NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**CONTENT BASED LANGUAGE LEARNING THROUGH THE CONTENT
TOPIC HUMAN RIGHTS AND LANGUAGE PORTFOLIOS**

Fatma Özüorçun

PhD Thesis

NICOSIA
September 2017

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

CONTENT BASED LANGUAGE LEARNING THROUGH THE CONTENT
TOPIC HUMAN RIGHTS AND LANGUAGE PORTFOLIOS

Fatma Özüorçun

Supervisor:
Assoc. Prof. Dr. Mustafa KURT

NICOSIA
September 2017

Approval of the Graduate School of Educational Sciences

_____

Assoc. Prof. Dr. Fahriye Altınay Aksal

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctorate of Philosophy in English Language Education.

_____

Assoc. Prof. Dr. Mustafa Kurt

Head of Department

This is to certify that we have read this thesis submitted by Fatma Özüorçun titled "Content Based Language Learning Through the Content Topic Human Rights and Language Portfolios" and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

_____

Assoc. Prof. Dr. Mustafa Kurt

Supervisor

Examining Committee Members

Prof. Dr. Mehmet Ali Yavuz_____

Assoc. Prof. Dr. Mustafa Kurt _____

Assoc. Prof. Dr. Emre Debreli_____

Asst. Prof. Dr. Hanife Bensen _____

Asst. Prof. Dr. Çise Çavuşoğlu _____

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Name, last name: Fatma Özüorçun

Signature:…………………………………..

BEYANNAME

Ben aşağıda imza sahibi, bu tezde kullanılan ve sunulan tüm bilgileri Yakın Doğu Üniversitesi, Eğitim Bilimleri Enstitüsü tarafından belirlenen akademik kurallar ve etik çerçeveye uygun şekilde düzenlediğimi beyan ederim. Aynı zamanda, bu kurallar ve çerçeve uyarınca, tezin sonuçlarına ait olmayan ve tezde kullanılan tüm materyal ve kaynakları uygun şekilde alıntıladığımı beyan ederim.

Açık İsim: Fatma Özüorçun

İmza:

DEDICATION

I would like to dedicate my thesis to my beloved family and to each person who has believed in me throughout this process

ACKNOWLEDGMENTS

ABSTRACT

CONTENT BASED LANGUAGE LEARNING THROUGH THE CONTENT
TOPIC HUMAN RIGHTS AND LANGUAGE PORTFOLIOS
Özüorçun, Fatma
PhD Program in English Language Teaching
Supervisor, Assoc. Prof. Dr. Mustafa Kurt
September, 2017, 145 pages

The aim of this study was to combine CBLL (Content based language learning) and language portfolios to enhance students' language performances. CBLL has proven to have many positive effects on students' language developments. On the other hand, portfolios have also been confirmed to be powerful in language learning. For these reasons, the aim of this study was to link the two designs to examine their effect on students' language performances. The content topic of human rights was employed in this study. Participants include 36 freshers from various countries who were studying in different departments in the European University of Lefke in Northern Cyprus. Mix methods approach was used to gather data from the student interviews, students' final comments about the course, the teacher's diary, the student portfolios, and the evaluation of the CBLP (Content based language portfolio) group to a non-portfolio group. Content analysis technique was employed to analyse the data gathered. Results of the data analysis demonstrated that CBLP had numerous important effects like attending classes, gaining self-confidence to speak in front of people, participating in class, and motivation to learn the language and the content, on students' language progress, personally and also academically. Suggestions for further research and pedagogical implications are that the educators should use this method to enhance language development, to increase student attendance and participation, and to motivate students to learn because an interesting content topic would promote all these.

Key words: Content based language learning (CBLL), Content based language portfolios (CBLP), human rights education, language learning

ÖZET

İNSAN HAKLARI İÇERİK KONUSU İLE İÇERİK ODAKLI DİL EĞİTİMİ VE
DİL PORTFOLYOLARI
Özüorçun, Fatma
İngilizce Dili Eğitiminde Doktora Programı
Danışman, Doç. Dr. Mustafa Kurt
Eylül, 2017, 145 sayfa

Bu çalışmanın amacı içerik odaklı dil öğretimi ile dil portfolyosunu birleştirerek öğrencilerin dil performanslarını geliştirmektir. İçerik odaklı dil öğretiminin, öğrencilerin dil gelişimleri üzerinde birçok olumlu etkisi olduğu kanıtlanmıştır. Diğer taraftan, portfolyoların da dil öğretiminde çok etkili olduğu onaylanmıştır. Bu sebeplerden dolayı, bu çalışmanın amacı bu iki modeli birleştirerek öğrencilerin dil performansları üzerindeki etkilerini incelemektir. Bu çalışmada içerik konusu olarak insan hakları kullanıldı. Bu çalışmaya farklı ülkelerden gelen ve Kuzey Kıbrıs'ta Lefke Avrupa Üniversitesinde farklı bölümler okuyan 36 birinci sınıf öğrenci katıldı. Öğrenci mülakatlarından, ders hakkındaki final yorumlarından, öğretmen günlüğünden, öğrenci portfolyolarından ve portfolyo kullanan grubun portfolyo kullanmayan gruplarla karşılaştırılmasından elde edilen verilerde karma yöntemi kullanıldı. Elde edilen veriler içerik analiz yöntemi kullanılarak çözümlendi. Çalışmanın sonucu, içerik odaklı dil öğretimi portfolyolarının, öğrencilerin dil gelişimlerinde, kişisel ve akademik olarak birçok önemli etkileri olduğunu göstermiştir. Bu çalışmanın sonuçlarına göre, ileri araştırma ve pratik uygulamalar için öneriler sunulmuştur.

Anahtar Kelimeler: İçerik odaklı dil öğretimi, İçerik odaklı dil portfolyosu, insan hakları eğitimi, dil eğitimi

TABLE OF CONTENTS

LIST OF APPENDICES

Appendix A. Student interview questions

Appendix B. Sample transcriptions of the students' interview answers

Appendix C. Syllabus; course objectives

Appendix D. Sample excerpts from the teacher's diary

Appendix E. Detailed description of each week according to the teacher's diary

Appendix F. Sample pieces of work written for the student's portfolios

Appendix G. Identifying and Re-examining the learning objectives

Appendix H. Identifying specific observable attributes that you want to see (as well as those you do not want to see) your students demonstrate in their product, process, or performance

Appendix I. Rubric to analyse the portfolio work

Appendix J. Sample paragraphs of students' final comments about the course

Appendix K. Informed Consent Form

Appendix L. Sample lesson from the booklet

Appendix M. Turnitin Report

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELP: English Language Portfolio

EPS: English Preparatory School

ESL: English as a Second Language

ESP: English for Specific Purposes

CBI: Content Based Instruction

CBELT: Content Based English Language Teaching

CBLI: Content Based Language Instruction

CBLP: Content Based Language Portfolios

CBLT: Content Based Language Teaching

LINC: Language Instruction for Newcomers to Canada

PBLA: Portfolio Based Language Assessment

WAT: Writing Assessment Test

CHAPTER 1

INTRODUCTION

The current chapter presents information about the background, aim, and significance of the study, the statement of the problem, and the limitations of the study.

Background of the Study

Content-Based Language Learning (CBLL) has maintained popularity in the past decades according to much research that appears in the literature. It is stated by Short (1991) that this method first emerged in the 1980s in America when the number of language minority students increased and educators sought for ingenious approaches to adopt in their classes. The aim of the teachers in America was to invest in the time spent on teaching the language in isolation, so they devised the idea of presenting the content and the target language together. In this scope, language is a tool to teach the content, and the content is a means to teach the language. Therefore, this method is an advantage to both the students and the teachers because learning and teaching the content knowledge or the target language takes place simultaneously.

On the other hand, there has been a tendency towards incorporating human rights education in the school curriculum in various countries (Struthers, 2015; Osler & Yahya, 2013). McLeod (2014) states that teachers can consider human rights as the starting point when planning the curriculum and this will provide educators and learners with the knowledge about human rights, tolerance, values, and skills that support peace. Therefore, teaching peace should be at a very high level when educators rank the priorities in education according to the current issues happening in the world where human rights are violated, to create a better world and to raise people who are more tolerant to each other.

The effectiveness of portfolios has long been discussed and studied in various fields including language teaching. Researchers (Song & August, 2002; Padilla, Aninao & Sung, 1996) have carried out studies and indicated many advantages of portfolio use in language learning classes. There are also some drawbacks which Song and August (2002) mentioned but the advantages in terms of the language improvement of the students are far greater, so this issue makes them appealing to be used, especially in language learning classes. CBLL is suitable for multicultural

classes because this approach can improve race relations (Troncale, 2002). This was one of the reasons why the current researcher decided to integrate portfolios in her language class related to the content topic, human rights, to boost students' language performances because the study group included students from various countries with various cultural backgrounds.

The Statement of the Problem

The study field chosen for the purpose of this study is a university in Northern Cyprus which welcomes students from various countries. It is mostly a challenge for the teachers to adapt materials and their teaching to best suit the students who come from different cultural backgrounds. Therefore, the current researcher of this study also thought about the above mentioned challenges and decided to meet the target language course objectives through a content topic that students from various cultures and learning backgrounds could benefit from. Human rights was chosen as the content topic and the researcher proposed that students from different countries and from different cultures would find it interesting, therefore, be more motivated to learn the language through this topic. The aim of the researcher was to provide the students with a neutral and an open ground where they can all share ideas and learn important things that are related to the real world and their academic studies.

The Aim of the Study

The primary aim of this research was to observe the effects of Content Based Language Portfolios (CBLP) on students' language performances. The researcher intended to see the language progress of the portfolio group. Another aim of the current study was to have a clear understanding of the students', and the EFL teachers' perceptions towards CBLP.

The researcher aimed to examine the course book that the regular language learning groups used, and thoroughly identify, adapt, and create materials to compile the booklet for the CBLP group, in line with the course outline and objectives. The researcher was also interested in identifying the effects of CBLL on learners' language performances in terms of English and aimed to reach an answer through portfolios. The study aims at answering the following research questions.

1. Does CBLL enhance students' language performances?

2. What are the students' perceptions and thoughts about CBLL?

3. What are the effects of CBLL on students' language performances when evaluated through portfolios?

The Significance of the Study

The current research will shed light to the language educators who are teaching language to multicultural classes. All the students who took part in this study and who were from various countries enjoyed this method and they had learned important things that they were not aware of before related to the content topic human rights. This method also affected the students' academic studies positively. Another contribution of this study is related to students' attendance and participation. The students have indicated that the current method has motivated them to want to come and learn new things every day and also to boost their self-confidence and overcome shyness to speak in front of people. Gaining self-confidence has also helped the students in their department courses because they have pointed out that they became better in class discussions and presentations.

Limitations of the Study

The current study is limited to undergraduate university students in one of the universities in Northern Cyprus. The study was carried out with one actively involved language teacher and a group of students. The students, who participated in this study, learned English through CBLL. The final limitation is related to the lesson time which was three block hours each week. Similar to the teacher's thoughts, the students also had the will to have more time for this lesson each week.

CHAPTER II
LITERATURE REVIEW

The power of portfolios has long been studied in various fields and the outcomes demonstrate that they have positive effects in a wide range of areas especially in relation to the learner. For this reason, the current study includes a broad description of portfolio use throughout the literature and their outcomes on the learner. Although the study is related to portfolios which have been used and are being used by various disciplines, the current study aims to contribute to the literature by focusing on CBLP used with adult English language learners. The current study aims to discover the effects of CBLL also through portfolios. Therefore, the review of the literature includes information of how portfolios were used in the past and how they have started to be used in language teaching classes. Additional information about CBLL is also provided.

The Use of Portfolios in Various Disciplines

The benefits of portfolios have long been realized by many people from different fields. Apart from a school environment some people have used portfolios to see the progress of their staff in terms of experience while some have used them as evidence of their achievements. The engineering field is one where portfolios were and are widely used. Williams (2002) conducted a study with students studying engineering to gather data on their language learning. The study was based on writing assessment and its adaptation to the field of engineering. The author indicated five steps needed in the development of portfolios: ''defining engineering communication; identifying appropriate skills and mapping them in the curriculum they are currently developed; correlating portfolio learning objectives to course and program objectives; facilitating opportunities for students to reflect on their learning and assessing student learning so that students, faculty, and programs can benefit and improve'' (Williams, 2002, p.199). When the engineering departments decided to use portfolios, different sides had their own beliefs respectively. The faculty of engineering pointed out that the workloads were increased and on the other hand, the students could not understand how to meet the course goals by using portfolios. From the administrator's perspective, they believed that portfolios were another way to grade students work. In other words, they are an alternative assessment tool to

evaluate students learning. Therefore, Williams (2002) believed that the portfolio objectives should correlate with the engineering course of program objectives and goals. The researcher supports that portfolios are not for compiling student homework or putting work together only for accreditation purposes but for students and programs to see the development of the individual student through time. She refers to portfolios as an on-going project which contains evidence to the students' learning experience and that will look different through time according to the student achievement. Williams (2002) also indicated that portfolios are beneficial for both the students' academic life and professional life as it provides the student with the opportunity to work on more tasks to improve and add them to the portfolio so it can be assessed by teachers and prospective employers.

Campbell and Moore (2003) are other researchers that have carried out research with the engineering students to see the effects of a web-based portfolio system. The authors believed that exams, class exercises, and homework evaluate students' mastery of facts and formulas but they do not support the students to develop their analytical capabilities and to apply their knowledge. Therefore, the authors decided to use a web-based portfolio system in which the students could see their achievements. This system enabled the students to measure their progress in terms of education. The authors aimed at reaching several goals with this portfolio system. These goals are as listed below;

- Portfolios provide students with bookkeeping centre that will allow them to keep track of their courses, projects, and educational objectives without presenting the results to the public.
- Students will be able to use the portfolio not only to keep track of courses they have taken, but also to reflect on their development as engineers.
- This reflective aspect of the portfolio system will facilitate the advising process between faculty and students and give the department valuable information in assessing effectiveness as educators.
- An electronic portfolio gives students a chance to showcase their best work, demonstrate their accomplishments to potential employers, and ultimately provide them with better job opportunities.
  (Campbell & Moore, 2003, pp. 1-2).

This study was conducted with the engineering students so the portfolios included; summaries of pertinent courses and projects and links to full text records of some projects, including work in engineering graphics, communication and design. The main aim of this study was to encourage students to keep a record of their projects and their academic accomplishments online. At the end of the study, the researchers found out that the students saw and understood the benefits of portfolios. This research also helped the faculty to decide on the courses that will best suit individual needs (Campbell & Moore, 2003).

Another researcher who was interested in portfolios was Hawks (2012). He has written a paper on how portfolios can and should be used in Nurse Anaesthesia Education and Practice. The author stated that electronic portfolios allow the students of nurse anaesthetists to store and view documents which can be proofs for meeting learning outcomes and course objectives. Hawks (2012) also pointed out that portfolios support the students to retain the knowledge that they learned through their educational program by giving them the chance to reflect on what they learned and then add them to their electronic portfolio.

Oermann (2002) also has written an article about developing a professional portfolio in the field of health (nursing). According to Oermann ''a professional portfolio is a collection of carefully selected materials that document the nurse's competencies and illustrate the expertise of the nurse'' (Oermann, 2002, p. 73). He stated that portfolios provide the opportunity to monitor professional development because they are developed over time. These professional portfolios help the nurses to evaluate their achievements and to compare them to their personal and professional goals. In other words, these professional portfolios enabled the nurses to ''reflect on their own development of knowledge and skills over time, present evidence of competencies, and market themselves when applying for career ladder positions or new jobs in nursing'' (Oermann, 2002, p. 73).

A portfolio is similar but different than a resume or a curriculum vitae because a resume or a curriculum vitae includes the educational background information, positions, and background information about the nurse as a list, whereas, a portfolio contains the material that proves the nurse has experienced these competencies and expertise (Oermann, 2002).

Using Portfolios in Language Classes

It is stated that English language portfolios were first introduced in 1991 at the Rüschlikon Symposium (Little, Goullier & Hughes, 2011, p. 5). Although its roots may be found in the 1970s when there was an attempt to create a European unit/credit system for second language learning when attention was given to cultural exchange and learner autonomy. Many pilot projects were implemented in 15 Council of Europe member states between the years 1998 and 2000. At the end of these pilot projects, the Council of Europe designed English language portfolios for areas and levels (Sesek & Skela, 2016). Many seminars were held between 2001 and 2009 and ELP was proved and presented as an innovative and practical tool. It was stated that ELP contains '' a set of principles, reflective learning, self-assessment, learner autonomy, pluralingualism, and intercultural learning '' (Little, Goullier & Hughes, 2011, p. 5).

The Council of Europe's European Language Portfolio has three rigid aspects as follows;

- A language passport: this contains information of the learners language identity in terms of languages learnt other than the mother tongue, the qualification achieved in relation to formal language, important experiences of L2 use and the learners' views towards his/her present proficiency in languages s/he knows other than the mother tongue.
- A language biography: this part is very important as it enables the learner to set targets related to language learning, they can keep track of their progress, and record and reflect on experiences in relation to language learning and intercultural issues.
- A dossier: portfolios can be referred to as dossiers as, work is stored and can be used to display the learners progress together with a number of work that best represents the second language proficiency of the learner (Little, Goullier & Hughes, 2011).

Various studies have been carried out about portfolio use in language classes. Song and August (2002) have conducted a study about using portfolios to assess the writing of advanced students learning English as a second language. The researchers had two groups of students, the experimental group and the control group. Both

groups were evaluated through a composition course (ENG C2), and were ought to take a Writing Assessment Test (WAT) at the end of the course. At the end of the study, both groups took the WAT. The portfolio group passed no matter their grade but the non-portfolio group passed only if they did well on the test. It was interesting that portfolios prepared the experimental group better to the next English course because the researchers found out that the students from the portfolio group got better marks in the following semester. Another result of the study showed that the grade results of the students in both groups were not very different than each other. In other words, there was not a change in the grades of the students in both groups during the semester that they were evaluated but the portfolio group was more successful in the following English course.

Song and August (2002) indicated that assessing students through portfolios is a ''more appropriate assessment alternative for the ESL population''. There are many advantages of using portfolios in language teaching classes and Song and August mentioned a few;

- Portfolios support extensive revision
- Portfolios examine progress over time
- Portfolios encourage students to take responsibility for their own writing (p.49)

Padilla, Aninao and Sung (1996) also mentioned some advantages of language portfolios as follows:

- Language portfolios provide students with opportunities to display good work.
- Portfolios serve as a vehicle for critical self-analysis
- Portfolios demonstrate mastery of a foreign language.

Weigle (2002) believed that, especially the writing tasks of a portfolio that have an authentic purpose, reserve authenticity when compared to other writing tasks. Moreover, the students are more likely to come across situations related to reality in the future, either in their professional lives or their social lives, where they would have to write about similar things. So, it is an advantage to have these types of tasks that prepare the students for their future lives.

Lam and Lee (2010) have found out that the students liked the idea of having the option to select the work that they wished to be evaluated for a final grade and this increased their motivation. The same students also admitted that the feedback sessions with their teachers were helpful. It was also stated that students believed in portfolio assessment to be more supportive and less threatening when compared to timed tests.

On the other hand, Brown and Hudson (as cited in Song & August, 2002, p.49) state some drawbacks in relation to portfolio use;

- The issue of design decision
- Logistics
- Interpretation
- Reliability
- Validity
- Time consuming

Another weakness in portfolio assessment is related to practicality as time is an important issue in this sense. Implementing and evaluating portfolios take time and this is one of the main concerns of many educators who think of including portfolios in their teaching and assessment. On the other hand, it is also stated that time does not only apply for educators but for students as well. The students have to invest more time to complete the tasks appropriately (Weigle, 2002).

Callahan (2001) mentioned another weakness related to teacher's knowledge about portfolio implementation and assessment. The researcher indicated that this process was very stressful for the incompetent teachers who had to assess the work included in the portfolios. The reason for this was the difficulty the teachers had in evaluating the portfolios objectively because of the concerns for students and their own reputation in their departments.

The City University of New York used portfolios as a standard assessment tool for the Department of English at Kingsborough Community College in 1995. The college also used the same assessment tool for the developmental English writing courses. The experimental process for portfolios went on for two years and volunteer students contributed to the study. The teachers and the students in the experimental study liked the idea of portfolio assessment because they thought that it

was fairer and more suitable other than a single test. The portfolio assessment contained a final writing exam but it was not based on speed, the students had time to write. Song and August indicated that ''the portfolio was a performance-based appraisal that evaluated students' progress and accomplishment within the learning environment'' (p. 53). At the end of the study, all the students, (with portfolios and without, portfolios) had to take a standard writing assessment test (WAT). The researchers aimed at finding answers to how portfolios served the students and how they demonstrated validity. The researchers found out that the students who experienced portfolios did very well in completing their tasks successfully during the semester but they were not very successful in passing the WAT. The students admitted that the main reason for this was that they did not have time to revise and check their work while taking the test because it was a timed test, but these students had enough time to revise and check their work several times when they were ought to complete the portfolio tasks. The other reason was that, the immigrant (ESL) students were not able to complete tasks related to culturally specific topics in a specific time limit. Although Brown and Hudson (as cited in Song and August, 2002, p.49) stated that validity is a disadvantage in portfolio assessment, Song and August (2002), pointed out that portfolio assessment is valid because in their study, the portfolio group and the non-portfolio group had the same passing rates with the ones, who passed the City University of New York's WAT.

When deciding to implement portfolio use in language classes, the most important issues to consider are the purpose and the audience of the portfolio. Padilla, Aninao and Sung (1996) provide some questions to be asked when deciding to use portfolios in language classes.

- What should be placed in the portfolio?
- How often should items be added to the portfolio?
- Who decides what goes into the portfolio?
- Who should be given responsibility for its safe keeping?
- What should be done with the portfolio at the end of the school year?

(Padilla, Aninao &Sung, 1996)

When people hear portfolios, many of them think of a file which includes various types of paper work. Portfolios do not always contain paper work which means that writing is not the only skill that can be evaluated through portfolios. In

the past, audio cassettes were popular and researchers used to record students speech to evaluate their speaking in the target language. Today voice recorders, mobile phones, computers, and so on, do the same thing as the cassettes used to do and with more precision. This allows the researchers to collect an utmost amount of data in oral proficiency and not only depend on written work in relation to portfolios.

Padilla, Aninao and Sung (1996) indicated something very important about this issue. The researchers believed that ''a portfolio can be used to document certain kinds of language abilities that standardized instruments fail to measure'' (p. 431). The researchers pointed out that standardized tests measure spontaneous language production but portfolios can display the language progress through time and portfolios can show more concrete examples of language other than tests.

Little, Goullier and Hughes (2011) refer to portfolios as supplements for awards like certificates and diplomas. Portfolios contain proof for experience, a learner has gathered through achieving proficiency in second language. Another important aspect of portfolios is that they are more transparent in terms of experience unlike standardized tests. In other words, the owner of the portfolio can better see their regular achievements through time instead of relying on some test scores.

More recently, Mavili (2014) aimed at conducting a study to find out the perceptions and attitudes towards the European Language Portfolio at Eastern Mediterranean University. The researcher included two designers, two instructors and eight students in the study and data were collected through interviews and classroom observations together with the portfolios. The students indicated that the teacher was a significant factor affecting the students' perceptions of and attitudes towards the ELP (English Language Portfolio. At the end of the study, Mavili suggested that, in order to increase positive attitudes towards ELP, the teachers needed to participate more actively in the process of portfolios. Students admitted that portfolios helped them to see and evaluate their language progresses. Another important thing that the students admitted was that they felt themselves forced to learn in the class because they had to use that knowledge to prepare the work to be included in the portfolios. The students also mentioned that portfolios helped them to increase the communication between them and the teacher.

White (2005) believed that portfolios are alternatives to evaluate and support student learning. In her study she found out that portfolios allowed the students to explore a content area in depth. The author also claimed that the students are aware that each task that goes in the portfolio, displays their learning. Some of the tasks required students to work together in groups. Thus, it is believed that, tasks like these prepare students for their future employments.

White (2005) argued that it is possible to evaluate a portfolio through formative and also summative assessment. The researcher states that data was collected through student comments about their learning and portfolios, this is formative assessment. On the other hand, each portfolio work was assessed and graded through a rubric and this is summative assessment.

In 2012 a project called Portfolio-Based Language Assessment (PBLA) was implemented in a city in Canada. This project was a pilot project applied in all the language instruction for newcomers to Canada (LINC) programs. Ripley (2012) decided to use this pilot project to study the benefits and challenges of assessing adult students through portfolios. The results of the study showed that teacher training in portfolio implementation and assessment is vital to take into account in order to succeed in such a method, and it is recommended that students' perceptions should also be taken into consideration as students are used to teacher oriented courses.

Lam (2015) indicated that portfolios improve student's abilities in self-reflection due to their active participation to construct a portfolio. It is also indicated that the writing development should be regularly reviewed by teachers. The researcher points out that portfolios promote students as real writers and not just test takers and that teacher training in such courses is of vital importance to support student development.

Portfolios are valuable assessment tools in many disciplines. Mokhtaria (2015) carried out a study to identify the strengths and the weaknesses of portfolios. It is stated that portfolios provide the chance to develop and present critical and creative thinking, decision-making, and problem solving. Students have the opportunity to express their thoughts and feelings through portfolios. The author indicated some drawbacks in portfolio implementation. The lack of training and

knowledge in assessing student portfolios is of utmost importance. Another important point is related to the reliability and validity of portfolios as assessment tools. It is proposed that many examiners must be included to construct reliable scoring systems. The material confirmation to be included in portfolios is another obstacle in terms of validity. The researcher states the impossibility of having a portfolio that displays every manner of a unity but the products can be selected carefully to represent a detailed mastery of the assessed area. Mokhtaria (2015) lists the advantages of portfolios as, learner involvement, accountability increase, common perceptions of goals, authentic representation of learning, teaching/learning improvement and assessment reform reflection. However, the author also stated some drawbacks related to this issue, as, inferior comparability, the difficulty in constructing conditions in standardized tests, expense, assessing, and time.

A study was conducted in Jordan with tenth year school girls to reveal the effects of portfolio based assessment on the students' English writing performances. The researchers of the study implemented portfolios to an experimental group of 20 girls. The results of the study showed that there was a significant difference between the writing performances, in relation to focus on the sub skills, organization, development, and word choice, of the control group and the experimental group. The researchers of the study indicated that the experimental group outperformed the control group in terms of writing (Obeiah & Bataineh, 2016).

Another research was carried out in Turkey by Uçar and Yazıcı (2016) to discover the impact of portfolios on improving students writing skills in ESP courses. The research contained two groups of undergraduate students by one being the control group and the other, the experimental group. The authors have concluded that portfolios have positive effects in students' writing performances in ESP and that there was a significant difference between the two groups. The researchers were also interested in finding out the students' thoughts about portfolios, so they administered a questionnaire to the experimental group. The results of the questionnaire showed that the students had relatively positive thoughts about portfolios (Uçar & Yazıcı, 2016).

Singh, Samad, Hussin, and Sulaiman (2015) indicated that, although, educators in Malaysia head about portfolio assessment, they did not use it widely. This was the reason for conducting such a study. The researchers intended to design

a portfolio assessment model for teaching and learning in ESL classrooms. The study was carried out with nine ESL teachers through interviews, classroom observations and portfolios of teachers. The researchers were able to develop a model for the English teachers to implement portfolios in their teaching. The teachers in the study indicated that the model designed by the researchers, gave the opportunity to track the individual growth of the students in terms of English language development.

Eridafithri (2015) indicated that, although the language teachers are aware of the positive effects of portfolios in assessing writing, they lack sufficient knowledge in how to implement them in their classes. The above mentioned reason inspired the researcher of the study to carry out a research to discover the reasons why teachers in Banda Aceh do not use portfolios to assess students writing. The research was conducted with 26 teachers to reveal the reasons why they do not use portfolios in writing assessment. The research was based on a teacher questionnaire and observations by the researcher. The majority of the teacher indicated the difficulty in designing an assessment rubric for writing and the results of the observations showed that teachers found portfolio correction complicated.

