

Full Length Research Paper

Are the skills really integrated in coursebooks? A sample case- *Yes You Can A1.2*

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This study aims to investigate whether there is any one of the skills that is developed more than the other skills after using the coursebook *Yes You Can A1.2* published by Ministry of National Education (MONE). Differing from the previous studies on integrated skills, this study tries to find out whether there is integrated skill bias in the coursebooks although they are prepared with the claim that they are integrating the four skills and aiming to develop all of the four skills equally. To fulfill this aim, a pre- and post-test, aiming to see whether there is change in students' proficiency in four skills after using the coursebook; a student questionnaire and a teacher questionnaire, aiming to determine their perceptions on the efficacy of the coursebook in terms of four skills, were developed and administered to 9th grade students. Besides, a focus group interview was conducted both with the students and the teachers to triangulate the findings. The findings indicated that students are content with the coursebook while teachers are not in terms of its efficacy in bettering students' four skills. In addition, the results revealed that *Yes You Can A1.2* is reading dominant or reading biased in terms of teaching four skills.

Key words: Four skills, integrated skill bias, *Yes You Can A1.2*.

INTRODUCTION

Learning English in this globalized world is of great importance because of a variety of reasons including educational necessities, economical developments affecting all the countries, and sociological changes happening via easy transportation and cultural exchanges. All of these necessitate knowing English as it is the lingua franca language. As Çelik and Kasapoğlu (2014: 3) state, English takes greater attention than any other languages owing to being the language of communication. One of the mostly used materials in teaching English are coursebooks. And using coursebooks is not a brand new

idea because coursebooks are most widely used materials for educational needs and as a source of information throughout the history. Therefore, it is crucial for teachers or coursebook designers to assess its usefulness. To state it differently, evaluation is the key to select an appropriate coursebook.

In Turkey, coursebooks are prepared by freelance writers and delivered to schools by MONE, so MONE is the main addressee and arbiter in designing and renewing. The innovation in the coursebooks published in 2012-2013 by MONE is claimed to be designed with

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the idea of integrating the four language skills. However, the question is: Is it really like the way it is said? Moreover, there might be a bias while integrating skills, which results in differences in students' skills development. While the writers claim these coursebooks to be integrated enough, there might be one basic skill that might be developed more than others. Therefore, this study has been carried out to find whether there is any one of the skills that is developed more than the others at the end of the teaching process. Most of the authors, teachers, scholars, etc. focus on teaching the four language skills in integration but almost none of them question whether they are successful in fulfilling this aim; therefore, this study is intended to be a great example for all the relevant authority.

LITERATURE REVIEW

Daily use of English necessitates the interconnection of all the four skills (listening, reading, speaking, and writing) and the language components (vocabulary, grammar and pronunciation); in other words, a must for communicating with the others in everyday life requires us to use the four skills in integration and in a simultaneous way rather than using in isolation. As Cunningsworth (1984: 86) says "In the actual language use, one skill is rarely used in isolation... Numerous communicative situations in real life involve integrating two or more skills"... For example, when you are speaking, you cannot claim that you are also not listening to others who are listening and sharing their ideas. Herson (1998: 22) states in an attempt to illustrate these communicative situations:

Nowadays, communication is the major aim for learning a foreign language. In daily life, these skills are seen in integration, for example, after reading a letter, usually an answer to this letter is written. So in the classroom the activities should be taught in integration to arrive at ease in communication. (as cited in Akar and Baturay, 2007: 17).

Similarly, Harmer (1983: 47) states teaching the skills in isolation is ridiculous and illustrates the use of skills in daily life as follows:

Someone who listens to a lecture may take notes and then write a report. The same person might also describe the lecture to his friends and follow it up by reading an article the lecturer suggested (as cited in Akar and Baturay, 2007: 20).

In addition, teaching the language skills and language components is a broad area, so there are several varying studies in ELT. Besides, there are also several course-

books claiming to integrate the four skills and language components, which leads us to carry on evaluation studies. However, in Turkey this is not the case; there are limited studies on coursebook evaluation and integrating the four skills. Even the studies carried on about coursebook evaluation fall short of focusing on integrating the four skills, because they mainly concentrate on explaining several variables in one coursebook evaluation study instead (Coskuner, 2002; Öztürk and Yurttagüller, 2003; Özdemir, 2007; Ezici, 2006; Oflaz, 2009; Solak, 2011; Taylan, 2013).

Among these scholars, Baturay and Akar (2007) aimed to show the differences between teaching reading in a discrete skill program and in an integrated skills program. They assessed reading in a different point of view, which caused a new category of the skills to come into existence: grammatical, functional, and thematic integration. They investigated randomly selected coursebooks used at Turkish schools to find out to what extent they were integrated. Throughout the study, they underpinned this new evaluation model of integrating skills. As a result, the researchers proposed an ideal model for integrating the four skills in coursebooks.

As it is clearly illustrated, a trend toward skill integration has blossomed recently. Curriculum designers, MONE in our case, have taken a language approach where reading, for instance, is treated as one of two or more integrated skills. The scholars have realized that by emphasizing what learners can do with the language, rather than using the forms of language or just learning the structures or the rules, EFL instructors can incorporate all the language skills into the classroom instruction. As Brown (2000) said, the richness of integrated-skill courses gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing (as cited in Vernier, et al., 269). Therefore, the aim of the coursebooks is to help teachers' instruction and students' learning with this idea of integrating skills in practice. Somehow, the students might develop one of these four skills over the others as a result of coursebooks, classroom activities, teachers' way of instruction, etc. Therefore, it is important to find the underlying reasons for any one of the skills' development over others if there were any skill developed more. Therefore, the main purpose of this study is to find whether there is any one of the skills that is developed more than the others at the end of the teaching process.

In order to investigate this, the researcher has the following research questions:

1. To what extent is the coursebook *Yes You Can A1.2* effective according to the presentation of the four skills?
2. Is there a significant difference between the development of the four skills of the students before and

after the process?

3. Is there a significant difference between the development of the four skills in *Yes You Can A1.2*?

4. What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that is developed more than the other skills at the end of the teaching process?

METHOD

Design

The study is both qualitative and quantitative. A mixed and experimental study has been carried out according to a mixed design. Creswell (2006) defines mixed method as a method which "focuses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies" (Creswell, 2006: 5). Therefore, the reason why the mixed method has been chosen is to mix the qualitative and quantitative data to have more reliable results.

Participants

The participants of the study are 9th and 10th grade students studying *Yes You Can A1.2* at schools including the Anatolian High Schools, High Schools and Multi-program High Schools, and English teachers teaching *Yes You Can A1.2*. In selecting the participants, the convenience sampling method was used because the target population was large and not accessible. Besides, the participants were selected on the voluntary basis. In the piloting, a total number of 231 students participated in the achievement test; 115 students and 15 teachers filled in the questionnaires. For the main study, the test was administered to 87 9th grade students; the questionnaires were applied to 121 students and to 106 English teachers.

The interviews were conducted with randomly selected 25 9th grade students among the participants of the main application of the questionnaire and the test. The teachers participating in these interviews were from different high schools in Şuhut, Afyonkarahisar. The number of the teachers participating in the interviews is low because the number of the English teachers in Şuhut is limited.

Instruments

Pre-test and post-test. This achievement test (Appendix 1) was prepared by the researcher to identify and test students' ability in four language skills. So, the test was prepared under five categories: listening, reading, writing, speaking and function. Each of the five categories was graded in a balanced way.

The test was also prepared by taking the 'can- do- statements' provided by CEFR- of *Yes You Can A1.2* into consideration. In other words, the test was prepared according to the principles and general outcomes (Appendix 3) of CEFR for *Yes You Can A1.2*. The reason why all the questions were prepared in this perspective is that the coursebook itself was prepared according to the principles of CEFR.

Besides, there are different types of questions in the test because the more varied the type of the questions is, the more it is for the benefit of students who has different learning styles and intelligence types.

