**APPENDICES**

**Appendix A**

**Preparatory School Syllabus**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **UNIT** | **Gr. In Use** | **Writing Assignment** |
| **2** | **1A/B/C*** Countries & nationalities
* The verb ‘to be’
* Subject pronouns & possessive adj.
* Numbers
* Jobs
* A/an
* Asking people to repeat things
 |  | Portfolio 1 (Write about yourself) |
| **3** | **1D*** Plurals
* This/that/these/those

**Unit 2*** Adjectives
* Have got/has got
* Family/how many/possessive’s
* Times & prices/how much
* Prepositions of place
* Question words: whose, where
 |  | Portfolio 2(Favourite thing) |
| **4** | **Unit 3*** Present simple with ‘I, you, we, they’
* Wh- questions: when, where, what time...
* Free-time activities
* Time phrases with on, in, at, every
* Frequency adverbs
* Ordinal numbers
* Telling the date (+years)
* Making suggestions
* Object pronouns
* Refer to (reading texts with ‘refer to’ questions)
 |  | Portfolio 3(Linkers: but, because, and)Supplementary bookletpg.18 (Daily routines) |
| **5** | **Unit 4*** Free time activities (2)
* Present Simple with he/she/it

 like, love, hate, dislike, enjoy + noun  or Ving* Requests & offers (Can I, Would you like, I’d like)

 \*\*would like + N/to V1* Food & Drink/countable & uncountable nouns, A/an/-
 |  | Portfolio 4(e-mail) |

**Appendix B**

**Weekly Lesson Plans**

**Week 2/Activity I**

**Topic:** At the conference

**Skills:** Listening, Writing, Speaking

**Materials:** Face2face Elementary Course Book, Unit 1A, p. 6-7, Exercise 5, pictures, worksheets.

**Aim:** The students will be able to practise daily conversation.

**Step 1:** Warm-up S-S Speaking (5 mins)

1. The teacher puts the students in pairs. The students take turns to ask the names and countries of the other students in the class.
2. The teacher checks the students’ names and countries with the class.

**Step 2:** Listening and Writing S-Individually (10 mins) (Course book exercise)

1. The students do the practice part, exercise 5 in their course books. In this exercise, they read and listen to conversations and then write the countries.

Ex: Receptionist: Good morning.

 What’s your name, please?

 Maria: It’s Maria Favia

 Receptionist: And where are you from?

 Maria: I’m from \_\_\_\_\_\_\_\_\_\_\_\_.

1. The teacher checks the answer by asking students to volunteer.

**Step 3:** Speaking S-S (15 mins) (Communicative activity)

1. The teacher puts students into pairs and gives a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. The students are not allowed to look at each other’s worksheets.
2. The students take it in turns to say a letter A-F and then ask questions to fill in the gaps on their worksheet.

Ex: Student A says Letter A. Where’s she from? When student B gives the answer, student A writes it on his/her worksheet.

1. The teacher reminds the students of the questions: What is his/her first name/surname? Where’s he/she from? Where are they from? What are their first names/surnames? and How do you spell that? before they start.
2. The teacher monitors the class during the activity by going around the classroom.
3. When the students have finished, they compare answers and check spelling.

**Week 2/Activity II**

**Topic:** Short answer dominoes

**Skills:** Writing and Speaking

**Materials:** Face2face Elementary Course Book, Unit 1B, p. 9, Exercise 9, dominoes.

**Aim:** The students will be able to ask and answer questions by using yes/no questions and short answers.

**Step 1:** Writing S-Individually (5 mins) (Course book exercise)

1. The students do the practice part, exercise 9C on page 9 in their course books. In this exercise, they look again at exercise 8a) and finds the parts of be in the conversation.

Ex: Conversation 1:

A: Are you from Sydney?

B: No, we aren’t from Australia. We’re from South Africa.

A: Oh, really? And what do you do?

B: Well, I’m an engineer and Connie’s a lawyer.

1. Then they fill in the gaps in the negative sentences, questions and answer with ’m, Is, Are, isn’t or aren’t.

Ex1: I ............ not a teacher.

Ex 2: ........... you from Spain?

 Yes, I am./No, I ........ not.

1. The teacher checks the answers.

**Step 2:** Speaking S-S pair work (20 mins) (Communicative activity)

1. The teacher puts the students into pairs and gives one set of dominoes to each pair. The students share out the dominoes equally. The students are not allowed to look at each other’s dominoes.
2. One student puts a domino on the table. His/her partner puts another domino at either end of the first domino so that the question and short answer match. The students continue taking turns to put dominoes at either end of the domino chain.
3. If a student thinks that the question and answer don’t match, he/she challenges his/her partner. If the short answer is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can’t agree, they should ask the teacher to adjudicate.
4. When a student can’t put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes or until neither of the students can make a correct match. The student who finishes first, or who has the fewer dominoes remaining, is the winner.

**Step 3:** Speaking S-S (5 mins) (Communicative activity)

1. The students place the dominoes face-down in a pile in the centre of the table. They take turns to turn over and read out the questions.
2. The other student responds with an appropriate yes/no question.

**Week 2/Activity III**

**Topic:** At the car hire office

**Skills:** Listening, Writing, Speaking

**Materials:** Face2face Elementary Course Book, Unit 1C, p. 11, Exercise 8, the form, worksheets.

**Aim:** The students will be able to ask for and give personal details.

**Step 1:** Listening and Writing S-Individually (10 mins) (Course book exercise)

1. The students listen to David’s conversations and fill in the gaps on the form.

Ex: Surname.................................................

 First name..............................................

 Nationality.............................................

 Address.................................................

 Home phone number.............................

 Mobile phone number...........................

 Email address........................................

1. The teacher checks the answer by asking students to volunteer.

**Step 2:** Writing T-S (5 mins)

1. The teacher draws a blank car hire form on the board and elicits these he/she questions for the prompts on the form: What’s his/her surname?, What’s his/her first name? What’s his/her nationality?, What’s his/her address?, What’s his/her home phone number?, What’s his/her mobile number?, What’s his/her email address?
2. The teacher drills these questions with the class, if necessary.