Sepasdar, Esmaeeli, and Sherafat (2014) were interested in finding out whether or not portfolio assessment was effective to improve students' writing. The study was conducted in Iran with 46 university students. The control group had 23 students similar to the number of students in the experimental group. Data was collected through students' essays. The portfolio group received feedback on each of their essays throughout the course while the control group did not receive any comments on their writing performances. The researchers of the study concluded that portfolio assessment had positive effects on students' writing performances in relation to choosing words, ideas, organization and sentence fluency.

Content Based Language Teaching

CBLT is teaching content and the target language together. In other words, it is teaching academic tasks and the language with it. Brinton, Snow and Wesche (1989, p. 2) believed that CBLT is to ''kill two birds with the same shot'' because you use the same time to teach or learn two things. That is, the students are learning content based courses but by doing it with the target language so learning two things at once.

Stoller (2002, p. 112) defines CBLI by stating that ''language as a medium for learning content and content as a resource for learning and improving language''. In other words, the author suggests that language is the tool for learning the content and content is the tool for learning the language.

Short (1991) states that there has been a steady growth in the trend towards Content Based English Language Teaching in America during the 1980's because the educators searched for innovative approaches to use in their classes, since American schools had demographic changes and there was a rise in the number of language minority students. In those days, the education system in America was to first prepare these students in terms of language and then subject them to regular school courses because the majority of the courses were all presented in English. Then, the educators in America thought about the time spent on language in isolation and wanted to take action towards it. They came up with CBLT as a remedy for this issue where many of the teachers began to combine the objectives of both the language and the content. The level of the student did not really matter because the educators applied this way of teaching to even beginner level students who were learning English. Another justification for the educators to will to direct towards CBLL was the opportunity to provide students with more relevant and meaningful material to be used when teaching the language. Short (1991) even indicates that the teachers support critical thinking by combining language teaching and content teaching because the students find more areas to comment on from material richer in content.

Madrid and Sanchez (2001) mention a few assumptions and principles related to CBLL, the most productive and effective way to improve the student's proficiency level in the target language is when the classroom instruction is in the target language and comprehensible. Content topics and themes are important in CBLL, they are related to the curricular areas that the students are interested in because they are related to their needs. Combining the content information with the target language will enable the language to be taught more comprehensibly, thus they will be more motivated to learn the information both in terms of content and language. The students have a chance to ''develop their linguistic competence and general education at the same time''. CBLL joins the new information to ''the student's previous learning experiences'' to provide comprehensible learning (Madrid & Sanchez, 2001, p. 116).

There are various CBLL contexts throughout language education in relation to the aim or the program as Met (1998) indicates. The varieties in these programs depend on the aim of the course. Some aim to teach content through language, some the language through content, and some give equal importance to both. The testing of these kinds of programs also varies accordingly. Some tests only assess the language development, some assess the content, and some test both the language and the content equally.

Stoller and Grabe (2013) claim that there are many positive sides of CBLL and they mention a few of them. Firstly, the authors indicate that the students inside these classrooms learn the content while being exposed to an important quantity of language. The materials used in these classes should be meaningful for the students and they should supply their needs. The materials in the content based classrooms enable both the teachers and the students to examine interesting content by taking part in activities to practise language. For this reason, the language activities gain meaning and importance. The students can recall their prior knowledge and build on, with new language structures and content knowledge. The students will be motivated intrinsically because of the complex information that is provided with the language. CBLL allows the learner to reuse the strategies learnt through content based materials and learning tasks. CBLL also allows the teacher to adapt the activities in accordance with the curriculum (Stoller & Grabe, 2013).

Lyster and Ballinger's (2011) aim was to evaluate the different ways of CBLT in various settings. The researchers studies students in Spain, USA, Malaysia, and China to discover the effect of various CBLT courses. They have indicated the importance of professional development of the teachers who took part in these programs.

Another study related to teaching a language through content was conducted by Tan (2011). The author studied the beliefs and practices of the teachers' teaching language through mathematics and science lessons. The study was conducted in Malaysia with mathematics, science and English teachers to explore the effect of their beliefs on CBLT courses. The author concluded by highlighting the need for partnership between the subject matter teachers and the language teachers, should receive constant professional development in how to implement CBLT courses.

Kareva and Echevarria (2013) conducted a study to see the effectiveness of combining subject areas like math, science and literature with language teaching. This study was carried out with bilingual students who were learning English together with the content. The researchers of this study concluded that there is a significant development in learning in relation to the learning outcomes when using this method of teaching in education. It is indicated that it is challenging for students to learn content in a language different from the learners' first language, so this model is ideal for them. On the other hand, Kong and Hoare (2011) conducted a study in China to discover cognitive content engagement in relation to CBLT. The authors found out that content based language lessons enhanced cognitive engagement. That is, the students showed deep understanding both in content and language through this way of teaching.

Baecher, Farnsworth, and Ediger (2013) identify the challenges in arranging language objectives in CBLL. The study was conducted with an MA TESOL program where the teachers designed lesson plans for CBLL. The study revealed that, compared to the content objectives, the teachers had more difficulty in preparing the objectives related to language learning. Moreover, the study also discovered that the language objectives relied on the four skills and vocabulary and less focus was put on writing objectives related to grammar strategies to learn a language and to functions.

Cenoz (2015) intended to identify if there were any differences between content based instruction and language integrated learning. The study aimed at discovering the differences and the similarities between CBI and CLIL. It was indicated that both programs have common characteristics and that they do not have differences in terms of pedagogy. The primary aim of both programs is to teach academic content through a second language. The conclusion shows that there are no crucial differences between the two programs. The authors of the study highlight the need for researchers to share study findings in CBI and CLIL programs.

The study by Ke and Chen (2014) was conducted in China with college students to obtain the thoughts of students in applying a CBI course with English language learners. The authors gained data related to the students' thoughts on CBI through a questionnaire survey. The results showed that the majority of the

participants were willing to learn English through CBI and they thought this course was feasible.

Another CBI course was implemented in Turkey with students at a preparatory program who were learning academic English and language skills. The study included a questionnaire and structured interview questions that were applied to the participants. The participants of the study learned English through Physics, Chemistry, and Biology. The questionnaire and the interview results revealed that the motivation to learn the language increased through this way of teaching and there was an improvement in the students' academic language skills due to the content knowledge that was received. The authors of this study applied CBI to the preparatory programs widely for the students to learn the required academic language skills and the subject matter knowledge (Arslan & Saka, 2010)

Ngan (2011) conducted a study with the students who were learning accounting and English together. The author indicates the difficulty that both the students and the teachers had in relation to the CBI course because of the complicated sentences. To overcome this obstacle, the CBI was integrated with the ESP context and then the language materials were designed with the CBI approach. The effects of the CBI course obtained from an end of course test and a questionnaire together with the findings show that students showed interest and involvement in the course. The results also revealed that the students exposed to the CBI course achieved higher scores in all ESP modes.

Souza (2014) was interested in studying the perceptions of students and teachers who were involved in a CBLI program at a university in Utah. The study was carried out through questionnaires, interviews, journals from students, journals from teachers, and lessons which were videotaped. The researcher indicated that some of the participants were successful in recognizing the language and the content integration and liked the idea of CBI while some could not recognize the content and the language integration and had expectations towards traditional language courses. Some of the students in this study could not understand that they could improve both their content knowledge and their language skills together through this course; instead they relied on improving their language skills. Some students indicated that, although some of the vocabulary strategies were difficult, they were beneficial. The

study also revealed that the teachers admitted the importance of having a deep understanding in the content area when implementing such a course.

People might confuse ''Content Based Language Learning '' and ''English for Specific Purposes'' which are not the same. ESP is based on teaching the language that the students will preferably use in the future in their professions or academic careers by using materials related to their field but CBLL is directly teaching the content courses by using the target language as a tool. Clearly, the aim of ESP is only teaching the language related to the students' field but the aim of CBLL is teaching the content and the language together with equal importance. This is the reason why Brinton, Snow and Wesche (1989, p.2) said that CBLL is killing two birds with a single bullet.

There are various and crucial benefits of using Content Based Instruction (CBI) when teaching a language. One of the most important benefits that should significantly be mentioned is that two different subjects are taught at the same time. In other words, language development takes place together with academic progress. In this context, teachers engaged in this type of teaching have to have a substantial amount of knowledge, both in terms of the academic content and the target language. It is also indicated that it is important to identify the language objectives beforehand when combining the course or the lesson with the academic subject. This will enable the teacher to consider the objectives of the language when presenting the subject matter. The teachers should reduce the use of target language and use translations for specific reasons, for instance, in classroom management and to provide instructions for tasks that are difficult for students (Pessoa, Hendry, Donato, Tucker & Lee, 2007).

Pessoa et al. (2007), state that there are many important studies that put forward, the likely benefits of using CBI but they do not provide enough instruction on how this kind of teaching should be used by language teachers. The authors also point out that, the language teachers are often equipped with methodology to teach a language and the knowledge about cultures but they do not have enough knowledge and the appropriate approaches when the aim is for the language teaching to support an academic subject. For this reason, although the aim is to teach the content together with the language, some teachers might not provide the required language knowledge and just depend on teaching the content or vice versa.

The curriculum is the starting point for CBLI as stated by Curtain and Pesola (1994). The curriculum is used by the language teacher to feed language instruction with the academic content. In other words, the language teacher selects content concepts to feed the language instruction, thus combining the language instruction with the content information. This will enable the teacher to teach the language and the content together at the same time.

Davies (2003, p.1) provides three ways of CBI in the EFL contexts. The first is the Sheltered Model where ''learners are given special assistance to help them understand regular classes''. In this type of teaching, there might be two teachers where one is specialized in the content area while the other is specialized in ESL. This type of teaching can be done where both teachers use the same teaching time to teach or by dividing the class time in to two where the content teacher teaches first and then the ESL teacher checks understanding by focusing on important words or the linguistic forms used in the content class. The author indicates that the teachers engaged in this kind of teaching must work together in planning and evaluating the course. Richards and Rodgers (2001) indicate that the content are specialist teaches the target language through content, whereas Gaffield (1996) states that the language teacher teaches the course who knows about the content area. In other words, the course is taught by a person specialized either in the content area or the language but also has knowledge about the other.

Brinton, Snow and Wesche (1989) provide information about the reason for this model to be called sheltered. The authors indicate that the second language learners are separated from the native speakers of the target language. Duenas (2003) points out that it is more common for the content teachers to teach these classes but s/he has to be accomplished about the needs and abilities of the students in relation to language, together with sufficient knowledge about how languages are learned. Gaffield (1996) indicates that there are also some authors who mention language teachers teaching these courses but also having the knowledge of the subject course. It is also important to state that, although, students engaged in these courses expedite the language skills to achieve the course goals, the priority is given to learning the content (Duenas, 2003).

The other model is the Adjunct Model where the language teacher usually teaches the class to prepare them to other main classes. These classes are like ESP

classes because the aim is to teach specific vocabulary, study skills, note taking, skimming, and scanning that the students will use in their academic or professional studies. Tsai and Shang (2010) imply that there are two sequent lessons linked together in this course. Students learn the content by a content teacher in one lesson. Then the language instructor teaches the language skills through the content material. Brinton, Snow and Wesche (1989) believe that this model is appropriate for higher level of students in terms of language.

Duenas (2003) believes that the Adjunct Model is suitable for the students who lack the required expertise to comprehend the content course and need supplementary assistance. In other words, these courses support the subject courses and provide the opportunity to develop the academic knowledge. Duenas (2003) states that the Adjunct Model CBI is generally used with students in second language situations and not in foreign language situations. The author also indicates that, although, this model is widely used with students learning a second language, it is also used at international or national institutions.

The final model is the Theme Based Model. This model is usually used in EFL settings. An EFL teacher can use this model to teach or s/he can work with the content specialist. These courses can be designed according to the students' interests from a variety of content topics. Davies (2003) indicated that there are various textbooks for this kind of model that the teachers can supplement them with information from other sources like the internet. The author also indicates that comprehensibility should always be kept in mind when designing such a course so the students can feel more motivated to learn about something and not only depend on learning a language in isolation. Brinton, Snow and Wesche (1989) point out that the language teachers teach the content and the language in these courses. The Theme Based Model is suitable for all levels of students (Tsai & Shang, 2010).

Duenas (2003) claims that Theme-Based Language courses are the most preferred ones in CBI. The reason for this is believed to be, that it is less complicated that the other models in application. The researcher also states that it is not the responsibility of the subject teachers but the language teachers to teach a CBLI course with this model. It is possible to select a single theme or a content area and design the whole language syllabus according to that single theme or the topics can vary depending on a specific discipline. The curricular units depend on a theme or

the topics but they have to be interesting for the students and suit their needs. When deciding on the content areas, it is also important to take into consideration the aims, demands, and expectations of the institution as well as the students. The design of each course is important because they should provide the opportunity to scrutinize the content and the language as the aim is to give equal attention to both. It is also important to state that in some cases, more importance might be put on language learning or vice versa depending on the aim of the course (Duenas, 2003).

Although each model has its own characteristics according to their applications, there are also some common features that are shared. Authenticity is of utmost importance in all three models. Another feature shared among the three models are the content materials that help students to understand.

An important issue related to CBLI is the decision on how to prepare the test for it. Brown (1991) indicates that a common concern is whether the test should depend only on the content or the language or both. The author mentions some reasons for why the content should not be excluded from the language when preparing tests for these courses, by stating that, the course objectives to be met relate to content as well as language. On the other hand, Brown (1991) also indicates that a teacher should not omit testing the language in CBL lessons because in this kind of teaching, the content knowledge cannot be separated from the language knowledge as they are taught together.

Material selection is an important issue when designing a CBLT test. The materials to be used in these courses can test the language and the content knowledge together if they are selected carefully and appropriately. Brinton, Snow, and Wesche (1989) supports this idea by stating that there might be variations in the criteria for scoring them but the teachers can test both the content and the language together with appropriate content materials.

According to Lou (2015) CBLT is not only combining language teaching and content teaching but it also enables the traditional and the contemporary teaching methods to be combined. The author indicates that grammar-based instruction or vocabulary development are traditional teaching methods, while CBLT allows the educator to combine these with communicative language teaching and humanistic methods which are modern ways of teaching languages.

CHAPTER III

METHODOLOGY

This chapter describes the research methods and approaches used in the study of the effectiveness of combining CBLL and portfolios. The first section of this chapter will start by providing a brief description of triangulation in research and this is followed by presenting the research design and describing the profiles of the participants that took part in this study. Following this section, the context of the study is provided and detailed information on the design of the course is included to allow the readers with a detailed understanding of the process of designing the course. Then, the reasons for deciding on the current content topic are provided by integrating the researcher's role. This part is followed by a detailed explanation of the materials and compiling the booklet that was used with the participants. After this, the aim of the study and the data collection and analysis is presented. Finally the chapter is concluded with the ethical considerations regarding the study.

Research Design

In this study, the embedded design has been used. ''The embedded approach is a mixed methods design that is most commonly used when qualitative methods are embedded'' (Clark et al., 2013). The data obtained from the teacher's diary, students' final comments, and student interviews were first broken into units and then embedded and analysed through content analysis. Although the study was largely based on qualitative data which was analysed using qualitative methodologies, I also made use of the quantitative data analysis to evaluate the participants' grades. The intention was to see if CBLL had any effects on the grades of students who studied English through CBLL than the others who studied English through regular English language teaching course books. Tsushima (2015, p. 104) states that "mixed methods research, is claimed to provide a more holistic picture of a research problem by combining two different data sources quantitative and qualitative-in a single study''. Embedded design approach is appropriate to be used when a study includes or requires both qualitative and quantitative data to enrich the results. Qualitative data analysis was used to analyse the diary entries (Debreli, 2016 b) kept by the teacher, also the researcher, after each class, the students' final comments and reflections on the course, and the evaluation of the students'

interviews. The data mentioned above was analysed and presented through emerged themes. On the other hand, the quantitative data analysis was used to compare the grades which the participants received at the end of the course to the grades of other groups to see whether CBLT had any effects on their grades at the end of the course. The study is mainly qualitative because it documents, analyses and interprets the data that naturally occurred in the CBLI classroom.

This study included a group of students from various departments, who were exposed to an implementation related to CBLI. The students were randomly selected and the application continued for one academic semester which consisted of 14 weeks, which had three hours of lectures each week.

The portfolio group was prepared to use portfolios. The preparation stage included a meeting with the researcher. In the meeting, I explained why they were going to use the compiled booklet and how different it was than the traditional course book. I also mentioned the possible benefits of being exposed to such an application. The reason for such information was because the students needed to know that they might have to spare more time other than the class time to prepare the work for the researcher. I explained that the experimental students were going to be tested by the same standardized test at the end of the semester because the booklet was compiled according to the course outline and the objectives.

This meeting psychologically encouraged, motivated and prepared the students to use the CBL booklet in their English language classes. The reason for such a preparation phase was for ethical considerations that each subject has the right to know what s/he is expected to do and the possible effects of the study on them.

I made use of the course outline and identified, adapted and created materials and tasks which were necessary, useful and adequate according to the course objectives. I identified pieces of work that she thought were appropriate to be included in the portfolio and spread them throughout the semester.

The last lesson, I asked the students to write a paragraph about how they felt with the overall course, to see their perceptions towards CBI. The results of the paragraphs were interpreted based on emerged themes to have an objective view of the perceptions of the students in relation to CBLI.

I was also interested in the students' grades which they received at the end of the semester. I took advantage of the quantitative data analysis to compare these grades and find out if there were any differences between the grades of the content based language group and the other groups which studied the language through a regular English teaching course book. Munoz and Baker (1997) combined maths as the content topic and the language in their study. The content language learners received relatively lower grades than the other students especially when the test questions were related more to testing linguistics. The researchers believed that the reason was because of the linguistic complexity because they also indicated that the students received higher grades when the test questions were simplified in relation to language. For this reason, the group in the current study was given a standardized test (can also be referred to as a post-test) that all the other students in regular groups took. I intended to see the differences in the language progress in terms of grades of the portfolio group compared to the other regular groups that used an ordinary course book to study English.

Qualitative research permitted the researcher to explore and analyse the data that occurred naturally during teaching and the effects of CBLT features on classroom participation and student outcomes. Because of the qualitative nature of the study, it was difficult to generalize the results to all students engaged in CBLI but the current study sheds light on how CBLI motivates students and enables them to use the target language to express themselves in terms of content in general. It is quantitative because the final grades of the participants were compared to the other groups of students to reveal if there were any differences between the groups. The data obtained from the participants' grades were compared statistically. As Chelimsky (1992, p.29) states, "A main purpose of statistical analysis is to draw conclusions about the real world by computing useful statistics. A statistic is a number computed from a set of data".

It should be noted that the group of students were exposed to CBLI for a semester which consisted of 14 weeks and then they shifted to the regular English courses like the other group of students who learned English through a regular English course booklet. During the second semester when the students were learning English through a regular course book they were interviewed about their feelings and perceptions towards content based language learning as they were going to be able to

compare it to the regular English course that they were doing at that moment. The students were asked semi-structured interview questions (see Appendix A) , adapted from an article about students' perceptions in relation to content based instruction (Corrales & Maloof, 2011), to allow them to elaborate more on their answers to reveal their actual and honest perceptions towards the content based language instruction course as Debreli (2016 a) supports.

 Triangulation

Although it is not possible to have identical results in social sciences of different studies because of the natural settings, it is possible to increase the validity and the reliability of the qualitative data through triangulation research method. ''Triangulation is to use multiple methods to understand phenomena'' (Yeasmin & Rahman, 2012, p.155). That is, to use different methods to obtain data from the same participants related to the same topic. Thus, triangulation research method was used to increase the trustworthiness of the results obtained from different data sources for this study which are, the teacher's diary, the students' final comments about the course, the student interviews, the language portfolios, and the students' exam results.

The teacher wrote in the diary about the students' attitudes, behaviors, and comments each lesson in every detail to verify the data obtained from the students' interviews and the students' final comments about the course. The results from these different data sources were consistent which increases the reliability and the validity of the results because triangulation is a verification process that is employed to enhance the validity of a study, and in some cases, it means to verify that the results are consistent when data is obtained from different data sources (Yeasmin & Rahman 2012).

On the other hand, face validity was ensured by including two other experts to when finalizing the booklet. Both experts had sufficient knowledge on preparing materials and booklets for students learning English. The experts stated that the materials used in the booklet were appropriate to the course objectives also supported by Drost (2011).

 Mathison (1988, p. 13) says that ''Triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation control bias and establishing valid prepositions because traditional scientific techniques are

incompatible with this alternate epistemology''. Moreover, Patton (2000, p. 247) indicates that the combination of methods strengthens a study with triangulation.

Trustworthiness

The trustworthiness of the results relies on the data being interpreted by another expert in the field. This is inter-rater reliability supported by Drost (2011) that the correlation between interpretations increases the trustworthiness of the results. This is also supported by Morrow (2005) who states that other researchers are used to confirm the interpretations and this reduces the bias of the researcher.

Participants and the Researcher

The identified research site for this research was the European University of Lefke in Northern Cyprus. Each semester consisted of 14 weeks (midterm and final exam weeks included). The students had three hours of English classes every week, and they were from various departments. The students admitted that they had never been exposed to such an implementation in terms of CBLI in language learning classes before. The demographic data of the students in the study group are presented in the Table 1 below.

Table 1. Demographic data of the students in the CBLP group

Number of Students	Age	Department	Country
9	21-27	Civil Engineering	Turkey Zambia Zimbabwe Kuwait Pakistan
15	21-29	Computer Engineering	Turkey Zambia Zimbabwe Tajikistan Nigeria
5	23-26	Software Engineering	Mongolia Turkey Nigeria Zimbabwe Pakistan
2	21-23	Electrical Electronics Engineering	Zimbabwe Kazakhstan
1	24	Electronics and Communication Engineering	Turkey

1	23	Computer Programming	Turkey
1	25	Architecture	Turkey
1	23	Tourism Management	Turkey
1	25	Health Management	Nigeria

The researcher of this study also as the teacher of the study group has completed her Bachelor and Master's degrees in English language teaching. She started working as an English teacher at the European University of Lefke in 2003 and continued teaching English at the same work place to freshers until today. She has experience in designing courses and preparing booklets to teach English for Specific Purposes. The responsibility of the researcher was to collect and interpret the data gathered from the teacher's diary, student's final comments on the course, the student's interviews and the student's grades. The researcher cross checked herself about the themes that emerged from the data by employing two different researchers to code and to interpret the same data. This process decreased the researcher bias.

The Context of the Study

The current study was conducted at a State-trust-run university with a group of students from various departments who were taking an English course that focused on academic skills and study skills. This was a compulsory course that all the freshman students in English departments had to take. The period of the course was 14 weeks and the aim of the course was to assist the students with their department courses in terms of academic language and study skills. The current course had 50-minute 42 class periods. The students had this English class every week in three hour blocks.

The main aim of the course was to prepare the students for their department courses in terms of academic skills and study skills, so for the sake of the current study, the researcher took advantage of the course outline (see Appendix C) which clearly presented the course aims and the objectives to prepare a booklet that integrated the course objectives and requirements and the content topic, human rights, that was decided by the researcher before the teaching period.

Throughout the course, the teacher required the students to write paragraphs based on the course objectives. The paragraphs displayed proof for practicing and

learning the language objectives together with the content about human rights. The booklet (see Appendix L) included texts on human rights which the students were required to read, comprehend and do the activities followed. The activities related to the content topic were designed to meet the language objectives. Then, the teacher would spare time for open discussions on their thoughts and opinions related to the reading texts.

The reason of the number of students (approximately 60) in each English class, the decision was made at the beginning of the semester by the director that all the English groups would be assessed based on one midterm (50 %) and one final (50 %). Students were provided with this information at the beginning of the semester and the teacher also told the class that they would be required to complete many writing tasks based on the course objectives and that unfortunately there were no points in return. The teacher explained that this was going to be good for their own language development, academic studies, and also for their future lives, so the researcher had no difficulty in getting the students to complete these writing tasks. Some of the writing tasks were collected by the researcher and kept in separate portfolios to evaluate the students' language progress through time.

Design of the Course

This study included a group of students from various departments, who were exposed to an application related to CBLI. The group of students were randomly selected and the application continued for one academic semester which consisted of 14 weeks, which had three hours of lectures each week.

The portfolio group was prepared to use portfolios. The preparation stage included a meeting with the researcher. In the meeting, I explained why they were going to use the compiled booklet and how different it was then the regular course book. I also mentioned about the possible benefits of being exposed to such an application. The reason for such information was because the students needed to know that they might had to spare more time other that the class time to prepare the work for the researcher. I explained that the experimental students were going to be tested by the same standardized test at the end of the semester because the booklet was compiled according to the course outline and the objectives.

I made use of the course outline and identified, adapted and created materials and tasks were necessary, useful and adequate according to the course objectives. I identified pieces of work that I thought were appropriate to be included in the portfolio and spread them throughout the semester.

The last lesson, I asked the students to write a paragraph about how they felt with the overall course, to see their perceptions towards CBLI. The results of the paragraphs were interpreted by the researcher according to the most similar characteristics to have an objective view of the perceptions of the students in relation to the application.

I was also interested in the differences in the students' grades at the end of the semester so the group was given a standardized test (can also be referred to as a post-test) at the end of the semester, that all the other students in regular groups took. The researcher intended to see the differences in the language progress in terms of grades, of the portfolio group compared to the other regular groups.

The Rationale of the Content Topic

The reason for such a topic was the current situations that were happening all over the world and which had a great impact on not only the students but on all human beings. Many people in the world are dying or suffering, mainly because of political, economic, or cultural reasons.

People, either experience the cold face of wars or they hear how people suffer from them. Many people escape from their countries and hope for a better future in different foreign countries. People need to know that refugees have their own rights just like anybody else who live in the world. The biggest war that is happening today is in Syria (Biggar, 2015) and the whole world is watching how people are dying, being killed or how they sacrifice their houses and their living styles in their countries and escape to other countries to save their lives. Many of these refugees die on the way to other countries (Cohen, 2015).

On the other hand, people are being attacked, abused or worse because of their ethnicity. Many countries have rules and regulations against racial discrimination (Turkish Official Gazette, 1949; CERD, 2013) but there are still serious incidents happening because of racism that people hear every day on the news or read on the internet.

Child abuse is another important issue related to human rights (UNICEF, 2009). Many children in the world are not sent to school, instead they are sent to work to earn money for their families. Many of these children are sent to work because of poverty and many of the jobs require high strength and high effort that the children are not capable enough to do. Some countries have rules and regulations that support children to have education until a certain age and this is called compulsory schooling. The government supports this compulsory schooling by providing the students with the books and sometimes stationary that is used during this period, it also provides free bus service from home to schools (Turkish Official Gazette, 2012). But still, the children are exposed to abuse in many parts of the world, like being forced to marry. Although it is forbidden for children to get married until a certain age, and this is supported by law in some countries, there are still flexibilities in these laws that the parents can give permission to children to get married at an earlier age or the judge can decide and allow the marriage (*Turkish Civil Code*, 2001).

Another important thing is equality among people regarding sex, race or other issues. Although it is a very popular saying that men and women are equal today, there are some serious incidents that have happened and are still happening in the world that are shared in official papers (Reading, 2011). Women are assaulted or killed because of their behaviour, the way they dress, because of moral laws or just for no reason (Duman, 2015). Girls are not sent to schools because some groups think that their only duty is to work and earn money for their family or to serve their husbands (Faisal, 2003). There are parts of the world that women do not have the right to speak for themselves or to vote in elections (Seikaly & Roodsaz & Egten, 2014). It is quite absurd for many people but in some countries, it is fine for a man to have four wives and this is called polygamy (Zeitzen, 2008).All the issues and situations above have affected the researcher to decide on the content topic as ''Human Rights''.