Reading, writing and speaking parts were evaluated by two

graders and their average point were taken into consideration and for the assessment of open-ended questions, speaking and writing parts, criterion for the open-ended questions, a speaking rubric adapted from a website and a writing checklist were prepared by the researcher in order for the evaluators to see what they evaluate clearly. As a result of the main application, the correlations between the graders of the reading parts, writing parts and the speaking parts were calculated and found to be above 0.90; which shows that the criterion, rubrics and checklists have worked well.

Questionnaires. To gather data about students' and teachers' perceptions on the efficacy of *Yes You Can A1.2* in terms of four skills, two questionnaires (Appendix 4: Students' Questionnaire and Appendix 6: Teachers' Questionnaire) were developed. Before preparing the questionnaires, the literature was reviewed. Then, a pilot study was conducted to assess the clarity of the items and to ensure the reliability and the validity.

The questionnaires consisted of three-point Likert-scale items, rating questions and an open-ended item since these types of items are a useful and effective means of obtaining data about people's opinions. The response continuum was "agree, neutral, disagree". The original version of the questionnaires was in English, but the student questionnaire was translated into Turkish by two English teachers. Two other English teachers translated back the Turkish into English. The aim for such a back translation is to ensure that the items are clear for those who will participate in the study. After that, the student questionnaire was administered in Turkish because it was thought that the students would have some difficulty in understanding the statements and the questions and even might provide the researcher with incorrect data.

The student and the teacher questionnaire consisted of the same questions to ensure the balance between the teachers and the students' understanding of the items and to compare the results of them for identifying the similarities and the differences between their answers.

Focus group interviews. 9 teachers and 25 students were interviewed to obtain qualitative data to support the quantitative data obtained via the questionnaires. The interview questions were prepared and piloted considering the key points in the questionnaires. The interview questions aimed to gather data to elaborate on the key issues about the four skills integration in *Yes You Can A1.2*. Besides, the interviews were used for triangulating the study through gathering detailed information.

Procedure

The data collection procedure took place during the academic years 2012 - 2013 and 2013 - 2014.

In 2012 - 2013, the piloting of the test was done with 231 9th grade students. As a result of the piloting, the test was revised for the main study which would be carried out during the 2nd term of 2013 - 2014. The reason why the study was carried out in the 2nd term is that the selected level was appropriate for use in the 2nd term. Generally, in the 1st term, A1.1 level was preferred and in the 2nd term, A1.2 level was used as a continuation.

In the 1st term of 2013 - 2014, the piloting of the student questionnaire was done. The questionnaire was administered to 115 10th grade students and 15 teachers. After the data was collected, the questionnaires were analyzed by using IBM Statistical Package for Social Sciences (SPSS) 21. As a result of the analysis, necessary changes were made and the final form of the questionnaires was formed.

At the beginning of the 2nd term of 2013 - 2014, the pre-test was applied to 87 9th grade students. At the end of the term, the post-

test was applied to the same group. After the students finished the post-test, the student questionnaire was administered to the group.

While examining the questionnaires, it was found out that 71 of them filled in the questionnaire appropriately. Meanwhile, a colleague from another school applied the questionnaire to 50 students in her school, all of whom participated voluntarily. The reason why the questionnaire was applied to an additional group was to increase the generalizability of the findings.

Immediately after the administration of the questionnaire, a focus group interview with the randomly selected 25 9th grade students among the participants of the questionnaire and the test was conducted and recorded with smart phone.

On the same day, a focus group interview with teachers again among the participants of the questionnaire was also conducted and recorded with smart phone.

At the end of the 2nd term of 2013 - 2014, the teacher questionnaire was filled in online by 106 teachers from different high schools in Turkey who taught *Yes You Can A1.2* at least one semester, by this way who were familiar with the coursebook. In order to reach the teachers, the online platforms and ELT groups on Facebook were used. The questionnaire was designed on Google Forms and was shared on ELT platforms at some intervals to attract the attention of English teachers. Approximately in 2 months' time, the number of the teachers filling the questionnaire exceeded 100, which is thought to be enough for the generalizability of the findings.

Data analysis

The data were analyzed both quantitatively and qualitatively. While the tests and the questionnaires were analyzed quantitatively using programmes such as Microsoft Excel and IBM SPSS, the interviews were analyzed qualitatively.

For the analysis of the pre and post - tests, students' points were entered into the Microsoft Excel by the researcher to make the necessary calculations. After that, this data were analyzed by a statistician to find out the reliability and the validity of the test results. After it was proved to be reliable via the analysis on IBM SPSS, the mean scores were calculated.

For the analysis of the questionnaires, necessary calculations were carried out on IBM SPSS and Microsoft Excel. The data were analyzed using mean scores, frequencies, and percentages. For each part of the questionnaires, the mean scores, standard deviations, frequencies and percentages of the answers 'agree-neutral-disagree' were calculated, tabulated and charted. IBM SPSS was also used to calculate the reliability of the questionnaires.

For the final form of the data analysis, a four-way analysis was carried out by combining the results of the pre - posttest comparison, questionnaires, interviews and the researcher's in-depth analysis concerning the integration of the four skills in *Yes You Can A1.2*. The aim of such a design is to triangulate the study to find out whether the students' test results; the teachers' and students' answers to the questionnaire and to the interview are consistent.

Qualitative data collected via interviews were transcribed, content - analyzed and grouped. Then, the student interview and the teacher interview data were compared.

RESULTS

As aforementioned previously, this thesis has four research questions, so the analysis and the interpretation

will be done under four headings.

First research question - To what extent is the coursebook *Yes You Can A1.2* effective according to the presentation of the four skills?

This question aims to reveal whether the coursebook is effective in terms of bettering students' four language skills and whether there is progression or regression in them. Besides, it aims to find out to what extent there is increase or decrease in students' four skills development.

First of all, the students' pre-test results were at normal levels; students could just answer nearly half of the questions correctly. When the mean of the students' points in the pre-test (54.94 out of 100) is examined, it is seen that students answered a little more than half of the questions before using *Yes You Can A1.2*. When the mean of the students' points in the post-test (62.82 out of 100) is examined, it is seen that there is almost 8 points increase in students' test results after using *Yes You Can A1.2*, which signals this coursebook helps learners better their four skills. This can be seen in Table 1.

