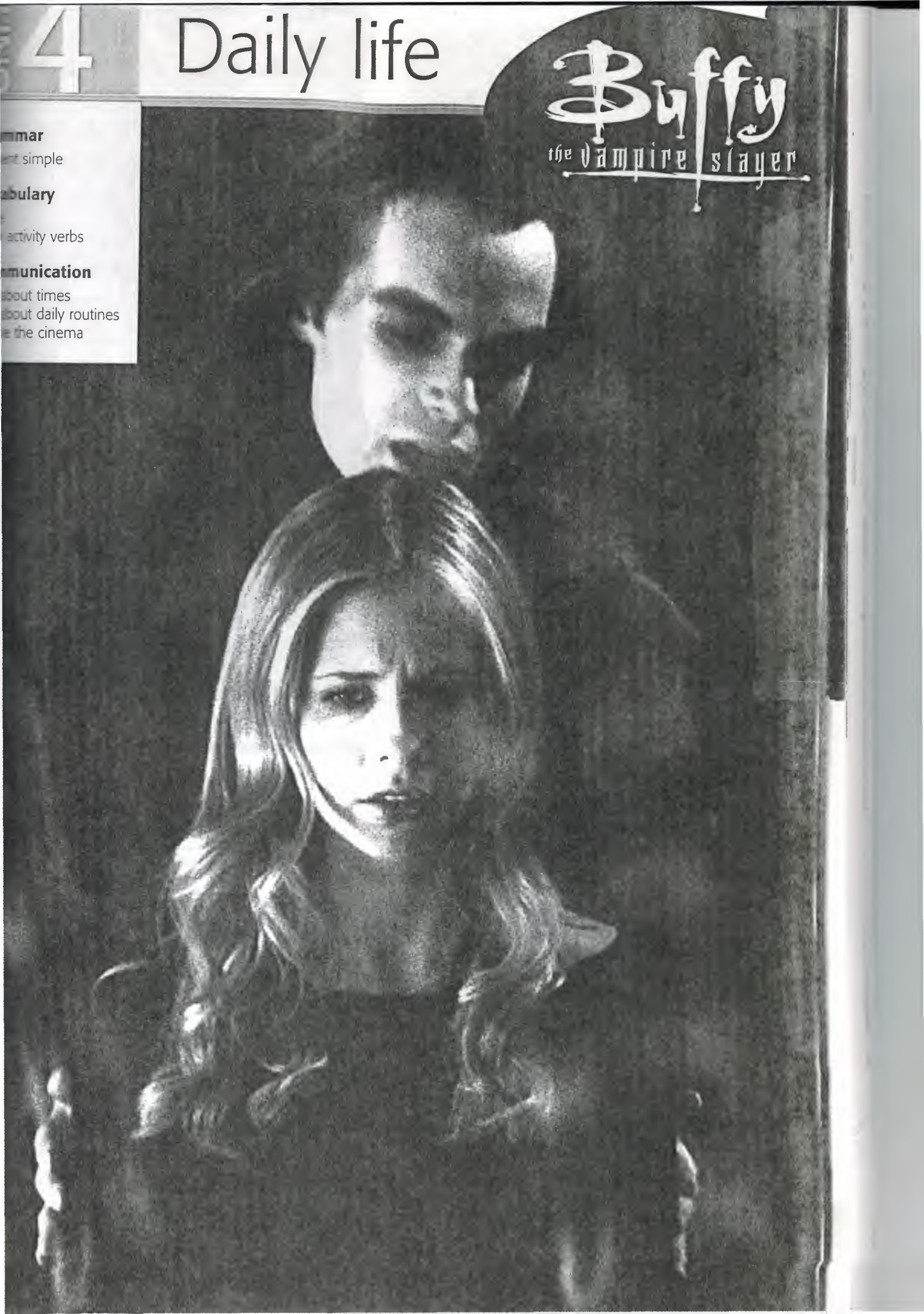
activity verbs

communication

about times

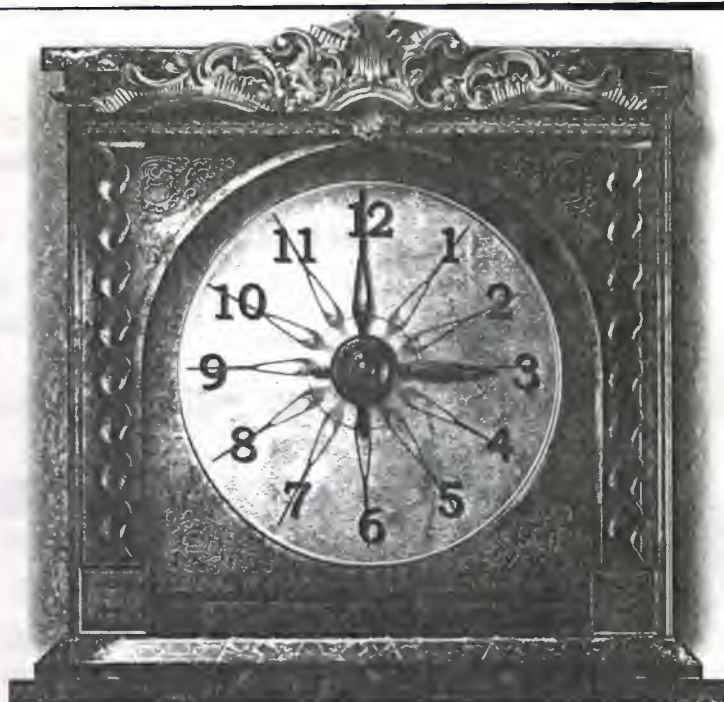
about daily routines

the cinema





Even o'clock at night in Sunnydale,  
 Mia, and Buffy Summers starts work.  
 studies at college in the morning but  
 doesn't like college work. At night she  
 kills vampires. Why does she kill vampires?  
 Because she's the main character in the  
 programme, Buffy the Vampire Slayer.  
 In real life, Buffy is the actress Sarah  
 Michelle Gellar from New York. Sarah has  
 green eyes and blond hair. Her favourite  
 food is pasta and her favourite colour is red.  
 Buffy works a lot. She starts work at six  
 o'clock in the morning and finishes at nine  
 o'clock in the evening. She's an athlete too.  
 She goes to the gym and she plays football.  
 She doesn't smoke.  
 Does she live with her family? No, she  
 doesn't. She lives in Los Angeles with  
 her dog, Thor.