Although many countries in the world include human rights education in their curriculum (Burridge, Buchanan & Chodkiewicz, 2014; Bajaj, 2011; Mubangizi, 2015), to the best of the authors thorough research, the literature lacks academic research studies in integrating language teaching and human rights.

The researcher of the current study shares similar ideas with Cates (2002, p.41) about the crucial global issues taking place in the world today like 'terrorism,

ethnic conflict, social inequality, and environmental destruction'. The author
mentions global education which is an approach to language teaching that aims to
teach the knowledge that will help students to solve global problems. Thus, human
rights are of the utmost importance in global education, so the researchers of the
current study had the desire to raise more awareness to this issue by including the
content topic of human rights in their language classes. The aim was to meet the
objectives of the language course but also to provide the students with sufficient
knowledge about tolerance through human rights and hopefully, have a share in
striving for a better world. The students who took part in this study are from various
countries, and after they graduate from the university, the researchers believe that
they will spread their knowledge about human rights and tolerance, first to their
families and then to the people encompassing them.

In 1987, UNESCO held a conference to introduce the Linguapax project. The
aim of this project was to teach peace through language teachers. The following are
the four recommendations that were proposed by the Linguapax Kiev Declaration to
show the importance of integrating language and global issues for a peaceful world;
'to be aware of their responsibility in furthering international understanding through
their teaching, to make strenuous efforts to increase the effectiveness of teaching
foreign languages and literature with a view to enhancing mutual understanding,
respect, peaceful co-existence and co-operation among nations, to exploit
possibilities of extra-curricular activities for the development of international
contacts and co-operation, such as correspondence, exchange of books as well as
relevant print and audio-visual materials, visits, tours, excursions, and so forth, as
education for international cooperation must start with co-operation between students
and teacher in the language learning task, classroom cooperation should be
stimulated by language teaching approaches responsive to students' initiatives,
interests and needs' (Marti, 1996, p. 1).

Cates (2002) states that language teachers can integrate the content topic
human rights in their teaching, by comparing human rights in various countries. The
author indicates that awareness to human rights could be raised through such lessons.
Cates (2002) designed a course which integrated language teaching and various
topics such as human rights, apartheid and world hunger. The author claims that
there was an improvement in the students' English skills on these topics through

videos, games, quizzes, discussions, role plays, and simulations. The content topic human rights was integrated to teach reading, writing, listening, and speaking. For example, the students listened to some information about Amnesty International which is an international human rights organization and then read about it. The activity was concluded with a writing task related to the release of conscience prisoners around the world. In another research the teacher used movies related to human rights to teach language skills. Cates (2002) states that teachers find teaching these global issues through language teaching an exciting approach and that they can ''promote global awareness, international understanding, and a commitment to working for a better world (p.10).

Schiller (2013) conducted a study to identify the process of human rights education through English courses. The researcher gathered data through observations and interviews to understand how the educators applied human rights education and how this education affected the students. The student's interviews revealed that they were able to apply the knowledge related to human rights to their real lives such as understanding and respecting each other. The author also found out that their world visions changed because they had the chance to analyse inequity and injustice from a broader angle. It was also claimed that the course provided the students with the language they needed to stand up for their human rights. The two teachers who took part in this study pointed out that the course promoted the students critical thinking and analysis skills in a positive way. The teachers also stated that the course built solidarity between students because they were able to share their experiences related to human rights violations. The teachers revealed that the real life pictures on human rights violations affected the students negatively and that they did not want to speak about them. Although the students in the current study contributed to the speaking discussions by providing their opinions and thoughts about the pictures presented by the teacher where human rights were violated, the students in Schiller's (2013) study did not want to take part in the discussions. Similar to the current study, the students who took part in the above mentioned study, also shared what they learned in class with their friends and families outside the classroom which demonstrated that the topics were interesting to them.

Process of compiling the booklet

I started to search and learn more about human rights as soon as I decided on the content topic. I read the rules and regulations in relation to human rights for various countries, found out more about what was happening in the world, and also learned about important people that fought for human rights in the world. It was impossible to include all topics related to human rights in a course for 14 weeks so I decided to read the news from different parts of the world to identify the problems that affected a larger population. I collected various authentic materials in relation to the identified topics. After collecting all the materials, it was time to integrate the language objectives to the booklet. This process required a lot of effort and time. I designed the booklet in line with the language objectives and compiled the whole booklet in approximately 5 months.

Although they were not experts in the field of human rights, I also consulted two English language academicians when finalizing the topics and activities to be included in the booklet. One of the academicians had 14 years of teaching experience in the field of English language teaching and had prepared booklets for various departments to teach ESP before. The other academician had 8 years of teaching experience in the same field and had also prepared booklets for various departments to teach ESP before. The reasons for selecting the above mentioned teachers were their experience in compiling booklets and also because of the students they were teaching. Both academicians had a thorough understanding and experience in teaching multicultural classes. The teacher with 14 years of experience encountered important issues among students related to diverse cultures and tolerance and she was successful in dealing with the problems before causing more serious problems.

I took various courses and attended various workshops and conferences related to materials development and design and syllabus design, so apart from the amount of time spent on compiling the booklet, she did not find it very difficult to compile the booklet that was suitable to implement such a study. The researcher also benefited from various books and research articles that claimed to integrate language learning and human rights, such as, Eastley (2003) and Beckman and Klinghammer (2006), to have a broader insight to the kind of booklet that would serve her aim. Some of the workshops that I attended and the courses taken are as listed below.

-Materials Development in ELT: Masters course

-Curriculum Development: Masters course

- Program Evaluation in ELT: Doctoral course

-Materials Evaluation and Development in English: Doctoral course

- English Language Teaching Curriculum: Doctoral course

- Oxford Teacher's Academy, Teaching English to Adults: Workshop

- Oxford University Press, Testing and Assessing Language Skills: Workshop

Once the booklet was ready, I asked two different language teachers to evaluate the appropriateness of the content materials that were integrated with the language objectives. Both of the teachers gave positive feedback with some minor recommendations to improve the booklet. Finally the booklet was ready to be typed and it took the researcher another month to type the booklet and to add authentic illustrations to it.

The booklet included chapters on the Universal Declaration of Human rights, equality, violence, child labour, racism, civil rights, peace, and so on, and many of the tasks required the students to discuss real life situations and then to write about these issues by paying attention to the objectives of the language course.

Data Collection and Analysis

Qualitative research methodology was chosen as the primary data analysis method considering the research questions aiming at investigating the students' perceptions towards content based language learning through the content topic of human rights. On the other hand, quantitative data analysis was used to reveal the students' language developments in terms of final grades that were received at the end of the semester. The researcher analysed the qualitative data utilising content analysis in order to categorize the data gained from the students' final comments for the purpose of classification and the summarization. Content analysis is a qualitative research approach which is widely used. It is important to state that, because it is difficult to specify the specific similarities and differences of content analysis and thematic analysis, most of the time they are applied interchangeably in qualitative data analysis (Sandelowski & Leeman, 2012). There are various strategies that are used to analyse qualitative data and content analysis is one of them. The researchers should be careful when classifying the data to minimize prejudgment. The researcher

decides on the coding and the classification of the content after collecting the data (Powers & Knapp, 2006).

Elo and Kyngas (2008) indicate that the main objective of content analysis is when the researcher intends to describe the situation of a conceptual form. Hsieh and Shannon (2005) also state that content analysis is a very popular research technique when analysing qualitative data, and the researchers refer to content analysis as a naturalistic approach since the data is obtained from a text. Kondracki, Wellman, and Amundson (2002) indicate that the text data can be in different forms such as oral, written, electronic and they are derived from narratives, surveys, interviews, observations, articles, or books. These texts are then used to form categories or themes and the aim is to reduce the amount of text to be analysed (Weber, 1990). Hsieh and Shannon (2005) point out that these themes directly appear in the texts and the researchers identify the relationship between these themes to be interpreted. The final task of the students who took part in the current study was to provide their thoughts about the course completed and they were asked to do this by writing a paragraph. The paragraphs were broken into statements and then the themes derived from these statements. After identifying the themes, the outcomes were described by the researcher to reveal the students' objective perceptions about the course.

The first step was to divide the data from each source into units. This process was done traditionally by the cutting technique. The pseudonym for each student was added to the back of each script from the paragraphs and interviews. The scripts from the teachers' diary were also identified and written at the back of the scripts with dates. The original paragraphs were rewritten as separate sentences, and so were students' interview transcriptions and teachers' diary excerpts. There was no attempt to edit or modify any of the sentences to protect originality apart from dividing them into separate sentences for analysis. The sentences from each data source were grouped according to relevance under each data source separately. I wrote short summaries for each cluster served as codes which were used later to identify the emerged themes. After the coding process, the researchers read the summaries carefully for each classification and grouped the relevant ones. Then associated words were written for each group, and these were used to identify themes. This process was done separately with each data source.

It is worth mentioning that the themes from separate lines of evidence were similar, so I combined the data and interpreted it under similar theme topics to provide a unified display about the students' perceptions on the course. The table below presents a part of the analysis process of deriving themes from the teachers' diary, students' interviews and students' paragraphs.

Teacher's Diary. To serve the aim of this study, the teacher kept a diary after each lesson to record spontaneous details which provided the researcher with rich data that was used to confirm the data collected from the students through paragraphs and interviews. The teachers' feelings and thoughts were also included in the diary to provide a rich environment for data collection. Thematic analysis was used to analyse the diary kept by the teacher. The main aim of this study was to see the students' language progress in relation to content based language learning and portfolios were used to serve this aim. For this reason, the teacher collected six pieces of writing from 10 randomly selected students during the 14 week period. Each piece of writing was evaluated through a scale in relation to the course objectives to be able to have concrete data on the students' language performances.

Interviews. The researcher also used the semi-structured interview design to interview 10 students. The intention was to reveal spontaneous data on their thoughts and feelings about the content based language course which they were not familiar with. The primary intention of the researcher was not to compare the content based language learning group to other group of students, who learned English through regular English courses, in terms of grades but a separate section which includes a simple comparison of the content based language learning group to the other English learning groups is added to see if there were any effects of CBLL on their grades which they received through a midterm exam and a final exam. Detailed evaluation and discussion on each data collection method will further be discussed in Chapter IV, Findings and Discussion.

Portfolios. Students' portfolios were used to obtain data in relation to their language progress. The current participants stated that they liked their work to be evaluated and they found the feedback beneficial. Portfolios show that the students were actively involved in the learning process and they display their progress. The evaluation results of the current portfolios fall into line with the above statement. The students actively expressed their learning progress as they completed each task

through meaningful contexts. The students indicated several times that they saw the connection between tasks and the course objectives. The aim and objectives of each portfolio work can be found in appendix G and each work was evaluated according to the scale and rubric presented in appendix H and appendix I.

Narrative of the Study

Everything was put together to reflect the actual research atmosphere and to make the readers feel and go through the stages of the research and the data collection and analysis process. I kept a diary which I noted everything in detail related to the students' feelings, behaviours, and reflections throughout the semester each lesson. Secondly, I asked the students to write short paragraphs which I refer to as students' comments on the course and the aim was to gather data on their thoughts and feelings about the course. Finally, the students were interviewed at the end of the semester to obtain instant answers on the course.

Ethical Considerations

For the sake of this study, a group of fresher students was randomly selected among 6 groups of students. In terms of ethics, the randomly selected group was informed about the project from the very first day of the course. The researcher first asked if the students had any idea or experience about CBLL. The whole group of students admitted that they had no idea or experience about such a course. Then, the teacher, also as the researcher, explained how the course was going to be in every detail. The students were told that they were going to have a compiled booklet based on the content topic, human rights, other than a regular course book. The teacher provided the students with the course outline (see Appendix C) and explained with simple examples how they were going to meet the course goals and objectives with materials related to the content topic, human rights. The students were also told that they were going to take the same midterm and final exams as the other groups of students who were going to learn English through a regular course book. When the teacher was sure that all the students understood the guidelines of the course, she informed the students about the opportunity that they had about joining the other groups who were going to have a regular course book, if they had any doubt or if they did not feel confident in taking such a course as they were not familiar with such an experience. The students were also told that they had the opportunity to

withdraw from the course at any time through the semester and that this was not going to affect them in any negative way. At the end of the first lesson, after providing every detail about the course, the teacher was very happy to see that all the students felt excited about the course and not a single student wanted to join the other group of students who were going to use an ordinary course book.

The students were informed about the reason of the interview, and that they had the opportunity to withdraw anytime from the study. The students were also informed that they were going to be recorded first-hand by the researcher and that their ideas and answers were only going to be used for this study and pseudonyms would be used for participant identities to protect anonymity when reporting the results. The students were given an informed consent form (see Appendix K) to be signed before taking part in the interview.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes detailed information on the results of the data analysis. Results of the teacher's diary, student portfolios, student's final comments and reflections on the course, student interviews, and the comparison of the students' grades to other group of students will be presented thoroughly.

The current chapter is divided into separate sections that include the analysis and evaluation of the students' perceptions and thoughts obtained from the students' final written comments about the course at the end of the semester about CBLL. Another section is on the evaluation of the portfolios of students which include pieces of work to present concrete data on how effective CBLL was on students' language performances throughout the semester. A separate section includes detailed information obtained regularly after each class that was recorded by the researcher in a diary. The other section is about the student interviews and the final section includes a simple comparison of the grades of the experiment group and the other regular groups, in terms of language performance.

Narrative of the Study

Below, through the analysis of the teacher's diary, each week is described thoroughly to provide a rich and objective picture of the study and what happened during the lessons.

Week 1: The first day of class, the teacher, also the researcher met the group that was randomly selected for the aim of the study, among other groups. The researcher introduced herself briefly and then asked each student to do the same. It was a multicultural class. There were students from Turkey, Zimbabwe, Kuwait, Zambia, Tajikistan, Kazakhstan, Nigeria, Mongolia, and Pakistan. The teacher asked questions about the English lessons that they had taken before coming to this class. The intention was to get information about whether they had experienced content based language teaching in their lives before. All of the students admitted that they had their English lessons in the traditional way and that they used regular course books prepared to be used in language teaching classes.

Then the students were distributed student information forms that they were asked the fill about their personal information. The information asked was about their

names, surnames, ages, when and where they were born, their contact details, and also if they had any serious health problems that the teacher needed to know. The teacher collected the forms from each student and told them that they were free to ask any questions about the course or about herself, if they wanted to know anything. Some of the students were interested about her teaching experience and where she took her education and some were interested about her family.

After this, the teacher handed out the course outlines (see Appendix C) and asked the students to read. Then she read everything on the outline and explained every point. The course outline included the main objectives of the course and the weighing system. The students had no questions, so the teacher started to talk about the course in more detail. She explained that they were going to use a booklet different than the other groups that were going to use a regular English course book. The teacher was a little bit concerned on the students' ideas about achieving the course objectives by content based materials. The teacher provided the reasons why she chose such a topic (human rights) and she also talked about her current study and what she aimed at achieving at the end of the course. The researcher felt extremely happy when she saw that the students were excited and liked the idea of learning English through the content topic, human rights. The teacher gave them the topics related to the content topic and they loved them. The students were told that they had to buy the booklet from the photocopy centre by next week and they all agreed to do so.

The teacher did not intend to start the lesson from the first week as the students did not have the materials, but the students were such excited that she decided to give them photocopies of the 30 articles of the human right declaration. Before reading them out, she explained that there might be opposing opinions on some of the articles because of different cultures but that each one of them had to tolerate and respect each other's ideas. The students all understood what the teacher meant and the teacher asked different students to read each article. The teacher was very happy and surprised that all of the students had different things to say about each article. The teacher and the students felt very excited about the following week when they were actually going to start meeting the language objectives through the content topic, human rights.

Week 2: A few new students joined the class the second week, so the teacher explained how the course was going to be different that the regular English courses. The new students were also very excited to hear the idea about using human rights as the content topic. The lesson was based on racism and refugees and there were two real life reading texts. The objectives of the lesson were to learn and practice reading skills like skimming, scanning, intensive reading and extensive reading. The students first learned about these skills and then they practiced the skills with the two reading texts. Another aim of the lesson was to lean some synonyms and to understand them. The students completed synonym activities with a text related to racism.

At the end of the lesson, the teacher had a discussion with the students to see how they felt about the lesson as they were new to this kind of teaching. The whole class shared the idea that they loved to learn English with this method.

Week 3: This week the content topics of the lesson were equal pay, violence, child labour, and disabled rights, so for the first time the teacher asked the students to write and informal e-mail to their friends about some pictures related to the content topics. The students enjoyed it. After giving instant feedback on each students' informal e-mail, the teacher collected them for portfolios. There were 15 minutes before the end of the lesson, so the teacher decided to give information about the course to the new students how different it was going to be than the ordinary English courses they have taken until that day. At the end the new students loved the idea and they started asking questions about the course. The teacher asked them to get their booklets and scan it for the following week. The teacher felt happy and the students felt better. This experience taught the teacher that the first step in attempting to use this way of language teaching with a class was to prepare them before starting. The students were not familiar with this kind of learning so they needed a full explanation of the whole method.

Week 4: This week, another 4 students joined the class. Because of the experience from the previous week, the teacher decided to give them a short explanation of the course. The students were smiling and they said that they were happy to learn English through human rights. It was a wonderful lesson because the whole class was involved. The content topics were men and women, and equality. There was a speaking and discussion session at the end and everybody including the new ones wanted to provide their ideas on the topics. Every student took turns in

presenting their ideas by respecting the others. The students also practiced recording vocabulary and at the end, the teacher asked for their thoughts on the lesson. They said that this kind of course was very beneficial for them and they felt free to speak because of the topics without paying attention to their mistakes.

Week 5: The total three hours made the teacher to feel proud of choosing such a content topic. Almost half of the class were Nigerian students and there were some students from Turkey, Tajikistan, and Pakistan too. The content topics were men and women and slavery and the language contained some conjunctions like ''but'', '' however'', and ''although''. The teacher did a quick revision of the previous week. She asked some questions and she was very surprised when the whole class remembered all the main points together with every detail. Normally the students do not remember much from the previous week unless the scan their textbooks. It was the first time that this was happening. The students contributed to the revision. The teacher wrote some exercises related to identifying the parts of speeches of some words. The Nigerian students whose first languages were English got confused in identifying the parts of speech of the given words. They loved to learn and they kept asking questions to the teacher accordingly. The problem was the auxiliary verbs and they asked the teacher to provide more explanation about them. The teacher felt wonderful since the students normally do not ask for more information on topics. When the whole class was clear, they moved on to conjunctions. The teacher put some examples on the board and warned the students that punctuation was important when using conjunctions. Then the teacher asked them to write a short paragraph related to the content topic by using as many linkers as possible. Everybody took it seriously and started to write silently. After completing the task, the teacher gave instant feedback on many of their paragraphs. The students took notes and then the teacher collected their work to put in their portfolios.

The third hour, the teacher taught them different techniques to group vocabulary and they also talked about synonyms and antonyms, then they did some exercises. It was break time and the students were about to miss the bus but the teacher was very surprised that not a single student realized this. The students were told that they could leave but none of them moved. They said that they wanted to complete the task and then leave. A group of students came next to the teacher before

leaving the class and congratulated her for such a fantastic lesson, they admitted that they enjoyed the lesson a lot and that it was the first time in their lives that they had such a teacher that did not make them feel bad because of their races. Once more, this made the teacher to conclude that content based teaching works in language classes and it was a great idea to choose human rights as the content topic.

Week 6: This week, again the teacher started with a short revision of the previous week. It was not a surprise anymore that all the students remembered the important points from the previous week. The students felt very excited when answering the teachers' questions. The content topic of the week was ''cartoons and racism'' and the language area was question words.

After the revision, the teacher taught the students the question words and they did some exercises. It was a very enjoyable lesson because the teacher asked the students to provide answers to some questions and they gave some silly but grammatically correct answers. All the students wanted to give their own answers and they took turns to provide their answers. This was very unusual to the teacher because normally when you start talking about other things, the students easily go off the topic but this did not happen with this group. The students were aware of the aims of the lesson and they provided their answers according to those aims. Then, there was a real life text about cartoons and racism. The teacher asked if anybody wanted to read aloud and almost all of the students raised their hands. After reading the text, they answered some comprehension questions related to the text. It was wonderful that each student took turns to answer the questions. Then the teacher called out names randomly and asked them some questions related to the content topic, racism. They loved to provide their own ideas. It was amazing that the students respected each other's ideas and never criticized each other although, the questions were sensitive to some cultures. It was time to go but again none of the students realized. The teacher thanked them for being so respectful to each other and told them that it was time to go.

Something very interesting and important that had never happened to the teacher throughout her teaching experience was when 5 students did not leave the class. They came up to the teacher and asked for her e-mail. The teacher was surprised and asked for the reason. The students asked if they could send her an e-mail to write about the discussion topic more because they had more to say about it.

The teacher could not believe that they students were asking to do more about the lesson because normally the students hate doing homework even when the teacher asks them to. They all said that they enjoyed the lesson very much and the teacher admitted the same thing.

Week 7: This was the last week before the mid-term exams, so the teacher decided to use the first hour for a revision of the previous weeks. The students already had the information about the exam but the teacher still revised the most important points of the previous lessons. Then, there was a reading text about the statue of liberty. The teacher showed the class some real pictures that were taken during the construction of the statue. The students liked the pictures and commented on them excitedly. Then a few students took turns to read the text while the others listened carefully. The teacher gave them time to complete the questions that were related to the text. After answering the questions, the teacher asked them to find the conjunctions in the text. They all paid attention and did what the teacher said. Then the students were asked to complete a task related to conjunctions. The task was to combine human rights related sentences with some conjunctions. Randomly selected students wrote their answers on the board and they also paid attention to the punctuation rules with these conjunctions, as the teacher warned them before.

Week 8: The students had their mid-term exams this week. The teacher was very excited to see the results of the students. The teacher was very happy to see that her content group paid more attention to some details when answering the exam questions and this made them to get a higher average than the other groups. The teacher was a little bit worried when she was preparing the booklet but she felt extremely happy after seeing the results of the students.

Week 9: The aim of the lesson was to understand and learn some adjectives that became antonyms when adding a prefix to them. The teacher taught the lesson and then asked the students to do some exercises. The students were asked to write their answers on the board. The students admitted that they all understood and did not have any difficulty in completing the tasks.

The content topic was about civil rights and there was a real life text about Rosa Parks. The teacher was very surprised that each time she asked for volunteers to read the text aloud, more than half of the class always raised their hands. She asked

some students to read while the other listened very carefully. They loved the text and they were interested about Rosa Parks. The teacher gave them more information about her and the students listened carefully.

The teacher asked them to answer some comprehension questions. All of them paid attention while answering the questions. The students sometimes talked among themselves but again the teacher was very surprised to hear that they were talking about the content topic. Normally, when students talk among themselves during lessons, they do not talk about the topic of the lesson, they talk about other things.

After completing the task, the teacher asked them questions about some of the important people who stood up against racism and civil rights. The teacher was surprised that they did not know many people related to the issues, so she provided information about a few people. The students loved learning about these issues and the teacher understood that nobody taught them about these things that happened and had an effect on changing some parts of the world.

The lesson was very beneficial as it enabled to raise awareness to human rights more. The students understood that life was not as easy as it is today to many people. The teacher saved half an hour to speak about the students ideas. They loved to speak about these topics and they felt free to express their ideas. They all respected each other's ideas and listened patiently to each other. The teacher was very happy because this course also taught the students to respect each other more which was going to stay with them for the rest of their lives.

Week 10: The aim of the lesson was to understand for and against paragraphs. The teacher talked about the linkers that could be used when writing a for and against paragraph and she also provided the logic to it. The teacher wrote some sample sentences on the board to demonstrate the use of conjunctions together with appropriate punctuation. Then she wrote ''mobile phones'' on the board and asked some questions to brainstorm for and against ideas about the topic. The whole class contributed to the lesson by providing very good ideas about mobile phones. The students were asked to put their ideas on the board by dividing them as for and against ideas. After putting some ideas on the board, the teacher wrote some ''agreeing and disagreeing'' phrases on the board that would be useful when writing

a for and against paragraph. Then the teacher asked the students to combine the ''agreeing and disagreeing '' phrases with their for and against ideas to create true sentences about their thoughts.

The teacher saved the last hour for a discussion. There were some statements in the booklet like ''men are better at cooking than women'' and the teacher asked students to provide their ideas on the statements. It was a very communicative and enjoyable lesson because every student had a chance to provide their own ideas. The students respected each other's' ideas without criticizing but sometimes by providing opposite ideas with their reasons. The aim of the lesson was to show what students need to do before writing a for and against paragraph.

Week 11: Last week the students got prepared to write a 'for and against' paragraph by brainstorming ideas which should be the first step before writing the actual paragraph. The teacher did a quick revision of the previous week by putting the useful ''agreeing and disagreeing'' phrases on the board. Then the teacher taught them some linkers that would be useful when writing their paragraphs. There was a sample for and against paragraph about ''university education'' and its outline. The teacher took her time to thoroughly show how to prepare an outline and how to turn it into a paragraph. The teacher asked some questions to check understanding and there seemed to be no problems.

Now it was the students turn to prepare an outline for a paragraph about ''guns''. The teacher first asked for some for and against ideas about the topic and put them on the board. Then she asked them for reasons for their thoughts. The lesson turned into a very nice discussion session. Then the students were asked to prepare outlines for the sample paragraph in the booklet. The whole class took it very seriously and started analysing the paragraph. They sometimes discussed with each other to find the correct way to write the outline. After finishing with the outlines, the teacher asked for a student to write his sample on the board. The teacher saw that the student were ready to write a for and against paragraph.

The last hour, the students were supposed to write a for and against paragraph about ''arranged marriage versus love marriage'' but the lesson again turned into such a wonderful discussion that the teacher did not want to stop the students from speaking. The teacher asked every single student which one they preferred and the

reason for it and very interesting ideas arose. Each student paid attention to each other ideas by listening carefully. Nobody criticized each other for their personal ideas but they tried to persuade their friends kindly that their way of thinking was better than them by providing reasonable reasons. The teacher was very surprised to see how respectfully they presented their ideas without offending each other. The teacher also warned them to take notes during the discussion because they were going to write their ideas on the topic the following week. It was time to go but again none of the students wanted to leave. They looked very happy while giving their ideas on the topic which made the teacher think that teachers should allow the students more to present their ideas as much as possible. The teacher told them that they could leave and the students packed while still discussing the same topic. The teacher was very happy again to see how students continued to discuss the topic even when leaving the classroom. It was nice that the topics made the students to continue to use the language out of the classroom as well.

Week 12: The students were prepared to write a 'for and against' paragraph about '' love marriage versus arranged marriage'' from the previous week. The teacher did a short revision with the class and allowed them to prepare the outline for their paragraphs. The teacher went next to the students to make sure they understood. Then the students were asked to write a paragraph related to their outlines. The teacher monitored the students as they wrote their paragraphs and helped them with vocabulary. The teacher was not used to students who paid attention to a task without giggling and took careful notes when she was teaching.

During the lesson, the teacher realized another important point. It was the 12th week of the semester, and not a single student asked for permission to go out of the classroom for any reason. The reason for this was that they students valued the lessons and understood the importance of the lectures.

After completing the paragraphs, the teacher asked few students to read their paragraphs aloud. The teacher also told the students that they can comment on each other's ideas but without offending anybody. When it was time to go, the students smiled and thanked the teacher as they left the classroom. Some of the students made the teacher feel very emotional because they admitted that she was the best teacher and that she was the only one who cared and valued them.

Before allowing the class to leave, the teacher also gave them homework for the first time. The students looked very excited when they were asked to write a paragraph about ''boys should receive a different kind of education than girls'' for the following week. The teacher never gives homework; instead she makes the students to do everything in the class. This was the first time that she had to give homework but she did not really expect much from the students because she knows that the majority of the students do not like doing homework.