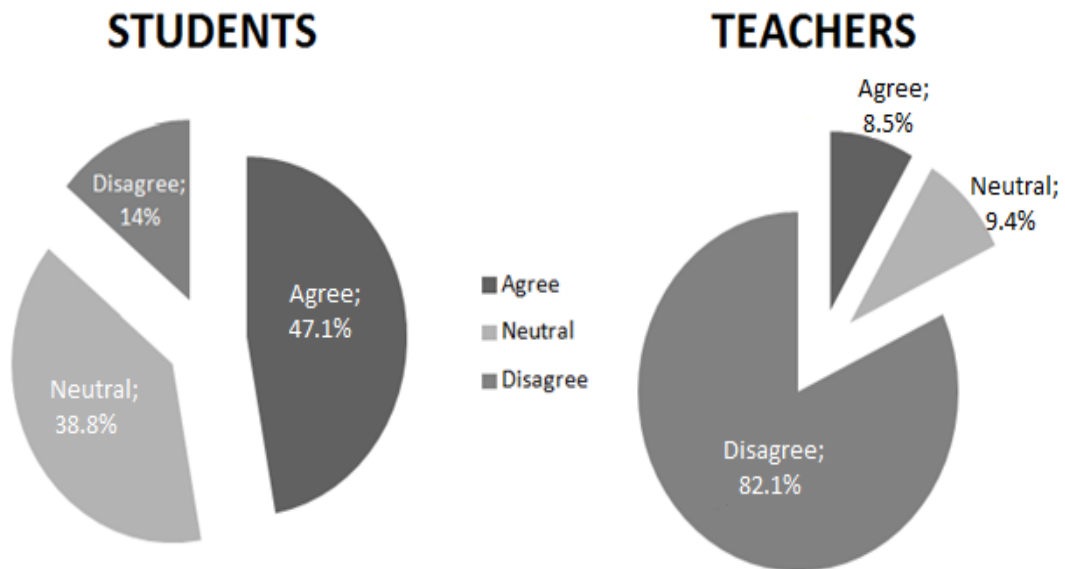
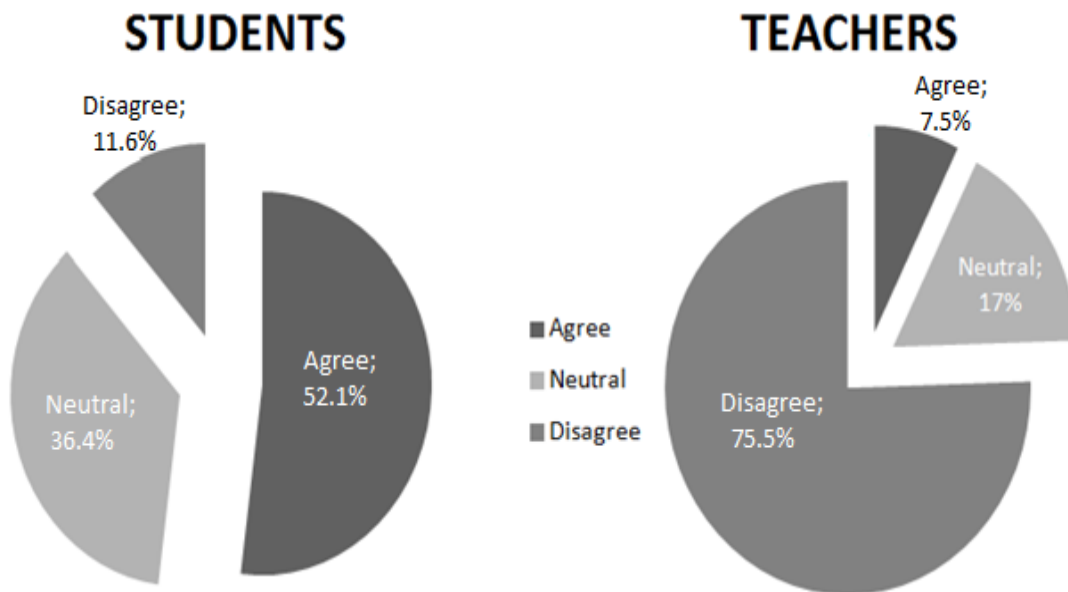
As this coursebook helped students increase their test points in all the four skills and in the function part after they used it for one term, it is possible to say that *Yes You Can A1.2* is effective in terms of helping students better their four skills and grammar knowledge. The test results are also supported by the students' opinions. When the questionnaire findings are examined for each part, it is seen that students are inclined to state their positive feelings, which signals that they are content with the efficacy of the coursebook in terms of developing four language skills. Moreover, as can be seen in Figures 1 and 2, almost half of the students find this coursebook sufficient and more than half of them find it appropriate in developing the four skills.

However, students in the interviews state varying opinions about its efficacy. They stated negative feelings for the four skills, grammar and content parts, but this was done most probably with their focus on demerits of the coursebook; they just concentrated on the negative sides of it.

For the teachers, this coursebook is not effective in terms of developing students' four skills because they stated their negative feelings about it. According to the teachers, this coursebook does not lead to development in all the four skills and grammar. As can be seen in Figure 1, when they were asked whether this coursebook is sufficient in terms of developing students' four skills, 82.1% of them opposed to it. As can be seen in Figure 2, when they were asked whether this coursebook is appropriate in terms of developing students' four skills, 75.5% stated it is inappropriate. During the interviews,

Table 1. Mean scores of the pre-test and post-test results of the students.

	Listening		Reading		Function		Writing		Speaking		Total	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
MEAN	9.20	11.02	8.77	10.74	12.24	13.31	13.05	14.20	11.69	13.55	54.94	62.82
SD	3.92	4.01	4.41	3.68	3.19	2.77	2.68	2.65	3.36	3.90	13.19	12.78

**Figure 1.** Comparison of students' and teachers' opinions about the sufficiency of *Yes You Can A1.2* in developing four skills.**Figure 2.** Comparison of students' and teachers' opinions about the appropriateness of *Yes You Can A1.2* in developing four skills.

the teachers just talked about its inefficiency in developing all the four skills.

If the students' and the teachers' opinions are compared, it is seen that they hold different views. Whereas most of the students talk about the efficacy of this coursebook, a great number of teachers talked about its inefficiency. There is dilemma between students and teachers; however, to use the coursebook effectively and benefit from it efficiently, there should be a consensus between the students and the teacher. When the fact that teachers have more pedagogical knowledge about the efficacy of four language skills and experience with a variety of coursebooks is taken into consideration, it can be said that teachers are better at determining whether a coursebook is effective in terms of developing the four skills.

Second research question - Is there a significant difference between the development of the four skills of the students before and after the process?

This research question aims to reveal whether there is any difference between students' pre and post-test results.

The average points of all the participants in the listening parts of the pre-test is 9.20; it is 11.02 in the post-test. There is 1.82 points increase in students' performance in listening. The average points of all the participants in the reading parts of the pre-test is 8.77; it is 10.74 in the post-test. There is 1.97 points increase in students' performance in reading. The average points of all the participants in the function parts of the pre-test is 12.24; it is 13.31 in the post-test. There is 1.07 points increase in students' performance in the function parts. The average points of all of the participants in the writing parts of the pre-test is 13.05; it is 14.20 in the post-test. There is 1.15 points increase in students' performance in writing. The average points of all of the participants in the speaking parts of the pre-test is 11.69; it is 13.55 in the post-test. There is 1.86 points increase in students' performance in speaking. In total, students' 54.94 points average score increased to 62.82 points average score in the post-test, which shows that *Yes You Can A1.2* helped students increase their test points.

It is clear that students increased their points in all the parts. They increased their reading performance in the post-test by 22.46%, their listening performance by 21.73%, speaking performance by 15.91%, writing performance by 8.81% and the grammar knowledge by 8.74%. This increase can be acceptable in terms of considering the success of this coursebook, but the percentage of increase can be better than these percen-

tages. The percentages can be seen in Chart 3. Additionally, the fact that students come to high school with some knowledge and proficiency in the four skills and in grammar should also be kept in mind while interpreting the results. Almost in all the parts of the pre-test, students answered more or less half of the questions correctly, which shows that students might have already been familiar with some of the themes and topics of the coursebook and the tests.

Third research question - Is there a significant difference between the development of the four skills in *Yes You Can A1.2*?

This question aims to reveal whether there is any one of the skills that is developed more than the others after using *Yes You Can A1.2*.

It is already revealed that there is an increase in all parts of the test, but providing the increase in each part of the test in percentages gives us more clear ideas. Therefore, when the percentage of increase in each language skill is calculated, it is seen that the skill students increased their points most is reading with 22.46%, which signals the probability that the main focus in this coursebook is on reading; in other words, that this coursebook is reading dominant or reading biased. As of the second comes listening with 21.73% increase, which can be a signal for the probability that this coursebook might also be listening dominant or listening biased. The percentages are given in Figure 3.

If we look at the opinions of the students and the teachers in the questionnaires, it can be seen that the students are content with the efficacy of this coursebook in developing their reading skill, but that teachers are not content with it. If the students' and teachers' answers are compared for the listening skill development, the same observation can be made: Whereas students like the listening parts, teachers do not. As students and teachers hold different views in the questionnaire, the interview findings are of great significance.