## Vocabulary – Time

What time is it?

It's three o'clock.

It's five past three.

It's ten past three.

It's twenty-five past three.

It's twenty past three.

It's quarter past three.

It's half past three.

It's twenty-five to four.

It's twenty to four.

It's quarter to four.

It's ten to four.

It's five to four.

**4** Find these times in the text.



**5** In pairs, ask and tell the time.

A: Excuse me. What time is it?

B: It's ten o'clock./I'm sorry, I don't know.

A: Thank you.

1 10.00

4 2.35

7 6.20

2 11.15

5 3.25

8 9.05

3 11.45

6 8.50

9 the correct time now

**6** In pairs, ask and answer about the times of the planes from Sunnydale Airport.

A: What time is the plane to ...?

B: It's at ...

## Flights from Sunnydale Airport

New York	7.00
Los Angeles	8.10
Detroit	9.40
San Francisco	11.30
Washington	12.55
Chicago	1.50

## FOCUS 1 Switch on

### Reading

**1** Check these words.

start	work	study	like	kill
finish	go	smoke	live	

**2** Read and answer the questions.

- Who is Buffy Summers?
- Who is Sarah Michelle Gellar?
- Where's Sarah from?
- What colour is her hair?
- What's her favourite food?
- What's her favourite colour?
- Where is her home now?
- What's her dog's name?

**3** Put the phrases into the correct order of time.

at night	in the evening
in the afternoon	in the morning

in the morning

## US 2 Grammar – Present simple *he/she/it*

	Negative	Questions	Short answers
He works.	He } doesn't work.	Does { he } work?	Yes, he does./No, he doesn't.
She works a lot.	She } doesn't smoke.	Does { she } work?	<b>Wh- questions</b>
		Does she live with her family?	Why does she kill vampires?

about language

at the examples.

She lives with her parents.

Questions

Does she live with her parents?

Look at the text about Buffy on page 43.  
the present simple verbs (not 's or 's got).

### Memory Tip 4

the strange connections.

present simple he/she/it = SSSSS

work S in Sunnydale.

complete with the correct form of  
verbs.

### Series of the week

Angel, Saturday 11pm, BBC2

Series one of *Buffy the Vampire Slayer*, Buffy  
(work) **works** with a character called Angel.  
Angel <sup>2</sup> (live) ... in Sunnydale, but he  
(not go) ... to college and he <sup>4</sup> (not work) ...  
is a vampire – the only good vampire in the  
world. He <sup>5</sup> (like) ... Buffy and she  
(like) ... Angel. He <sup>7</sup> (not go) ... out in the  
morning or afternoon because he <sup>8</sup> (not like) ...  
light – it <sup>9</sup> (kill) ... vampires. He only  
(go) ... out at night.

**NEW!**  
★★★★★

**3** Correct the sentences. Write  
true sentences.

1 Buffy Summers lives in Los Angeles.

*She doesn't live in Los Angeles. She lives  
in Sunnydale.*

2 She studies in the evening.

3 She likes college work.

4 Sarah Michelle Gellar lives in New York.

5 Sarah starts work at eleven o'clock.

6 She lives with her family.

7 Angel lives in Los Angeles.

8 He goes out in the morning.

**4** Match the questions to the  
correct answers.

1 Where does Angel live? a) at night

2 Does he go to work? b) Sunnydale

3 Does he like Buffy? c) Yes, he does.

4 When does he go out? d) because the light kills vampires

5 Why does he only go out at night? e) No, he doesn't.

**5** In pairs, ask and answer about Buffy and  
Sarah Michelle Gellar.

1 where/Buffy/live?

A: Where does Buffy live?

B: She lives in California.

2 where/Sarah Michelle Gellar/live?

3 where/Buffy/go/in the morning?

4 what/Buffy/do/at night?

5 Sarah/live with her family?

6 Sarah/like dogs?



# A Day in the Life of Mel Williams



**1** Look at the pictures of Mel's day.  
Match the words to the correct pictures.

go to bed	have breakfast
finish school	get up <b>1</b>
do homework	start school
watch TV	have dinner

**2** In groups, check your answers.

*1 She gets up.*

**Pronunciation** – /s/, /z/, /ɪz/

**3** Listen and repeat the verbs.

starts	plays	watches	kills	works	finishes
smokes	gets up	goes	does	runs	studies

**4** Now listen again and put the verbs into the correct columns.

/s/	/z/	/ɪz/
starts	plays	watches

## Listening

**5** In pairs, guess the times for Mel's daily activities.

A: I think she gets up at quarter to seven.

B: I think she ... at ...

**6** Listen to a description of Mel's day.  
Check your guesses from exercise 5.

**7** In pairs, ask and answer questions about Mel's day.

A: What time does Mel get up?

B: She gets up at quarter to seven.

A: What time does Mel ... ?



## Memory Gym 7

Daily activity verbs

Go to page 119





## FOCUS 4 Grammar – Present simple I/you/we/they

### Positive

I/You  
We/They } work.

I/You  
We/They } work at night.

### Negative

I/You  
We/They } don't work.

I/You  
We/They } I don't work at night.

### Questions

Do { I/you  
we/they } work?

Do they work at night?

### Short answers

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

### Wh- questions

Where do you work?

What time do they get up?

### Think about language

### Make a rule.


I, you, we and they

forms of the Present simple

are the same/different.


Check these verbs. Then complete the text with the correct forms.

start go get up give get  
ask deliver do have finish



## Me and my job!

My name's Sam and I'm a paperboy. There are thousands of paperboys and papergirls in Britain. They <sup>1</sup> **start** work when they are thirteen. I <sup>2</sup> **start** at six o'clock and go to the newspaper shop. Patterson <sup>3</sup> **gives** me thirty-five newspapers in a bag. I <sup>4</sup> **go** about two kilometres and <sup>5</sup> **deliver** the newspapers to people's houses. I start work at half past six and <sup>6</sup> **go** at half past seven. Then I <sup>7</sup> **have** breakfast at eight o'clock. I <sup>8</sup> **finish** school at quarter to four. After school I go home and I <sup>9</sup> **do** my homework and then I deliver the evening newspapers. I <sup>10</sup> **go** about £20 a week. I go to bed at ten o'clock.