Week 13: The aim of the lesson was linking words and their meanings. The teacher gave information on how important linking words are especially in academic writing. Then the students were asked to do some activities related to the linking words. The activity was to replace the words with their synonyms and the sentences were related to human rights which the situations provided made the students to understand the meanings of the words and their use more clearly. The lesson was based on formal e-mails and the expressions that are used when writing these formal e-mails. The teacher forgot all about the homework and she was very surprised when the students reminded her. The students normally do not confess when they have homework and hope that the teacher does not remember and the ones who do not do their homework make the others keep silent and not to tell the teacher. The teacher was surprised that a volunteer stood up and collected the homework from the whole class and handed them to her. The teacher scanned the homework and it was obvious that none of them were written last minute, so they honestly did their homework.

Then the teacher gave them real life situations where human rights were violated and asked them to write formal e-mails to human rights activists explaining the situation and asking them to act upon the situation. The whole class was very excited when they read the situations apart from a few students that were not clear about the situations. The teacher read out every situation by clarifying the meaning. When everybody was clear, the teacher asked them to write their e-mails. The students were given enough time to write their e-mails. At the end, the teacher gave instant feedback on each piece of work related to formal e-mails and then collected them for portfolios.

Week 14: This was the last lesson of the semester and it was a very fruitful lesson. The aim of the lesson was to learn and understand some prefixes. The teacher taught the lesson and then asked the students to do some exercises related to it. The

second hour was saved for the revision of the semester. The teacher went through the booklet and paid attention to the important points. The teacher also answered the students' questions related to the previous lessons.

The teacher saved the last hour for the students' reflections and final comments about the course as she was interested in their feelings. First, the students were asked questions about how they felt about the whole semester. Exactly like the first lesson, the students admitted that it was the first time that they had such an experience in terms of language learning. Many of the students stated that they liked this way of language learning because they were aware that the method integrated the course objectives with a content topic. The students were also aware that they were going to take the same exam like the other group of students, based on the course objectives.

The students were very upset to hear that they were not going to continue to learn the language through content the second semester and that they were going to use the ordinary course book that the rest of the groups used. The teacher calmed them down by saying that they were still going to learn things based on the course objectives and that she was going to try her best to make the lessons more interesting.

The last hour the teacher asked the students to reflect on the course by writing a paragraph including their thoughts. After writing their paragraphs, the teacher collected them to analyse the students' thoughts for the sake of the current study. The teacher and the students thanked each other at the end of the lesson and both sides admitted that they wanted to have each other for the following semester for their language lessons.

As mentioned before, the current type of course that was included in this study was very new to the teacher and the students. Both the teacher and the students admitted continuously that the lessons were extraordinary and that they enjoyed them all. Above is the detailed analysis of each week individually and the analysis of the diary based on themes that were derived from the teacher's diary is also presented. Moreover, the diary excerpts of 5 out of 14 weeks that the teacher kept for the reader to draw a more objective picture of what actually happened inside the class and how it affected the students and the teacher are presented in the appendices (see Appendix

D). The excerpts are presented in the way they originally appeared in the teacher's diary and there is no attempt to modify or clarify anything for the reader to fully understand the instant natural feelings and thoughts of the teacher after each week.

Positive Perceptions Regarding CBLL

As every researcher is unique, each will look at the same data from different angles. Thus, the identified themes might show variations among the researchers. Dey (1993, pp. 110-111) has indicated clearly that 'There are as many ways of ''seeing'' the data as one can invent'. Therefore, this part includes a detailed description of the researcher's and the students' perceptions based on the emerged themes identified by the analysis of the researcher's diary (see Appendix E), the student's final comments about the course, and the interviews done with the students. It must also be stated that some of the interpretations overlap naturally when analysed from different raw data.

Analysing the diary, the students' final comments, and the interviews to obtain and understand their perceptions was a very laborious job and it started by first breaking each piece of writing and recordings into statements. Then these statements were grouped according to their common features. Themes were identified from the groups of statements and then they were analysed accordingly. The results include example sentences from the students' interview transcriptions and the students' paragraphs in the way they originally appeared and no attempt was made to correct any grammatical mistake to protect originality. The themes that emerged from the researcher's diary, the students' final comments, and the interviews were almost identical when analysed from different raw data which supports the reliability of the results similar to what Carmines and Zeller (1979) support. The themes that emerged from the researcher's diary, the students' final comments, and the interviews were: 1. Perfect Content topic (Human Rights); 2. Best Teaching Method / Approach and the Teacher; 3. Best Booklet and the Materials Used; 4. Affective Comments; 5. Educational (in general, for life, for academic study); 6. Learning the Language (skills); 7. Students' and Teachers' Perceptions; 8. Unique experiences of the teacher and the students

Perfect Content topic (Human Rights).

The students were very happy to hear that the English course was going to be different than the ordinary English courses they were accustomed to. The teacher explained the reason for the topic and they all agreed that it was a perfect topic. The students enjoyed combining the language objectives with the content topic. For example, they loved to write an informal e-mail to a friend based on human rights. From the observations, the teacher understood that such a topic was the best decision and from the students' reactions. One topic was about men and women and slavery and the students loved to speak about these topics. The students were very interested in the reading texts as they admitted that they were learning interesting things that they did not know before, especially about people who made great changes in the world related to racism. Students kept on stating that the topics were very interesting and that the topics made them understand the meanings of the words more clearly.

All of the students' views on the content topic, human rights, were very positive. The students admitted that the course enabled them to learn about the real things that were happening in the world today. All of the students stated that they became aware of the different applications of human rights in different countries. For example Ken said 'the reading passages we did, not only improved our speaking skills but also informed me on events of the world which took place that I wasn't even aware' (Ken, personal communication, May 16, 2016). On the other hand Roy said 'The lessons were amazingly interesting, I learnt so much both from the English aspect and the human rights aspect' (Roy, personal communication, May 16, 2016). The students believed that the selection of such a content topic was good because they had the chance to learn things that they did not know before that were happening today. Another point that is crucial to mention is that the students indicated attending and participating in the lectures because of the selected topics and real life situations because the teacher used various authentic pictures to enhance comprehension. Mariotti (2006) supports this by stating that participation and target language use increase in CBLL classes. For example Roy said 'Every morning coming for the English class was something enthusiastic' (Roy, personal communication, May 16, 2016) and the students wrote in their final comments that this was highly related to the selected content topic. Students also mentioned that the content topic made the lesson more interactive as they were from different countries,

each one had the chance to express themselves freely without criticizing each other. The researcher concluded that it was definitely a good idea to choose human rights as the content topic after the overall thoughts of the students about the content topic. All the students indicated that they preferred the content based language instruction during their interviews because they liked the content topic and that it was based on real life situations. They enjoyed the lessons because they had the chance to express their own opinions. The students claimed that the current English course that they were taking which was a regular language learning class, was boring. The students also put forward that they enjoyed the debates and discussions about human rights and that they were glad that they were introduced to such an approach.

Best teaching method / approach and the teacher.

The second theme derived from the students' final comments is related to their thoughts and feelings about the teaching method/approach and the teacher. This way of teaching made the students express that they appreciated the teacher and they also admitted that they wanted to have the same teacher for the following semester too. The students indicated that they did not have this kind of an experience in their English classes before and that the method was interesting and extraordinary. The strong words they used showed that they liked the course. For example Glory said 'learning was actually more encouraging last semester' (Glory, personal communication, May 16, 2016). Another student named Kelly said 'all the courses in this booklet were so educative and it was really exciting and motivating and it was a lot of fun, I learned amazing things that I never knew' (Kelly, personal communication, June 15, 2016). Many of the students admitted that they recommended this kind of a course to other students and also other teachers. For example Roy said 'it is a really good approach, more fun, I am really glad that the madam brought this approach in my first semester' (Roy, personal communication, May 16, 2016). They believed that this way of English learning was better than the ordinary English classes and they wanted the same kind of method for their second semester English course as well.

Students continuously admitted that this was a very good approach in language teaching and they were happy. The students were also asked to complete writing tasks regularly and they admitted that these activities helped them to develop their language skills. For example Bety said 'especially when we were asked to write

some paragraphs, I would even write like two to three pages if I was allowed to do so cos I really enjoyed writing' (Betty, personal communication, May 15, 2016). The teacher gave instant feedback to each student and collected the writings for their portfolios.

The students always paid utmost attention to the teacher whenever she spoke and they also took notes while she spoke. Many of the activities were designed in a way to give the students the chance to express their feelings. They provided their thoughts and ideas but they were also excited about the teachers' thoughts on some issues.

The students were surprised at the end of every lesson when the teacher told them that time was up. In other words, the teacher and the students could not understand how time passed during these lessons because of the interesting way of teaching.

The students continuously thanked the teacher for such productive lessons. They stated that the teacher was the best teacher that they had ever had. Many of the students stated that the researcher was the only teacher who cared for them and who valued their thoughts. The students asked to have the same teacher and the same teaching approach for the following semester too. The believed that this was the best approach for language learning and they did not want to use an ordinary course book for the following semester.

Best booklet and the materials used.

The students were aware that the language course was integrated with the content topic, human rights and they continuously admitted that they liked the real life stories about racism, refugees, Rosa Parks and others. For example when Andy was interviewed he said 'you also learn some things about some of the topics like racism, when you go out you can speak freely cos you know how people think' (Andy, personal communication, May 16, 2016). The selected materials and topics made the students understand the lesson better and they felt excited that they were learning about the things that they were not aware of before in terms of human rights. They said that they would love to have the same topic or a different topic but based on content for their second semester English course as well.

The students also mentioned about the booklet and the materials that were used in their paragraphs. They were aware that the materials and the stories were from real life and authentic. The texts also had authentic pictures to increase authenticity and to support comprehension also supported by Shyamlee and Phil (2012). They enjoyed reading about real people and real things that happened in the world in relation to human rights. The students believed that the topics and the materials were very interesting. Students enjoyed using the booklet by stating that it was the best English booklet that they had used until today to learn English. They stated that the content and information inside the booklet were very interesting and important for their lives. A student also admitted that he was going to keep the booklet and read it over and over again. All the students stated that the booklet was well organized and the information was necessary and educational.

Increased Affective Outcomes.

Another theme that derived from the raw data was about the students' affective comments about the course. The students pointed out that the course was very exciting and motivating and that it encouraged them to read the texts because of the interesting topics. They also claimed that the topics made them focus more on the lessons because the content was interesting and engaging. The students admitted that they had a very good experience because of this way of language teaching and they said that they had fun when learning. The students indicated that they felt free to express themselves and they also felt free to raise their hands during the lessons. The students were continuously given the chance to express their ideas on certain things and they admitted that they felt free and had no hesitations when they shared ideas. The reason for this is believed to be the content topic of human rights because the students were not confident enough to speak freely before this course due to the fear of being misunderstood be people who had opposing ideas but this course taught them equality and tolerance that everybody could have different ideas that should not be criticized depending on their own circumstances. For an example, Bety said 'before I was afraid to speak in class and even if I knew some answers I would not feel free to talk or to discuss about any topics' (Bety, personal communication, June 15, 2016).

Many times, the students asked the teacher to provide more information based on the reading texts because they were interested in learning more. Based on the

teachers' experiences, normally the students do not like reading aloud but the whole class raised their hands whenever the teacher asked if anyone wanted to read in this class. This means that they felt confident enough to read aloud because of the interesting reading texts. The students all raised their hands when the teacher asked for their opinions related to the topic which means that they were happy with the questions related to their ideas. One topic made the students give silly but grammatically correct answers. It was a very different experience. They all had fun and laughed a lot. It was interesting to see that although everyone was laughing, they raised hands and got permission to speak about the topic which showed that the course taught them to respect each other in taking turns to speak.

The course included a few topics related to racism and the students admitted that the topics motivated them to speak. The students told the teacher that they were very happy because nobody gave them the chance to talk about these issues until that day. The lessons were very communicative and the reason for this was the topics. It was obvious that the topics encouraged the students to speak.

They had writing tasks and although most of the students do not like to read out their work, the whole class raised hands to read their paragraphs aloud. The teacher concluded that the topics made them feel confident in speaking and they did not feel afraid of expressing their own ideas.

During their interviews the students admitted that they were aware that both courses were based on objectives and that they were learning the same things but through the content topic, human rights. One student mentioned how attendance was different in the content based language class last semester and that the numbers are less than half this semester and that this was because the students enjoyed learning authentic things. Many of the students pointed out that because the lesson was based on a single topic, this made them understand and remember the things easier. Some of the students said that their current English lesson was boring and that the content based English was more interesting and that they learned different things and they felt enthusiastic in joining the classes. The students claimed that the content based English course allowed them to present their own ideas but the regular English course was too rigid.

Improved Education (in general, for life, for academic study).

The other theme that was mentioned by many students was the courses educational aspect. The students believed that the lessons were educational in general and that the information that they learned was beneficial for both their lives and for their academic studies. They admitted that the booklet and the course helped them to improve their English in every skill. Similar to the finding of this study, Lasagabaster (2011) supports this claim by pointing out that the students in CBLL courses are better in speaking than their counterparts. Students mentioned that the course increased their thinking capacities and abilities. They were aware that the booklet was integrated with the course objectives and they stated that the booklet included the course objectives in relation to language. Some of the students admitted that the topics were vision broadening and that they learned to appreciate the humans more and realize that everyone is equal in the world no matter their gender, status, or culture. The students claimed that it was a useful and helpful lesson because they learned beneficial things that would help them in their academic studies. They also admitted that the lesson helped them to improve their communication skills because they actively participated in class through discussions while sharing and exchanging information as supported by Shamlee and Phil (2012).

As can be seen from above, not a single student mentioned a single negative thing about the course and it is obvious from their claims that they believed that the course enabled them to learn and appreciate human rights more and also to improve their English language. The students regularly admitted that the course had topics that were good for their lives and interesting. The interesting texts made them learn new vocabulary that they needed for their lives. The students paid attention to the teacher whenever she was teaching. They listened carefully and took notes. The students admitted that they were learning useful things in terms of language that they had not learnt before.

The discussions made them feel confident when speaking and this was going to be good for their academic and social lives as well. The students said that they had productive discussions and that the topics and information raised awareness to their lives. The students also stated that the things that they learnt were going to help them in their studies too.

The students indicated in their interviews that the authentic contexts enabled them to learn new and useful vocabulary and content that they did not know before and also to use them in their academic studies together in their social lives. For example, Andy said 'This methodology has contributed a lot in my class activities. The way we used to, the way we did things and this way we learned new words every day because these were real life situations and also the words that we learned we easily remembered. I easily remembered all of the things we did' (Andy, personal communication, May 16, 2016). On the other hand, Mike said 'now I am more confident very very confident and let me elaborate on my presentation in my courses. I can speak even to thousand people or million people and please mam I think if you do this like what you did to us last semester, the people that are coming next semester I think it will be helpful. Thank you very much'(Mike, personal communication, May 16, 2016).Mike also said 'Actually last semester was more confident it helped me even in my presentation. I was flowing now. I am looking forward for those lectures again. I don't know where I can get it' (Mike, personal communication, May 16, 2016). Ken said 'I prefer content based English the main reason being it kind of like brought me aware to real and authentic topics that I wasn't aware of and it actually broadened my knowledge on certain topics like we did human rights for the content based and now I am very aware of my own rights and certain stuff. I would say I have learnt to read and understand comprehension in the way, in the sense that the text would be reading and would be based on let's say, it was based actually on human rights but also I would be tackling questions on who?, what?, where? Those comprehension questions that I would be given so I have also learnt how to use my dictionary but not in using like normal words that you would find it every day in English text books but also other new words that are leaded to topics which also helped me to be able to express some views on the topics' (Ken, personal communication, May 16, 2016). Kelly said 'it has helped me because we have learned a lot of aspects that you know when we try to relate our academic learnings, what we have done we can actually speak about it in relation with what is happening in the world' (Kelly, personal communication, June 15, 2016). Another student called Jim said 'it was more educative than learning basic English cos it helped me a lot not only in my academic studies but it also helped me on my social life to know that is human rights, civil rights or these kinds of stuffs which are happening in this world. I was able to derive synonyms, example

sentences, verbs, nouns, adverbs. It was really good experience in my English speaking' (Jım, personal communication, May 16, 2016).

The students pointed out that the content topic opened their minds and that they started to view things from broader angles. For example, Kelly said 'it has significantly affected my learning in a positive way because it is vital in improving vocabulary, grouping and it has helped in broadening my world view since it is logically applicable to reality. We can actually relate to the actual world and it changes our world view the way we see you know. We actually relate and have a wider world view a different world view. We see the world from a different perspective' (Kelly, personal communication, June 15, 2016).

The students revealed they enjoyed the lessons and writing because of the authentic situations. For example, Bety said 'I think this activity have contributed much cos it has opened up my mind and it has given me much time especially when we were asked to write some paragraphs I would even write like two to three pages if I was allowed to do so cos I really enjoyed writing' (Bety, personal communication, June 15, 2016). On the other hand, Roy said 'over the regular English course and the content based course, I think the content based course was more interesting. It was something to look forward to. Every morning coming for the English class was something enthusiastic. But for the regular English course which I am taking this semester it's rather boring. I have nothing to look for it too. It's something that I know and that there is nothing new to look for it to. With the content based one I could actually come and learn something new even though it was still based on English which I speak but the aspect of it being involved with the human rights was something I could look forward to' (Roy, personal communication, May 16, 2016).On the other hand, Glory said 'we wrote a letter, it was actually an whole page and we were asked to pick one out of it all under human rights so we picked the ones we want and it was actually fun cos you have to relate everything to human rights um and it's natural context' (Glory, personal communication, May 16, 2016). Liz said 'These differences have affected my learning process in that usually English for us mostly black students we are taught English from back home and coming here to learn English again can be a bad boring but then when it's based on content it's not that way we are learning something new and you also getting to learn something new

about English that you did know but in a more effective way' (Liz, personal communication, June 15, 2016).

The students said that the lessons helped them to speak more freely and more confidently in front of other people even in their own field lessons. For example, Kelly said 'The classroom activities have really been vital in raising my self-confidence through the activities that we conduct in classes and participations. I have really managed to boost my self-confidence' (Kelly, personal communication, June 15, 2016). Andy said 'The differences have had a positive effect on me cos I started participating more in class. I become more confident even in other subjects, socially also. In other classes I also found myself speaking a lot, being more free, more confident' (Andy, personal communication, May 16, 2016). Roy said 'The content based helped me raise my self-confidence cos when I had the view that I needed to convey out, I would say it and I knew it was right cos I had the knowledge' (Roy, personal communication, May 16, 2016). On the other hand, Glory said 'The classroom experience and activities have actually raised my confidence when I was speaking cos before I was actually very quiet' (Glory, personal communication, May 16, 2016). Tony said 'I feel confident cos I learned. I feel confident because I was not confident first but during time we shared ideas, participating, I became confident' (Tony, personal communication, June 15, 2016). Another student Ken said 'I used to be shy but then there comes like this topic which might affect you from your background or anything and you would feel a need just to want to express yourself' (Ken, personal communication, May 16, 2016).

It was revealed from the student interviews that the class activities have also helped them to learn how to record and expand vocabulary and to learn how to speak proper English. For example, Liz said 'The methodology and the class activities that we did contributed to my learning because, in a way that I learned how to speak proper English more. I learned new words in using in sentences, I also learned how to create sentences which I didn't know how to, but they were something new that I didn't know, that helped me a lot and the fact that it was based on content it made it more easy to apply to my everyday living. Because they were based in content of human rights it made me express myself more in ways that I can appreciate human beings. I can appreciate human rights and also know my rights so as a person and I can speak to others as well in proper English when concerning human rights' Liz,

personal communication, June 15, 2016). Roy said 'for the people who don't speak proper English could actually learn how to argue and convey out their views with the best English that they can learn' (Roy, personal communication, May 16, 2016). The students admitted that the class activities have enhanced their understanding and they felt free to express themselves whenever they were given the opportunity to do so. For example, Bety said 'these topics in the class have helped me a lot to speak about different topics. For instance, before I was afraid to speak in class and even if I know, even if I knew some answers I would not feel free to talk and/ or to discuss about any topics. It has helped me a lot to express myself in verbally and in speaking. These classroom activities have raised my self-confidence to agree the extend cos just like I said before, I was afraid even to raise up my hand even if I know some answers, even if I have some ideas but now I feel free I can just say anything, I can stand in front of the class, present, and discuss about any topic that comes out' (Bety, personal communication, June 15, 2016). Mike said 'Now I can find what to say even if where is my friends and even at lunch communicate about racism, human rights in short' (Mike, personal communication, May 16, 2016). Tony said 'I feel I was motivated to speak about these topics because sometimes those topics we never discussed about them but if you start this class about them, even if I go in front of people I can just start talking about those topics. I am not afraid because coming across these things when I am learning' (Tony, personal communication, June 15, 2016). Ken said 'I think it really raised my self-confidence cos in normal English maybe I was asked to say something about my background I wouldn't be confident enough to say it but since I was on an open play form to express that opinion according to that topic I was able to be self-confident' (Ken, personal communication, May 16, 2016). And finally, Liz said 'The classroom activities have helped me raise my self-confidence as when I was speaking because during class we were asked to participate we were asked to give our own opinions on the topics that we were learning and this made me more confident to speak in a crowd and also to be confident. Also raise my own opinion when, so this made me stand up for myself in a way so I am very thankful for this English based content' (Liz, personal communication, June 15, 2016).

The students also said that the real life situations made them want to present their own opinions freely and that they learned more about their rights as humans and

they also learned how to express themselves and appreciate others. A student also admitted that they even continued to speak about the topics during lunch time. The students indicated that before this class, they were afraid of speaking in front of the class even when they knew the answers to some questions but this course helped them to feel confident in speaking and discussing issues in front of others and this is also supported by Debreli (2016). The course supported cooperative learning as well, as the students indicated that they learned new ideas from each other.

Many of the students indicated during their interviews that they were very quiet before this course and they did not feel confident enough to speak in front of others about the content areas related to human rights but this course has raised their self-confidence to present their own opinions, especially in front of other students. The students pointed out that, many times they continued to speak about the human rights topics, apart from the English lessons, during lunch times or even on the streets which means that they continued to practice the language outside of the class room which many of the teachers fail to make the student to use the language outside the classroom. Some students pointed out that the discussions during the English lessons helped them to perform better presentations in their other department courses. It was interesting that two of the students mentioned about the schema theory, that they already had the knowledge but not the courage to express themselves freely about human rights and this course raised their self-confidence to speak freely about their own ideas. Tsai and Shang (2010) also support this idea by stating that CBLI activates students' background knowledge and this supports their reading comprehension. The student's background knowledge is activated so they construct links between the new content and this supports comprehension. Another student in the current study revealed that he was able to derive vocabulary meanings because of the vocabulary techniques that they learnt and that this course enabled him to develop his vocabulary.

Effective Language Learning (skills).

Learning the language is another theme that appeared in almost all the paragraphs from the students. It was interesting that the students claimed that they understood everything because of the interesting topics. They admitted that the selected texts made them improve their vocabulary, reading, speaking, and writing. Overall, it can be stated that the focus of the students' was not only on the content

but also on the language skills. They stated that the booklet and the course helped them to improve their English in every skill. For example during his interview Mike said 'now I am more confident and let me elaborate on my presentation in my courses, I can speak even to thousand people or million people…' (Mike, personal communication, May 16, 2016).

Throughout the semester, the students were aware that they were learning the language through content. The students admitted that they leaned many new words, synonyms and techniques that were going to help them develop their languages like, recording vocabulary, parts of speech, grouping vocabulary, conjunctions, punctuation, antonyms, question words, prefixes, adjectives, linkers, outlines, for and against paragraphs and formal and informal e-mails. The students learned very useful vocabulary through the reading texts and they were continuously asked to write paragraphs to practice the writing skills they learnt and each student took each task seriously and completed the tasks. The lessons were very communicative and the students enjoyed discussing topics related to human rights like racism, arranged marriage versus love marriage or human right violations. The students felt free to speak and they paid attention to their ideas without thinking about the grammar mistakes they were making. The teacher never interrupted them while they were speaking to correct their mistakes because their ideas, fluency, and confidence was very important to her. The reason for this was that the discussion topics were related to real life and they were interesting that they encouraged the students to speak and present their ideas without thinking about the minor mistakes they did while speaking.

The students indicated that they felt more confident to speak about real life situations during the interviews. The students claimed that the topics made them learn things that they would never forget. Some students even admitted that the lessons and the content topic helped them to socialize more as they felt more confident in speaking with people. The students also said that they learned new vocabulary through meaningful contexts so it was easy to learn and remember them. Another important thing that the students admitted about the content based language course was that they felt part of the provided situations and real life authentic texts, especially the ones that were about racism, as some of the students were from Nigeria.

Students' and teachers' perceptions.

This theme is divided into two, from the teachers' point of view and from the students' point of view.

Teachers' feelings, thoughts and perceptions.

Firstly, throughout the course the positive attitudes of the students made the teacher feel proud of deciding on such a topic. The time flew during the lessons and all the students were such engaged in the lesson that they could not believe that it was break time, the teacher checked the time continuously to confirm that it was break time. Normally the students warn the teacher before each break time but not a single student realized the break times in the current class.

The teacher felt very special and happy after lessons because it was the first time that students congratulated her. Another point that was surprising to the teacher was that at the beginning of every lesson she always spares half an hour to do a quick revision of the previous week. Normally the students never remember, unless the teacher allows them to check from the book. It was amazing that every single student remembered every detail and answered the teachers' questions without hesitation. The teacher felt so happy after each lesson that she thought she could keep this group forever. When the teacher saw the students' performances, she though that the time she spent to prepare the booklet and the lessons were worth it.

Students' thoughts, feelings and perceptions.

The students were very happy and engaged throughout the lessons. They felt that they were learning important things together with the language that would be good for their future lives. The course was integrated and the students were aware that they were learning the language through the content topic.

There were many amazing lessons throughout the semester like the one on equality and men and women. Every student had something to say about the topic and they said that the topics were very beneficial for them. There were many discussion sessions where the students gave their ideas and experiences about topics. It was very good that the students focused on the context without paying much attention to their grammar problems.

The students felt confident when speaking and another amazing thing was that many teachers have difficulty or fail to manage their classes when they have open discussion sessions but that never happened with this group of students. Everybody respected each other and listened carefully at each other. They raised their hands and waited for the teacher's permission to speak.

Most of the time, the students did not realize that it was break time or time to go and when the teacher warned them that they were going to miss the bus, they did not care and continued to the task. The students never criticized each other's thoughts, although some of the topics were sensitive to some cultures. They stated that they were very happy that the teacher gave each student a turn to speak and express their ideas. They also said that they felt free and confident to say anything they thought of. The students also admitted that they were learning things that were interesting and beneficial not only for their academic lives but also for their future lives.

The students pointed out that they were aware that the content based language learning class was based on the course objectives and they indicated that they learned conjunctions, verbs, summarizing, skimming, scanning, intensive reading, extensive reading, formal letters, informal letters and also topics like arranged marriages, racism, refugees, Jack Robinson, Rosa Parks, slavery, gender discrimination, liberty, and civil rights. The students admitted that before taking this course, they were not confident in speaking about the content topics related to human rights but this course has provided them with the courage to speak about these issues freely.

Unique experiences of the teacher and the students.

The final theme that was drawn from the researchers' diary and the students' paragraphs is related to the unique experiences of the teacher and the students. This part is also divided into two parts, from the students' perspectives and the teachers' perspectives.

Teachers' unique experiences.

Following is a description of the unique experiences that the teacher never faced throughout her 14 years of teaching history. As mentioned before, one of the many things that had never happened before is related to time. Both, the teacher and the students were surprised at each break time because they could not believe how

fast time passed. Many times, the teacher missed the break times and sometimes even the bus times. The students never complained, instead they wanted to carry on to the lesson.