In the interviews students stated that there are a lot of reading texts in the coursebook. This was also supported by most of the teachers. Teachers stated that there are a lot of good reading texts although the activities provided with them are not enough. Teachers also highlighted there is nothing wrong with the reading texts as they are colored and interesting. Teachers also pinpointed that the level of the reading texts and the reading activities is also acceptable and appropriate. Although students and teachers generally fall apart in the questionnaires, in the interviews they generally stated similar opinions. In short, both of the groups find the reading parts acceptable and

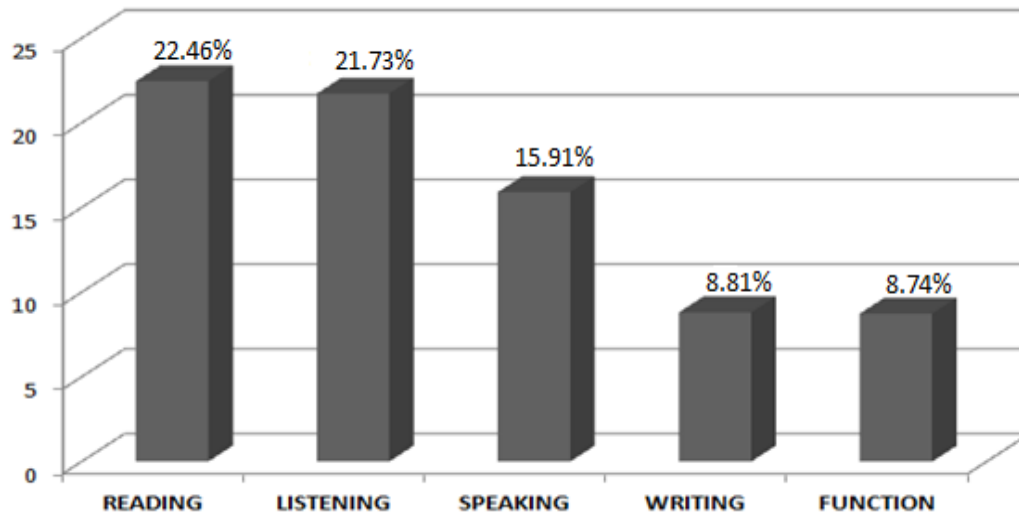


Figure 3. Percentage of increase in the parts of the test.

appropriate in terms of developing reading skill.

As of the last, the researcher asked students and teachers to order the four skills according to the duration spent on each of them from the most to the least in *Yes You Can A1.2* in English lessons. To this question, both the students and the teachers, although the number of students and teachers participating in the questionnaires are different, state that most of the time in *Yes You Can A1.2* is spent on the reading skill. Both most of the students and most of the teachers put the reading skill in the 1st place out of the four skills when they consider the time spent on the activities in each part of the coursebook. In the interviews, students talked about *Yes You Can A1.2's* inefficacy in developing the four skills and added that this coursebook is reading dominant although it tries to develop other skills. Teachers also emphasized that it is a reading biased coursebook. Meanwhile, teachers added that it also sprinkled some speaking and writing activities in it perfunctorily.

Fourth research question - What might be the underlying reasons that lie behind the development of one of the four skills over others if there were any of the skills that were developed more than the other skills at the end of the teaching process?

This question was prepared in case there may be bias in terms of teaching the four language skills, which is also the starting point and claim of this article. To answer this question, the researcher used a teacher questionnaire, a student interview and a teacher interview after it was

found out that this book might be reading skill dominant or listening skill dominant because students increased their points in these parts of the tests. The students and the teachers listed several possible reasons for the inefficacy of this coursebook in developing all the four skills.

Reasons according to the students. The possible reasons for the students can be summarized as:

1. This coursebook includes some interesting songs, games, puzzles, etc., but students stated that they do not focus on these kinds of things.
2. Students do not do the speaking activities in pairs; instead they do them with their teachers, so there is more teacher-student interaction rather than student-student interaction the activities of the coursebook necessitate.
3. As the students do not speak with each other, they think they do not understand the language.
4. The activities are not daily routine activities or students do not understand if they were actually daily routine activities.
5. There is not enough vocabulary leading students to speak because most of the students think they need vocabulary to speak.
6. Students do not understand the listening texts, which leads the teachers not to do the activities.
7. There are not enough additional materials such as films, animations, etc. provided by the coursebook.

Reasons according to the teachers. The possible reasons for the teachers can be summarized as:

1. The levels A1.1 and A1.2 are almost the same, which leads students to boredom.
2. This coursebook teaches English to students as if they were learning their mother language, but the students are not acquiring their mother language; they are learning a new foreign language.
3. You cannot create the daily life in the classroom.
4. Students do not feel the necessity to learn a foreign language.
5. The coursebooks are not prepared by the teachers working at schools; instead they are prepared by the academicians who have not enough experience in the classroom atmosphere. Most of the things in the coursebook are utopic.
6. Peer correction is a nice idea, but it leads to incorrect learning.
7. Students are not familiar with the characters in the activities, so they do not attract their attention.
8. Instead of the activities in the coursebook, the teachers copy some additional activities that attract students' attention.
9. This coursebook does not generate active students, instead it generates active teachers.

The researcher also gathered some information about teachers' teaching methods and perceptions about teaching English, which are thought to be possible reasons for the development of one of the four skills over others.

1. There is a group of 52% teachers who agree or stay neutral to the opinion that teachers should focus on teaching grammar.
2. There is a group of 16% teachers who disagree or stay neutral to the opinion that teachers should provide opportunities for students to make them use English through meaningful tasks and activities.
3. There is a group of 43% teachers who agree or stay neutral to the opinion that they do not speak English in the classroom.
4. There is a group of 11% teachers who disagree or stay neutral to the opinion that exams should be based on four skills.
5. There is a group of 12% teachers who agree or stay neutral to the opinion that teaching grammar is more important than teaching four skills.
6. There is a group of 26% teachers who agree or stay neutral to the opinion that form is more important than usage while teaching grammar.
7. There is a group of 44% teachers who disagree or stay neutral to the opinion that structures can be neglected while teaching grammar, instead that usage should be emphasized.
8. There is a group of 11% teachers who agree or stay neutral to the opinion that s/he neglects reading in the exams.

9. There is a group of 36% teachers who agree or stay neutral to the opinion that s/he neglects writing in the exams.

10. There is a group of 74% teachers who agree or stay neutral to the opinion that s/he neglects listening in the exams.

11. There is a group of 83% teachers who agree or stay neutral to the opinion that s/he neglects speaking in the exams.

DISCUSSION

The studies done in the four language skills integration and coursebook evaluation have been presented in literature review. Thus, their findings will be discussed in this part in comparison with the findings of this study.

There are a number of coursebook evaluation studies, some of which aim to find the perceptions of the teachers, students and sometimes both in the same study while some of which aim to compare the two similar coursebooks in terms of the same criteria.

In her study Özdemir (2007) aimed to find out how the fourth grade students and their teachers evaluated the coursebook 'Time for English 4' in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. At the end, it was found out that both teachers and student found the coursebook effective in terms of meeting their language needs, but that students were a little more satisfied. As Cunningsworth (1995: 15) claims, coursebooks should correspond to both learners' and teachers' needs in addition to its match with the aims and objectives of the language teaching programme. Therefore, this is the desired situation in the application of newly developed coursebooks, which is contrary to what is found in this study; students and teachers have not expressed similar or same opinions.

In her study Ezici (Çakıt) (2006) aimed to assess the effectiveness of "New Bridge to Success" on the basis of eleven criteria from the perspectives of teachers and students. At the end, it was concluded both the teachers and the students felt negative about most of the characteristics of the coursebook. In addition, both of the participant groups mentioned the reading passages needed simplification in terms of vocabulary load and structures, level of the coursebook needed to be made appropriate for that age group and that the materials in the coursebook need to consider the style preferences of the visual, auditory and kinesthetic students. These are the negative aspects uttered by the students and the teachers. Nevertheless, it was found out that the coursebook was up-to-date. This is the positive aspect again uttered both by students and teachers. In such studies in which students and teachers hold similar or

same opinions, it was easy to reach some conclusions, which is again just contradictory to what is come across in the present study.