**Step 3:** Speaking and Writing S-S pair work (20 mins) (Communicative activity)

1. The teacher puts students into pairs and gives a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. The students are not allowed to look at each other’s worksheets.
2. The students take turns to ask their partner questions and fill in the information on their worksheets.
3. The teacher tells the students to start each conversation by saying the customer reference number at the top of the form. They should also look at the Mr and Mrs tick boxes on each card to decide if they should use his or her in their questions. For example, student A starts by saying Number 239. What’s her name?
4. Before the students start, the teacher reminds them of the questions: How do you spell that? Could you say that again, please?, I’m sorry? And sorry, could you repeat that, please?
5. When the students have finished, they compare answers and check spelling.

**Week 3/Activity I**

**Topic:** Personal possessions

**Skills:** Writing and Speaking

**Materials:** Face2face Elementary Course Book, Unit 2A, p. 15, Exercise 10, pictures.

**Aim:** The students will be able to ask and answer their personal possessions by using have got and has got.

**Step 1:** Warm-up S-S Speaking (5 mins)

1. The students work in pairs and ask questions with Have you got...? to find five things they’ve got that their partner hasn’t got.
2. The teacher asks the students to share interesting information with the class.

**Step 2:** Writing S-Individually (5 mins) (Course book exercise)

1. The students fill in the gaps with have, has, haven’t or hasn’t.

Ex: Question: ........... you got a computer?

 Short answer: Yes, I .........../No, I ............

1. The students check their answers by looking at page 125 in their course book.

**Step 3:** Speaking S-S (15 mins) (Communicative activity)

1. The teacher puts students into pairs and gives a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. The students are not allowed to look at each other’s worksheets.
2. The teacher tells the students that Harry and Harriet are twins and that they have different possessions. The students must find eight things that the person in his/her picture has got that the other person hasn’t got.
3. The students take turns to ask and answer questions with has got. For example, student A asks Has Harriet got a bike? And student B answers No, she hasn’t.
4. Before the students start, the teacher reminds them to use any for plural questions, for example, Has he/she got any CDs?
5. When the students have found all the different possessions, the teacher checks answers with the whole class. The students take it in turns to say one of the differences they found, for example, Harry’s got a bike but Harriet hasn’t.

**Step 4:** Speaking S-Individually (5 mins)

1. When the students have finished, the teacher asks them to find five possessions that both Harry and Harriet have got.
2. The teacher checks the answers by asking students to volunteer.

**Week 3/Activity II**

**Topic:** Time and money

**Skills:** Listening, Writing, Speaking

**Materials:** Face2face Elementary Course Book, Unit 2C, p. 19, Exercise 7, pictures, cue cards.

**Aim:** The students will be able to talk about time and money.

**Step 1:** Warm-up S-S Speaking (5 mins)

1. The students write four times and prices on their own and then work in pairs and dictate them to their partner, who writes them down.
2. The students check their answers in pairs.

**Step 2:** Listening and Writing S-Individually (10 mins) (Course book exercise)

1. The students do the practice part, exercise 7, on page 19 in their course books. In this exercise, first they look at adverts A-C and decide which is for a cinema, a concert and an exhibition.
2. Then they listen and write the missing times 1-5 on the adverts and then they listen again and write the ticket prices a)-f) on the adverts.

Ex: The Lewisham Gallery

Moleswort St, Lewisham SE13

Modern Art in Europe

April 2nd- May 25th

Opening times:

10.00-1)................ Mon-Fri

 10.00-2)................ Sat & Sun

 a) £..........

 (Students/Children b) £.........)

 Ticket office: 020 8960 2424

 [www.lewishamgallery.org.uk](http://www.lewishamgallery.org.uk)

**Step 3:** Listening and Speaking group work (15 mins) (Communicative activity)

1. The teacher puts the students into groups of three and gives a copy of the student A worksheet to one student in each group, a copy of student B worksheet to the second student and a copy of the student C worksheet to the third student. If the teacher has one or two extra students, he/she puts two students together to share one worksheet.
2. The teacher explains that the students listen to the times and prices the other students say. If the time or price is in their Hear column, students then say the time or price next to it in their Say column.
3. Student A in each group starts by saying ten o’clock. The activity continues until the students reach Finish. Students can tick the prices and times on their worksheets when they hear or say them.
4. The teacher demonstrates the activity with the whole class before students work in their own group.
5. The teacher monitors the classroom during the activity by going around the classroom.

**Week 3/Activity III**

**Topic:** Prepositions of place

**Skills:** Writing and Speaking

**Materials:** Face2face Elementary Course Book, Unit 2D, p. 20, Exercise 2, pictures, worksheet.

**Aim:** The students will be able to talk about the place of things by using prepositions such as in, on, by, under, behind, in front of.

**Step 1:** Warm-up S-S (5 mins)

1. The teacher does one example with the class before putting them in pairs.

Ex: A: It’s on the floor behind the desk.

 B: Is it a bag?

A: Yes, it is./No, it isn’t.

1. The students take turns to tell their partner where something is in the classroom and their partner guesses what it is.

**Step 2:** Writing S-Individually (5 mins) (Course book exercise)

1. The students do the practice part, exercise 2, on page 20 in their course books. In this exercise, they match the prepositions to pictures.

Ex: Where is the cat?

 It’s in front of the box.

1. The teacher checks the answers by asking students to volunteer.

**Step 3:** Speaking and Writing S-S (20 mins) (Communicative activity)

1. The students are divided into pairs as A and B. The teacher gives a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. The students are not allowed to look at each other’s worksheets.
2. The teacher tells the students that they both have pictures of the same room, but they can’t find six things in the small pictures and have to ask their partners where they are.
3. The students take turns to ask their partners where the things in the small pictures are, using questions with Where’s....? or Where are...?. For example, student A asks Where’s the coat? And student B answers It’s on the chair by the desk. When the students are told the location of an item, they should draw the items on the picture.
4. If necessary, the teacher demonstrates the activity with a strong student before the students begin.
5. When the students have finished, they compare pictures and check they have drawn the missing items in the correct places.