 **2** Listen and check your answers to exercise 1.

**3** Make questions for Sam's answers.

1 I get up at six o'clock.

*What time do you get up?*

2 I start work at half past six.

3 at half past seven

4 I have breakfast at eight o'clock.

5 at quarter to four

6 at ten o'clock

**4** In pairs, take turns to ask Sam questions and answer.

1 get up/at nine o'clock?

A: Sam, do you get up at nine o'clock?

B: No, I don't. I get up at six.

2 finish work/at seven o'clock?

3 have breakfast/in the shop?

4 finish school/at four o'clock?

5 do homework/at school?

6 go to bed/at nine o'clock

**5** Choose the correct words.

1 I work/works in a shop.

2 They don't/doesn't go to this school.

3 We likes/like that book.

4 Do you lives/live here?

5 What time do you gets/get up?

6 We don't/doesn't go to school.

7 Where do/does they live?

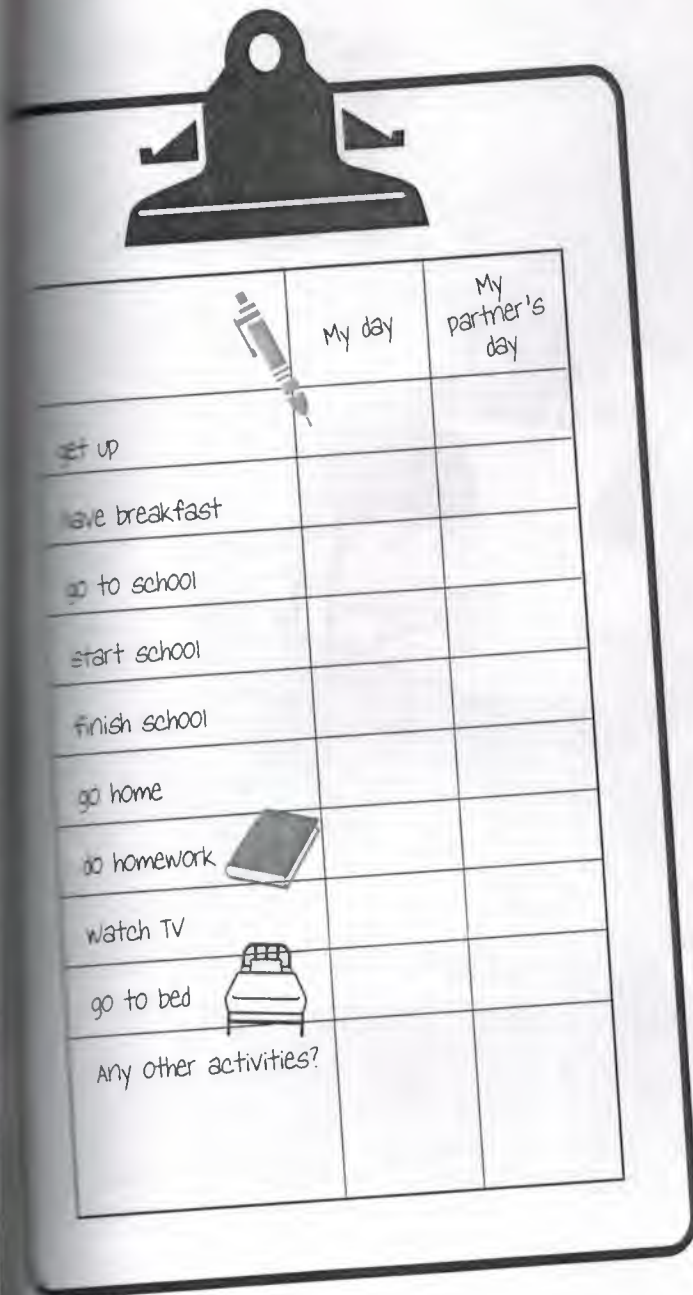
8 They has/have breakfast at half past eight.

**Remember**  
go to work  
go to school  
go to bed  
go home



## FOCUS 5 Communication – Daily routine, Phone the cinema

**1** Complete the chart with the correct times for your daily routine.



	My day	My partner's day
get up		
have breakfast		
go to school		
start school		
finish school		
go home		
do homework		
watch TV		
go to bed		
Any other activities?		

**2** In pairs, interview your partner and complete the chart.

A: What time do you get up?  
B: I get up at ...

**3** In groups, talk about the differences between you and your partner.

I get up at seven o'clock but Michel gets up at eight.

### Roleplay – Phone the cinema

**4** Listen and complete. Then in pairs, practise the conversation.

Jack 1 *Hello* . Is that the cinema?  
Cinema Yes, it is.  
Jack What 2 ... does *Spiderman* start?  
Cinema It starts at 3.....  
Jack What time does it 4... ?  
Cinema It finishes at 5.....  
Jack Thank you very much.  
Cinema You're 6....

**5** In pairs, phone the cinema and ask for information about *Terminator* and *Lord of the Rings III*.



### Find out!

**6** Student A look at this page. Student B look at page 135. Complete the missing information.

A: What time does *The Simpsons* start?  
B: It starts at ...

**Friday 19th July**

**BBC1**

6.00 **Friends** The one where Ross meets a new girlfriend.  
... **The Simpsons**  
6.50 **Top of the Pops** With Oasis and Dido.  
... **Football Focus**  
8.30 **Film: The Beach** Starring Leonardo DiCaprio  
... **Night Music**



## FOCUS 6 Skills – The Original Chewing Gum

do cooks the sap. It's called chicle.



The gum in this 'Chewing Gum Kit' is chicle gum from the rainforest in Guatemala. Chicle gum helps the rainforest because it gives work to Eduardo and the chicleros.

### Eduardo the Chiclero

Eduardo and his family are from Guatemala in Central America. Eduardo is a chiclero – he makes chewing gum. Eduardo makes the gum from Sapodilla trees in the rainforest.

He climbs a tree and cuts it. The sap from the tree goes into Eduardo's bag. The sap is called chicle. Chicle is the original chewing gum.

Eduardo climbs trees all day, so he knows every tree in the rainforest! It is hard work. He gets up at half past five in the morning and has breakfast. He starts work at six o'clock and he finishes at five o'clock in the evening.

After five days in the forest, Eduardo and the other chicleros go home with their bags of chicle. They cook the sap and make the chicle gum.