In another study on New Bridge to Success for Grade 9 Elementary, Dilek (2009) investigated vocabulary teaching aspects of reading texts. She distributed a questionnaire to students and teachers and she aimed to find out how students and teachers evaluate the coursebook according to the reading skill, how they evaluate the reading texts according to vocabulary teaching aspect, the techniques the teachers use to teach vocabulary while reading, the techniques the students use when they come across with an unknown word and the techniques the students use to learn a new vocabulary. The results revealed that both the teachers and the students are negative about most of the characteristics of the reading texts and vocabulary aspects. This result also differs from what is found in this study because teachers and students stated their negative feelings in conformity with each other as opposed to the present study.

In a similar study, Taylan (2013) aimed to find out the effectiveness of 'Breeze 9' in terms of following categories: aims, grammar teaching, communicative activities and its presentation, and needs and interests. At the end, it was found out that there was not a consensus between the students and the teachers: the students claimed that the coursebook is highly effective while the teachers claimed just the opposite. The findings of Taylan's study and this study bear a resemblance: Like Taylan (2013), it was concluded that students are content with *Yes You Can A1.2* in terms of its efficacy in helping them better their four skills while teachers state that it is not effective.

As of the last, Çelik and Kasapoğlu (2014) conducted a study on recent curricular changes in English teaching in Turkey, which tries to get the opinions of elementary school administrators. They try to assess the efficiency of the new curriculum, which is of great importance for this study, too because the evaluation of a coursebook used in the high schools in terms of their efficiency in teaching the four language skills in integration is the continuation of the processes initiated in their primary and elementary education. Therefore, the efficiency of the curriculum of the primary and the elementary education is significant for the development in the latter stages.

There are some other studies which focus on evaluation of language programmes or coursebooks and four skills integration in these coursebooks, but almost none of them focused on integrated skills bias with the perspective similar to this article. Therefore, the findings gathered about *Yes You Can A1.2* widely used in high schools in Turkey provide teachers, scholars and some other relevant authorities with a new perspective for designing coursebooks.

Conclusion

This study has been done to find out the efficacy of *Yes You Can A1.2* in terms of developing the four language skills equally, to investigate whether there is any one of the four skills that is developed more than the other three language skills, and to find out the reasons for this if there were any.

In conclusion, it has been found out that *Yes You Can A1.2* does not develop all the four language skills equally because of a variety of reasons aforementioned in the discussion part. Instead, it can be claimed that this coursebook might not be integrating the four language skills as planned and as thought by its writers and by MONE.

In addition, it was found out that the skill developed more than the other language skills is reading because students' test results in the reading test have increased, and students and teachers, in the questionnaires and the interviews, stated that *Yes You Can A1.2* develops reading more and that it is reading dominant or reading biased.

Conflict of Interests

The author(s) have not declared any conflict of interests.

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APPENDIX 1: *Yes You Can A1.2* Pre-Test/ Post-Test. *LISTENING I: Listen and find if the sentences are 'True' or 'False'. (5 p.).

***LISTENING I: Listen and find if the sentences are 'True' or 'False'. (5 p.)**

		T	F
1	Jim wants to speak to Pete.		
2	Jim's surname is P-E-T-E-R-S-E-N		
3	Jim wants to leave a message to Pete.		
4	Jim's phone number is 550-6108.		
5	Pete is there.		

*This listening tape recording has been taken from the following cite:
<http://fog.ccsf.cc.ca.us/~lfried/call/phoneconv.html>

***LISTENING II: Listen and choose the correct option. (6p.)**

1-) What kind of listening text is that?

- a. a radio show b. a music contest c. a telephone conversation d. a TV programme

2-) What is DJ's name?

- a. Kath Baker b. Ken Stevens c. Jim Hansen d. Eddie Baker

3-) Who is Kath?

- a. Eddie's mother b. Eddie's girlfriend c. Eddie's wife d. Eddie's aunt

4-) What is the importance of today?

- a. Kath's graduation b. Kath's anniversary c. Kath's farewell party d. Kath's birthday

5-) Where does Eddie work?

- a. At a shop b. At a bank c. At a restaurant d. At a radio

6-) Where does Kath work?

- a. At a shop b. At a bank c. At a restaurant d. At a radio

Listen again. Look at the activities or things and decide who likes which one. Put a tick (✓).(9 p.)

		Eddie likes...	Kath likes...
7	Doing judo		
8	Sailing		
9	Watching TV		
10	Reading books		
11	Indian food		
12	Hot food		
13	Italian food		
14	Rock Music		
15	Opera		

*This listening tape recording has been taken from the following book:
 English for Life Elementary by Tom Hutchinson Oxford University Publish Page 15

***READING I:**

Read the text and choose the suitable title for the text. (2 p.)

- A) JIM'S FREE TIME ACTIVITIES
- B) JIM'S FAMILY AND FRIENDS
- C) JIM'S DAILY ROUTINE
- D) JIM'S SCHOOL LIFE



Jim is eleven years old and he lives in Brighton, England.

He usually gets up at a quarter to eight, he has a shower, gets dressed and then he brushes his teeth. After that, he goes downstairs and has breakfast. For breakfast he usually has milk, toast and orange juice. Then he brushes his teeth again because he likes them white and healthy!

Then he takes her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. He usually has lunch at the school canteen with his schoolmates at about 12 o'clock. His best friend is Pete and Jim

always sits next to her at lunch.

After school he returns home and does his homework. He is a very hard-working pupil and he never misses a school task! After homework, he usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then he usually reads a book or chats with his parents for a while.

Finally, he goes to bed at about ten o'clock, but before that he brushes his teeth. Jim is a happy little boy!

Answer the questions according to the text. (7 p.)

1-) What does he eat for breakfast?

2-) Why does he brush his teeth?

3-) How does he go to school?

4-) When does the school start?

5-) Is Jim a lazy student?

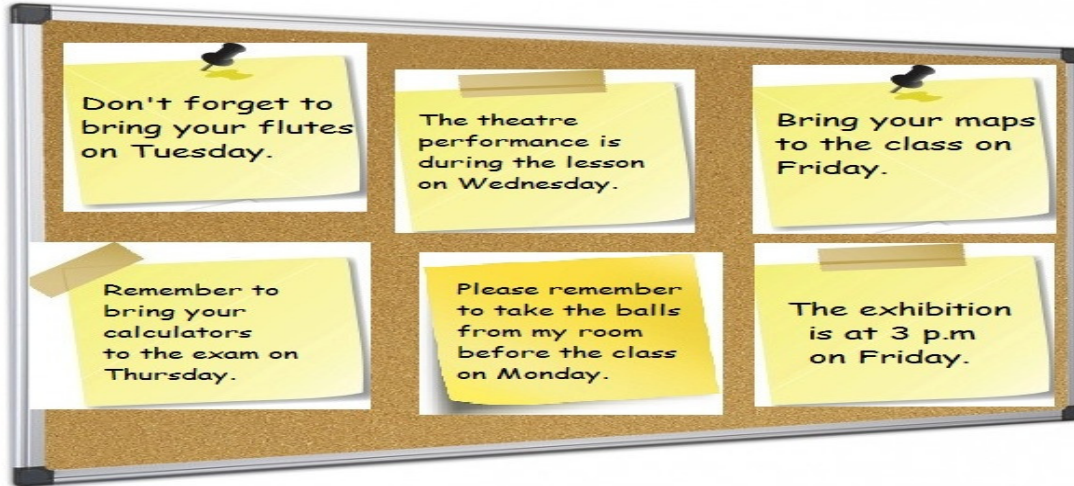
6-) Does he miss a school task?

7-) How many times a day does he brush his teeth?