**Week 4/Activity I**

**Topic:** Daily routines

**Skills:** Writing, Speaking

**Materials:** Face2face Elementary Course Book, Unit 3A, p. 22, Exercise 1, vocabulary exercises, worksheets.

**Aim:** The students will be able to talk about their daily routines using the Present Simple tense: positive and Wh- questions.

**Step 1:** Warm-up S-S Writing and Speaking (10 mins)

1. The students work on their own and make notes on their daily routines (get up-8.30 have breakfast-9.00, etc.)
2. The teacher puts the students into pairs.
3. The students compare their daily routines.
4. The teacher checks the students are using complete sentences. (I get up at 8.30, etc.)
5. The students find out how many of them do the same action at the same time.

**Step 2:** Writing S-Individually (10 mins) (Course book exercise)

1. The students are asked to tick the words/phrases they know, do the exercise in Language Summary 3, p126 and then match these words/phrases to the times of day.

Ex: get up, go to bed, get home, have lunch, etc.

 in the morning= get up

 in the afternoon= have lunch

 in the evening= get home

 at night= go to bed

**Step 3:**  Speaking and Writing S-S (15 mins) (Communicative activity)

1. The teacher pre-teaches some vocabulary items.

Ex: hospital, office etc.

1. The teacher puts the students into pairs and gives a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. The students are not allowed to look at each other’s worksheets.
2. The students are asked where the three married couples in the worksheets are from and where they work (in a shop, in a hospital, in an office). The teacher tells the students that the husband and wife in each couple work together and have the same daily routine.
3. The students take it in turns to ask questions to complete their worksheet. For example, student A asks ‘what time do Alfonso and Barbara get up?’ and student B answers ‘at 8 o’clock’.
4. When the students have finished, they compare answers with their partner.

**Week 5/Activity I**

**Topic:** Food habits

**Skills:** Writing, Speaking

**Materials:** Face2face Elementary Course Book, Unit 4D, p. 36, Exercise 4, vocabulary exercises, worksheet.

**Aim:** The students will be able to talk about food and drink using the Present Simple tense: yes/no questions with you.

**Step 1:** Warm-up T-S Writing and Speaking (5 mins)

1. The teacher asks the students to write all the words for food and drink they know and draws two columns with the headings countable and uncountable on the whiteboard.
2. Then the students are asked to say which words go in each column.
3. The teacher asks if other pairs have any different words and put them under the correct heading.

**Step 2:** Writing S-Individually (5mins) (Course book exercise)

1. First the students are asked to look at the pictures in the table and choose the correct words.

Ex: We can/cannot count biscuit and apples.

 We can/cannot count milk and rice

1. Then the students write the words from exercise 1 in the table and write the singular and plural.

Ex: biscuits, milk, rice, etc.

|  |  |
| --- | --- |
| **Countable nouns** | **Uncountable nouns** |
| **singular plural** | **singular plural** |
| a biscuit biscuits | milk milk |

**Step 3:** Speaking and Writing S-S (20 mins) (Communicative activity)

1. The teacher gives a copy of the worksheet to each student and tells the student that they must complete sentences 1-10 with the name of a student in the class who does or has things.
2. The teacher goes through the example question for sentence 1 with the whole class (Ex: Do you drink a lot of tea?) and then checks the students understand that this is the question they will need to ask in order to complete sentence 1 on their worksheets.
3. The students write questions with you for sentences 2-10.
4. The teacher checks the questions with the whole class and drills them.
5. The students move around the room asking the questions they have prepared. Before they begin, the teacher reminds the students to use the appropriate short answers: Yes I do./ No, I don’t., etc.
6. When a student gets a positive answer to a question, he/she should write the other student’s name in the space provided. He/she should then move on to talk to a different student. The teacher tells the student to find one name to complete each sentence.
7. When students have finished, they tell their partners what they have found out about their classmates.
8. The teacher asks the students to share interesting information with the class.

**Appendix C**

**Students’ Questionnaire (Turkish)**

**Sevgili Öğrenciler,**

**Bu, size İngilizceyi daha etkin bir şekilde öğretmenin muhtemel yollarından en iyilerinin hangileri olduğunu bulmayı amaçlayan bir çalışmadır. Buna olan katkınız öğretim metot ve materyallerine karar verme konusunda bize değerli bilgiler sağlayacaktır. Katkılarınız için şimdiden teşekkür ederiz.**

**İngilizce Öğretmeni**

 **Yeşim Üstün Aksoy**

**Öğrenciye İlişkin Bilgiler**

Adı-Soyadı:

Cinsiyeti (lütfen uygun olanı daire içine alınız): **Erkek Kız**

Yaşı: **17-21 22-25**

İngilizceyi Kaç Yıldır Öğrendiği: **1-3 4-6 7-ve üstü**

Ana Dili:

Liseden Mezuniyet Yılı:

İngilizce Hazırlık Okulu’ndaki yeterlik seviyesi-lütfen uygun olanı daire içine alınız:

**Hazırlık Bir (Başlangıç düzeyi) Hazırlık İki (Alt-Orta ve Orta düzey)**

Bölümü:

**Lütfen seçtiğiniz kutuyu işaretleyiniz.**

|  |  |
| --- | --- |
| ***Öğrencilerin İngilizce öğrenme amaçları***1. **Aşağıdaki etkenlerden/sebeplerden hangileri İngilizce öğreniminde sizin için önem taşımaktadır? Lütfen bunları önemlerine göre sıralayınız.**
 | **ÖLÇEK** |
| **Çok Önemli** | **Önemli** | **Önemli sayılır** | **Önemsiz** | **Tamamen Önemsiz** |
| 1. İngilizceyi vize ve final sınavlarını geçmek için öğrenmek istiyorum.
 |  |  |  |  |  |
| 1. İngilizceyi öğrenmek istiyorum çünkü bölüm dersleri İngilizce olarak veriliyor.
 |  |  |  |  |  |
| 1. İkinci dil becerilerimi (okuma, yazma, konuşma, dinleme) geliştirmek ve daha etkin kullanmak istiyorum.
 |  |  |  |  |  |
| 1. İngilizceyi sınıf dışındaki diğer insanlarla iletişim kurmak için öğrenmek istiyorum.
 |  |  |  |  |  |
| ***Öğrencilerin öğrenme/çalışma alışkanlıkları***1. **Lütfen aşağıdaki açıklamalara ne ölçüde katıldığınıza karar veriniz.**
 | **ÖLÇEK** |
| **Her Zaman** | **Sıklıkla** | **Bazen** | **Nadiren** | **Hiç Bir Zaman** |
| 1. Derslere düzenli olarak katılırım.
 |  |  |  |  |  |
| 1. Derslere etkin bir şekilde iştirak ederim.
 |  |  |  |  |  |
| 1. Ders boyunca konuyu anladığımdan emin olmak için sorular sorarım.
 |  |  |  |  |  |
| 1. Soru sorar ve cevaplarken İngilizce konuşurum.
 |  |  |  |  |  |
| 1. Konuşma aktiviteleri sırasında İngilizcenin sınıf dışında nasıl kullanılacağı ile ilgili pratik yaparım.
 |  |  |  |  |  |
| 1. Konuştuğumda hata yapmaktan endişe ederim.
 |  |  |  |  |  |
| 1. Ders bittiğinde, arkadaşlarıma ders hakkında bazı sorular sorarım.
 |  |  |  |  |  |
| 1. Bir konu hakkında daha fazla bilgiye ihtiyacım olursa, ofis saatleri içerisinde genellikle öğretmenimi ziyaret ederim.
 |  |  |  |  |  |
| 1. Öğretmenimle konuşmam gerektiğinde İngilizce konuşmaya çalışırım.
 |  |  |  |  |  |

|  |  |
| --- | --- |
| ***Öğrencilerin öğretmenlerin öğretim şekli hakkındaki düşünceleri*** 1. **Lütfen aşağıdaki açıklamalara ne ölçüde katıldığınıza karar veriniz.**
 | **ÖLÇEK** |
| **Kesinlikle Katılıyorum** | **Katılıyorum** | **Kararsızım** | **Katılmıyorum** | **Kesinlikle Katılmıyorum** |
| 1. Öğretmenimin ders sırasındaki konuşmalarını anlıyorum.
 |  |  |  |  |  |
| 1. Öğretmenim dersler sırasında konuşma becerisi ile ilgili konuları desteklemek için öğretim materyallerinden (gerçek nesneler, oyunlar, resimler, hikayeler, video, kasetçalar ve OHT) yararlanıyor.
 |  |  |  |  |  |
| 1. Öğretmenimin sınıfta kullandığı öğretim materyallerinden (örn. ders kitabı, gramer kitabı, v.s) hoşnudum.
 |  |  |  |  |  |
| 1. Öğretim materyalleri benim amaç ve beklentilerime uygundur.
 |  |  |  |  |  |
| 1. Sınıfta kullanılan konuşma materyalleri İngilizce konuşma becerimi geliştirmem için yeterlidir.
 |  |  |  |  |  |
| 1. Öğretmen konuşma aktiviteleri için özgün materyaller kullanıyor.
 |  |  |  |  |  |
| 1. Özgün materyallerin kullanılması benim konuşma becerimi geliştirmem için faydalıdır.
 |  |  |  |  |  |
| 1. Ders kitabında kullanılan konuşma materyalleri benim için yeterlidir.
 |  |  |  |  |  |
| 1. Ders kitabındaki (Face2face) konuşma aktiviteleri benim seviyeme uygundur.
 |  |  |  |  |  |
| 1. Konuşma aktiviteleri iyi organize edilmiş ve kolaydır.
 |  |  |  |  |  |
| 1. Sınıfta yaptığımız konuşma aktiviteleri öğrenimim için yeterlidir.
 |  |  |  |  |  |
| 1. Sınıfta yaptığımız konuşma aktiviteleri zevklidir.
 |  |  |  |  |  |
| 1. Konuşma aktiviteleri ve ders saatlerinde yararlanılan materyaller İngilizce konuşma becerimi geliştirmem için yeterlidir.
 |  |  |  |  |  |

|  |  |
| --- | --- |
| ***Öğrencilerin tercihler/beklentiler/inançlarla ilgili düşünceleri*** 1. **Lütfen aşağıdaki açıklamalara ne ölçüde katıldığınıza karar veriniz.**
 | **ÖLÇEK** |
| **Kesinlikle Katılıyorum** | **Katılıyorum** | **Kararsızım** | **Katılmıyorum** | **Kesinlikle Katılmıyorum** |
| 1. İngilizceyi akıcı konuşmanın yazmaktan daha önemli olduğunu düşünüyorum.
 |  |  |  |  |  |
| 1. Akıcılık ve doğruluk konuşmada aynı ölçüde önemlidir.
 |  |  |  |  |  |
| 1. Akıcılık konuşmada doğruluktan daha önemlidir.
 |  |  |  |  |  |
| 1. Doğruluk konuşmada akıcılıktan daha önemlidir.
 |  |  |  |  |  |
| 1. Sınıf dışında konuşma aktiviteleri yapmak istiyorum.
 |  |  |  |  |  |
| 1. Konuşma aktiviteleri yaparken İngilizceyi daha fazla kullanıyorum.
 |  |  |  |  |  |
| 1. Diyaloglara, karşılıklı konuşmalara ve rol yapma oyunlarına katıldığımda konuşma becerilerini kullanmaya olan güvenim artmaktadır.
 |  |  |  |  |  |
|  | **Her Zaman** | **Sıklıkla** | **Bazen** | **Nadiren** | **Hiç Bir Zaman** |
| 1. Konuşma becerimle ilgili alıştırma yapmak için ikili/grup çalışmasını tercih ediyorum.
 |  |  |  |  |  |
| 1. İkili çalışmaları ve grup çalışmalarını yaparken genellikle L1’imi kullanıyorum.
 |  |  |  |  |  |
| 1. Konuşma aktivitelerinde öğretmenimin hatalarımı hemen düzeltmesini isterim.
 |  |  |  |  |  |
| 1. İngilizceyi sınıf dışında roman ve İngilizce gazeteler okumak, yabancılarla sohbet etmek, yabancı arkadaşlarıma e-posta göndermek, yabancı arkadaşlarımla konuşmak veya televizyon programlarını izlemek ve dinlemek suretiyle kullanıyorum.
 |  |  |  |  |  |
| 1. Öğretmenimin sınıf aktivitelerinde detayları Türkçe izah etmesini tercih ederim.
 |  |  |  |  |  |