[www.junglegum.com](http://www.junglegum.com)



### Reading

Check these words.

tree rainforest climb  
sap original cook

Quick Read. Read about Eduardo and answer true or false.

- ☒ Eduardo lives in Central America. ✓
- ☐ He's a student.
- ☐ He works in a factory.
- ☐ Chicle comes from trees.
- ☐ Chicle makes chewing gum.

Detailed Read. Read the text again and answer the questions.

- 1 Where does Eduardo work?
- 2 What time does he start work?
- 3 What time does he finish work?
- 4 How do the chicleros make the chicle gum?
- 5 What sort of gum is in the 'Chewing Gum Kit'?
- 6 Is American gum from trees or factories?



He climbs the Sapodilla tree



In one year, people in the USA eat 10 million kilometres of chewing gum, but they eat gum from factories. It isn't chicle gum from trees.



## Study skills – Listening

### Get ready to listen

Before you listen, focus on what you want to know.

- Look at the questions before you listen.
- Don't try to understand everything.

## Listening

4 Check these words.

taxi driver doctor farmer am pm

5 Listen. What are their names?



6 Listen again and complete the table.

Name	Suzanne	Nimmi	Richard
get up	1 6pm	5	5am
have breakfast	2	6	9
start work	8pm	4.30am	10
finish work	3	7	9pm
have dinner	8.30am	5pm	11
go to bed	4	8	10pm

## Speaking

7 Student A choose one of the people from exercise 5. Student B interview your partner about his or her daily routine.

A: What time do you get up?

B: I get up at ...



## Writing Gym 4

A description of a daily routine.

Go to page 127



# Energy Check

## Grammar

Complete with the correct form of the verbs.

1. (arrive) **arrive** at school at eight o'clock.  
 2. (not go) ... to bed at ten o'clock.  
 3. (live) ... and his dad (live) ... in Manchester.  
 4. (not go) ... home after school.  
 5. (start) ... work at ten to nine.  
 6. (not work) ... in the morning.  
 7. (work) ... at the university.  
 8. (finish) ... at half past eight.  
 9. (not live) ... with her family.

Complete the questions with *do* or *does*.

1. Does Tom play the piano?  
 2. What time ... you have breakfast?  
 3. Do Isabel's family live in Britain?  
 4. Where ... her parents work?  
 5. Do Angel like Buffy?  
 6. What time ... we start work today?

Make questions.

1. Isabel's family/live in Argentina?  
 2. Isabel's family live in Argentina?  
 3. Where/you/live?  
 4. What time/your school/start?  
 5. Eduardo/work/in the rainforest?  
 6. What sport/Mickey/do?  
 7. What sport/you/do?  
 8. Buffy/hate vampires?  
 9. When/Angel/go out?

Answer the questions in exercise 3.

No, they don't.

## Vocabulary

Write the correct times.



4.10 4 11.50 6 6.15

one o'clock

6 Put the daily activities into the correct order for a normal school day.

- a) go home f) finish school  
 b) do my homework g) watch TV  
 c) go to bed h) have breakfast  
 d) get up 1 i) have dinner  
 e) start school

7 Write about your normal school day. Use the verbs in exercise 6.

*I get up at ... and I have breakfast.*

## Communication

8 Complete the conversation.

- Julia Hello. Is 1 **that** the ABC Cinema?  
 Cinema Yes, 2 ...  
 Julia What time 3 ... the film 4 ... ?  
 Cinema *Fluffy Heroes* or *Tubeway Terror*?  
 Julia *Tubeway Terror*.  
 Cinema It 5 ... at half past eight.  
 Julia And 6 ..... does it 7 ... ?  
 Cinema 8 ..... half past ten.  
 Julia Thank you 9 .....  
 Cinema You're 10 ...

9 Write the conversations.

- 1 A: Ask politely for the time.  
 B: Give the correct time.  
 A: Say 'thank you'.  
 A: Excuse me ...  
 2 A: Ask politely for the time.  
 B: Apologise. You don't know.  
 A: Say 'OK' and 'thank you'.

How RU doing?			
Grammar Exercises 1-4			
Vocabulary Exercises 5-7			
Communication Exercise 8,9			



# Yellow Submarine



The Beatles  
(1963 – 1969)

John Lennon,  
Paul McCartney  
George Harrison  
Ringo Starr.

Number one hits 17 in Britain, 20 in the USA

First number one hit 1963

Last number one hit 1969

Yellow Submarine a number one hit in 1966.  
– a cartoon film in 1968.

Other information: 'Ringo' means  
'apple' in Japanese.

The Beatles' production company is  
called 'Apple'.

In the town where I was born  
Lived a man who sailed to sea,  
And he told us of his life  
In the land of submarines.

So we sailed up to the sun  
Till we found the sea of green,  
And we lived beneath the waves  
In our yellow submarine.

*We all live in our yellow submarine  
Yellow submarine  
Yellow submarine.*

*We all live in our yellow submarine  
Yellow submarine  
Yellow submarine.*

And our friends are all on board,  
Many more of them live next door.  
And the band begins to play.

*We all live in our yellow submarine  
Yellow submarine ...*

As we live a life of ease  
Every one of us has all we need,  
Sky of blue and sea of green  
In our yellow submarine.


*We all live in our yellow submarine  
Yellow submarine ...*

 **1** Listen to the song. Do you know it?

**2** What do you know about the Beatles?

**3** Tick ✓ the sounds you hear.

a guitar	drums	a bell	a foghorn
			
a piano	the sea	glasses	a tambourine
			

 **4** Listen to verse 4 again. Find the words  
which have an /i:/ sound. *ease*

**5** In the song, The Beatles want to live in a  
Yellow Submarine. What's your favourite  
fantasy place?

## **APPENDIX E**

### **A CHAPTER FROM ENERGY 1 WOORKBOOK**



# UNIT 4 Daily Life

## LOG YOUR MEMORY

### Present simple

Use the present simple to talk about

things we do regularly  
(routines and habits)

<b>Positive</b>	<i>I/you/we/they start work at nine. He/She gets up at seven.</i>
<b>Question</b>	<i>Do I/you/we/they work a lot? Does he/she walk to work?</i>
<b>Negative</b>	<i>I/you/we/they don't have breakfast. Doesn't he/she go to school?</i>