*This reading text has been adapted from the following cite:

http://en.islcollective.com/worksheets/search_result?Tags=Sophie%27s+daily+routine&Skill=Reading

READING II: Look at the notice board. According to the notes, fill in the timetable with school subjects. (6 p.)



Answer the questions according to the timetable. (5 p.)

1-What is the third lesson on Wednesday?

2-When is the History class?

3-What time is the R.E class on Wednesday?

4-What is the sixth lesson on Monday?

5-What time is the English lesson on Monday?

	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	LUNCH BREAK	14.00-14.50	15.00-15.50
MONDAY			PHYSICS	PHYSICS		ENGLISH	ENGLISH
TUESDAY	CHEMISTRY	CHEMISTRY				FRENCH	FRENCH
WEDNESDAY	R.E	BIOLOGY	BIOLOGY	ICT			
THURSDAY	ENGLISH	ENGLISH				HISTORY	HISTORY
FRIDAY			MATHS	MATHS		ICT	

***FUNCTION I:** Look at the family tree of the Simpsons and complete the blanks with the family vocabulary. (5 p.)



- 1-)Mona is Abraham's _____.
- 2-)Homer is Abraham and Mona's _____.
- 3-)Homer is Marge's _____.
- 4-)Jackie is Ling's _____.
- 5-)Ling is Bart's _____.
- 6-)Bart is Lisa's _____.
- 7-)Marge is Lisa's _____.
- 8-)Patty is Bart's _____.
- 9-)Herb is Lisa's _____.
- 10-)Marge, Patty and Selma are _____.

*This diagram has been taken and adapted from the following cite:
http://en.islcollective.com/worksheets/worksheet_page?id=28447

FUNCTION II: Read the questions and choose the correct option. (15 p.)

- 1-A: _____?
 B: It is 35, Yalı Street, Afyonkarahisar.
 a. Where is your address?
 b. What is Yalı Street?
 c. What is your address?
 d. Is your home on Yalı Street?
- 2-A: Excuse me, _____?
 B: It is between the post office and the cinema.
 a. where is the post office?
 b. can you tell me where the shop is?
 c. how can I get to the cinema?
 d. is the post office far?
- 3-A: _____?
 B: She is a doctor.
 a. Where does she work?
 b. What is her nationality?
 c. What does she do?
 d. What is her work?
- 4-March is my favourite _____.
 a. day
 b. month
 c. year
 d. season
- 5-A: When is the national match?
 B: ___ Saturday.
 a. on
 b. in
 c. at

- d. to
- 6-A: Whose is this car?
 B: It is _____.
 a. Ali
 b. Alis'
 c. Ali's
 d. Alis
- 7-Do you like _____ friends?
 a. meet
 b. meeting
 c. to meeting
 d. to meet
- 8-A: _____?
 B: It is purple.
 a. What is her hair?
 b. What color are her eyes?
 c. What color is her skirt?
 d. What is her color skirt?
- 9-Ayşe is good ___ painting.
 a. in b. to c. about d. at
- 10-A: _____ cooks at home?
 B: My father.
 a. Who
 b. Whose
 c. What
 d. When
- 11-What is your favorite room at home?
 a. Kitchen
 b. Lunch
 c. Florist
 d. Restaurant

12-A: Where were you _____?

B. I was at the match with my friends.

- a. tomorrow
- b. now
- c. often
- d. yesterday

13-She is studying _____ she has an exam tomorrow.

- a. and b. but c. or d. because

14-What is the weather like?

- a. windy
- b. cloudy
- c. snowy
- d. rainy



15-A: _____ are these sandals?

B: They are \$20.

- a. How many
- b. How much
- c. What
- d. Why

WRITING I: Fill in the Google Identity Card information according to yourself. (12 p.)

Google+ Identity card ID 108409034795591476384

NAME: _____

SURNAME: _____

AGE: _____

NATIONALITY: _____

ADDRESS: _____

POST CODE: _____

PHONE NUMBER: _____

E-MAIL: _____

PHOTO

Google+ Identity card ID 108409034795591476384

FAVOURITE SINGER: _____

FAVOURITE FOOD: _____

FAVOURITE LESSON: _____

HOBBIES: _____

Google

CHOOSE JUST ONE OF THEM FROM THE FOLLOWING!!!

WRITING II: Describe the table using there is/ there are/ there isn't/ there aren't. (8 p.) Use "and, but, because". Write at least 4 sentences.



WRITING II: Draw a family tree. Describe the people in your family. "Who are they? How old are they? What do they like/ dislike? What are their favorite activities?, etc." Write at least 4 sentences (8 p.)

SPEAKING I: Choose four of the people and describe them in detail. "What are they wearing? What colour are they? What color is their hair? What is their hair type? What do they have?" (8 points)



*This picture was taken from the following cite: <http://www.eslprintables.com/>

**This picture was taken from thlosing cite: <http://aprendamosfacil.wordpress.com/category/describing-people/>

***This picture was taken from the following cite: http://en.islcollective.com/worksheets/worksheet_page?id=911

SPEAKING II: Choose one of the questions and talk about it.

A) Compare these United States classrooms with your classroom. You can use get benefit from the useful vocabulary. (4 points)

B) Compare these African classrooms with your classroom. You can use get benefit from the useful vocabulary. (4 points)

A



LAPTOPS
DESKS
TABLES
BOOKSELVES
SOFAS
CARPETS
SMART BOARDS
DVD PLAYERS
INTERNET
CONNECTION

B



THERE IS
THERE ARE
BUT
AND

SPEAKING III: Talk about yourself, your family, your favourite friend, your hobbies, your likes, your dislikes. (8 points)

THE TEACHER IS SUPPOSED TO GUIDE THE CHILDREN ASKING SOME OF THE FOLLOWING QUESTIONS DURING THE CONVERSATION!!!

- What does your mother do?
- What does your father do?
- How old are they?
- Where do you live?
- What kind of food do you like most?
- Who is your favourite singer?
- What do you do in your free time?
- Who is your best friend?

APPENDIX 2: *Yes You Can A1.2* Pre-Test/ Post-Test-Answer Key

***LISTENING I:** Listen and find if the sentences are 'True' or 'False'. (5 p.)

		T	F
1	Jim wants to speak to Pete.	✓	
2	Jim's surname is P-E-T-E-R-S-E-N		✓
3	Jim wants to leave a message to Pete.	✓	
4	Jim's phone number is 550-6108.	✓	
5	Pete is there.		✓

*This listening tape recording has been taken from the following cite:
<http://fog.ccsf.cc.ca.us/~lfried/call/phoneconv.html>

***LISTENING II:** Listen and choose the correct option. (6p.)

- 1-) What kind of listening text is that?
a. a radio show b. a music contest c. a telephone conversation d. a TV programme
- 2-) What is DJ's name?
a. Kath Baker **b. Ken Stevens** c. Jim Hansen d. Eddie Baker
- 3-) Who is Kath?
a. Eddie's mother b. Eddie's girlfriend **c. Eddie's wife** d. Eddie's aunt
- 4-) What is the importance of today?
a. Kath's graduation b. Kath's anniversary c. Kath's farewell party **d. Kath's birthday**
- 5-) Where does Eddie work?
a. At a shop b. At a bank c. At a restaurant d. At a radio
- 6-) Where does Kath work?
a. At a shop **b. At a bank** c. At a restaurant d. At a radio

Listen again. Look at the activities or things and decide who likes which one. Put a tick (✓).(9 p.)

		Eddie likes...	Kath likes...
7	Doing judo		✓
8	Sailing	✓	
9	Watching TV	✓	
10	Reading books		✓
11	Indian food		✓
12	Hot food		✓
13	Italian food	✓	
14	Rock Music	✓	
15	Opera		✓

*This listening tape recording has been taken from the following book:

English for Life Elementary by Tom Hutchinson Oxford University Publish Page 15

***READING I:** Read the text and choose the suitable title for the text. (2 p.)

- A) JIM'S FREE TIME ACTIVITIES
 B) JIM'S FAMILY AND FRIENDS
C) JIM'S DAILY ROUTINE
 D) JIM'S SCHOOL LIFE



Jim is eleven years old and he lives in Brighton, England.