Belirtmek istediğiniz başka bir şey var ise, lütfen burada belirtiniz:

**Appendix D**

**Students’ Questionnaire (English)**

**Dear students,**

**This is a study which aims to find out the best possible ways to teach you English more effectively. Your contribution will provide us with valuable data in deciding our teaching methods and materials. Thank you for your contribution in advance.**

**English Language Teacher**

 **Yeşim Üstün Aksoy**

**Background**

Name:

Gender (please circle as appropriate): **Male Female**

Age: **17-21 22-25**

Years of Learning English: **1-3 4-6 7-over**

Native Language:

Year of Graduation from High School:

Your proficiency level in English Preparatory School circle as appropriate:

**Preparatory First (Elementary) Preparatory Second (Pre-Intermediate and Intermediate)**

Your department:

**Please put a tick in the box of your choice.**

|  |  |
| --- | --- |
| ***Aims of students in learning English***1. **Which of the following factors/reasons are important for you in learning English? Please put them in order of importance.**
 | **SCALE** |
| **Very important** | **Important** | **Moderately important** | **Unimportant** | **Entirely unimportant** |
| 1. I want to learn English in order to pass the mid-term and final exams.
 |  |  |  |  |  |
| 1. I want to learn English because my departmental courses are conducted in English.
 |  |  |  |  |  |
| 1. I would like to improve and use my second language skills (reading, writing, speaking, listening) more effectively.
 |  |  |  |  |  |
| 1. I want to learn English in order to communicate with other people outside the classroom.
 |  |  |  |  |  |
| ***Learning/study habits of students***1. **Please decide at what level you agree with the following statements.**
 | **SCALE** |
| **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| 1. I attend the classes regularly.
 |  |  |  |  |  |
| 1. I participate in the lessons effectively.
 |  |  |  |  |  |
| 1. Throughout the lesson, I ask questions to make sure I understand the topic.
 |  |  |  |  |  |
| 1. I speak English when I ask and answer questions.
 |  |  |  |  |  |
| 1. I practise how to use English outside the classroom during the speaking activities.
 |  |  |  |  |  |
| 1. When I speak, I worry about making mistakes.
 |  |  |  |  |  |
| 1. When the lesson finishes, I ask my friends some questions about the lesson.
 |  |  |  |  |  |
| 1. I usually visit my teacher in his/her office during his/her office hours if I need further information on a topic.
 |  |  |  |  |  |
| 1. When I need to speak to my teacher, I try to speak in English.
 |  |  |  |  |  |

|  |  |
| --- | --- |
| ***Students’ opinions about teachers’ way of teaching***1. **Please decide at what level you agree with the following statements.**
 | **SCALE** |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly disagree** |
| 1. I understand my teacher’s way of speaking during the lesson.
 |  |  |  |  |  |
| 1. My teacher uses teaching materials (real objects, games, pictures, stories, video, tape recorder/player and OHT) to support the teaching subjects for the speaking skill during lessons.
 |  |  |  |  |  |
| 1. I like the teaching materials (e.g. student’s book, grammar book, etc.) which my teacher uses in class.
 |  |  |  |  |  |
| 1. The teaching materials are suitable for my aims and expectations.
 |  |  |  |  |  |
| 1. The speaking materials that are used in class are sufficient for improving my speaking skill in English.
 |  |  |  |  |  |
| 1. The teacher uses authentic materials for speaking activities.
 |  |  |  |  |  |
| 1. Use of authentic materials is beneficial to improve my speaking skill.
 |  |  |  |  |  |
| 1. The speaking materials which are used in student’s book are enough for me.
 |  |  |  |  |  |
| 1. The speaking activities in students’ book (Face2face) are suitable for my level.
 |  |  |  |  |  |
| 1. The speaking activities are well-organized and easy to do.
 |  |  |  |  |  |
| 1. The speaking activities which we do in class are sufficient for my learning.
 |  |  |  |  |  |
| 1. The speaking activities we do in class are enjoyable.
 |  |  |  |  |  |
| 1. The speaking activities and materials used in the class hours are enough to improve my speaking skill in English.
 |  |  |  |  |  |

|  |  |
| --- | --- |
| ***Students’ opinions about preferences/expectations/believes***1. **Please decide at what level you agree with the following statements.**
 | **SCALE** |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly disagree** |
| 1. I think speaking English fluently is more important than writing.
 |  |  |  |  |  |
| 1. Fluency and accuracy have the same level of importance in speaking.
 |  |  |  |  |  |
| 1. Fluency is more important than accuracy in speaking.
 |  |  |  |  |  |
| 1. Accuracy is more important than fluency in speaking.
 |  |  |  |  |  |
| 1. I want to do speaking activities outside the classroom.
 |  |  |  |  |  |
| 1. I use English more while doing the speaking activities.
 |  |  |  |  |  |
| 1. When I participate in dialogues, conversations and role-plays, my confidence in using the speaking skills increases.
 |  |  |  |  |  |
|  | **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| 1. I prefer pair/group work to practise my speaking skill.
 |  |  |  |  |  |
| 1. I usually use L1 while doing pair and group work.
 |  |  |  |  |  |
| 1. While doing the speaking activities I want my teacher to correct my mistakes immediately.
 |  |  |  |  |  |
| 1. I use English outside the classroom by reading novels, English newspapers, chatting with foreigners, sending emails to my foreign friends, speaking to my foreign friends or watching and listening to TV programs.
 |  |  |  |  |  |
| 1. I prefer my teacher to explain the details in Turkish during classroom activities.
 |  |  |  |  |  |

If you have any further comments, please state here:

**Appendix E**

**Teacher’s Questionnaire (Turkish)**

**Sevgili Meslektaşlarım,**

**Bu anket, öğrencilerin konuşma becerilerini geliştirmek için iletişimsel etkinliklerin etkilerini tespit etmek üzere tasarlanmıştır. Çalışmanın sonuçları sadece tezimde kullanılacaktır.**

**İşbirliğiniz için teşekkür ederim.**

**İngilizce Öğretmeni**

 **Yeşim Üstün Aksoy**

**Öğretmen İlişkin Bilgiler**

Adı-Soyadı:

Cinsiyeti (lütfen uygun olanı daire içine alınız): **Erkek Kadın**

Yaşı: **22-25 26-30 31-35 36-40 41- ve üstü**

Mezuniyet Tarihi:

Bölümü:

Ana Dili:

Kaç Yıllık Öğretmenlik Deneyimi Olduğu: **1-3 4-6 7-10 11-ve üstü**

Lütfen şimdiye dek aldığınız başka kurs(lar) (CELTA, DELTA, MA, v.b.) varsa belirtiniz:

Bu yıl verdiği ders(ler):

Verilen derste/derslerde kullanılan ana ders kitabı/kitapları:

**Lütfen seçtiğiniz kutuya işaret koyunuz.**

|  |  |
| --- | --- |
| ***Gözlemlere dair düşünceler*** | **DEĞERLENDİRME ÖLÇEĞİ** |
| **Kesinlikle Katılıyorum** | **Katılıyorum** | **Kararsızım** | **Katılmıyorum** | **Kesinlikle Katılmıyorum** |
| 1. Öğrencilerin İngilizce öğrenim görmedeki esas amacı İngilizcedeki dört dil becerisini (okuma, yazma, dinleme, konuşma) iletişim amacıyla doğru ve akıcı bir şekilde nasıl kullanacaklarını öğrenmektir.
 |  |  |  |  |  |
| 1. Öğrenciler L1’de olduğu gibi L2’de de gramer kurallarını öğrenmeye isteklidirler.
 |  |  |  |  |  |
| 1. Öğrenciler L2’de gramer kurallarını öğrenmeye başladıklarında aslında kendi dillerinde gramer kurallarını yeterince bilmedikleri gerçeğinin farkına varmaktadırlar.
 |  |  |  |  |  |
| 1. Öğrenciler gramer kurallarını kesin bir şekilde öğrenmenin dil becerilerini doğru ve akıcı kullanma açısından önemli olduğuna inanmaktadırlar.
 |  |  |  |  |  |
| 1. Öğrenciler gramer kurallarını iletişimsel bağlamlarda kullanmaya odaklanmaktan ziyade bu kuralları kesin bir şekilde öğrenmeye daha fazla dikkat etmektedirler.
 |  |  |  |  |  |
| 1. Dil programının sonunda, öğrenciler öğrenciler dil becerilerini doğru ve akıcı bir şekilde kullanmak için yeterli gramer kurallarını öğrenmektedirler. (en azından orta düzeyde).
 |  |  |  |  |  |
| 1. Öğrencilerin dil becerilerini geliştirmedeki ana gayeleri ölümlerinde görecekleri öğrenimde başarılı olmaktır.
 |  |  |  |  |  |
| 1. Dil programının sonunda, öğrenciler bölümlerindeki derslerin üstesinden gelebilmek için dört dil becerisini kullanma konusunda kafi derecede yetkin hale gelmektedirler.
 |  |  |  |  |  |
| 1. Dil programının sonunda, öğrenciler L1’lerini kullanmaksızın doğrudan İngilizce yanıt vermelerine kafi gelecek ölçüde yetkin hale gelmektedirler.
 |  |  |  |  |  |
| 1. Müfredat ile zorunlu kılınan öğretim materyalleri öğrencilerin iletişimsel dil becerilerini dil programının sonuna kadar geliştirmede etkilidir.
 |  |  |  |  |  |
| 1. Resmi programa destek olması için kullandığım kendi öğretim materyallerim resmi materyalleri daha etkili hale getirmekte ve öğrencilerin dil yetkinliğini artırmaya yardımcı olmaktadır.
 |  |  |  |  |  |
| 1. Resmi programı destekleyen özgün yardımcı materyallerin kullanılması öğrencilerin dil yetkinliğini geliştirmeye yardımcı olmaktadır.
 |  |  |  |  |  |
| ***Açıklamalar*** | **ÖLÇEK** |
| **Her Zaman** | **Sıklıkla** | **Bazen** | **Nadiren** | **Hiç Bir Zaman** |
| 1. Kişisel gözlem öğrencilerin dil becerilerini sınıfta iletişim amaçlı kullanmalarının önemli olduğunu ortaya koymaktadır.
 |  |  |  |  |  |
| 1. Kişisel gözlem öğrencilerin dil becerilerini sınıf dışında iletişim amaçlı kullanmalarının önemli olduğunu ortaya koymaktadır.
 |  |  |  |  |  |
| 1. Öğrenciler sorular sorarken ve sorulara cevap verirken L1’lerini kullanmayı tercih etmektedirler.
 |  |  |  |  |  |
| 1. Öğrenciler İngilizce ders anlatımını ve bu dildeki diğer yazılı veya sözlü ifade şekillerini anlamaktadırlar.
 |  |  |  |  |  |
| 1. Öğrenciler İngilizce ders anlatımını ve bu dildeki diğer yazılı veya sözlü ifade şekillerini anlamakta ancak L1’de cevap vermeyi tercih etmektedirler.
 |  |  |  |  |  |
| 1. Öğrenciler İngilizce yapılan aktivitelere iştirak etmeye isteklidirler.