### permanent situations

*I live in New York.  
Do you like pasta?  
They go to my school.*

### timetables or scheduled events

*The plane leaves at ten.  
What time does Buffy the  
Vampire Slayer start?*

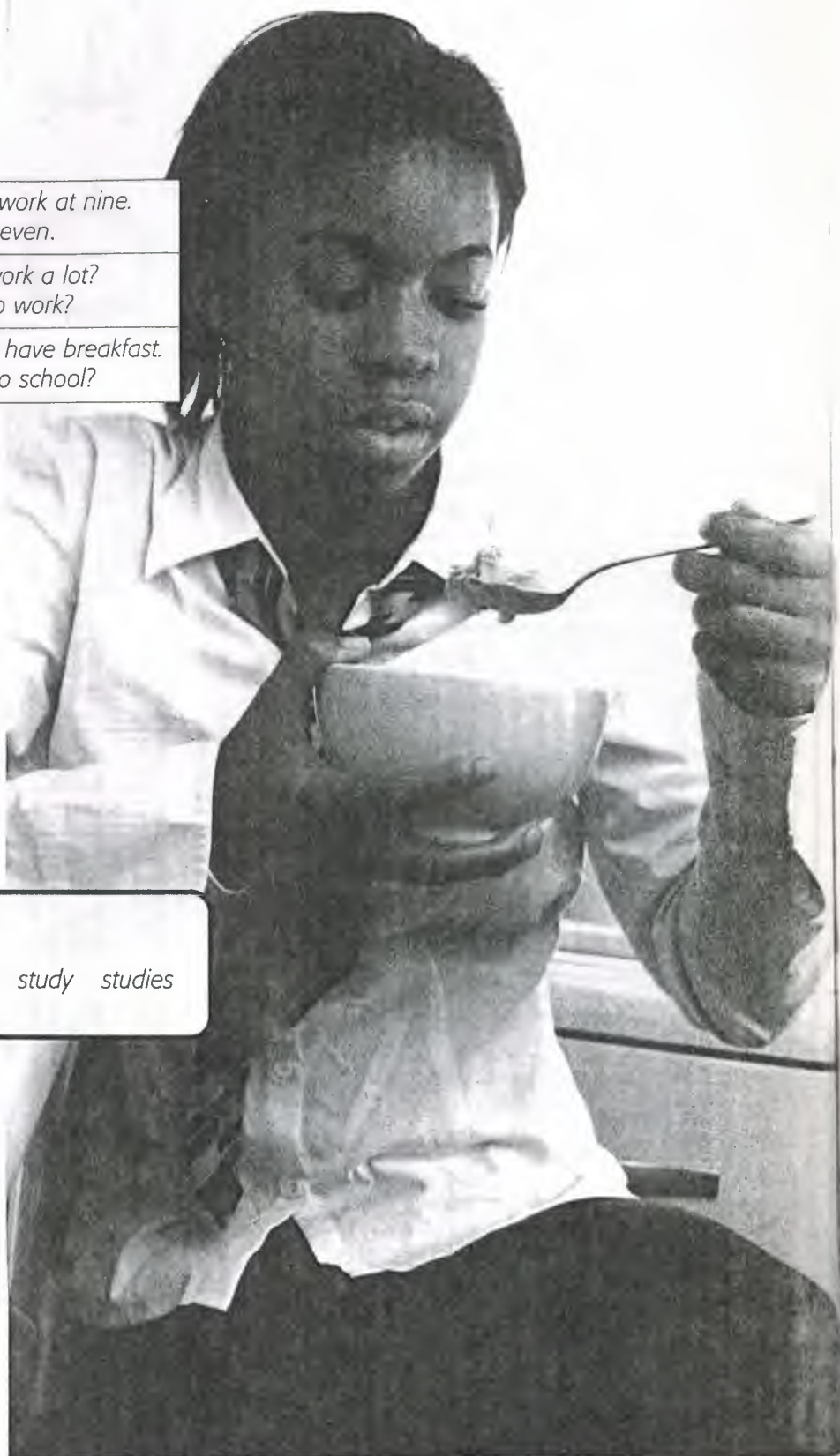
### general facts

*In one year, people in the USA  
eat ten million kilometres of  
chewing gum.*

### WATCH IT!

### Spelling!

go	goes	finish	finishes	study	studies
do	does	watch	watches		



# FOCUS 1 Switch on

## Vocabulary – Time

**1a** Match the times to the correct pictures.

1 ten to three

a)



2 nine o'clock

b)



3 twenty-five past four

c)



4 quarter past eleven

d)



5 quarter to twelve

e)



6 half past one

f)



**1b** Complete.

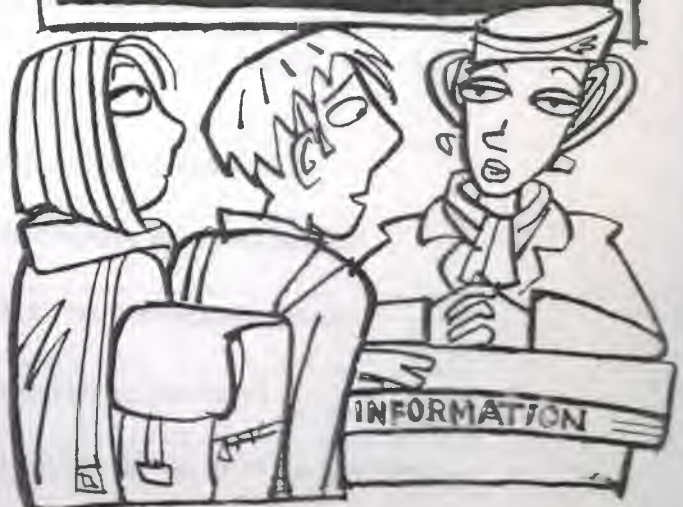
- 1 10:15 *quarter past ten*
- 2 *2.20* twenty past two
- 3 10.55 .....
- 4 ..... ten past three
- 5 5.30 .....
- 6 ..... quarter to five

**1c** Complete the conversation.

- Man Excuse me, what time is the plane to London?
- Woman <sup>1</sup> *Five o'clock.*
- Man And the plane to Paris – what time is that?
- Woman <sup>2</sup> .....
- Man Is the plane to Washington at six?
- Woman No, <sup>3</sup> .....  
It's at <sup>4</sup> .....
- Man Thank you. And what time is the plane to <sup>5</sup> ..?
- Woman Ten past seven.
- Man OK. Thanks. Is the plane to Rome at seven o'clock?
- Woman <sup>6</sup> .....
- Man Thanks.
- Woman You're welcome.