He usually gets up at a quarter to eight, he has a shower, gets dressed and then he brushes his teeth. After that, he goes downstairs and has breakfast. For breakfast he usually has milk, toast and orange juice. Then he brushes his teeth again because he likes them white and healthy!

Then he takes her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. He usually has lunch at the school canteen with his schoolmates at about 12 o'clock. His best friend is Pete and Jim always sits next to her at lunch.

After school he returns home and does his homework. He is a very hard-working pupil and he never misses a school task! After

homework, he usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then he usually reads a book or chats with his parents for a while.

Finally, he goes to bed at about ten o'clock, but before that he brushes his teeth. Jim is a happy little boy!

Answer the questions according to the text. (7 p.)

1-) What does he eat for breakfast?

He usually has milk, toast and orange juice.

2-) Why does he brush his teeth?
Because he likes them white and healthy!

3-) How does he go to school?
He goes to school by bus.

4-) When does the school start?
The school starts at half past eight.

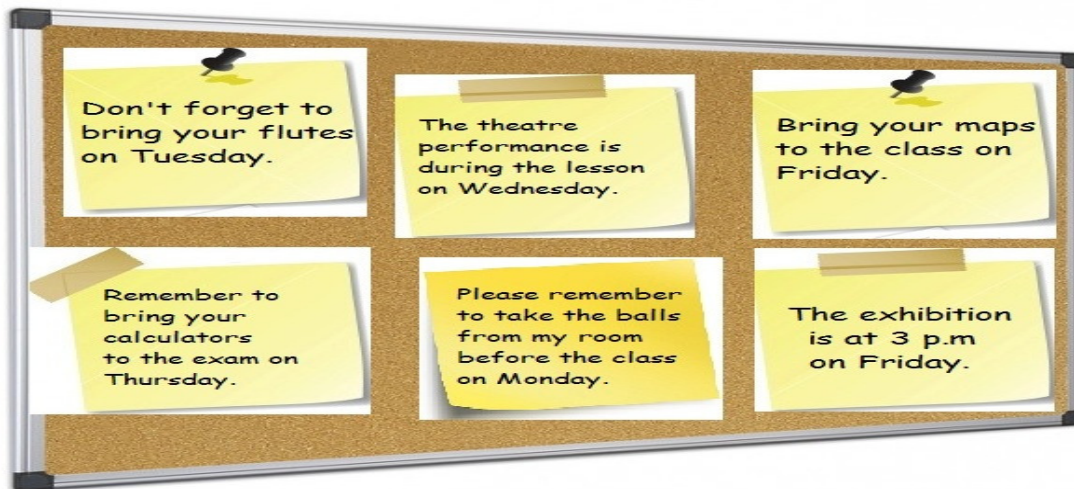
5-) Is Jim a lazy student?
No, he isn't. He is a hardworking pupil.

6-) Does he miss a school task?
No he doesn't. He never misses a school task.

7-) How many times a day does he brush his teeth?
He brushes his teeth three times a day.

*This reading text has been adapted from the following cite:
http://en.iscollective.com/worksheets/search_result?Tags=Sophie%27s+daily+routine&Skill=Reading

READING II: Look at the notice board. According to the notes, fill in the timetable with school subjects. (6 p.)



	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	LUNCH BREAK	14.00-14.50	15.00-15.50
MONDAY	<i>P.E- Physical Education</i>		PHYSICS	PHYSICS		ENGLISH	ENGLISH
TUESDAY	CHEMISTRY	CHEMISTRY	<i>Music</i>			FRENCH	FRENCH
WEDNESDAY	R.E	BIOLOGY	BIOLOGY	ICT		<i>Literature- Drama</i>	
THURSDAY	ENGLISH	ENGLISH	<i>Maths</i>			HISTORY	HISTORY
FRIDAY	<i>Geography</i>		MATHS	MATHS		ICT	<i>Art</i>

Answer the questions according to the timetable. (5 p.)

- 1-What is the third lesson on Wednesday?
It is Biology.
- 2-When is the History class?
It is on Thursday.
- 3-What time is the R.E class on Wednesday?
It is at 9 o'clock.

- 4-What is the sixth lesson on Monday?
It is English.
- 5-What time is the English lesson on Monday?
It is at 14 o'clock.

***FUNCTION I:** Look at the family tree of the Simpsons and complete the blanks with the family vocabulary. (5 p.)



- 1-)Mona is Abraham's **wife**.
- 2-)Homer is Abraham and Mona's **son**.
- 3-)Homer is Marge's **husband**.
- 4-)Jackie is Ling's **grandmother**.
- 5-)Ling is Bart's **cousin**.
- 6-)Bart is Lisa's **brother**.
- 7-)Marge is Lisa's **mother**.
- 8-)Patty is Bart's **aunt**.
- 9-)Herb is Lisa's **uncle**.
- 10-)Marge, Patty and Selma are **sisters/ siblings**.

*This diagram has been taken and adapted from the following cite:
http://en.islcollective.com/worksheets/worksheet_page?id=28447

FUNCTION II: Read the questions and choose the correct option. (15 p.)

- 1-A: _____?
B: It is 35, Yalı Street, Afyonkarahisar.
- a. Where is your address?
b. What is Yalı Street?
c. What is your address?
d. Is your home on Yalı Street?
- 2-A: Excuse me, _____?
B: It is between the post office and the cinema.
- a. where is the post office?
b. can you tell me where the shop is?
c. how can I get to the cinema?
d. is the post office far?
- 3-A: _____?
B: She is a doctor.
- a. Where does she work?
b. What is her nationality?
c. What does she do?

- d. What is her work?
- 4-March is my favourite _____.
- a. day
b. month
c. year
d. season
- 5-A: When is the national match?
B: ___ Saturday.
- a. on**
b. in
c. at
d. to
- 6-A: Whose is this car?
B: It is _____.
- a. Ali
b. Alis'
c. Ali's
d. Alis
- 7-Do you like _____ friends?

- a. meet
- b. meeting**
- c. to meeting
- d. to meet

8-A: _____?

B: It is purple.

- a. What is her hair?
- b. What color are her eyes?
- c. What color is her skirt?**
- d. What is her color skirt?

9-Ayşe is good ___ painting.

- a. in
- b. to
- c. about
- d. at**

10-A: _____ cooks at home?

B: My father.

- a. Who**
- b. Whose
- c. What
- d. When

11-What is your favorite room at home?

- a. Kitchen**
- b. Lunch
- c. Florist
- d. Restaurant

12-A: Where were you _____?

B. I was at the match with my friends.

- a. tomorrow
- b. now
- c. often
- d. yesterday**

13-She is studying _____ she has an exam tomorrow.

- a. and
- b. but
- c. or
- d. because**

14-What is the weather like?

- a. windy
- b. cloudy**
- c. snowy
- d. rainy



15-A: _____ are these sandals?

B: They are \$20.

- a. How many
- b. How much**
- c. What
- d. Why

WRITING :

Students' own answers are assessed by two graders in the writing parts.

SPEAKING :

Students' own performances are assessed by two graders in the speaking parts.

APPENDIX 3: General Outcomes of A1.2**A1.2.1**

Students will be able to...

LISTENING

1. Distinguish words and expressions related to immediate relevance in daily life.
2. Follow the simple, clear basic everyday conversations.
3. Identify clear, basic information in audio or video material.
4. Define the place, person and the topic in the audio material.
5. Identify the sound differences in pronunciation.
6. Recognise clear, basic information in audio or video material.
7. Understand simple, clear, basic telephone conversations in the audio materials.