 |  |  |  |  |  |
| 1. Sınıf aktivitelerinde ‘fiili düzeltme’ ve ‘boşluk doldurma’ gibi mekanik alıştırmaların kullanılması öğrencilerin iletişimsel becerilerinin kullanılmasını geliştirmeye yardımcı olmaktadır.
 |  |  |  |  |  |
| 1. Sınıf aktivitelerinde ‘fiili düzeltme’ ve ‘boşluk doldurma’ gibi mekanik alıştırmaların kullanılması öğrencilerin gramer bilgisini geliştirmeye yardımcı olmaktadır.
 |  |  |  |  |  |
| 1. Ders kitaplarındaki resmi öğretim materyalleri ve ders kitapları ile birlikte kullanılan materyaller birbirinden ayrılmış beceri öğretimine odaklanmaktadır.
 |  |  |  |  |  |
| 1. Ders kitaplarındaki resmi öğretim materyalleri ve ders kitapları ile birlikte kullanılan materyaller bütünleşik beceri öğretimine odaklanmaktadır.
 |  |  |  |  |  |
| 1. Resmi öğretim materyallerinde gramer öğretimi ön plana çıkmaktadır.
 |  |  |  |  |  |
| 1. Öğrenciler ders kitapları, roman veya hikayeler okurlar ve ben de onlara okudukları ile ilgili sorular sorarım.
 |  |  |  |  |  |
| 1. Öğrenciler yazılı çalışmalar yapmakta ve öğretmenlerinden veya sınıf arkadaşlarından geri besleme almak için çalışmalarını göstermektedirler.
 |  |  |  |  |  |
| 1. Öğrenciler alıştırma kitabındaki alıştırmaları düzenli olarak yapmaktadırlar.
 |  |  |  |  |  |
| ***Öğretmenlerin kendi öğretim politikaları***  | **ÖLÇEK** |
| **Her Zaman** | **Sıklıkla** | **Bazen** | **Nadiren** | **Hiç Bir Zaman** |
| 1. Öğrencilerimin dil becerilerini geliştirmek için bilgi boşluğu aktivitelerinden, bilgi aktarımı aktivitelerinden, karşılıklı konuşmalardan veya diyaloglardan yararlanıyorum.
 |  |  |  |  |  |
| 1. Öğrencilerimin dil becerilerini geliştirmek için bilgi boşluğu aktiviteleri, bilgi aktarımı aktiviteleri, karşılıklı konuşmalar veya diyaloglar gibi iletişimsel aktivitelerden yararlandığımda öğrencilerim için gramer bilgilerini etkili bir şekilde kullanabilecekleri durumlar meydana getirmeye dikkat ediyorum.
 |  |  |  |  |  |
| 1. Belli ölçüde izahat gerektiren dil aktivitelerini gerçekleştirirken ilerlemeyi hızlandırmak için L1’den yararlanıyorum.
 |  |  |  |  |  |
| 1. Önceki dil çalışmalarına dair geri besleme yaparken L1’den yararlanıyorum.
 |  |  |  |  |  |
| 1. Dersi L1’de anlatıyorum.
 |  |  |  |  |  |
| 1. Yalnızca ders kitabındaki materyalleri kullanıyorum.
 |  |  |  |  |  |
| 1. Önceden hazırlanmış veya hazır ders kitapları/materyalleri kullanmaktan ziyade kendi materyallerimi hazırlıyor ve kullanıyorum.
 |  |  |  |  |  |
| 1. Müfredata uygun olarak önceden hazırlanmış veya hazır ders kitaplarını/materyalleri kullanıyorum ancak programı desteklemek için kendi materyallerimden de yararlanıyorum.
 |  |  |  |  |  |
| 1. Aktiviteleri gerçekleştirirken özgün destekleyici materyaller kullanıyorum.
 |  |  |  |  |  |
| 1. Aktiviteleri gerçekleştirirken resimler, video, hafıza kartları gibi görsel-işitsel materyaller kullanıyorum.
 |  |  |  |  |  |
| 1. Öğrencileri dört dil becerisini eş derecede kullanabilecekleri dil ortamlarına sokuyorum (dört dil becerisinin eşit kullanımına özen gösteriyorum).
 |  |  |  |  |  |
| 1. Aktivitelerde en azından iki dil becerisinin kullanıldığı bütünleşik beceri öğretimine özen gösteriyorum.
 |  |  |  |  |  |
| 1. Aktivitelerden sonra uygun bir ortam meydana getiriyor ve yeterli geri beslemeyi sağlıyorum.
 |  |  |  |  |  |
| 1. Öğrencilerden radyo veya televizyonda İngilizce programlar izleyip dinlemelerini ve notlar almalarını istiyorum.
 |  |  |  |  |  |
| 1. Öğrencilerden sınıfın dışında çeşitli konularda kısa denemeler yazmalarını istiyorum.
 |  |  |  |  |  |
| 1. Öğrencilerden sınıfın dışında çeşitli konulardaki yazılı materyalleri okumalarını istiyorum.
 |  |  |  |  |  |
| 1. Öğrencilerin dil becerilerini iletişim amaçlı kullanma performanslarını izliyorum.
 |  |  |  |  |  |
| 1. Öğrencilerin resmi müfredatla ilgili performans ve başarılarına odaklanıyorum.
 |  |  |  |  |  |
| 1. Öğrencilerin dil becerilerini iletişim için kullanma konusunda kaydettikleri ilerlemeyi izlemek için iletişimsel testler gerçekleştiriyorum.
 |  |  |  |  |  |