It is the teachers' habit to do a quick revision of the previous lesson at the beginning of every lesson. Normally, very few students remember the most important points from the previous week but still not fully. It was the first time that every single student contributed to the short revision sessions by coming up with all the main points together with all the details. The reason for this was that the topics were selected from real life and the materials were all about real life stories related to human rights so the students learned by heart.

Another important thing that happened a few times was when the students asked for more information especially about the true life reading texts. The students normally listen to the teacher and take notes but this group was very interested in learning more, and they continuously asked very good questions related to the topics.

A very sensible experience that the teacher had with this group was that the students continuously congratulated her for being such a good teacher to teach them thing they were not aware of. They also thanked the teacher many times for treating each student equally.

One of the topics was about "arranged marriage versus love marriage'' that the teacher experienced another unusual experience. The teacher said that it was break time and 5 students came next to the teacher to ask for her e-mail. The students said that there more things that they wanted to talk about and that the time was not enough. The teacher felt amazed because by doing so, they were actually going to do extensive writing for pleasure.

The English lessons were designed in three hour blocks in a way that students had10 minute breaks at the end of each 50 minute lesson. Generally during each lesson, a few students ask for permission to go out to get water or to go to the toilet. It was the first time that, throughout the semester not a single student asked for permission to go out of the classroom. The reason was that every single student was very engaged in the lessons that they did not think of anything else.

The teacher personally does not believe in homework. The reason lies in her experiences that whenever she used to give homework, half of the class always

copied from other students on the way to class or they quickly scribbled something in the class until the teacher collected them. The teacher prefers to make every student work in the class and if there are any students that are interested and want to do more exercises, then she gives them extra work to do at home but this does not happen very often. For the first time throughout her teaching experience, the teacher ''had'' to give homework to students to save time. The students were supposed to write an outline and then a for and against paragraph about weapons. The teacher hardly expected the students to take it seriously and do their homework but she was incredibly surprised when she received homework from the whole class on their individual ideas the following week. There was even a student who was not able to join the class because of health problems and he sent his homework with his class mate. Another thing that is related to this issue is that the teacher forgot to add homework checking to her lesson plan. As a result the teacher forgot to ask for the students' homework the following week as she was not used to giving homework. Normally the students do not admit that they have homework and the ones who do not do their homework persuade the ones who do their homework not to remind the teacher but this class waited for the teacher to take attendance and then collected all the homework among themselves and handed them to the teacher. The teacher was totally shocked and could not believe it.

Students' unique experiences.

On the other hand, there were many things that the students continuously confessed that happened for the first time in their lives. The researcher added to her diary that the students admitted they did not feel that the teacher discriminated them and that the current English teacher was the first one that did not make them feel the negative feelings of racism. There are always some shy students in every class that do not like to speak in front of others. Mainly the reason is the fear of making mistakes and sounding funny to others or not having enough knowledge about the language to use it. Debreli and Oyman (2016) supported that students with lower proficiency in the language prefer integrating mother tongue in their teaching but the researcher of the current study has found out that all the students with low and high proficiency level in the language contributed to the lessons. It was the first time that even the students who made grammatical mistakes or had pronunciation problems, felt free to contribute to the lesson. These students did not care about their

weaknesses and they just desperately wanted to provide their ideas and thoughts on topics. Many times, the students admitted that nobody gave them the chance to speak about their thoughts and ideas on the important topics that the course booklet included and that they enjoyed speaking about them.

Another point that is worth mentioning is related to reading aloud. Normally the teacher asks for volunteers to read and if there are not any, she reads herself while the students follow from their books. This group was different, whenever the teacher asked for volunteers to read, almost everybody raised hands. It was an amazing feeling to the teacher to see that many hands up, asking for permission to read.

Generally, the teachers have problems in managing the students in large classes in relation to taking turns to speak in open discussion sessions. It was the first time that every single student respected each other and did not criticize the speaker about his/her thoughts. The students listened carefully, respected and valued each other ideas and asked for permission to speak.

Throughout the semester, there were many enjoyable lessons where the students could not stop from laughing. Generally in these types of classes, it is very easy to go off the topic and end up in speaking about something that has nothing to do with the actual topic. Although many of the discussions were very active and full of joy, this never happened with this group of students. Each student would provide their own ideas and thoughts about the topic that was meant to be covered and avoid speaking about something else.

Evaluating students' language progress through portfolios in relation to course objectives.

This part includes detailed information about the language portfolios that provide evidence for meeting course objectives. There were 43 students in the group that was chosen to conduct the current study and nine students were randomly chosen from the group to implement portfolios in the content based language learning course. The course booklet prepared by the current researcher was based on the content topic human rights but in line with the language objectives of the course. Five pieces of written work were collected randomly throughout the semester from the students and placed in portfolios for further evaluation on their language progress

in relation to course objectives. The tasks were selected according to the ones that could display the application of the course objectives best, to present concrete results of the learning outcomes in relation to the content based language course. It is important to mention that, the teacher gave instant feedback on the students' performances while the students took notes before collecting each piece of writing. In order to evaluate the work (see Appendix F) included in the portfolios, the researcher first re-examined the objectives of each course (see Appendix G) and then identified specific observable attributes that were expected to be seen in students' performances (see Appendix H). After this stage, the researcher prepared a holistic rubric (see Appendix I) to be used for evaluating the work added to the portfolios.

The first work that was added to the portfolio was to write an informal e-mail or letter to a friend explaining the situation in a provided picture where human rights were being violated. The aims were to use appropriate greetings in informal e-mails, to punctuate correctly, to have appropriate paragraphs and to end the e-mail appropriately. The pieces of writing collected from the students demonstrated that they fully met the course objectives. The second task was a free writing task but the aim was to be able to use specific linking words. Five out of nine students completed the task fully with all the requirements. The remaining four students had minor problems which did not affect the overall task. The third task was to write a composition about a provided topic. The objectives of the writing task included, to be able to state ideas to show agreement and disagreement, to be able to link ideas appropriately with specific linking words and to be able to support these ideas with reasons. The maximum amount of students completed the task fully with all the requirements. The fourth task was to write a for and against composition about whether boys should receive a different kind of education than girls and the objectives included, to be able to write an appropriate introduction, supporting ideas, conclusion and to use linkers efficiently. This task was the first that the whole portfolio group completed fully with no problem. The students paid attention to the organisation, punctuation and spelling of their writing tasks and their work fully demonstrated the objectives. The final portfolio task was to write a complaint letter or e-mail to a human rights activist about a provided situation. The objectives included, to be able to use formal expressions, appropriate paragraphs and to start and end a formal letter or e-mail appropriately. This was the second time that the

whole portfolio group completed the task without any problem. For samples of student portfolio work (see Appendix F). Their writing tasks demonstrated all the requirements in relation to the task objectives. The organisation of their writing was effective with sufficient supporting ideas and the students paid attention and used punctuation correctly.

The researcher believes that the content topics and real life situations encouraged the students to use their creativity to produce written work that displayed their understanding of the content topic and the language objectives. The overall evaluation of the writing tasks in the portfolios apparently showed that portfolios were effective in demonstrating students' language progress in relation to the course objectives through time.

It was the first time that the current students were exposed to content based language learning and portfolios. This was the reason the teacher also as the researcher only saved ten points for the portfolio implementation. The tasks were completed in class to ensure that the actual participants carried them out. Each work that went in the portfolio was evaluated over 5 according to a rubric (see Appendix I) and then turned into two which made up the 2% of their final grades. When each work was evaluated according to the course objectives it was clearly seen that portfolios and the content topics encouraged the students to attend the classes and to complete each task seriously as it was revealed from the student's interviews that they liked the authentic situations presented in the booklet and they enjoyed presenting their ideas on them. All the students who took part in the current study have a joint commonality that they learned things that they were not aware of before and that they understood and saw how the implementation included the course objectives. Finally, it can be stated that portfolios had positive effects on students' learning in terms of language and content.

Comparing the grades of the CBLP group to other groups.

Another aim of the present study was to evaluate the average scores of the CBLP group to the non-portfolio group to obtain any information related to the effect of CBLL on the students' average scores. The average score of the total scores of the CBLP group was 78.58 % and the average score of the total scores of the non-portfolio group was 55.22 %. The CBLP group achieved 23.36% higher average

scores than the non-portfolio group. The results reveal that CBLP affect the students'
grades in a positive manner. An independent-samples t-test was conducted to
compare the scores of the CBLP group to the non-portfolio group and find out
whether the results were statistically significant. There was a significant difference in
the scores for the CBLP group (M=73,58, SD=14,879) and the non-portfolio group (
M= 55,22, SD=21,797) ; t(70)= 4,174, p= ,000. The average scores of both groups
are presented in Figure 1 below.
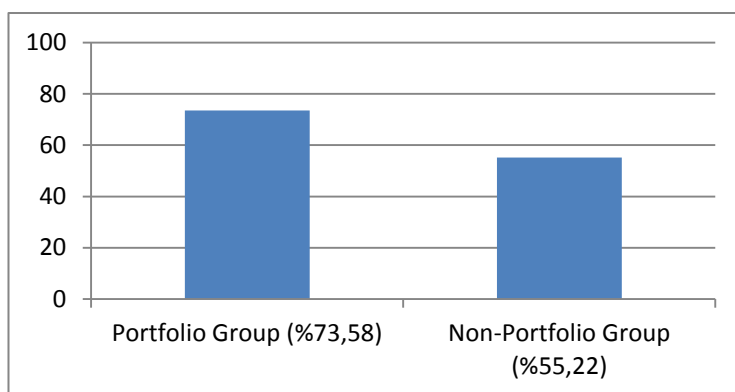
Figure 1. Comparison of the average grades of the CBLP group and the non-portfolio group

CHAPTER V

DISCUSSION, CONCLUSION and RECOMMENDATIONS

This part discusses the findings of the current study with support from the relevant literature.

Positive Learning Atmosphere

The researcher believes that providing students with the opportunity to ask questions to the teacher, especially at the beginning of the semester, helps to create a warm atmosphere inside the classroom. The students feel that they belong to the classroom and this helps them to act as a part of the learning environment. Maslow (1970) supports the idea of belonging and how it plays a crucial role as a motive in humans by stating that it is one of the basic human needs. One way to make the students feel belonging is to allow them to ask the course teacher some general questions to break the ice and for the students to find out what kind of a person their teacher is (Svinicki & Mckeachie, 2006). The current researcher of this study provided some information about her general life, education and experience through the questions that were proposed by the students and this reduced the anxiety of the first class and the students felt happy to be given such an opportunity to learn about the teacher from the first day.

Another thing that was done on the first day was to provide the students with all the information about the course and how different it was going to be from the regular English courses that they had taken before. This information reduced the anxiety of a new type of course with a new teacher and made the students understand what the course required them to do together with the expectations of the teacher throughout the semester. Svinicki and Mckeachie (2006) state that when the students are provided with a detailed information of the course requirements and the scope, then they ''direct their energy more productively'' (p. 21).

As mentioned above, the researcher gave detailed information about the CBLT course that the students had never experienced before, at the beginning of the semester to allow them to question anything that they were not confident in. The students were fully explained how the English subject objectives were interwoven with the content topic, human rights, and how the course objectives were going to be

met. This enabled the students to feel confident and reduced their anxiety as they were all new to this kind of an English course. Informing the participants about the purpose, methods, and benefits of the course encouraged the students towards the course. As Emanuel, Wendler, and Grady (2000) state, informing the participants with the purpose, methods and benefits of a research and allowing them to decide whether to take part in a study or not support ethics in research.

High Attendance

An important finding of this study is related to students attending classes. In her diary, the researcher mentioned a few times that the students attended the class fully. The reason for this believed to be the selected content topic, human rights. The same conclusion was revealed from the student's final comments (see Appendix J)on the course that they were asked to write at the end of the semester and also from the student's interviews. The content topic did not only encourage the students to attend every class but also made the students participate in class.

Increased Participation

The researcher mentioned in her diary how amazing it was to observe all the students willing to take part in the discussions about the content topics during the lessons. Mustapha, Rahman, and Yunus (2010) were interested in identifying the factors affecting student participation in class, so they interviewed and observed students during two semesters. The conclusion made by the researchers was that content topics have crucial roles in encouraging students to participate in class.

Many of the students, who took part in the current study indicated in their finals comments that the lessons were fun and the topics and the things taught in terms of language and content, were enjoyable. Similarly, some students who participated in the study conducted by Mustapha, Rahman, and Yunus (2010) confessed that the topics and the fun activities influenced their class participation.

According to the researcher's diary analysis, during the speaking sessions, the students did not pay a lot of attention to their grammar mistakes because their priority was not to produce grammatically perfect sentences but to convey their thoughts. It is important to mention that obviously, the students were aware of their mistakes when speaking but did not stop to correct them because they did not make as many mistakes in their writing tasks. When this situation is taken into account, it

would be appropriate to say that content based language learning supports the students to gain fluency in the target language. As Krashen (1982) points out, when the speaker is concerned in grammatical accuracy, s/he cannot have the natural fluency of the target language. In other words, thinking about grammatical accuracy while speaking, prevents natural fluency. Omoto and Nyongesa (2013) supports this by stating that the students' efforts were put on communicating to express their thoughts and not on grammar structures and this made learning natural.

The Positive Effects of CBLL on Productive Skills

The analysis of the diary kept by the researcher has revealed that content based language learning has affected the student's productive skills such as speaking and writing in a very positive way. The students felt confident in joining class discussions and admitted in their final comments and their interviews that they enjoyed having the chance to speak about the topics and also to write about their own ideas on the topics. Corrales and Maloof (2011) have also stated that content based language learning methodology helps the students in developing both productive and receptive skills.

Increased Confidence

Another point that is worth mentioning about the current study is related to confidence in speaking. The participants who took part in this study indicated that the content based language learning methodology enabled them to talk freely on some of the topics that they did not feel confident in speaking before. One of the students even admitted that because of the confidence obtained from the content based language course, he was able to speak very confidently in front of many people during his department presentations.

CBLT helps the students to raise their self-confidence to speak in front of people. For example, they do not pay attention to their mistakes and they feel free to join class discussions. Most of the time they correct their own mistakes but it is worth mentioning that they speak and write very confidently. Corrales and Maloof (2011) support this idea by providing an example sentence that one of their research participants wrote about anxiety and self-confidence. The student stated that s/he felt more confident when speaking in English and did not feel afraid of making mistakes. When s/he realized a mistake, s/he would correct it and continue to speak.

Correspondingly, in the current study, students admitted in their interviews and also in their final comments that the CBL course gave them the courage to be able to speak in front of people and they did not feel uncomfortable anymore.

Another matter worth mentioning is that the students who participated in the current study felt free to express their thoughts on some cultural sensitive issues like racism. The students respected and did not criticize each other while expressing conflicting thoughts about discussion topics related to the content topic, human rights. This shows that the students acquired the content knowledge together with the language which was the aim of content based language learning. Omoto and Nyongesa (2013) agree with this by stating that content based language learning enables students to express their thoughts freely.

Stronge (2007) states that students feel comfortable in asking questions and expressing their ideas in a classroom where there is mutual respect. The nature of the CBL course allowed the current teacher to cover materials that displayed the importance of mutual respect. Throughout the semester, the teacher continuously mentioned in her diary that each time there was a discussion; the students respected each other's thoughts and took turns to express their thoughts and feelings because of the content topic, human rights.

Tsai and Shang (2010) also indicate that CBL courses positively affect the student's self-confidence. The authors believe and state that these courses enable the students to gain self-confidence. Based on the students' interviews, the same conclusion is derived from the current study as well. The students wrote in their final comments (see Appendix J) and also claimed in their interviews that the current course raised their self-confidence in a way that they did not feel shy to answer questions in class or to speak in front of others. Tsai and Shang (2010) also point out that CBLI has many positive effects on students in terms of critical thinking, self-confidence, increasing motivation and reducing anxiety. This is true for the current study as well based on the feedback from the students' interviews and also from their final comments on the course.

Enhanced Motivation

Zarobe and Catalan (2009) believe that content based language learning motivates the students to learn the language. The real life tasks in these classes also

play a crucial role in increasing the students' motivation. The participants in the current study mentioned in their final comments that they enjoyed the tasks and the current topic, human rights, and this raised their motivation.

Battistich, Solomon, Watson, and Schaps (1997) conducted a study about caring school communities. The researchers aimed at identifying the perceptions of the students in relation to a caring school. It was discovered that the program had positive effects on students in many ways. The students admitted that they felt belonging because the teacher cared for them and knew that values and fairness was important. As a result, these had positive effects on students' educational, ethical, intellectual, and social development. As mentioned above, the sense of caring is very important for students to feel belonging and this affects them in many positive ways. The participants in the current study stated that it was the first time that they felt a teacher treated them equally despite their races. Moreover, students claimed that the current teacher was the only one who valued their thoughts and opinions because they had the opportunity to speak freely. Since the students felt that the teacher was fair and cared for them, they continuously thanked and congratulated her for such enjoyable, fantastic, and valuable lessons.

Reduced Shyness

Condon and Sahd (2013) indicate that 40 percent of students are thought to be shy. In the same study, the researchers point out that shy people only speak to people who they trust. Relating this statement to the current study, the researcher admitted that all the students asked for permission to answer questions or to take part in discussions with no hesitation. The researcher indicates that the students did not feel shy to speak and express their ideas because they trusted her by stating that the current teacher was the only one who cared for them and valued their thoughts. Some students even admitted in their interviews that they did not feel shy while speaking in front of people because the content topics encouraged them to speak.

Promoted Language Learning and Content Learning

Corrales and Maloof (2011) discovered that the authentic materials enhanced language learning. The students in their study admitted that the content information was meaningful and interesting so this factor made them learn the language. Similar to this study, the students who participated in the current study claimed in their final

comments that the content topic, the real life events, and the authentic materials affected their language learning and content knowledge in a positive manner because they were interesting and real.

A participant in Corrales and Maloof's (2011) study declared learning more vocabulary in the CBL class just like the students who took part in this study. According to the student's interviews, it was stated that useful vocabulary was learnt in the CBL class.

Authenticity Promotes Learning

Stryker and Leaver (1997) support that the materials used in the CBL classes must be authentic. This will encourage the students to learn the language in its real setting and situation. The authors argue that the teacher can also use real life experiences or examples from magazines, television, or newspapers to teach the language and the content together. The students in the current study also claimed that they were encouraged by the real life events and they enjoyed reading and learning about them.

As mentioned before, the researcher who conducted the current study kept a diary throughout the semester which she wrote in after each class. She also indicated that authenticity plays a crucial role in CBLL and it is one of the most important factors that motivate the students to learn. The students who contributed to the study paid attention to the exercises and tasks because they were related to real life situations or experiences. It was because of the real life situations and experiences that the students never felt bored, and did not even realize the break times. The teacher supported the real life texts with real life pictures which again increased motivation.

Learning the Language Easier

The researcher of the current study agrees with Omoto and Nyongesa (2013) that ''the learners acquire language without difficulty'' (p.242) in content based instruction. The current participants stated that they did not have any difficulty in learning the language because of the content topic. This is supported with the student's interviews where it was admitted that the lessons were easy and understandable. It was also mentioned a few times by the students that they found reading comprehension easier and they comprehended better because of the content

materials. This finding is also supported by Tsai and Shang (2010) who indicate that their participants had fewer difficulties in comprehending the content material.

Increased enjoyment during the allocated time

Omoto and Nyongesa (2013) emphasize that the allocated time for lessons is not enough to carry out content based language lessons. This is true in relation to the current study as well. It was mentioned several times throughout the researcher's diary that the students and the teacher often did not realize the end of lessons. The discussion sessions were so natural and interesting that the students even continued to talk about the topics while they were leaving the classroom. The students also admitted in their final comments that they even talked about these issues with their friends outside the classroom. This shows that CBLL may support the use of language outside the classroom which is an important aim of many language teachers. Some of the participants asked for the teacher's e-mail so they could write and send their thoughts on the discussion and writing topics after class.

CBLL Supports Cooperative Learning

Amiri and Fatemi (2014) have found out that CBLL courses foster cooperative learning. In the current study it was observed that the above mentioned idea is true in which CBLI classes supported cooperative learning because many of the current groups' tasks involved group discussions, or class discussions. The students talked silently even among themselves and shared ideas about the topics that were provided. The students demonstrated their learning about the content topic human rights by taking turns in speaking while respecting each other's thoughts about sensitive issues like racism or equality as the current group was a multicultural class. Troncale (2002) also supports this idea by stating that race relations can be improved through cooperative learning.

Positive Perceptions Regarding CBLL

The students in the current study admitted they learned new and interesting things in relation to content and these encouraged them to learn the language. Stoller (2001) supports this claim by stating that CBLL enables the learners to develop academically while developing language proficiency. The participants in the current study continuously admitted that the course helped them improve their language skills and learn useful language structures. On the other hand, the participants also

indicated that this method was interesting and they learned new things that they did not know before related to the content topic, human rights.

Amiri and Fatemi (2014) conducted a study on CBLL and they found out similar results with those of Brinton, Snow, and Wesche (1989) and the current study in relation to increasing motivation. It is stated that the real life stories and the speaking discussions encouraged the students to read and learn more and also to express their own ideas freely in front of others.

The current course included several group and class discussions that the students admitted they enjoyed taking part in. It was stated that new ideas were learnt from each other and the course enabled them to broader their visions towards issues.

Based on the researcher's diary results and the students' interviews, it is obvious that the current course affected their reading comprehension in a positive manner. The students indicated that they learned useful vocabulary due to comprehensible reading texts and because of this, they remembered the new vocabulary. Tsai and Shang (2010) have also found out that CBL courses significantly improved reading comprehension. The researchers indicate that participants pointed out that the content supported them to comprehend the stories without having much difficulty similar to the current study where the students also admitted the same.

The students' interviews revealed that they enjoyed the new methodology of language teaching. They continuously congratulated the teacher for such a course and also stated that they recommend this way of language teaching to other teachers and to other students as well. Similar to these comments, the participants who took part in Yang and Chens's (2015) study also appreciated their teacher and recommended the course to other students by stating that they learned beneficial things for their future lives.

The participants in the study conducted by Yang and Chen (2015) strongly agreed that the teacher prepared clear and helpful materials. In other words, the materials supported their learning. Similarly, the students in the current study also stated that they liked the booklet and that the materials and tasks enabled them to develop their speaking, reading, and writing skills together with the content

knowledge. The students admitted that the materials were based on real life situations and this encouraged them to want to learn the information.

Evaluating Students Language Progress through Portfolios in relation to Course Objectives

Indicated earlier in the literature review part, portfolios display proofs for meeting learning outcomes and course goals and objectives (Hawks, 2012). For this reason, the aim of this part is to discuss the findings of the portfolios prepared in the current study with support from literature.

Hawks (2012) also believes that portfolios help the students to preserve the information gained through their program. The same is true for the group of students who took part in this study as the portfolio work enabled them to conserve the knowledge gained from the course in terms of language and content knowledge.

There are various types and models of portfolios depending on the purpose for keeping them. O'Malley and Pierce (1996) stated three types of portfolios such as show case portfolios, collection portfolios and assessment portfolios. The current study used assessment portfolios to evaluate students' language progress through time in terms of content based language learning.

Although it was a great challenge and a risk that the current study group had never experienced language portfolios before, all the students indicated that it motivated and encouraged them to complete the tasks which were included.

The current participants stated that they liked their portfolio work to be evaluated and they found the feedback beneficial. The students in the University of Huelva, all shared the idea that the portfolios had positive effects on their learning, similar to the students who took part in the current study. The participants in the University of Huelva also stated that portfolios motivated them to learn and they liked the idea of being evaluated through portfolios (Lirola & Rubio, 2009).

Portfolios show that the students are actively involved in the learning process and they display their progress. The evaluation results of the current portfolios fall into line with the above statement. The students actively expressed their learning progress as they completed each task through meaningful contexts (Lirola & Rubio, 2009).

As it was mentioned before, the students in the current study indicated several times in their final comments about the course and also in their interviews that they saw the connection between tasks and the course objectives. The students who participated in Lirola and Rubio's (2009) study also indicated that they could see the reflection of the course objectives through their portfolios.

Portfolios gave students a chance to express their thoughts and feelings towards the provided issues and the current participants admitted that they felt very happy with it as they also stated that they were never given that chance and opportunity to present their thoughts freely before. Similar to this, the students in Lirola and Rubio, (2009) also indicated that they were aware that the course objectives were met through portfolios.

The students at the University of Huelva (Lirola & Rubio, 2009) and the students in the current study share the same attitudes towards these kinds of courses. Both groups agree that the course made them attend classes. Another issue that is worth mentioning related to student's attitudes towards the course is that both groups indicated they recommend this kind of course to other students.

Comparing the Grades of the CBLP Group to Non-Portfolio Groups

The researcher of the current study has compared the average of the final scores of the CBLP group to the non-portfolio group to identify any changes on the students' scores. The comparison has showed that the average scores of the CBLP group are higher than the average scores of the non-portfolio group. It can be stated that CBLP have positive effects on students' language performances when average scores are compared to the non-portfolio group.

Similar to the comparison results of the average scores of the CBLP group to the non-portfolio group who took part in this study, Tsai and Shang (2010) have also discovered that the participants in their CBL group obtained higher average scores than the students in their control group. Tsai and Shang (2010) suggest that CBLI have positive effects in the students' language progress.

Educational Implications and Recommendations

According to the results above, it can be concluded that combining the two different methods that have proven to have positive effects on students' language developments by many researchers throughout the history, enhances language

development. In relation to the course aims, backing students up with CBLL and portfolios to promote language progress is also pivotal.

The current study demonstrates that CBLL had several positive effects on students' language performances. This conclusion is drawn from the evaluation of portfolios, student interviews, the teacher's diary, and observations.

The present research also provides numerous suggestions on how may a CBL course be implemented to best meet the students' needs together with the course requirements. First of all, it is important to decide on a content topic or topics that are or might be appealing to the students' interest (Meyer & Etheridge, 1999; Bahous & Bacha & Nabhani, 2011). This will increase their motivation not only for learning to meet the language course objectives but also learning to increase their knowledge about the content topic.

As mentioned before, students who took part in this study had never experienced CBLL before, so the present study enabled them with such a chance. In order to reduce the anxiety of being exposed to a different method in learning a language, the students were provided with all the details and the requirements about the course. This is supported by Svinicki and Mecheachie (2006) that the students become more productive when they are administered detailed knowledge about the course beforehand. For this reason, it is suggested that the students are provided with detailed information about the course right from the beginning, especially when they are not familiar with the new method.

A suggestion made by the current researcher is to use CBLL with groups of students who have attendance problems. The reason for this is that the participants in the current study admitted that the whole class attended the English classes because of the content topic. The content topic selected for the present study was human rights and the students admitted in their interviews and their final comments about the course that they were encouraged to attend classes because of this was of language learning.

Another suggestion is related to participation. According to the student interviews and their final comments, it can be stated that CBLL even encourages the shy students to take part especially in discussions. This suggestion is supported by

Mustapha, Rahman, and Yunus (2010) where they believe that the content topic is an important factor in student participation in class.

Evidence from the students' interview and their final comments on the course suggests that the CBLL course has provided them with the confidence to speak in front of several people without any fear. A student in the current study has also given an example related to his department courses that the CBLL course has helped him to gain the courage to perform better and speak freely during his department related presentations. A suggestion related to this issue is that the CBL courses not only support language learning but also grounds students in other academic situations. Tsai and Shang (2010) also indicate that students' self-confidence is positively affected with CBL courses.

Another suggestion by the researcher is related to motivation. Similar to Zarobe and Catalan (2009), the researcher also suggests that the CBL courses boost students' motivation to learn the target language. The reason behind this is thought to be linked to the authentic materials that are used in CBL courses.