## DEPARTURES

PARIS	4:30
LONDON	5:00
WASHINGTON	6:15
ROME	7:00
MADRID	7:10





## CUS 2 Grammar – Present simple *he/she/it*



### FILM OF THE WEEK: **ABOUT A BOY**

#### About the film ...

This is a very funny film but it's sad too.

Marcus (Nicholas Holt) lives in London with his mother. He doesn't like his school and he hasn't got any friends because he isn't cool. He doesn't like his life.

Will (Hugh Grant) is a family friend. He doesn't work and has got a nice life, but he isn't really happy. Marcus thinks he's cool.

Marcus doesn't go home from school in the afternoons – he goes to Will's house.

Will helps Marcus – and Marcus helps Will!

#### About Nicholas Holt!!

Nicholas lives with his family and he goes to The Sylvia Young Drama School in London. He works a lot in films and TV. Nicholas is a musician too, but he doesn't listen to a lot of pop music.

Nicholas watches a lot of films. He likes funny films, and he loves *About a Boy* – but he doesn't like his hair in the film! YUK!

Read the magazine article and answer true or false.

Marcus lives with his mother. ✓

Marcus has got lots of friends.

Marcus has got a job.

Marcus likes Will.

Marcus goes to Marcus's house in the afternoons.

Nicholas is an actor.

Nicholas is a student.

Nicholas doesn't like the film.

Complete the sentences.

Marcus (live) lives in London.

Marcus (go) goes out a lot.

Marcus (not/work) doesn't work.

Marcus (study) studies at a big school.

Marcus (want) wants a friend.

Marcus (not/like) doesn't like school.

Answer the questions.

Is the film funny?

Yes, it is, but it's sad too.

Who does Marcus live with?

He lives with his mother.

Does Will work?

No, he doesn't.

Where does Nicholas go to school?

He goes to The Sylvia Young Drama School.

Do you know the film? Do you like it?

Yes, I know it and I like it.

★ **2a** Complete the questions, then write the answers.

1 Where/Marcus/live?

Where does Marcus live?

He lives in London.

2 he/like/his life?

.....?

3 Will/help/Marcus?

.....?

4 Nicholas/listen/to a lot of pop music?

.....?

5 he/like/*About a Boy*?

.....?

★★ **2b** Write short answers.

1 Think of one of your friends. What's his/her name?

.....

2 Where does he/she live?

.....

3 Does he/she go to your school?

.....

4 What's his/her favourite subject?

.....

5 Does he/she like music?

.....

6 What does he/she do in the evenings?

.....

## FOCUS 3 Vocabulary – Daily activity verbs

**1** Complete with the correct form of the verb.

Harry and Jenny are fifteen. They live in an English town called Wyford.



Harry's school is called Wyford College. He <sup>1</sup> (not live) *doesn't live* with his family – he <sup>2</sup> (live) ..... at school. He <sup>3</sup> (get up) ..... at 7.00 and <sup>4</sup> (have) ..... breakfast at 8.00. He <sup>5</sup> (study) ..... from 8.45 to 1.00, Monday to Saturday. He <sup>6</sup> (not/study) ..... in the afternoon – he <sup>7</sup> (play) ..... sport. He <sup>8</sup> (have) ..... dinner at 6 and then he does his homework – at school!

Jenny <sup>1</sup> (live) *lives* with her mum and dad. Her school is called Wyford High. It <sup>2</sup> (start) ..... at 8.50 and <sup>3</sup> (finish) ..... at 3.30, five days a week. Then Jenny <sup>4</sup> (go) ..... home and <sup>5</sup> (play) ..... with her baby brother. She <sup>6</sup> (do) ..... her homework and then she <sup>7</sup> (have) ..... dinner – in front of the TV! She <sup>8</sup> (not/go) ..... to school on Saturdays – she <sup>9</sup> (meet) ..... her friends.



**2a** Complete the table.

	Harry	Jenny
lives with family	x	
plays sport in the afternoon		
does homework at school		
has dinner at school		
has school on Saturday		

**2c**

1 Which school do you like – Harry's school or Jenny's school? Why?

*I like ..... 's school because ....*

**2b** Write about Harry's life and Jenny's life.

- (live with family)  
*Harry doesn't live with his family.*  
*Jenny lives with her family.*
- (play sport in the afternoon)
- (do homework at home)
- (have dinner at school)
- (meet friends on Saturdays)



## FOCUS 4 Grammar – Present simple I/you/we/they

Complete the sentences.

**school life ...**

**Home Message board A-Z Contact Us Help**

**I don't go to school!**

Hi! I'm Yasmin. I'm fourteen and I'm from England. I (not/go) <sup>1</sup> *don't go* to school because I'm an actress. I (work) <sup>2</sup> *every morning*. I (go) <sup>3</sup> *home at two o'clock*. Then I (study) <sup>4</sup> *for three hours*. I (live) <sup>5</sup> *with my family – my teachers* (come) <sup>6</sup> *to our house*. My friend Kelly (study) <sup>7</sup> *with me*. Then we (have) <sup>8</sup> *dinner and* (watch) <sup>9</sup> *TV*. Kelly (go) <sup>10</sup> *home at about half past eight*.

Choose the correct words.

- Yasmin lives/live at home.
- She doesn't/don't study in the morning.
- Do/Does she have breakfast?
- Yasmin's teachers go/goes to her house.
- Yasmin and Kelly don't/doesn't work in the evening.
- don't/doesn't go to work.
- No/Does you walk to school?
- We does/do our homework at seven.
- My brother and I works/work on Saturday mornings.
- What time do you get/gets up?



**2b** Look at the Factfile and complete the conversation.

factfile		
Yasmin's day		
Get up		7.00
Start work		8.00
Finish work		2.00
Start schoolwork (with Kelly)		3.00
Finish schoolwork		6.00
Have dinner		6.30
Go to bed		10.00

Interviewer What time <sup>1</sup> ..... *do you get up* .....  
Yasmin?

Yasmin I get up at 7 o'clock.

Interviewer And what time do you start work?

Yasmin I <sup>2</sup> .....

Interviewer When <sup>3</sup> .....?

Yasmin I <sup>4</sup> .....  
at two.

Interviewer When do you and Kelly study?