Belirtmek istediğiniz başka bir şey var ise, lütfen burada belirtiniz:

**Appendix F**

**Teacher’s Questionnaire (English)**

**Dear Colleagues,**

**This questionnaire is designed to find out the effects of communicative activities in enhancing the speaking skills of the students. The results of the study will only be used in my thesis.**

**Thank you for your cooperation.**

**English Language Teacher**

 **Yeşim Üstün Aksoy**

**Background**

Name:

Gender (please circle as appropriate): **Male Female**

Age: **22-25 26-30 31-35 36-40 41- over**

Date of Graduation:

Department:

Native Language:

Years of Teaching Experience: **1-3 4-6 7-10 11-over**

Please state any other course/s you have taken so far (CELTA, DELTA, MA, etc.):

Course/s taught this year:

Main textbook/s used in this course:

**Please put a tick in the box of your choice.**

|  |  |
| --- | --- |
| ***Opinions on observations*** | **ASSESSMENT SCALE** |
| **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly disagree** |
| 1. Students’ major aim in studying English is to learn how to use the four language skills (reading, writing, listening, speaking) in English accurately and fluently for communication purposes.
 |  |  |  |  |  |
| 1. Students are willing to learn grammar rules in L1 as well as in L2.
 |  |  |  |  |  |
| 1. When students start to learn grammar rules in L2, they become aware of the fact that they do not actually have sufficient knowledge of the grammar rules in their own language.
 |  |  |  |  |  |
| 1. Students believe that learning grammar rules explicitly is very important in using the language skills accurately and fluently.
 |  |  |  |  |  |
| 1. Students pay more attention to learning grammar rules explicitly rather than focusing on using these rules in communicative contexts.
 |  |  |  |  |  |
| 1. At the end of the language program, students learn sufficient grammar rules to use the language skills accurately and fluently (at least, at the intermediate level).
 |  |  |  |  |  |
| 1. Students’ main objective in improving their language skills is to be successful in their departmental studies.
 |  |  |  |  |  |
| 1. At the end of the language program, students become proficient enough in using the four language skills in order to cope with their departmental studies.
 |  |  |  |  |  |
| 1. At the end of the language program, students become proficient enough to respond directly in English without using their L1.
 |  |  |  |  |  |
| 1. The teaching materials required by the curriculum are effective in improving the communicative language skills of students till the end of the language program.
 |  |  |  |  |  |
| 1. My own teaching materials used in support of the official program make the official materials more effective and help to further the students’ language proficiency.
 |  |  |  |  |  |
| 1. Using supplementary authentic materials in support of the official program helps to improve the students’ language proficiency.
 |  |  |  |  |  |
| ***Statements*** | **SCALE** |
| **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| 1. Personal observation suggests that it is important for students to use the language skills for communication purposes inside the classroom.
 |  |  |  |  |  |
| 1. Personal observation suggests that it is important for students to use the language skills for communication purposes outside the classroom
 |  |  |  |  |  |
| 1. Students prefer to use their L1 while asking and answering the questions.
 |  |  |  |  |  |
| 1. Students understand the instructions and other written or oral language work in English.
 |  |  |  |  |  |
| 1. Students understand the instructions and other written or oral language work in English but prefer to respond in L1.
 |  |  |  |  |  |
| 1. Students are eager to participate in the activities which are conducted in English.
 |  |  |  |  |  |
| 1. Using mechanical drills such as ‘verb correction’ and ‘gap-filling’ exercises in classroom activities help to improve the use of communicative skills of students.
 |  |  |  |  |  |
| 1. Using mechanical drills such as ‘verb correction’ and ‘gap-filling’ exercises in classroom activities help to improve the grammatical knowledge of students.
 |  |  |  |  |  |
| 1. The official teaching materials in the course books and the materials used along with the course books focus on teaching the separate skills.
 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. The official teaching materials in the course books and the materials used along with the course books focus on integrated skills teaching.
 |  |  |  |  |  |
| 1. Teaching of grammar stands out in the official teaching materials.
 |  |  |  |  |  |
| 1. Students read textbooks, novels or stories and I ask some questions about what they read.
 |  |  |  |  |  |
| 1. Students do some written work and show their work in order to obtain feedback from their teachers or classmates.
 |  |  |  |  |  |
| 1. Students regularly do the workbook exercises.
 |  |  |  |  |  |
| ***Teachers’ own teaching policies*** | **SCALE** |
| **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| 1. I use information gap activities, information transfer activities, conversations or dialogues in order to improve the language skills of my students.
 |  |  |  |  |  |
| 1. When I use communicative activities such as information gap activities, information transfer activities, conversations or dialogues in order to improve the language skills of my students, I pay attention to engage my students in situations within which they can use their grammatical knowledge effectively.
 |  |  |  |  |  |
| 1. I use L1 to accelerate the progress while practising the language activities which require explanation to a certain extent.
 |  |  |  |  |  |
| 1. I use L1 while giving feedback on the previous language studies.
 |  |  |  |  |  |
| 1. I give instructions in L1.
 |  |  |  |  |  |
| 1. I only use the materials in the course book.
 |  |  |  |  |  |
| 1. I prepare and use my own materials rather than use the pre-prepared or ready-made course books/materials.
 |  |  |  |  |  |
| 1. I use the pre-prepared or ready-made materials in accordance with the curriculum, but use my own materials as well in support of the program.
 |  |  |  |  |  |
| 1. I use authentic supplementary materials while carrying out the activities.
 |  |  |  |  |  |
| 1. I use audio-visual materials while carrying out the activities such as pictures, video, flash cards.
 |  |  |  |  |  |
| 1. I engage students in language contexts within which they can use the four language skills equally (I pay attention to equal use of four language skills).
 |  |  |  |  |  |
| 1. I pay attention to integrated skills teaching within which at least two language skills are used in the activities.
 |  |  |  |  |  |
| 1. I create a suitable context and provide sufficient feedback after doing the activities.
 |  |  |  |  |  |
| 1. I ask students to watch and listen to the programs in English on the radio or TV and take notes.
 |  |  |  |  |  |
| 1. I ask students to write short essays on various topics outside the classroom.
 |  |  |  |  |  |
| 1. I ask students to read written materials on various topics outside the classroom.
 |  |  |  |  |  |
| 1. I monitor the students’ performance in using the language skills for communication purposes.
 |  |  |  |  |  |
| 1. I focus on the students’ performance and achievement over the official syllabus.
 |  |  |  |  |  |
| 1. I administer communicative tests to monitor students’ progress in using their language skills communicatively.
 |  |  |  |  |  |

If you have any further comments, please state here:

**Appendix G**

**Students’ Feedback Form**

1. What did you learn in this lesson?
2. Which activities did you find useful in terms of practising the language?
3. Did you participate in the activities?
4. Did you enjoy the activities?
5. Did you come across any differences between the exercises in the course book and these activities? If so what are they?

**Appendix H**

**Observation Form**

Teacher: Duration:

Class: Number of Students:

Main goal(s) of the lesson:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Type of activity | Topic of activity | Materials | Timing | Language skills | Students’ attitude | Teacher’s attitude |
|  |  |  |  |  |  |  |

**Appendix I**

**Approval Letter from the Assistant Director of the Preparatory School**