According to the student interviews, it can be suggested that, students learn the language easier in CBL courses. This is supported by Tsai and Shang (2010) who have stated that the participants who took part in their study had less difficulty in understanding the content material.

It is suggested that teachers who want to boost cooperative learning in their classes, should use CBL lessons in their language teaching lessons because it was found out that CBLL supports students to work cooperatively. Amiri and Fatemi (2014) have also stated that CBL courses promote cooperative learning according to their study. It is also stated that cooperative learning supports race relations (Troncale, 2002), so by deciding to use CBL lessons, the teacher might improve race relations, especially in multicultural settings.

Based on the students' interviews and the diary outcomes, it can be suggested that the students improve both in the content area and in the language, academically. Stoller (2002) supports this issue by suggesting using CBLL as these courses develop students' language performances while enabling them to improve academically as well.

It is suggested that CBLL courses increase motivation in learning the target language because of the authenticity of the content and the materials used to teach the language. This is also supported by Brinton, Snow and Wesche (1989) as they claim that the authenticity of the materials increase motivation in language learning.

It is also suggested that students' could boost their vocabulary in CBL courses through the comprehensible reading texts. This is supported with the students' final comments on the course where they admitted the positive effects of the course on their vocabulary learning.

According to the current study, it could be stated that combining the CBL course and language portfolios have many positive effects on the students' language performances. Thus, it is suggested that portfolios could be used in CBL courses to enhance the course objectives.

Recommendations for Further Research

The students were provided with information on how the course was based on language objectives. This information psychologically prepared the students for the course and reduced anxiety towards a new method and a new teacher. It is recommended that the researchers who decide to study this method, prepare students beforehand by providing them with all the information about the course to motivate them towards the course and to reduce the likely problems that might arise in the future due to a new language learning method. This is suggested to be done on the first day of the course.

The results of the study revealed that CBLL courses have various positive effects on students' language performances and content knowledge when applied in a multicultural setting. The students indicated that the current course helped them to improve their communications skills, writing skills, and also gain the confidence to talk about some cultural sensitive issues because each student was from a different cultural background and each had different examples to share, so it might be fascinating to implement a similar course to a monoculture class to find out whether the course would have a similar effect on the students' language performances and world visions.

The content topic chosen for this study is human rights and the reason for this is mentioned in chapter three. The students in the current study mentioned several

times in their interviews and final comments that the content topic, human rights, enabled them to focus more on the lessons because it was interesting and motivating and also to remember the vocabulary because of the authentic texts and situations. The interesting topics from real life encouraged the students to contribute to the discussions by providing their own ideas on issues. The students also indicated that the topics were vision broadening and that they gained self-confidence to speak in front of others about different topics even during their department courses. The students indicated that they liked to be given a chance where they had the chance to express their feelings freely without being criticised. For these reasons, it is recommended that, the researchers select different content topics for the CBL course and conduct a similar study to see the outcome of the course on the students' language progress.

Another recommendation is to implement portfolios together with CBL courses with groups that have fewer students because the current study group indicated that they liked to write about the provided topics which can be concluded that the course encouraged them to write. This will give the teacher the chance to spend more time on providing students with sufficient feedback on their performances and be more effective in their learning.

The current course was implemented with university freshmen students and the results reveal how the course had positive effects on their social lives together with their academic studies. The students stated that they continued to talk about the topics which were chosen for the course even outside the class during lunch times or breaks, because they were interesting and they learned new things that they were not going to forget for their whole lives, so it is recommended to apply a similar study with younger students, as it is mentioned that the knowledge gained from the CBL courses is more sustainable.

As the aim of the course was to see the effects of CBLL on students' language performances, the two exams that the students took during the study period, were based on testing language performance. On the other hand the researcher gained information on the students' content knowledge through the interviews, final comments on the course, and the writing tasks completed during the lessons. A recommendation regarding this issue would be for the researchers to provide an

opportunity in the exams to test the language progress and the content knowledge equally.

As mentioned before, the booklet and the materials used in the current CBLL course were compiled by the language teacher also as the current researcher, so it is recommended that the researchers work also with the content teachers when preparing the CBLL booklet to provide the students with more beneficial knowledge in terms of content.

REFERENCES

Amiri, M., & Fatemi, A. H. (2014). The Impact of Content-based Instruction on Students' Achievement in ESP Courses and Their Language Learning Orientation. *Theory and Practice in Language Studies, 4, 2157-2167. doi: 10.4304/tpls.4.10.2157-2167*

Arslan, R. Ş., & Saka, C. K. (2010). Teaching English to Science Students via Theme-Based Model of Content-Based Instruction. *Journal of Turkish Science Education, 7*(4), 26-36.

Baecher, L., & Farnsworth, T., & Ediger, A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language Teaching Research, 18,* 118-136. doi: 10.1177/1362168813505381

Bahous, R., & Bacha, N. N., & Nabhani, M. (2011). Motivating Students in the EFL Classroom: A Case Study of Perspectives. *English Language Teaching, 4*, 33-43. doi: 10.5539/elt.v4n3p33

Bajaj, M. (2011). Human Rights Education: Ideology, Location, and Approaches. *Human Rights Quarterly, 34,* 481-508. doi:10.1353/hrq.2011.0019

Battistich, V., & Solomon, D., & Watson, M., & Schaps, E. (1997). Caring School Communities. *Educational Psychologist, 32,* 137-151. doi:10.1207/s15326985ep3203_1

Beckman, L. O., & Klinghammer, S. J. (2006). *Shaping the Way We Teach English: Successful Practices Around the World.* Washington D. C., USA: Office of English Language Programs.

Biggar, N. (2015, October 10). Morality demands that we go to war in Syria. *The Times.* Retrieved from http://www.thetimes.co.uk

Brinton, D. M., & Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction.* New York, NY: Newbury House.

Brown, J. D. (1991). Content-Based Language Testing. *The Modern Language Journal*, *18*(2), 653-675.

Burridge, N., & Buchanan, J., & Chodkiewicz, A. (2014). Human Rights and History Education: An Australian Study. *Australian Journal of Teacher Education, 39,* 17-36. doi: 10.14221/ajte.2014v39n3.7

Callahan, S. (2001). When portfolios become a site of ethical conflict: Using student portfolios for teacher accountability. *Educational Assessment, 7*(3), 177-200.

Campbell, M. I., & Moore, C. (2003). Web-based Engineering Portfolio System. *Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition* 1520, 1-11. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.608.2230&rep=rep1&type=pdf .

Carmines, E., & Zeller, R. A. (1979). *Reliability and Validity Defined*. Beverly hills, London: Sage Publications.

Cates, K. A. (2002). Teaching for a Better World: Global Issues and Language Education. *Asia-Pacific Human Rights Information Center, 5*(1)*,* 1-14.

Chelimsky, E. (1992). *Report to Program Evaluation and Methodology Division* (Report No. GAO/PEMD-10.1.11). USA: United States General Accounting Office.

Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different?. *Language, Culture and Curriculum, 28,* 8-24. doi: 10.1080/07908318.2014.1000922

CERD (2013). United Nations. International Convention on the Elimination of All Forms of Racial Discrimination. Retrieved from http://www.ohchr.org

Clark, V. P., & Schumacher, K, & West, C., & Edrington, J., & Dunn, L. B., & Harzstark, A., & Melisko, M., & Rabow, M. W., & Swift, P. S., & Miaskowski, C. (2013). Practices for Embedding an Interpretive Qualitative Approach within a Randomized Clinical Trial. *Journal of Mixed Methods Research, 7,* 219-242. doi: 10.1177/1558689812474372

Cohen, R. (2015, September 7). AylanKurdi's Europe. *The New York Times.* Retrieved from http://www.nytimes.com

Condon, M., & Sahd, L. R. (2013). Responding to introverted and shy students: Best practice guidelines for educators and advisors. *Open journal of Nursing, 3,* 503-515. doi: 10.4236/ojn.2013.37069

Corrales, K., & Maloof, C. (2011). Student perceptions on how content based Instruction supports learner development in a foreign language context. *Zona Proxima*, *15*(2), 40-53.

Curtain, H., & Pesola, C. A. B. (1994). *Language and Children: Making the match, Foreign language instruction for an early start grades K-8.* White Plains, NY: Longman.

Davies, S. (2003). Content Based Instruction in EFL Contexts. *The Internet TESL Journal*, 9(2), 1-2

Debreli, E. (2016 a). Pre-service Teachers' Belief Change and Practical Knowledge Development during the Course of Practicum. *Journal of Education and Training Studies, 4,* 37-46. doi: 10.11114/jets.v4i7.1513

Debreli, E. (2016 b). Pre-Service Teachers' Belief Sources about Learning and Teaching: An Exploration with the Consideration of the Educational Programme Nature. *Higher Education Studies, 6,* 116- 127. doi: 10.5539/hes.v6n1p116

Debreli, E. & Oyman, N. (2016). Students' Preferences on the Use of Mother Tongue in English as a Foreign Language Classrooms: Is it the Time to Re-examine English-only Policies?. *English Language Teaching, 9,* 148-162. doi: 10.5539/elt.v9n1p148

Debreli, E. & Demirkan, S. (2016). Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender. *International Journal of English Language Education, 4*, 49- 62. doi: 10.5296/ijele.v4i1.8715

Dey, I. (1993). *Qualitative data analysis: A user friendly guide for social scientists.* New York, NY: Routledge.

Drost, E. A. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives, 38*(1), 105-123.

Duman, T. (2015, April 14). Özgecan iddianamesi kabul edildi. *Hürriyet.* Retrieved from www. hurriyet.com.tr

Duenas, M. (2003). A Description of Prototype Models for Content-Based Language Instruction in higher education. *Barcelona English Language and Literature Studies, 12*(1)*,* 1-11.

Eastley, F. (2003). Human Rights and Problem Solving in EFL Classrooms. *2nd Peace as a Global Language Conference Proceedings and Supplement.* Retrieved from http://jalt.org/pansig/PGL2/HTML/Eastley.htm

Elo, S., & Kyngas, H. (2007). The qualitative content analysis process. *Journal of Advanced Nursing, 62*, 107-115. doi:10.1111/j.1365-2648.2007.04569.x

Emanuel, E. J., & Wendler, D., & Grady, C. (2000). What makes clinical research ethical?. *Journal of the American Medical Association, 283*(20), 2701-2711.

Eridafithri, E. (2015). The Application of Portfolios to Assess Progress in Writing of EFL Students at Secondary Schools in Band Aceh. *Studies in English Language and Education Journal, 2*(1), 1-16.

Faisal, S. (2003, September 24). Muslim girls struggle for education. *BBC News.* Retrieved from news.bbc.co.uk

Gaffield, V. N. (1996). Content-based second language instruction at the tertiary level. *ELT Journal, 50*(2), 108-114.

Hawks, S. J. (2012). The Use of Electronic Portfolios in Nurse Anesthesia Education and Practice*. AANA Journal, 80*(2), 89-93.

Hsieh, H. F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*,*15*, 1277-1288. doi:10.1177/1049732305276687

Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *Journal of Education and Training Studies, 1*(2), 239-248.

Ke, Q., & Chen, X. (2014). The Possibility Survey of Applying CBI to College English Teaching in WTU. *Journal of Language Teaching and Research, 5,*138-143. doi: 10.4304/jltr.5.1.138-143

Kondracki, N. L., & Wellman, N. S., & Amundson, D. R. (2002). Content Analysis: Review of Methods and Their Applications in Nutrition Education. *Journal of Nutrition Education and Behaviour*, *34*, 224-230. doi:10.1016/51499-4046(06)60097-3

Kong, S., & Hoare, P. (2011). Cognitive content engagement in content-based language teaching. *Language Teaching Research, 15*(3), 307-324.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition.* California, USA: Pergamon Press Inc.

Lam, R., & Lee, I. (2010). Balancing the dual functions of portfolio assessment. *ELT Journal, 64,* 54-64. doi:10.1093/elt/ccp024

Lam, R. (2015). Convergence and Divergence of Process and Portfolio Approaches to L2 Writing Instruction: Issues and Implications. *RELC Journal, 46,* 293-308. doi: 10.1177/0033688215597119

Lasagabaster, D. (2011). English Achievement and Student Motivation in CLIL and EFL Settings. *Innovation in Language Learning and Teaching, 5,* 3-18. doi:10.1080/17501229.2010.519030

Little, D. & Goullier, F.& Hughes, G. (2011). *The European Language Portfolio: the story so far (1991-2011).* Strasbourg: Council of Europe, Language Policy Division. Retrieved from http://www.coe.int/ed/web/portfolio/the-european-language-portfolio-the-story-so-far-1991-2011-executive-summary

Lirola, M. M., & Rubio, F. (2009). Students' Beliefs about Portfolio Evaluation and its Influence on Their Learning Outcomes to Develop EFL in a Spanish Context. *International Journal of English Studies, 9*(1), 91-111.

Lou, Y. (2015). An Empirical Study of Content-based instruction applied in non-English-majored graduate English teaching in the post-massification. *Creative Education, 6*(14), 1578-1583.

Lyster, R., & Ballinger, S. (2011). Content-based language teaching: Convergent concerns across divergent contexts. *Language Teaching Research, 15*(3), 279-288.

Madrid, D. & Sanchez, E. G. (2001). Content Based Second Language Teaching. In E. G. Sanchez (Ed*.), Present and Future trends in TEFL* Retrieved from http://www.ugr.es/~dmadrid/Publicaciones/Content%20Based%20L2%20teaching-CLIL.pdf

Mariotti, C. (2006). Negotiated Interactions and Repair Patterns in CLIL Settings. *Vienna English Working Papers. 15*(3), 33-39.

Marti, F. (1996). Linguapax, Languages and Peace. *Publications of the Japan Association for Language Teaching, 20*(10), 1-4.

Patton, M, Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Maslow, A. H. (1970). *Motivation and Personality.* New York, USA: Harper and Row.

Mavili, E. K. (2014). *Stakeholder's Perceptions of and Attitudes towards the European Language Portfolio: A Case Study of Eastern Mediterranean University.* (Unpublished master's thesis). Near East University, Nicosia

McLeod, J. (2014). A peaceful pedagogy: Teaching human rights across the curriculum. *Procedia Social and Behavioral Sciences*, *152*, 1225-1232. doi:10.1016/j.sbspro.2014.09.303

Met, M. (1998). Curriculum decision-making in content-based language teaching. In J. Cenoz & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and multilingual education* (pp. 35-63). Clevedon: Multilingual Matters.

Meyer, B. B., & Etheridge, C. P. (2006). Improving student interest in the Spanish 1 classroom through democratic teaching. *Educational Action Research, 7*, 327-344. doi: 10.1080/09650799900200095

Mokhtaria, L. (2015). The Use Of Portfolio As An Assessment Tool. *International Journal of Scientific & Technology Research, 4*(7), 170-172.

Morrow, S. L. (2005). Quality and Trustworthiness in Qualitative Research in Counseling Psychology. *Journal of Counseling Psychology, 52,* 250-260. doi: 10.1037/0022-0167.52.2.250

Mubangizi, J. C. (2015). Human rights education in South Africa: Whose responsibility is it anyway? *.African Human Rights Law Journal, 15,* 496-514. doi: 10.17159/1996-2096/2015/v15n2a13

Munoz, Z. A., & Baker, E. L. (1997). *Improving the Equity and Validity of Assessment-Based Information Systems* (Report No. 462). Los Angeles: University of California.

Mustapha, S. M., & Rahman, N. S. N. A., & Yunus, M. M. (2010). Factors influencing classroom participation: a case study of Malaysian undergraduate students. *Procedia Social and Behavioral Sciences, 9,* 1079-1084. doi:10.1016/j.sbspro.2010.12.289

Ngan, N. T. C. (2011). Content-based Instruction in the Teaching of English for Accounting at Vietnamese College of Finance and Customs. *English Language Teaching, 4,* 90-100. doi:10.5539/elt.v4n3p90

Obeiah, S. F., & Bataineh, R. F. (2016). The Effect of Portfolio-Based Assessment on Jordanian EFL Learners' Writing Performance. *Bellaterra Journal of Teaching and Learning Language and Literature, 9,* 32-46. doi:10.5565/rev/jtl3.629

Oermann, M. H. (2002). Developing a Professional Portfolio in Nursing. *Orthopaedic Nursing*, *21*(2), 73-78.

O'Malley, J. M. & Pierce, V. L. (1996). *Authentic Assessment for English language learners.* Reading, USA : Addison-Wesley Publishing Company.

Omoto, M. P., & Nyongesa, J. W. (2013). Content-Based Instruction: A study of methods of teaching and learning English in primary schools in Butula District. *International journal of Business and Social Science, 4*(5), 236-245.

Osler, A., & Yahya, C. (2013). Challenges and complexity in human rights education: Teachers' understandings of democratic participation and gender equity in post-conflict Kurdistan-Iraq. *Education Inquiry*, *4*(1), 189-210. (2013)

Padilla, A. M., & Aninao, J. C. & Sung, H. (1996). Development and Implementation of Student Portfolios in Foreign Language Programs. *Foreign Language Annals*, *29*(3), 429-438.

Pessoa, S., & Hendry, H., & Donato, R., & Tucker, G. R., & Lee, H. (2007). Content-based Instruction in Foreign Language Classroom: A Discourse Perspective. *Foreign Language Annals*, *40*(1), 102-121.

Powers, B., & Knapp, T. (2006). *Dictionary of Nursing Theory and Research.* New York, NY: Springer Publishing Company.

Reading, V. (2011). *Eurobarometer survey: Gender equality in the EU in 2009* Report No. 326). Luxembourg: Publications Office of the European Union.

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

Ripley, D. (2012). Implementing Portfolio-Based Language Assessment in LINC Programs: Benefits and Challenges. *TESL Canada Journal, 30,* 69-86. doi: 10.18806/tesl.v30i1.1126

Sandelowski, M., & Leeman, J. (2012). Writing Usable Qualitative Health Research Findings. *Qualitative Health Research, 22,* 1404-1413. doi: 10.1177/1049732312450368

Schiller, J. A. (2013). *These rights go beyond borders and pieces of paper: Urban high school teachers and newcomer immigrant youth engaging in human rights education (Doctoral dissertation)* Retrieved from Theses, Dissertations and Projects at USF Scholarship Repository.

Seikaly, M.&Roodsaz, R. &Egten, D. C. (2014). *The Situation of Women in the Gulf States. Directorate-General for Internal Policies.*(Report No. PE509.985) Citizens' Rights and Constitutional Affairs. European Parliament. Retrieved from http://www.europarl.europa.eu

Sepasdar, M., & Esmaeeli, H., & Sherafat, Z. (2014). Is Portfolio Assessment Effective in Improving Iranian EFL Students' Writing?. *International Journal of Education & Literacy Studies, 2,* 1-4. doi: 10.7575/aiac.ijels.v.2n.4p.1

Sesek, U., & Skela, J. (2016). The European Language Portfolio as an Educational Innovation in Primary and Secondary Schools: You Have to Catch Them Young?. *Croatian Journal of Educatio,18,*391-418. doi:10.15516/cje.v18i2.1624

Short, D. (1991). *How To Integrate Language and Content Instruction.* Washington D. C.,USA: Centre for Applied Linguistics.

Shyamlee, S. D., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *2012 International Conference on Language, Medias and Culture*, *33*(1), 150-156.

Singh, C. K. S., & Samad, A. A., & Hussin, H., & Sulaiman, T. (2015). Developing a Portfolio Assessment Model for the Teaching and Learning of English in Malaysian L2 Classroom. *English Language Teaching, 8,* 164-173. doi: 10.5539/elt.v8n7p164

Souza, V. M. (2014). *Action research: perceptions of content-based instruction in an English as a foreign language setting* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1582886)

Song, B., & August, B. (2002). Using portfolios to assess the writing of ESL students: a powerful alternative?. *Journal of second language writing, 11*(1)*,* 49-72.

Stoller, L. F., & Grabe, W. (2013). *Teaching and Researching Reading.* New York, USA: Routledge.

Stoller, F. (2002). Promoting the acquisition of knowledge in a content based course. In J. Crandall & D. Kaufman (Eds*.), Content-based instruction in higher education settings* (pp. 109–123). Alexandria, VA: TESOL.

Stronge, J. H. (2007). *Qualities of effective teachers.* Alexandria, USA: Association for Supervision and Curriculum Development.

Struthers, E. A. (2015). Human rights education: educating about, through and for human rights. *The International Journal of Human Rights,19*, 53-73 .doi: 10.1080/13642987.2014.986652

Stryker, B. S., & Leaver, B. L. (1997). *Content based instruction in foreign language education: Models and methods.* Washington, D. C., USA: Georgetown University Press.

Svinichie, M., & Mckeachie, W. J. (2006). *Teaching Tips, Strategies, Research, and Theory for College and University Teachers.* Belmont, USA: Wadsworth Publishing.

Tan, M. (2011). Mathematics and science teachers' beliefs and practices regarding the teaching of language in content learning. *Language Teaching Research, 15*, 325-342. doi: 10.1177/1362168811401153

Troncale, N. (2002). Content-Based Instruction, Cooperative Learning, and CALP Instruction: Addressing the Whole Education of 7-12 ESL Students. *Working Papers in TESOL and Applied Linguistics. 2*(3), 1-8.

Tsai, Y. L., & Shang, H. H. (2010). The impact of Content-Based Language Instruction on EFL Students' Reading Performance. *Asian Social Science, 6*(3), 77-85.

Tsushima, R. (2015). Methodological Diversity in Language Assessment Research: The Role of Mixed Methods in Classroom-Based Language Assessment Studies. *International Journal of Qualitative Methods*, *14*(2). 104-121

Turkish Civil Code [TürkMedeniKanunu]§ 4721 (2001)

Turkish Official Gazette, (1949, October 7). Retrieved from http://www.resmigazete.gov.tr

Turkish Official Gazette, (2012, April 11). Retrieved from http://www.resmigazete.gov.tr

Uçar, S., & Yazıcı, Y. (2016). The Impact of Portfolios on Enhancing Writing Skills in ESP Classes. *Procedia. Social and Behavioral Sciences, 232,* 226-233. doi: 10.1016/j.sbspro.2016.10.001

UNICEF (2009). *Child abuse: a painful reality behind closed doors.* Challenges. Retrieved from http://www.unicef.org/

Weber, R. P. (1990). *Basic Content Analysis.* Beverly Hills, California: Sage Publications.

Weigle, S. C. (2002). *Assessing writing.* Cambridge, UK: Cambridge University Press.

White, C. P. (2005). Student Portfolios: An Alternative Way of Encouraging and Evaluating Student Learning. *New Directions for Teaching and Learning, 100,* 37-42.

Williams, J. M. (2002). The Engineering Portfolio: Communication, Reflection, and Student Learning Outcomes Assessment. *International Journal of Engineering*, *18*(2), 199-207.

Yeasmin, S., & Rahman, K. F.(2012). *Triangulation Research Method as the Tool of Social Science Research. BUP Journal, 1*, 154-163.

Yang, J. Y., & Chen, C. (2015). Students Perspective of Using Content-Based Approach in ESP Class. *English Language Teaching,8,* 18-30. doi:10.5539/elt.v8n8p18

Zarobe, Y. R. & Catalan, R. M. J. (2009). *Content and Language Integrated Learning.* Dublin, Ireland: Multilingual Matters.

Zeitzen, K. M. (2008). *Polygamy. A cross-cultural analysis.* Oxford, New York: Berg.

APPENDICES

APPENDIX A

Students interview questions

1. What differences did you realize between the content based language instruction course and the regular English courses?
2. Do you prefer the content based language learning methodology or the regular language learning methodology? Why?
3. In what ways have the content based language instruction affected your learning?
4. In what ways have the content based language instruction class activities supported your learning?
5. What are the topics that you learned to comment about or use in English?
6. How has the content based language instruction lessons supported you in speaking about various topics?
7. How have the different tasks completed in the classroom support your self-confidence when speaking?

APPENDIX B

Sample transcriptions of the student's interview answers

Roy: Over the regular English course and the content base course I think the content based course was more interesting, it was something to look forward to. Every morning coming for the English class was something enthusiastic. But for the regular English course which I am taking this semester its rather boring, I have nothing to look for it too. It's something that I know and that I, there is nothing new to look for it. With the content based one I could actually come and learn something new even though it was still based on English which I speak but the aspect of it being involved with the human rights was something I could look forward to.

I would like to say that content based would be the approach which I would prefer any time and why? I would say, as I earlier stated in question 1 because it's the approach is more fun and more, it's good, it's a really good approach and I am really glad that the madam really brought this approach in my first semester. And for the second semester with the regular English course it's really really basic and most of the most of the content of the book is something abstract and there is no fact it's something that I can't even argue about.

The differences have affected my learning process the way that in the first semester with the content based which was based on human rights, it was more of a ye we would learn English but it was more of an argumentative class, there were so many participants everyone was giving their views and with the regular English course everything that is stated in the book we can't go about it , we can't go about it with any other way. What is in the book is what we have to say. We can not give our views, with the content based we would know information and the information that the madam may have put in the booklet was not more so we would add our views and argue them out and in that we would argue them in English and in the process we would actually learn English more and for the people who don't speak proper English could actually learn how to argue and convey out their views with the best English that they can learn.

For me, the main one that has stuck out for me is that I can actually be more, the approach towards like answering questions is more in detail. I give my knowledge about the question and then I get the information which the teacher is trying to give and then the balance between the question and the answer.

With the content based, different students would actually convey out their views in such a way that it would be backed up with different experiences but with the regular English course, people just answer the questions straight from the book so it's more of a direct approach and content based we would actually learn from each other from out different experiences and with the English touch we would learn different ways and for argument, an argument would come up and every one would learn from each other and in an argument we would speak English of course and the people who would learn English for the first time will learn more ways and ways of approaching in an argument and different words and how to use them and how to stand un their views or to convey out their views.

The content based helped me raise my self-confidence cos when I had a view that I needed to convey out, I would say it and I knew it was right because I had the knowledge about what I am about to say but with the regular English course

everything is in the book and even if I disagree with it I can't disagree because it is in the book and I have to follow it. So for me I think that content based was the best approach towards English, it was very interesting yea it was actually a really great approach (Roy, personal communication, May 16, 2016).

Ken: The difference between English regular course and content based course according to my opinion, regular English seems a kind of rigid, you can't really expand and explore in it, you believe in certain topics that are not flexible whereas content based you will be doing the English topics at the same time exploring another section that you are not aware of. So I think you learn two things at the same time which is actually quite good.

I prefer content based English the main reason being it kind of like brought me aware of to real and authentic topics that I wasn't aware of and it actually broadened my knowledge on certain topics like we did human rights for the content based and now I am very aware of my own rights and certain stuff. That's why I prefer that.

I think that, learning content based English has affected, is actually affecting my learning in the sense that content based like I would be learning something new and it created sort of like a zone or how can I say, more like the eager to learn something so as content based English it kind of seemed like playing and simple so that boosted up our eager positive attitudes towards learning and it would be on the law.

The methodology and class activities have contributed to my learning in the sense that the teacher used to bring pictures of the situations, we would be talking about on a certain topic and it would give me a real like realistic view on what we are learning on which we could be able to enhance my understanding of what we are talking about and also had like topics to debate on where views and opinions were discussed, everybody being able to participate, so I think it contributed a lot to my learning.

I would say I have learned to read and understand comprehensions in the way, in the sense that the text would be reading on would be based on lets say, it was based actually on human rights but also I would be tackling questions on Who, What, Where, those comprehension questions that I would be given so I have also learned how to use my dictionary but not in using like normal words that you find it every day in English textbooks but also other new words that are leaded to topics which also helped me to be able to express some views on the topics.

This class has helped me to speak about the different topics in the way that for example there was a certain week that we talked about equality and we had like kind of statements that we used to put across and people had their different views. And just because I had my own opinion which I thought I would share with the class so that we get different aspects of the topic. I was able to share that in the content based English. Whereas the regular English it is more of playing simple you can't really participate cos maybe you might not know what they are talking about or you really, there is no addition to it you can't really add or subtract from it.