Yasmin We <sup>5</sup> .....  
at three and we <sup>6</sup> .....  
..... at six.

Interviewer <sup>7</sup> .....  
Kelly come to your house?

Yasmin Yes, she <sup>8</sup> .....

Interviewer When <sup>9</sup> .....?

Yasmin We <sup>10</sup> .....  
at half past six.

Interviewer What time <sup>11</sup> .....?

Yasmin I <sup>12</sup> .....  
at ten.

**2c** Complete the questions. Write true answers.

1 (you/go) *Do you go* to school?  
*Yes I do* .....

2 What time (you/get up) .....?

3 What time (your school/start) .....?

4 When (you and your friends/finish) .....  
..... school?

5 (you/do) .....  
your homework at school?

6 (you/watch) .....  
TV in the evenings?

7 (you/go) ..... to  
school on Saturdays?

8 (your teachers/come) .....  
..... to your house?

**3** Write a paragraph about your day. Use the words in the box and your own ideas.

bed	breakfast	school	dinner	friends
home	homework	school	TV	

*Hi, I'm* ..... *I go to* .....

*School. I get up at* .....



??

# Quiz Time

???

## ARE YOU A STAR STUDENT???

**Do the quiz and find out.**

**1** to bed at ...

- a) nine. b) ten. c) eleven.

3

**When I study ...**

- a) I listen to music.  
b) I watch TV.  
c) I just study.

2

**I do my homework ...**

- a) at home, every evening.  
b) at school, in the morning.  
c) I don't have homework.

4

**In the morning ...**

- a) I have breakfast.  
b) I have some crisps.  
c) I don't have breakfast.

6

**At school ...**

- a) I ask a lot of questions.  
b) I talk to my friends all the time.  
c) I am very quiet.

7

**My favourite thing is ...**

- a) a dictionary.  
b) a mobile.  
c) a TV.

8

**I want ...**

- a) to be a paperboy.  
b) to be a teacher.  
c) to stay in bed all day.

### KEY

- 1** a) 1 b) 3 c) 0  
**2** a) 3 b) 1 c) 1  
**3** a) 3 b) 0 c) 3  
**4** a) 3 b) 1 c) 0  
**5** a) 3 b) 1 c) 0  
**6** a) 3 b) 2 c) 1  
**7** a) 1 b) 3 c) 1  
**8** a) 1 b) 3 c) 0

### RESULTS

- 19-24** Wow! You are a star student.  
Well done!
- 13-18** Not bad! You are a good student but  
you don't work all the time.
- 6-12** Hmmmmm! Can you study a bit,  
please?!
- 3-5** Oh dear!

## FOCUS 5 Communication – Daily routine, Phone the cinema

- ★ **1** Complete the questions. Use the verbs in the box.

get up   deliver   do   finish  
have   go



Interviewer What time <sup>1</sup> *do you* *get up*, Vicky?  
Vicky I get up at six.  
Interviewer Wow! And <sup>2</sup> .....  
.....  
breakfast?  
Vicky Oh yes, I do. I have breakfast and then I go to the newspaper shop.  
Interviewer How many newspapers <sup>3</sup> .....?  
.....  
Vicky Thirty.  
Interviewer When <sup>4</sup> .....  
.....  
to school?  
Vicky Eight forty-five.  
Interviewer What time <sup>5</sup> .....  
.....  
school?  
Vicky I finish school at three thirty.  
Interviewer When <sup>6</sup> .....  
.....  
your homework?  
Vicky I do my homework from four to five.

- ★ **2a** Rearrange the words. Then put the conversation into the correct order.

- a) Hello././cinema/that/is/the/?  
*Hello. Is that the cinema?* ..... (1)  
b) o'clock/it/six/starts/at/.  
.....  
c) past/it/half/at/finishes/eight/.  
.....  
d) it/is/yes/.  
.....  
e) time/start/does/*Vanish*/what/?  
.....  
f) you/thank/.  
.....  
g) when/does/it/finish/?  
.....

- ★★ **2b** Complete the conversation.

### Channel 4

**8.00 Friends** (Two episodes of your favourite soap!)

**9.00 The News**

**9.30 Football Special**

**11.00** **Film: Mad About You**

## Teen chat blah! :-]

### Topic: Television

EXIT  
CHATROOM

10 Users

< LM > Hi, Jo. Have you got the television times?  
< JT > Yes, I have.  
< LM > What time <sup>1</sup> ..... *does Friends start* ..... ?  
< JT > 8.  
< LM > When <sup>2</sup> ..... ?  
< JT > 9.  
< LM > And what time <sup>3</sup> ..... ?  
< JT > The football? Do you like football?  
< LM > Yes, I do!  
< JT > I don't! It <sup>4</sup> ..... at 9.30 and it  
<sup>5</sup> ..... at 11. Yuk!  
< LM > OK. Thanks. CU soon :)  
< JT > Bye :)

LM  
Stef  
Susie  
Bobbie  
Carrots  
JT  
Tom  
Jo  
Emma  
Jack

Type your comments in the box. Then press the ENTER key



# Life as a Games Tester

**M**ike Pierce is from the USA. He's fourteen, so he goes to school – but he's got a job too. Mike works at home. He plays computer games!

'I love computer games,' says Mike, 'and my dad makes computer games. I test the games – that's my job!'

Mike is happy because he gets lots of free games.

'I don't work in the mornings, I get up at half past eight and run to school. I don't even have breakfast!' he says, 'But I finish school at half past three and then I work for two or three hours. I work again after dinner. I go to bed at about twelve or one o'clock.'

What do his parents say?

'He doesn't play sport and he doesn't go out,' says his mum. 'I know he loves it, but I'm not happy about it.'

His dad thinks it's great.

'He's only fourteen, but he's got a job,' he says, 'I think he's a star.'

## ading

Read about Mike and answer true or false.

- Mike goes to school. ✓
- Mike makes computer games.
- Mike has got lots of computer games.
- Mike works in the mornings.
- Mike works at night.
- Mike works a lot.

## ★ ★ 1b Answer the questions.

- 1 Where does Mike work?  
*He works at home.*
- 2 What is his dad's job?  
.....
- 3 What is Mike's job?  
.....
- 4 When does he work?  
.....
- 5 What time does he go to bed?  
.....
- 6 Is his mum happy about his job?  
.....
- 7 What do you think about his job? Is it a good thing, or not?  
.....