The classroom activities have raised my self-confidence cos when we were doing a certain topic and sometimes I used to be shy but then there comes like this topic which might affect you like from your background or anything and you would feel a need just to wasn't to express yourself that people know that there is. So, the certain type of life that the people are living since we are focusing on human rights. I had shared some of my views on that topic that I thought people should know about.

So I think it really raised my self-confidence cos in normal English maybe I was asked to was something about my background I wouldn't be confident enough to say it but since I was on an open platform to express that opinion according to that topic, I was able to be self-confident (Ken, personal communication, May 16, 2016).

Kelly: The differences between the regular English course and this course that is based on content is that, this course, the content is based in focusing on objectives and is based on reality and aspects applicable to reality whereas the regular English course , it pays special attention to authentic, academic aspects like diction, sentence construction, vocabulary and grammar.

Well I prefer content base method because it is based on real aspects and essentials applicable to practicality as I have mentioned.

The differences that have really affected my learning process in that it improved my diction and comprehension of English in general. It has significantly affected my learning in a positive way because it is vital in improving vocabulary, grouping, and it has helped in broadening my world since it is logically applicable to reality, we can actually relate to the actual world and it changes our world views the way we see you know.

Some of the topics that we covered like civil right and racism, slavery, those things they actually co-existing in the real world so we actually relate and have a wider world view a different world view, we see the world from a different perspective.

We actually have learned a lot of topics and amongst them we have done topics about slavery, racism, history, violence, gender discrimination or imbalance. We have talked about liberty and civil rights.

It has helped me to speak much about different topics like when we talk of the topics like you know racism when we talk of the history in general when we talk of slavery it has helped me because we have learned a lot of aspects that you know when we try to relate our academic learnings our, what we have done we can actually speak about it in relation with what is happening in the world like we get to know much about our rights, we get to know what we deserve, our responsibilities and stuff.

The classroom activities have really been vital in raising my self-confidence through the activities that we conduct in classes and participants I have really managed to boost my self-confidence.

Tony: Regular English pays attention on vocabulary, the difference that content English, content English it focuses on the things which we meet in the real life, like those marriages topics and human rights.

I prefer content English because many students were participating in the last semester and it is very interesting and valid to sharing ideas like debates, sharing ideas and learning new ideas.

The regular English were just learning about it, just focuses on punctuation like grammar, no other topic, no other interesting topics like which we can make debates sharing ideas, learning ideas.

The differences affected my learning process positively, since I was learning interesting topics last semester. I learned new things, it was very interesting.

Yea, the contributions helps us because you would learn necessary information, we learn many things that can help us in the future like those human rights, you learn many rights, those things help us in the future, can help us everywhere, you can know your human rights.

Yea, I feel confident cos learned, I feel confident because I was not confident first but during time, we shared ideas, participating, I became confident.

It helps me speak about different types of topics because I learned new ideas and new techniques and various views from students and from teacher as well.

I was motivated to speak about these topics because sometimes those topics we never discussed about them but you start this class about them, even if I go in front of people I can just start talking about those topics. I am not afraid because coming across these things when I am learning (Kelly, personal communication, June 15, 2016).

Mike: Actually first I have noticed in our attendance. Most of the students last semester they flock in numbers. Now students we are now thirty percent less, than the half of the class we have done last semester. Actually I think the reason is last semester we enjoyed our lessons actually we have been explained in the real life as compared to this one.

I think the main reason is my colleagues they were looking forward to hear more of the last semester's topics and all were that we did last semester now they are looking at this semester, it is like they have been demotivated in terms of what we are doing right now.

I prefer the previous semester, the last semester cos we explained the real life happening. Studying the topics for instance civil rights, women rights, about marriage actually I enjoyed my lectures last semester honestly. As compared to this one the current semester was more confident it helped me even in my presentation. I was flowing now I am looking forward for those lectures again. I don't know where I can get it, I don't know.

It helped in skimming, scanning, intensive reading, and extensive reading actually before I help my English but as for struggling how to, it helped my English but as for now I am now flowing. I can read, I can finish all and understanding a whole book maybe for thousand book page, I can finish that book and understand every content. Now I am looking for it more, I don't know there is something more attached to this.

Now I can find what to say even if where is my friends and even at lunch communicate about racism, human rights in short. For this let me take for example this teaching human rights, the suffix, prefix I didn't know much about it. Actually this helped me to recall what they did in my previous years and the comprehension reading and how should I put it. I did enjoy the reading comprehension. I did recall what I was supposed to be in English, actually I wasn't expecting such interesting lectures like these as compared to this one.

Now I am more confident, very very confident and let me elaborate on my presentation in my courses. I can speak even to thousands people or million people and please mam I think if you do this like what you did to us last semester the people that are coming next semester I think it will be helpful. Thank you very much (Mike, personal communication, May 16, 2016).

Bety: All the courses in this booklet are so educative and it was really exciting and motivating and it is a lot of fun. I learned amazing things that .I never knew. I really enjoyed this course cos it is most based on content, other than the English that I have learnt before.

I prefer the content based cos it has a good insight of what you are going to learn and it is easy to understand, it does not have too much vocabulary and too much deep meanings. It is quite simple.

The differences had a positive effect on my learning process because it had a light on my learning. I had to learn day to day aspect for example the racism we learned the racism it is also found in cartoons animations and everywhere, on interned you could get this. Before I didn't know but now I know and I will never forget it.

This method that we, it was, it gave me time and space to express myself, to express my thoughts on these topics and I had to express myself really and I think this activities have contributed much cos it has opened up my mind and it has given me much time especially when we were asked to write some paragraphs, I would even write like two to three pages if I was allowed to do so cos I really enjoyed writing on these topics.

It is just natural and it is just fun and also I have learnt about equality, child labor and some disabled rights on this aspect teacher, like disabled rights, we don't consider them I have seen, I have noticed that in many countries in our day to day lives we don't respect the disabled for instance in parking loads in buses or any public activities we don't respect and we don't give them time to express themselves and to feel free.

These topics in the class have helped me a lot to speak about different topics, for instance, before I was afraid to speak in class and even if I knew, even if I knew some answers I would not feel free to talk and or to discuss about any topics. It has helped me a lot to express myself in verbally and in speaking.

These classroom activities have raised my self-confidence to agree the extend cos just like I said before I was afraid even to raise up my hand even if I knew some answers, even if I had some new ideas but now I feel free I can just say anything I can stand in front of the class, present, and discuss about any topic that comes out (Bety, personal communication, June 15, 2016).

Jim: The content helped me a lot in a way that, the content was like very different, some content situations based on the current situations which are happening in this world like racism, refugees, civil rights so it was more educative that learning basic English cos it helped me a lot not only in my academic studies but it also helped me in my social life to know what is human rights, civil rights or these kinds of stuff which are happening in this world.

I prefer the content based English where you know it's like learning social lives and we were able to derive like vocabularies, part of speech, and it was like you feel more comfortable when you are learning content cos it's like you will be learning but you will be learning by more fun. And you will like have the passion to understand more because you will be learning about some other people how they talk where they are and situations like the black history and the civil rights and some stuff.

It helped me a lot because I was able to speak English regularly comparing to my secondary English class. It was like, it educated me more and part of speech and we have like opinions and discussions that every time I was able to give my opinion and as an international student it helped me a lot because it also educative like to know my human rights in a foreign county.

The class activities helped me a lot when we were able to derive synonyms and like vocabulary from the content like we were given a short story of human rights content, therefore were able to match synonyms, part of speech, vocabulary where we derive definitions of the word and example sentences and some stuff.

We learned about refugees, slavery, civil rights, liberty, and equality and those topics helped me a lot because they were explaining current situations in this world which are happening today and it helped me a lot because I was able to identify some of the current situations which are happening and it helped me to search more on other topics which were happening in today's world.

It helped me a lot to speak English regularly like in classroom we were having opinions on a certain topic and we have discussions and we were able to give our opinion and to be able to support it according to your own view and it was like a debate where students would be like giving different views on sort of.

The classroom activities have helped me a lot on my self-confidence when I am speaking English to other students because we were having our opinions and your discussions and to be able to explain your own view in your own ways and this content was more helpful to me because I was able to derive synonyms, example sentences verbs, nouns, adverbs, It was really good experience in my English speaking (Jim, personal communication, May 16, 2016).

APPENDIX C
Syllabus; course objectives

EUROPEAN UNIVERSITY OF LEFKE						
		SYLLABUS				
		2015-2016 Fall Semester				

Course Code	Course Name	Course Type	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
			T	A	L			
ENGL 121	English I		3	0		3	3	Monday 08:30-11:30, HZ 008
Prerequisite		**Prerequisite to**				None		

Course Lecturer	Fatma Özüorçun	**Office Hours Schedule**	Tuesday 14:00-16:00
E-mail	fozuorcun@eul.edu.tr		
Phone	2872	**Office / Room No**	HZ 216
Teaching Assistant(s)	-	**Phone**	-
E-mail		**Office / Room No**	

Course Objectives	This course is intended for academically oriented students and it aims to bridge the gap between general and academic English. The course aims at developing the skills required for academic study, including note-taking, essay writing, as well as teaching strategies for undertaking research and dealing with unfamiliar academic vocabulary. The course also aims at teaching the features of guided writing, reading strategies such as predicting, skimming, and scanning.
Learning Outcomes	At the end of this course the students are expected to be able to; develop strategies, to improve the ability to comprehend complex academix texts, to develop strategies to produce more coherent writing and, make clear, appropriate, relevant notes from academic texts, and to adopt various approaches to deal with new or unknown vocabulary by practising effective use of dictionaries, and through making effective vocabulary records.

Textbooks and/or References	1	Compiled booklet
	2	
	3	

WEEK	Date	TOPICS	Reference No - Section
Week 1	05.10.2015	Unit 1 : What are Human Rights? Introduction - Course outline	pages 1-4
Week 2	12.10.2015	Unit 2: Racism, Refugees Reading methods - Effective Reading (skimming, scanning, intensive reading, extensive reading. Reading Comprehension: Black History, Germany and Austria welcome refugees	pages 5-9
Week 3	19.10.2015	Unit 3: Equal pay, Violence, Child Labour, Disabled Rights Writing: Writing an informal e-mail, checking your writing. Reading Comprehension: Apology for the 'Forgotten Australians''	pages 10-15
Week 4	26.10.2015	Unit 4: Equality Dictionary work- Dictionary entries, Recording vocabulary (1), Correcting spelling. Skimming and Scanning, writing definitions. Reading Comprehension: Growing up Equal	pages 16-21
Week 5	02.11.2015	Unit 5: Men & Women, Slavery Writing: Linking ideas(1)but, however, although. Synonyms and Antonyms , Recording vocabulary Reading Comprehension: Africans mark the end of the	pages 22-27
Week 6	09.11.2015	Unit 6: Racism and Animations. Question words. Reading comprehension , writing questions. Reading Comprehension: Cartoons	pages 28-33
Week 7	16.11.2015	Unit 7: Liberty Predicting content, Meaning from context, Linking sentences and, after, so, unfortunately, but, because. Parts of Speech. Reading Comprehension: Statue of Liberty	pages 34-39
Week 8	23-29.11.2015	Midterm(s)	
Week 9	30.11.2015	Unit 8: Civil Rights Word building(1) Antonyms from Prefixes, Identifying the main message, Topic sentences, Organizing ideas, Linking ideas. Reading Comprehension: Civil Rights icon Rosa Parks dies	pages 40-43
Week 10	07.12.2015	Unit 9: Peace, Arranged Marriage versus Love Marriage Writing: For and Against paragraph,	pages 44-51
Week 11	14.12.2015	Unit 10: Rights around the world Vocabulary development, varying vocabulary, avoiding repetition, Purpose and audience, Using formal expressions, Writing a formal e-mail	pages 52-59
Week 12	21.12.2015	Unit 11: Teaching Human Rights Word building (2), suffixes , prefixes . Reading Comprehension: A young girl teaching human rights, Newly crowned Miss America suffers racist abuse	pages 60-66
Week 13	28.12.2015	Discussion	
Week 14	04.01.2015	Revision for the Final Exam	
Week 15 - 16	09-23.01.2016	Finals	

	Evaluation Tool	Quantity	Date	Weight in Total (%)	Weight in Semester Evaluation (%)
Evaluation Tools	Final Exam	1	9 - 23 January 2016	50	
	Semester Evaluation				
	Midterm(s)	1	23 - 29 November 2015	50	
	Quiz(zes)				
	Project(s)				
	Homework(s)				
	Laboratory				
	Other (Attendance and Participation				

APPENDIX D

Sample excerpts from the teacher's diary

Teacher's diary excerpt for week 5 - 2/11/15

The lesson today was brilliant. The total three hours made me feel proud of myself and also to understand that I was doing something right. Almost half of the class are Nigerians, I have some students from Tajikistan, Pakistan and Turkey too. Our topic this week was ''Men & Women'' and ''Slavery''. I spent half an hour to do a quick revision of the previous week. I have been doing this in every single class since years and the students never remember the information from the previous week. Only when I force them to and allow them to cheat by looking at the book, they are able to remember a few things. Something amazing was happening in this class since the beginning of the semester because the majority of the students always remember the guidelines and the details from the previous week. They always help me to revise the previous week for the ones who missed the class or for the ones who missed some points. The students took notes during the revision. I wrote some explanations and some exercises about ''parts of speech'' on the board and allowed them to copy them to their note books. It was very interesting to all of the students but especially for a group of Nigerian students whose first languages were English. They got confused about identifying a word, whether it was a verb or an adjective. Actually the word was an auxiliary verb. So it was interesting for them to learn that the part of speech of auxiliary verbs was ''verb''. They asked me to give them information about auxiliary verbs and I spent 10 minutes to explain it to them. They were very happy to learn something new. Then I gave them information about conjunctions ''however, although, and but''. There were some exercises in the booklet and we answered them. I told them that punctuation marks are also important when using these linkers. Then I asked them to write a short paragraph about some statements about human rights from the booklet by using the conjunctions that we have just learnt. They paid attention and took it seriously. I monitored and helped with vocabulary. I encouraged them to use the linkers as much as possible. After instant feedback on their paragraphs, I collected them and allowed to take a 10 minute break. After the break I told them that we were going to do some vocabulary work. Last week we learned how to record vocabulary and this week we were going to learn how to group vocabulary. They all learned different ways and techniques to use when working with vocabulary. We also talked about synonyms and antonyms. We had thirty minutes more and I asked them to read a short text about slaves. It had two paragraphs and some synonym activities and comprehension questions. I had 45 students in the class and they all behaved very well and did what I told them to do. They were doing all the tasks very seriously. Then I asked a student to read the text aloud and after that we answered the questions. We ran out of time (it was break time) but not a single student admitted it was time to go and that they wanted to go. Things like this doesn't happen often, actually it never happens to me. I experienced a whole lot of positive things with this class. They knew that they were about to miss the bus but still they didn't move until we were finished. I told them that they could go. A group of students came and congratulated me and said that they enjoyed the lesson a lot and that they learned a lot. This was the first time that they had such a teacher which didn't make them feel the negative sides of discrimination and racism.

I wanted to cry as each student thanked me at the end of the lesson. One more time, this made me to conclude that ''Content Based Teaching'' works and that it was a great idea to choose ''Human Right'' as the content topic.

Teacher's diary excerpt for week 6 - 9/11/15

The aim of the lesson today was ''question words''. First we did a short revision of the previous week. This is the only class which gives me all the information from the previous week without even looking at the booklet. I can't believe that they can remember everything. They feel very excited when answering my questions. This is the first time that this is happening; the students are enjoying the things that we do every week. After the revision I wrote the topic on the board. I told them that it was an easy topic but most of the time, the students don't know how to ask questions so that it was an important area in language. I wrote the most popular question words on the board with some explanation about when to use them and example sentences as well. They copied from the board very seriously and paid attention to my explanations as well. I gave them time to transfer from the board to their notebooks. We then did the activities related to the question words. It was fun because I told them to give other options if they had anything in mind. And after giving the correct answer the students created silly but grammatically correct sentences that you wouldn't ask. We all enjoyed the first 2 hours a lot and everyone was laughing. Normally when you start talking about other things (off the topic) the class loses concentration and forgets what the aim was. Another important thing that I experienced with this group was that, no matter how much we laughed or how much we talked about other things, the students always kept in mind the real topic. I saved the third hour for a reading about racism & cartoons. The students loved the reading. They knew that it was authentic information and they loved it. I don't have any quiet students in my class. Everybody has something to say. We finished reading and answered the comprehension questions then there were discussion questions. I called out names randomly and asked them the discussion questions. They gave their own ideas about the situations. It was a wonderful discussion, everybody was respecting each other and taking turns in talking. I have Nigerian students in the class and they loved to talk about racism. They didn't even realize that it was break time and I had to stop them because they were about to miss the bus. It was incredible because 5 students came up to me before they left and asked for my e-mail. The said that they loved the topic and that they wanted to continue to speak on the topic. They asked me if they could send me e-mails about their thoughts and I allowed them to do it. I told them that I enjoyed the lesson and they said the same very excitedly. I love this group. I feel that I can keep them forever.

Teacher's diary excerpt for week 9 - 30/11/15

The aim of the unit was adjectives which become antonyms by adding a prefix. First I explained them and then we did some activities (un-, in-, il-, im-, ir-). We also talked about exceptions. Then we talked about Rosa Parks. We read an article about Rosa Parks and answered some questions. I had students from Nigeria and they loved to learn about Rosa Parks, it was interesting that they didn't know her. I understood that nobody gave them the chance talk until today and they were very happy that they had a chance to speak about racism and actually this lesson has enabled more awareness towards this issue. The students spoke freely only concentrating on their ideas and it was a pleasure for me to see them discussing and talking about these issues. I saved the last hour to answer the mid-term exam questions. They didn't get

as many correct answers in the exam that they did in the class, but it was good that they saw what was acceptable and what was not.

Teacher's diary excerpt for week 11 - 14/12/15

We started ''For and Against'' paragraphs last week, I taught them some linkers and we did a few activities. This week we did a little revision of the linkers then analysed a paragraph about ''university education'' with its outline, the second step was to prepare an outline for a paragraph about guns (for) and then another one (against). We discussed about the for and against ideas. The students liked the idea that they had the chance to present their own ideas about the topic, it was fun. I saved the last hour for writing a paragraph about ''Arranged marriage vs. Love Marriage'', but we started with such a wonderful discussion that I didn't want to stop them from speaking. The question was ''Which one is better and why?''. Every single student wanted a chance to speak. I warned them that we should respect each other's opinions and there is no correct way. Some of the students gave really interesting reasons for their ideas and other students asked for permission when they wanted to say anything against. *One more important thing that I achieved in this class is that even if they didn't agree to an idea, they showed respect, they didn't criticize anybody, this was because of the content that we had been doing since the beginning of the semester. Everybody tried to prove that their way of thinking was the correct way without hurting anybody's feelings. They were very interested in my thoughts as well so I took a turn to speak. I was shocked to see how they discussed the topic so respectfully without criticizing each other. It was such a lovely speaking lesson that I didn't want to stop them and we carried on until the end of the lesson. I related the lesson to the objectives by saying that they had to take notes about the discussion because they were going to write a paragraph about the topic.

Teacher's diary excerpt for week 12 - 21/12/15

This week's topic was ''for and against'' again. We did a quick revision of the previous week and went over our objectives. The booklet had an outline about ''Arranged marriage vs Love Marriage'' The students were very interested in the topic and wanted to speak about it again. I gave them 5 – 10 minutes to think about their ideas and to write them down in note form. Then I told them to respect each other and take turns when giving their opinions. Everybody had the chance to talk about their opinions. I was very happy to hear that everybody was speaking and listening respectfully to others. The second hour I asked them to finally write s paragraph about the same topic but using the outline from the booklet as a guide. I gave them enough time to complete their paragraph and didn't rush. I went next to the students and helped them with the vocabulary they needed. I wasn't used to such a thing and it made me very happy to see that every single student paid attention to what I said and wrote without speaking among themselves. Another interesting thing that I realized was that today was the 12th week and this was the only group that none of the students asked for permission to go out for some reason (toilet, water). I think it is because they realized that the things we are doing are very important for them. The third hour – I asked a few students to read their paragraphs. Everybody listened to each other. I also asked them to make comments about their friends' writings. It was wonderful. In feel myself more as a teacher. Every week, what I am doing shows me that it is the right thing. It surprises me and the students how time passes in this classroom, we can't believe how fast it goes. When I told them, the students smiled and said ''thank you'' as they left the classroom, they also admitted that I was the

best teacher and that I was the only one who cared for them and valued their thoughts. I collected their paragraphs before I let them out. I also gave them homework for the first time about a different topic ''Boys should receive a different kind of education than girls''. They looked very excited and left. I personally don't believe in homework. I know that the majority of the students come to class early and copy the homework from their friends so I prefer to make them do everything in the class. I am looking forward to see what they are going to do by next week about the homework.

APPENDIX E

Detailed description of each week according to the teacher's diary

Below, each week is described thoroughly to provide the reader with a rich and objective picture of the situation during the lessons.

Week 1: The first day of class, the teacher also as the researcher, met the group that was randomly selected for the aim of the study, among other groups. The researcher introduced herself briefly and then asked each student to do the same. It was a multicultural class. There were students from Turkey, Zimbabwe, Kuwait, Zambia, Tajikistan, Kazakhstan, Nigeria, Mongolia, and Pakistan. The teacher asked questions about the English lessons that they had taken before coming to this class. The intention was to get information about whether they had experienced content based language teaching in their lives before. All of the students admitted that they had their English lessons in the traditional way and that they used regular course books prepared to be used in language teaching classes.

Then the students were distributed student information forms that they were asked the fill about their personal information. The information asked was about their names, surnames, ages, when and where they were born, their contact details, and also if they had any serious health problems that the teacher needed to know. The teacher collected the forms from each student and told them that they were free to ask any questions about the course or about herself, if they wanted to know anything. Some of the students were interested about her teaching experience and where she took her education and some were interested about her family.

After this, the teacher handed out the course outline (see Appendix C) and asked the students to read. Then she read everything on the outline and explained every point. The course outline included the main objectives of the course and the weighing system. The students had no questions, so the teacher started to talk about the course in more detail. She explained that they were going to use a booklet different than the other groups that were going to use a regular English course book. The teacher was a little bit concerned on the students' ideas about achieving the course objectives by content based materials. The teacher provided the reasons why she chose such a topic (human rights) and she also talked about her current study and what she aimed at achieving at the end of the course. The researcher felt extremely happy when she saw that the students were excited and liked the idea of learning English through the content topic, human rights. The teacher gave them the topics related to the content topic and they loved them. The students were told that they had to buy the booklet from the photocopy centre by next week and they all agreed to do so.

The teacher did not intend to start the lesson from the first week as the students did not have the materials, but the students were such excited that she decided to give them photocopies of the 30 articles of the human right declaration. Before reading them out, she explained that there might be opposing opinions on some of the articles because of different cultures but that each one of them had to tolerate and respect each other's ideas. The students all understood what the teacher meant and the teacher asked different students to read each article. The teacher was very happy and surprised that all of the students had different things to say about each article. The teacher and the students felt very excited about the following week when they were actually going to start meeting the language objectives through the content topic, human rights.

Week 2: Some new students joined the class the second week, so the teacher explained how the course was going to be different that the regular English courses. The new students were also very excited to hear the idea about using human rights as the content topic. The lesson was based on racism and refugees and there were two real life reading texts. The objectives of the lesson were to learn and practice reading skills like skimming, scanning, intensive reading and extensive reading. The students first learned about these skills and then they practiced the skills with the two reading texts. Another aim of the lesson was to lean some synonyms and to understand them. The students completed synonym activities with a text related to racism.

At the end of the lesson, the teacher had a discussion with the students to see how they felt about the lesson as they were new to this kind of teaching. The whole class shared the idea that they loved to learn English with this method.

Week 3: This week the content topics of the lesson were equal pay, violence, child labour, and disabled rights, so for the first time the teacher asked the students to write and informal e-mail to their friends about some pictures related to the content topics. The students enjoyed it. After giving instant feedback on each student's informal e-mail, the teacher collected them for portfolios. There were 15 minutes before the end of the lesson, so the teacher decided to give information about the course to the new students how different it was going to be than the ordinary English courses they have taken until that day. At the end the new students loved the idea and they started asking questions about the course. The teacher asked them to get their booklets and scan it for the following week. The teacher felt happy and the students felt better. This experience taught the teacher that the first step in attempting to use this way of language teaching with a class is to prepare them before starting. The students were not familiar with this kind of learning so they needed a full explanation of the whole method.

Week 4: This week, another 4 students joined the class so the teacher decided to give them a short explanation of the course. The students were smiling and they said that they were happy to learn English through human rights. It was a wonderful lesson because the whole class was involved. The content topics were men and women, and equality. There was a speaking and discussion session at the end and everybody including the new ones wanted to provide their ideas on the topics. Every student took turns in presenting their ideas by respecting the others. The students also practiced recording vocabulary and at the end, the teacher asked for their thoughts on the lesson. They said that this kind of course was very beneficial for them and they felt free to speak because of the topics without paying attention to their mistakes.

Week 5: The total three hours made the teacher to feel proud of choosing such a content topic. Almost half of the class were Nigerian students and there were some students from Turkey, Tajikistan, and Pakistan too. The content topics were men and women and slavery and the language contained some conjunctions like ''but'', '' however'', and ''although''. The teacher did a quick revision of the previous week. She asked some questions and she was very surprised when the whole class remembered all the main points together with every detail. Normally the students do not remember much from the previous week unless the scan their textbooks. It was the first time that this was happening. The students contributed to the revision. The teacher wrote some exercises related to identifying the parts of speeches of some words. The Nigerian students whose first languages were English got confused in identifying the parts of speech of the given words. They loved to learn and they kept

asking questions to the teacher accordingly. The problem was the auxiliary verbs and they asked the teacher to provide more explanation about them. The teacher felt wonderful since the students normally do not ask for more information on topics. When the whole class was clear, they moved on to conjunctions. The teacher put some examples on the board and warned the students that punctuation was important when using conjunctions. Then the teacher asked them to write a short paragraph related to the content topic by using as many linkers as possible. Everybody took it seriously and started to write silently. After completing the task, the teacher gave instant feedback on many of their paragraphs. The students took notes and then the teacher collected their work to put in their portfolios.

The third hour, the teacher taught them different techniques to group vocabulary and they also talked about synonyms and antonyms, then they did some exercises. It was break time and the students were about to miss the bus but the teacher was very surprised that not a single student realized this. The students were told that they could leave but none of them moved. They said that they wanted to complete the task and then leave. A group of students came next to the teacher before leaving the class and congratulated her for such a fantastic lesson, they admitted that they enjoyed the lesson a lot and that it was the first time in their lives that they had such a teacher that did not make them feel bad because of their races. Once more, this made the teacher to conclude that content based teaching works in language classes and it was a great idea to choose human rights as the content topic.

Week 6: This week, again the teacher started with a short revision of the previous week. It was not a surprise anymore that all the students remembered the important points from the previous week. The students felt very excited when answering the teachers' questions. The content topic of the week was ''cartoons and racism'' and the language area was question words.

After the revision, the teacher taught the students the question words and they did some exercises. It was a very enjoyable lesson because the teacher asked the students to provide answers to some questions and they gave some silly but grammatically correct answers. All the students wanted to give their own answers and they took turns to provide their answers. This was very unusual to the teacher because normally when you start talking about other things, the students easily go off the topic but this did not happen with this group. The students were aware of the aims of the lesson and the provided their according to those aims. Then, there was a real life text about cartoons and racism. The teacher asked if anybody wanted to read aloud and almost all of the students raised their hands. After reading the text, they answered some comprehension questions related to the text. It was wonderful that each student took turns to answer the questions. Then the teacher called out names randomly and asked them some questions related to the content topic, racism. They loved to provide their own ideas. It was amazing that the students respected each other's ideas and never criticized each other although, the questions were sensitive to some cultures. It was time to go but again none of the students realized. The teacher thanked them for being so respectful to each other and told them that it was time to go.

Something very interesting and important that had never happened to the teacher throughout her teaching experience was when 5 students did not leave the class. They came up to the teacher and asked for her e-mail. The teacher was surprised and asked for the reason. The students asked if they could send her an e-mail to write

about the discussion topic more because they had more to say about it. The teacher could not believe that they students were asking to do more about the lesson because normally the students hate doing homework even when the teacher asks them to. They all said that they enjoyed the lesson very much and the teacher admitted the same thing.

Week 7: This was the last week before the mid-term exams, so the teacher decided to use the first hour for a revision of the previous weeks. The students already had the information about the exam but the teacher still revised the most important points of the previous lessons. Then, there was a reading text about the statue of liberty. The teacher showed the class some real pictures that were taken during the construction of the statue. The students liked the pictures and commented on them excitedly. Then a few students took turns to read the text while the others listened carefully. The teacher gave them time to complete the questions that were related to the text. After answering the questions, the teacher asked them to find the conjunctions in the text. They all paid attention an did what the teacher said. Then the students were asked to complete a task related to conjunctions. The task was to combine human rights related sentences with some conjunctions. Randomly selected students wrote their answers on the board and they also paid attention to the punctuation rules with these conjunctions, as the teacher warned them before.

Week 8: The students had their mid-term exams this week. The teacher was very excited to see the results of the students. The teacher was very happy to see that her content group paid more attention to some details when answering the exam questions and this made them to get a higher average than the other groups. The teacher was a little bit worried when she was preparing the booklet but she felt extremely happy after seeing the results of the students.

Week 9: The aim of the lesson was to understand and learn some adjectives that became antonyms when adding a prefix to them. The teacher taught the lesson and then asked the students to do some exercises. The students were asked to write their answers on the board. The students admitted that they all understood and did not have any difficulty in completing the tasks.

The content topic was about civil rights and there was a real life text about Rosa Parks. The teacher was very surprised that each time she asked for volunteers to read the text aloud, more than half of the class always raised their hands. She asked some students to read while the other listened very carefully. They loved the text and they were interested about Rosa Parks. The teacher gave them more information about her and the students listened carefully.

The teacher asked them to answer some comprehension questions. All of them paid attention while answering the questions. The students sometimes talked among themselves but again the teacher was very surprised to hear that they were talking about the content topic. Normally, when students talk among themselves during lessons, they do not talk about the topic of the lesson, they talk about other things.

After completing the task, the teacher asked them questions about some of the important people that stood up against racism and civil rights. The teacher was surprised that they did not know many people related to the issues, so she provided information about a few people. The students loved learning about these issues and the teacher understood that nobody taught them about these things that happened and had an effect on changing some parts of the world.

The lesson was very beneficial as it enabled to raise awareness to human rights more. The students understood that life was not as easy as it is today to many people. The teacher saved half an hour to speak about the students ideas. They loved to speak about these topics and they felt free to express their ideas. They all respected each other's ideas and listened patiently to each other. The teacher was very happy because this course also taught the students to respect each other more which was going to stay with them for the rest of their lives.

Week 10: The aim of the lesson was to understand for and against paragraphs. The teacher talked about the linkers that could be used when writing a for and against paragraph and she also provided the logic to it. The teacher wrote some sample sentences on the board to demonstrate the use of conjunctions together with appropriate punctuation. The she wrote ''mobile phones'' on the board and asked some questions to brainstorm for and against ideas about the topic. The whole class contributed to the lesson by providing very good ideas about mobile phones. The students were asked to put their ideas on the board by dividing them as for and against ideas. After putting some ideas on the board, the teacher wrote some ''agreeing and disagreeing'' phrases on the board that would be useful when writing a for and against paragraph. Then the teacher asked the students to combine the ''agreeing and disagreeing '' phrases with their for and against ideas to create true sentences about their thoughts.

The teacher saved the last hour for a discussion. There were some statements in the booklet like ''men are better at cooking than women'' and the teacher asked students to provide their ideas on the statements. It was a very communicative and enjoyable lesson because every student had a chance to provide their own ideas. The students respected each other's' ideas without criticizing but sometimes by providing opposite ideas with their reasons. The aim of the lesson was to show what students need to do before writing a for and against paragraph.

Week 11: Last week the students got prepared to write a for and against paragraph by brainstorming ideas which should be the first step before writing the actual paragraph. The teacher did a quick revision of the previous week by putting the useful ''agreeing and disagreeing'' phrases on the board. Then the teacher taught them some linkers that would be useful when writing their paragraphs. There was a sample for and against paragraph about ''university education'' and its outline. The teacher took her time to thoroughly show how to prepare an outline and how to turn it into a paragraph. The teacher asked some questions to check understanding and there seemed to be no problems.

Now it was the students turn to prepare an outline for a paragraph about ''guns''. The teacher first asked for some for and against ideas about the topic and put them on the board. Then she asked them for reasons for their thoughts. The lesson turned into a very nice discussion session. Then the students were asked to prepare outlines for the sample paragraph in the booklet. The whole class took it very seriously and started analysing the paragraph. They sometimes discussed with each other to find the correct way to write the outline. After finishing with the outlines, the teacher asked for a student to write his sample on the board. The teacher saw that the student were ready to write a for and against paragraph.

The last hour, the students were supposed to write a for and against paragraph about ''arranged marriage versus love marriage'' but the lesson again turned into such a wonderful discussion that the teacher did not wasn't to stop the students from

speaking. The teacher asked every single student which one they preferred and the reason for it and very interesting ideas arose. Each student paid attention to each other ideas by listening carefully. Nobody criticized each other for their personal ideas but they tried to persuade their friends kindly that their way of thinking was better than them by providing reasonable reasons. The teacher was very surprised to see how respectfully they presented their ideas without offending each other. The teacher also warned them to take notes during the discussion because they were going to write their ideas on the topic the following week. It was time to go but again none of the students wanted to leave. They looked very happy while giving their ideas on the topic with made the teacher think that teachers should allow the students more to present their ideas as much as possible. The teacher told them that they could leave and the students packed while still discussing the same topic. The teacher was very happy again to see how students continued to discuss the topic even when leaving the classroom. It was nice that the topics made the students to continue to use the language out of the classroom as well.

Week 12: The students were prepared to write a 'for and against' paragraph about '' love marriage versus arranged marriage'' from the previous week. The teacher did a short revision with the class and allowed them to prepare the outline for their paragraphs. The teacher went next to the students to make sure they understood. Then the students were asked to write a paragraph related to their outlines. The teacher monitored the students as they wrote their paragraphs and helped them with vocabulary. The teacher was not used to students who paid attention to a task without giggling and took careful notes when she was teaching.

During the lesson, the teacher realized another important point. It was the 12th week of the semester, and not a single student asked for permission to go out of the classroom for any reason. The reason for this was that they students valued the lessons and understood the importance of the lectures.

After completing the paragraphs, the teacher asked few students to read their paragraphs aloud. The teacher also told the students that they can comment on each other's ideas but without offending anybody. When it was time to go, the students smiled and thanked the teacher as they left the classroom. Some of the students made the teacher feel very emotional because they admitted that she was the best teacher and that she was the only one who cared and valued them.

Before allowing the class to leave, the teacher also gave them homework for the first time. The students looked very excited when they were asked to write a paragraph about ''boys should receive a different kind of education than girls'' for the following week. The teacher never gives homework; instead she makes the students to do everything in the class. This was the first time that she had to give homework but she did not really expect much from the students because she knows that the majority of the students do not like doing homework.

Week 13: The aim of the lesson was linking words and their meanings. The teacher gave information on how important linking words are especially in academic writing. Then the students were asked to do some activities related to the linking words. The activity was to replace the words with their synonyms and the sentences were related to human rights which the situations provided made the students to understand the meanings of the words and their use more clearly. The lesson was based on formal e-mails and the expressions that are used when writing these formal e-mails. The teacher forgot all about the homework and she was very surprised when

the students reminded her. The students normally do not confess when they have homework and hope that the teacher does not remember and the ones who do not do their homework make the others to keep silent and not to tell the teacher. The teacher was surprised that a volunteer stood up and collected the homework from the whole class and handed them to her. The teacher scanned the homework and it was obvious that none of them were written last minute, so they did their homework honestly.

Then the teacher gave them real life situations were human rights were violated and asked them to write formal e-mails to human rights activists explaining the situation and asking them to act upon the situation. The whole class was very excited when they read the situations apart from a few students that were not clear about the situations. The teacher read out every situation by clarifying the meaning. When everybody was clear, the teacher asked them to write their e-mails. The students were given enough time to write their e-mails. At the end, the teacher gave instant feedback on each piece of work related to formal e-mails and then collected them for portfolios.

Week 14: This was the last lesson of the semester and it was a very fruitful lesson. The aim of the lesson was to learn and understand some prefixes. The teacher taught the lesson and then asked the students to do some exercises related to it. The second hour was saved for the revision of the semester. The teacher went through the booklet and paid attention to the important points. The teacher also answered the students' questions related to the previous lessons.

The teacher saved the last hour for the students' reflections and final comments about the course as she was interested in their feelings. First, the students were asked questions about how they felt about the whole semester. Exactly like the first lesson, the students admitted that it was the first time that they had such an experience in terms of language learning. Many of the students stated that they liked this way of language learning because they were aware that the method integrated the course objectives with a content topic. The students were also aware that they were going to take the same exam like the other group of students, based on the course objectives.

The students were very upset to hear that they were not going to continue to learn the language through content the second semester and that they were going to use the ordinary course book that the rest of the groups used. The teacher calmed them down by saying that they were still going to learn things based on the course objectives and that she was going to try her best to make the lessons more interesting.

The last hour the teacher asked the students to reflect on the course by writing a paragraph including their thoughts. After writing their paragraphs, the teacher collected them to analyse the students' thoughts for the sake of the current study. The teacher and the students thanked each other at the end of the lesson and both sides admitted that they wanted to have each other for the following semester for their language lessons.

As mentioned before, the current type of course that is included in this study was very new to the teacher and the students. Both the teacher and the students admitted continuously that the lessons were extraordinary and that they enjoyed them all. Above is the detailed analysis of each week individually and the analysis of the diary based on themes that were derived from the teacher's diary is also presented. Moreover, below are diary excerpts of 5 out of 14 weeks that the teacher kept for the reader to draw a more objective picture of what actually happened inside the class

and how it affected the students and the teacher. The excerpts were typed as the way they originally appeared in the teacher's diary and there no attempt to modify or clarify anything for the reader to fully understand the instant natural feelings and thoughts of the teacher after each week.

APPENDIX F

Sample pieces of work written for the students' portfolios

Below are some samples of the written work the students completed for their portfolios.

Task 1: Writing an informal e-mail to a friend explaining the situation in the picture about human rights.

Dear Paty,

I hope this letter finds you well. I'm writing to tell you how my holiday in Shanty town is going.
I am amazed at the beauty and diversity of the cultures in Shanty town. The people here, although having more than one culture, have found a way to embrace all of them and celebrate their beauty, through their fine art and public decorations, which have intrigued me to unimaginable pleasure.
Unfortunately last week, I encountered a rather shocking experience that has left me so shaken up till to this day. As I was walking down the street admiring the graffiti art on the public wall, my attention was drawn to a loud noise that moved me to want to join the crowd and see what the commotion was about. To my shock, I watched a woman being bashed by her husband on the street. Every blow she took, I felt my body ache as if I was the one receiving them. I was left in most distressing manner. The most astonishing part was that the crowd was spectating and not attempting to help the poor woman.
I felt my women's rights extremely violated and my safety threatened. I have not left my hotel room for the past week. I am extremely sad that people here violate women publicly because they are the weaker ones.
As for my so called beautiful holiday, it was ruined by this experience. I hope to hear about your holiday when you write back to me.

Yours

Shanteyle

Task 2: Free writing about one of the statements given in the course book.

Men are better at repairing things than women
Although men are better at repairing things than women, some women can repair things as well as men do, but this is not the case for most women. However, it is advised that all women learn to repair things, so as to lessen the load on men.

Task 3: To write a composition about love marriage versus arranged marriage.

Arranged Marriage vs Love Marriage
Marriage is an important process in everyone's life. There are many things to consider before getting married with someone. I personally prefer love marriage for various reasons.
Before one decides to enter one of the biggest steps in life, one has to know the person they are entering this commitment with, for the marriage to be strong and last the many tests of life. Even though the aspect of one's physical appearance can be one factor that can cause one to be attracted to another, but for the case of marriage, this aspect has to be overlooked. It is more about the heart for this case. Love is a feeling one first has to feel before making the next step of asking one to marry you. Love lasts a long time if found with the right person.

As a conclusion, I prefer love marriage because I think it is better than arranged marriage. However, both of them are acceptable today because they are legal.

Task 4: To write a 'for and against' composition about ''should boys receive a different kind of education that girls?''

Education is important for everyone because it is the key to success in life. Imagine without education people can't read, write or communicate with each other. Everyone deserves a proper education.

Firstly, people think that boys and girls should get different education because they think that girls should only do household works, but I personally think that both boys and girls should get the same education and have the opportunities to shine and show what they are good in. Secondly, by educating a girl the society is ensured that the future of the nation is strong and women are first teachers to child life and they are source of wisdom so they should be educated equally with the boys. Lastly, I would say boys and girls should get the same education so that no one will be dependent to anybody and people will respect each other.

In conclusion, I believe that we should definitely have equal education and gender should not matter. Girls should have the opportunities the shine same as boys to improve their talents and potential.

Task 5: To write a complaint letter to a human rights activist about one of the situations provided in the booklet.

Dear Sir/Madam

I would like to address the issue of women in Afghanistan not being able to attend school or hold jobs.

I came across this headline on the BBC news on the 28th of August this year. I was disheartened to find out that in this day and age such terrible things are still happening. All this is being done under the rule of the Taliban. Women are being made child bearers, house keepers, some have even resorted to prostitution to take care of their families mostly these women would be widows.

I strongly disagree with this inhuman act. Women are our mother, sister and even our daughters. I must insist that you take action immediately to stop these actions.

I look forward to a positive response from you.

Yours faithfully

APPENDIX G

Identifying and Re-examining the learning objectives

Portfolio work 1

Task: Writing an informal e-mail to a friend explaining the situation in a picture about human rights.
Objectives:

- To use appropriate greetings in informal emails
- To punctuate the informal email appropriately
- To divide the informal email into appropriate paragraphs
- To use the closing remarks when ending an informal email

Portfolio work 2

Task: Free writing about one of the statements given in the course booklet
Objectives:

- To be able to use specific linking words (but, however, although) in a paragraph appropriately

Portfolio work 3

Task: To write a composition about love marriage versus arranged marriage.
Objectives:

- To be able to state ideas to show agreement or disagreement
- To be able to use specific linking words (in addition, what's more, furthermore, although, on the other hand, however, while besides, however) appropriately
- To be able to use expressions like ''I think, I believe, because, I don't agree'' to show agreement or disagreement.
- To be able to write creative ideas by supporting them with reasons.

Portfolio work 4

Task: To write a 'for and against' composition about 'should boys receive a different kind of education than girls?'
Objectives:

- To be able to prepare an outline for a composition
- To be able to write an appropriate introduction
- To be able to write appropriate supporting ideas
- To be able to write an appropriate conclusion
- To be able to use the linkers learnt previously

Portfolio work 5

Task: To write a complaint letter or e-mail to a human rights activist about one of the situations provided in the booklet.
Objectives:

- To be able to replace words in sentences with their synonyms
- To be able to use formal expressions when writing formal letters or e-mails

- To be able to use appropriate greetings in formal letters or e-mails
- To be able to divide the formal letter or e-mail into appropriate paragraphs
- To use the closing remarks when ending formal letters or e-mails

APPENDIX H

Identifying specific observable attributes that you want to see (as well as those you do not want to see) your students demonstrate in their product, process, or performance.

<u>Portfolio work 1</u>

- Did the student start the informal letter or e-mail appropriately?
- Did the student pay attention and use punctuation appropriately in their letter or e-mail?
- Did the student divide the letter or e-mail into appropriate paragraphs?
- Did the student conclude the letter or e-mail appropriately?
- Did the student use informal expressions in the letter or e-mail?

<u>Portfolio work 2</u>

- Did the student use linking words to link sentences and ideas?
- Did the student use punctuation appropriately?

<u>Portfolio work 3</u>

- Did the student use agreeing and/or disagreeing expressions to state ideas?
- Did the student use linking words appropriately?
- Did the student support his/her ideas with reasons?

<u>Portfolio work 4</u>

- Did the student write an appropriate introduction?
- Did the student write appropriate supporting ideas?
- Did the student write an appropriate conclusion?
- Did the student use linkers appropriately?

<u>Portfolio work 5</u>

- Did the student use formal expressions in the formal letter or e-mail?
- Did the student use an appropriate greeting?
- Did the student divide the e-mail into paragraphs appropriately?
- Did the student conclude the formal letter or e-mail appropriately?

APPENDIX I

Rubric to analyse the portfolio work.

Rubric Score	Category
5	The task is fully completed, including all the requirements. The organization of the writing is effective with sufficient supporting ideas. Punctuation and spelling is demonstrated perfectly. The objectives of the task are met.
4	The task is fully completed, including the requirements with minor problems in organization, punctuation, and spelling. The writing includes effective supporting ideas. The objectives of the task are met.
3	The task is completed with a lack in supporting ideas. There are problems in punctuation and spelling that affects the overall presentation of the writing.
2	The task is completed with serious problems in supporting ideas, punctuation and spelling. These problems affect the general understanding of the writing
1	The task is either not completed or it has very serious problems that the writing does not make any sense.

APPENDIX J

Sample paragraphs of student's final comments about the course

Below are samples of randomly selected paragraphs that the students wrote at the end of the course which the researcher used to derive the themes. The researcher did not attempt to correct any spelling or grammar mistakes as the aim was not to evaluate the language proficiency but to get natural data as possible about their thoughts on the finalized course. In other words, the texts below include no corrections in terms of grammar or spelling and they presented in their original state as collected from the students. The researcher did not use the real names of the participants; pseudonyms were used instead to ensure confidentiality.

Roy: My view on the course ENGL 121 with Miss Fatma Özüorgun was a really good experience. The course was based on human rights, but following the outline of the general course book used by the other groups. I strongly encourage more lecturers teaching the English course to take this approach into consideration. The lesson were amazingly interesting. I learnt so much both from the English aspect and the human rights aspect. The class from my general point of view can also say they enjoyed the course, due to the level of participation over other thing. This course was amazing for me and I would want to have my next semester with my teacher and all other teacher should take a leaf from my teacher (Roy, personal comments, December 26, 2016).

Bety: English 121 was very different this semester and very fun. We learned basic English but with Human rights content. This made me learn a lot of things that I did not know about Human rights and it made me appreciate on a whole new level the importance of being a Human being. Also the content made the lessons more interactive and made us share ideas in class. Also the content improved my speech and vocabulary. I really enjoyed English class and I hope we do the same with the same teacher Fatima on a different topic (Bety, personal comments, December 26, 2016).

Glory: Learning English in this class was actually very useful because in addition to learning the normal English (i-e learning verbs, conjunctions, passages) we also learnt more that is the human rights and learnt about people that changed and stood up for us. This booklet was very helpful and understanding, also being able to relate everything to human rights made it easy for us. And it made the class fun and very interactive because everyone had their own opinions on certain things, and I think other groups should have something similar to this instead of what they have, even if it doesn't have to do with human rights (Glory, personal comments, December 26, 2016).

Jim: The booklet was so educative especially for the human rights topics. I learn about the rights which I have no idea about them at all. I improved my writing and communication skills a lot and I think you should keep on using this booklet to other students because a for me I found it helpful (Jim, personal comments, December 26, 2016).

Kristy: My overall view on this course with Fatma Özorgun was really educational and a great benefit to my studies, I really enjoyed the lectures and understood what we were taught, moreover I felt free, to attend the lecture, even to raise my hand in class and pass out a view of my own. We learnt more about HUMAN RIGHTS, RACISM, EQUALITY, LIBERTY, CIVIL RIGHTS, PEACE,

MARRIAGE. This was a great benefit to me as I was able to realise that everyone is equal despite the complexia or race or church. I would strongly recommend other students to study this course. Using this booklet especially on, their first semester, and strongly would love to see my lecturer for the next semester because she really explains everything clearly and treats everyone equally and the class is a great benefit (Kristy, personal comments, December 26, 2016).

Ken: Firstly, I think this English course was more than ordinary. We did study from the booklet which were real and authentic. Also, the booklet managed to help us with the main concepts of this course. More or less the teacher managed to make the course more delightful and pleasant. For example the reading passages we did, not only improved our speaking skills but also informed me on events of the world which took place that I wasn't even aware. Generally I think the theme for the booklet was just perfect and I recommend every student should take it as it is an eye opener and broadening the depth of one's knowledge. The teacher was always on time, very kind and took her time into making sure every student understood what she taught. She was very hardworking and went above and beyond her duty to deliver the important service of education (Ken, personal comments, December 26, 2016).

Kelly: All the course in the booklet was so educative, it was exciting, motivating and lots of fun. I learned amazing things that I never knew. For instance, Human Rights, which is the main theme of the book. I discovered recent things that are happening in our day to day lives and the aspects of life where human rights are violated. Furthermore, the Indian girl who won American pageant shows us that there is diversified views about this to mention just a few. The vocabulary also such as antonyms, synonym and word match also helps boost up thinking capacities of students. It makes the brain more active lol

I really enjoyed and appreciate this class. I had no problem at all in this course. Thank you loads madam (Kelly, personal comments, December 26, 2016).

Mike: I really enjoyed the booklet, it's helpful and now I can understand English in general. I have improved my Communication skills. With this short space of time that I have attended my English lesson as a late student, I can feel myself as well improved person in terms of reading, writing and speech.

I really appreciate this booklet and my teacher as well (Mike, personal comments, December 26, 2016).

Liz: The class was really helpful, it motivated me and I improved my English. The things we did in the book was so helpful even in my life and I have more knowledge on other things and I learned a lot of new things for example on the human rights.

Lastly I would like to thank you Mrs Fatima you are such a good teacher, humble, kind social interesting and a mother as well. I really appreciate.

Hope to see you next semester

Thank you (Liz, personal comments, December 26, 2016).

Andy: I liked reading the book a lot. It was very useful as it involved topics on Human Rights which affect us in our everyday life. The course material was well organized and that made it easy to understand some of the complicated materials. The use of real life situations made it intriguing to read and it also helped with

knowledge of some of the influential human rights. All in all I enjoyed using this booklet (Andy, personal comments, December 26, 2016).

Conna: The English class was one of my best course in all the courses that I am doing. The course that are aim include note taking, paragraph writing, and recording and expanding vocabulary, which the main of the material given to us is about Human Rights which I enjoyed it very much because it one of the real things happening around the world and accordingly and violating the rights of people. I do understand the teacher well and her class was fun. Thank you. (Conna, personal comments, December 26, 2016).

APPENDIX K

INFORMED CONSENT FORM

Title of Project: Evaluating Content Based Language Learning Through Portfolios

Name of Researcher: Fatma Özüorçun

1. **I confirm that I have understood what the interview is about and I am aware of the issue that is taking place. I had the opportunity to consider the information, ask questions, and received satisfying answers.**

2. **I understand that my participation is voluntary and that I am free to reject or withdraw at any time without providing an excuse and that these will not affect me in any negative way.**

3. **I have been informed that my interview will only be used for the sake of this study and a pseudonym will be used instead of my real name.**

4. **I agree to take part in this study.**

Date: _____

Signature: _____

APPENDIX L
Sample lesson from the booklet

UNIT 3 – Equal pay, Violence, Child Labor, Disabled Rights

Writing: Writing an informal e-mail, checking your writing
Reading comprehension: Apology for the 'Forgotten Australians"

Informal e-mails

- We begin an informal e-mail with a greeting (eg: Dear..., Hi...., Hello....), we use a comma, not a colon (:) after the greeting.
- The introduction in the first paragraph. Here we ask about our friend's health, we thank her / him for his previous e-mail, we mention the reason for writing, etc.
- The body is the most important part of an e-mail. Here we write the main subject/s of our e-mail, for example, we cancel something, we talk about our school / work / family / holidays, etc. When we talk about two subjects, we write two body paragraphs; when we talk about three, we write three paragraphs, and so on.
- The conclusion is the last paragraph of your e-mail. Here we write our closing remarks: we say goodbye, ask the other person to write back, send her / him or her / his family our love, etc.

From: Maria (maria@terra.es)
To: Alice (alice@hotmail.com)
CC:
Subject: My family

Hi Alice,
How are you? I hope you're well. Thanks for your last e-mail. This time I'm Writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.

I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,

Maria XXXX

Writing an informal e-mail

You are on holiday at a country that you don't know very well. The tradition, customs, race, language, rules, etc. are very different from your own country. You are walking on the street and you come across with one of the situations in the pictures below.

1. Write an informal e – mail to your friend in your own country describing what happened and what you did, how you felt, etc.

2. After you finish writing your e-mail, swop it with the person next to you to check for any mistakes (capital letters, punctuation, spelling, grammar, etc.)

3. After you finish correcting you friend's e-mail, write a short reply for it.
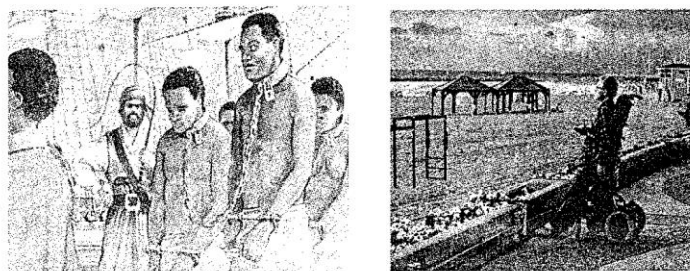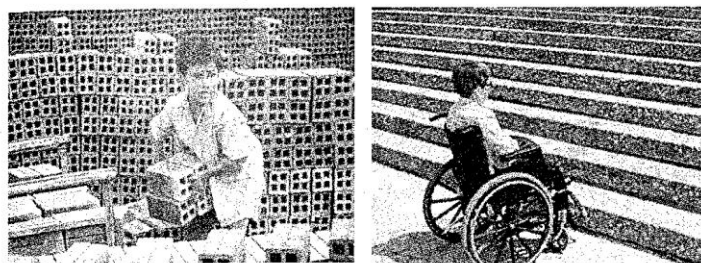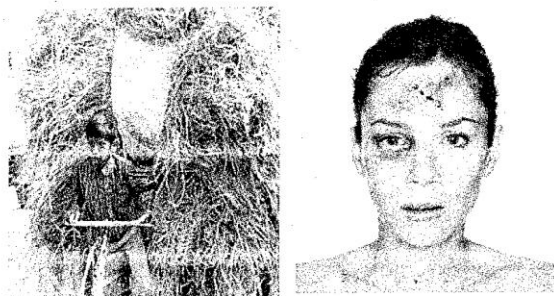
APPENDIX M
Turnitin Report

PhD full thesis

ORIGINALITY REPORT

17%	6%	12%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Fatma Özüorçun, Mustafa Kurt. "Having a share in creating a peaceful world: teaching students to become tolerant", Quality & Quantity, 2017 Publication	10%
2	library.neu.edu.tr Internet Source	<1%
3	www.me.utexas.edu Internet Source	<1%
4	Submitted to European University of Lefke Student Paper	<1%
5	ijllalw.org Internet Source	<1%
6	www.academypublisher.com Internet Source	<1%
7	"Should girls be given the same education as boys?", GCSE/English Language/Writing to Argue, Persuade and Advise, 2012-01-16 Publication	<1%