### ★ 3a Make sentences.

- 1 (Mike/get up/half past eight)  
*Mike gets up at half past eight.* .....
- 2 (I/go/to school/...) .....
- 3 (Mike/go/home/half past three) .....
- 4 (I/do/my homework/...) .....
- 5 (Mike/work/at night) .....
- 6 (I/go/to bed/...) .....

### ★★ 3b Read the notes about Nick's life. Then write an article about his life.

## factfile

Name: Nick Walbridge

Age: 14

Family: mum, dad, 6 sisters  
(ages 1–12)

6.30: get up

7.00: make breakfast for  
family

7.30: breakfast

8.00: help parents

8.30–3.30: school

4.00–6.00: homework

6.30: dinner

7.30–8.30: play with baby sister

8.30–10.00: TV

10.00: bed

## Writing

### ★ 2 Complete the sentences with *and*, *but*, *so* or *because*.

- 1 Mike is only fourteen ..... *but* ..... he's got a job.
- 2 He works a lot ..... he doesn't work in the mornings.
- 3 He loves his job ..... he loves computer games.
- 4 His dad is happy ..... his mum isn't.
- 5 He gets free games ..... he is happy.
- 6 He works in the evening ..... at night.
- 7 He doesn't play sport ..... his mum isn't happy.
- 8 His dad is happy ..... Mike has got a job.

### *Life as a Big Brother*

*Nick gets up at 6.30 and ...* .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

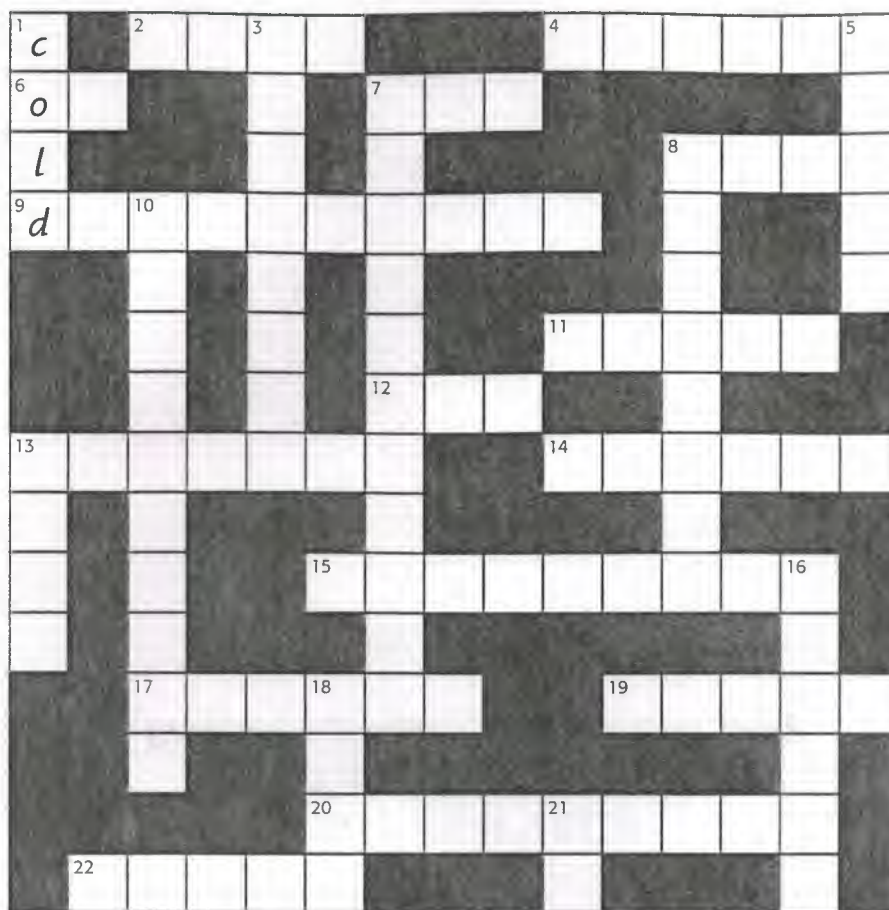
.....



# Revision 4

What do you remember?

Complete.



## Across

- 2 ..... she watch TV in the evening?  
 4 opposite of *in front of*  
 6 There's a poster ..... the wall.  
 7 He ..... breakfast at 8 o'clock.  
 8 How ..... desks are there?  
 9 '..... in the USA?'  
 'No, they live in Britain.'



- 2 Are there ..... people in the room?



- 4 'Is he English?' 'No, .....'  
 5 opposite of *shy*  
 7 Mel's a writer. She ..... for the Web magazine.

- 19 opposite of *tall*



- 22 plural of *this*

## Down

- 1 opposite of *hot*



- 5 'What time ..... go to bed?'

- 7 1.30



- 10



- 13 'Do you like coffee?' 'No, I .....'

- 16 Turkish people live in .....

- 18 What ..... does the film start?

- 21 go ..... work

### Translation Exercise

Read the following passage and translate from Turkish to English.

Many thanks to

"It's great!" Says thirteen-year-old Masahiro Saito.

He is one of the students at Waseda school in Tokyo.

The results are part of a new Internet project.

The results and the answers are always interesting.

When do you go to school?

Students go to school five days a week. They always go to school.

It's great. In Britain, students go to school five days a week.

They go to school five days a week.

THE RESEARCH

## APPENDIX F INSTRUCTIONS FOR EXERCISES THAT ARE APPLIED DURING THE RESEARCH

George Brown Book English Learning



## Translation Exercise

Read the following passage and translate from Turkish to English.

### East Meets West

'It's great idea!' Says thirteen-year old Masahiro Suzukawa. She is talking about an e-mail exchange between students at Wakeford school in Britain and Number Three school in Sakata, Japan. The e-mails are part of a new Internet project. Students ask a lot of questions and the answers are always interesting!

When do you go to school?

Japanese students go to school from 8 am to 3 pm, six days a week. They always walk or ride bikes. In Britain, school usually starts at 9 am and finishes at 4 pm. British students go to school five days a week and a lot of them go by car.<sup>1</sup>

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<sup>1</sup> Elsworth, S & Rose, J. 2004. *Energy1Students Book*. England: Longman.

## Role Play

Write a dialogue with your partner about two famous people who are going to meet. In your dialogue include the hours of the day and future tense. After you write your paragraph each of you will play the one person.

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