SPOKEN INTERACTION

1. Communicate according to simple everyday relations.
2. Indicate simple statements in areas of immediate need in conversations.
3. Ask questions related to themselves, their family, interests etc.
4. Answer the questions related to themselves, their family, interests etc.
5. Express themselves in simple, clear, basic telephone conversations.

SPOKEN PRODUCTION

1. Talk about habits.
2. Describe themselves, their family, daily life, interests, etc.
3. Give a simple description of people, living or working conditions, daily routines.
4. Support his speech with visuals.
5. Ask for information.
6. Answer WH-questions during their speech.
7. Interpret the information given on tables or charts.
8. Answer the questions related to personal information.

READING

1. Understand very short, simple texts.
2. Understand short, simple written messages.
3. Read tables and charts.
4. Understand what they read with the help of visual support.
5. Follow short, simple written instructions.
6. Apply short and simple instructions especially if there is visual support.
7. Understand the questions related to the short simpler written material.
8. Guess the content of the written material with the help of the visuals and the title.
9. Look for the answers to the WH-questions in the short, simple texts.
10. Understand the questions including personal information.

WRITING

1. Write simple isolated phrases and sentences.
2. Express their daily needs in written form.
3. Write very short, basic descriptions of themselves and other people.
4. Fill in the forms according to the instructions.
5. Take notes.
6. Write short messages and e-mails.
7. Write short simple postcards
8. Write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
9. Write very simple personal letters.
10. Write sentences and texts by looking at the visuals.
11. Ask basic questions in written form.
12. Answer WH-questions in written forms.
13. Give examples from daily life in written form.
14. Pass on personal details in written form.
15. Use polite expressions in their writing texts.

A1.2.2

LISTENING

1. Understand the listening extract with the help of the familiar words in the recorded text.
2. Follow simple, clear instructions in recorded text.
3. Define the place, person and the topic in the audio material.
4. Define the topic of the short, clear, simple messages and announcements.
5. Distinguish information related to international words, person and place delivered in clear standard speech.
6. Recognise clear, basic information in audio or video material.

SPOKEN INTERACTION

1. Ask simple questions on familiar topics.
2. Answer simple questions addressed to them.
3. Say what they like and dislike.
4. Ask for information on immediate needs.
5. Deliver basic, clear speech consisting information on people, place, time.

SPOKEN PRODUCTION

1. Support his speech with visuals.
2. Identify the problem.
3. Give example from their daily life while they are talking.
4. Express their feelings orally.

READING

1. Distinguish the specific information in simple and clear written messages.
2. Understand high frequency everyday words and expressions in signs and notices .
3. Distinguish the specific information in written material.
4. Read to obtain information.
5. Understand the questions related to the short simpler written material.
6. Look for the answers to the WH-questions in the short, simple texts.
7. Define the problem in written material.
8. Guess the information with help of clues in written text.

WRITING

1. Ask for and pass on personal details in written form.
2. Like exchanging letters.
3. Write short, simple dialogues and texts.
4. Write short paragraphs about likes / dislikes.

5. Complete written information with the help of given contextual clues.
6. Write simple text describing feelings.
7. Use time expressions in their writing texts.
8. Use polite expressions in their writing texts.

A1.2.3

LISTENING

1. Distinguish the advice and suggestions.
2. Understand short, simple, clear directions.
3. Distinguish the reason result expressions in the recorded text.
4. Distinguish contrasting words in the recorded text.
5. Find a title suitable for the recorded text.

SPOKEN INTERACTION

1. Communicate to ask for and provide information.
2. Give example from their daily life while they are talking.
3. Express ideas and suggestions.
4. Express wishes and petitions.
5. Express their feelings in a simple way.
6. Use reason result expressions in their speech.
7. Give simple clear directions.

SPOKEN PRODUCTION

1. Order the topics and events in their speech.
2. Read a very short rehearsed statement e.g. introduce a speaker, propose a toast, etc.
3. Support his speech with visuals.
4. Make comparisons in their speech.

READING

1. Distinguish the specific information in written material.
2. Read to obtain information.
3. Look for the answers to the WH-questions in the short, simple texts.
4. Define the elements of the story in written text.
5. Define the order of the events in the written text.

WRITING


1. List the important information in written or recorded text.
2. Complete written information with the help of given contextual clues.
3. Report the events according to the time order.
4. Write about their future plans.
5. Make comparisons in their writing.
6. Use time expressions in their writing texts.
7. Use reason result expressions in their writing texts.

APPENDIX 4: Student Questionnaire-in English


This questionnaire aims to determine the perceptions of the students on the efficacy of the coursebook in terms of four skills. When you answer the questions, your very first impressions will be most appreciated. Please try not to spend more than ten minutes or so to respond to all the questions. If you find it necessary to qualify your responses, please feel free to add your comments in open space available. I would appreciate your cooperation very much. Your participation in this study is completely voluntary. Your questionnaire responses will be strictly confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the questionnaire or the procedures, you may send a mail to Doğan DEMİRCİ (dogandemirci@live.com). Thank you very much for your time and support.

Gender	() Male	() Female
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1-Order the four skills (**reading-writing-listening-speaking**) from the most important to the least important in terms of your language needs?

1		The most important  The least important
2		
3		
4		


2-Order the four language skills (**listening, speaking, reading, and writing**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most  The least
2		
3		
4		

3-Order the four language components (**content, vocabulary, grammar, and pronunciation**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most  The least
2		
3		
4		

4-Order the teaching materials (**students' book, work book, supplementary materials, and your own materials**) according to the duration that is spent on each of them from the most to the least by your English teacher.

1		The most  The least
2		
3		
4		

*Supplementary materials mean additional teaching materials such as games and tasks, excluding CDs that are often attached to students' book.

5-Are you satisfied with your proficiency in English after using *Yes You Can A1.2* in your lessons? Please rate your performance at the end of the term with the scale below between 1 and 5. Tick the appropriate box below.

5	4	3	2	1
Quite well	Fairly well	Cannot tell for sure	Not very well	Not well at all

YES YOU CAN A1.2-READING

	Agree	Neutral	Disagree
This book helps us better our ability to read and understand English.			
The activities, tasks, games, etc. are adequate to better our reading skills in English.			
The level of the reading activities is appropriate for us.			
Reading activities appeal to our interest.			

YES YOU CAN A1.2-WRITING

	Agree	Neutral	Disagree
This book helps us better our ability to write in English.			
The activities, tasks, games, etc. are adequate to better our writing skills in English.			
Writing activities help us improve our proficiency.			
The level of the writing activities is appropriate for us.			

YES YOU CAN A1.2-LISTENING

	Agree	Neutral	Disagree
This book helps us better our ability to listen and understand English.			
The activities, tasks, games, etc. are adequate to better our listening skills in English.			
Listening activities help us improve our proficiency.			
The level of the listening activities is appropriate for us.			
Listening activities appeal to our interest.			

YES YOU CAN A1.2-SPEAKING

	Agree	Neutral	Disagree
This book helps us better our ability to speak in English.			
The activities, tasks, games, etc. are adequate to better our speaking skills in English.			
Speaking activities help us improve our proficiency.			
The level of the speaking activities is appropriate for us.			
Speaking activities appeal to our interest.			

YES YOU CAN A1.2-GRAMMAR

	Agree	Neutral	Disagree
Grammar in this book is acquired through skills and activities by us.			
This book focuses on fluency rather than accuracy.			
Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).			
The level of the grammar activities is appropriate for us.			

YES YOU CAN A1.2-CONTENT

	Agree	Neutral	Disagree
Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).			
The topics in this book attract our attention.			
The activities in this book meet our needs.			


YES YOU CAN A1.2-IN GENERAL

	Agree	Neutral	Disagree
This book promotes active learning.			
This book brings up us as independent and proficient users of four skills.			
This book develops our autonomy, gives us responsibility for our own learning.			

ADDITIONAL COMMENTS: _____

I think this coursebook is sufficient in terms of teaching four language skills.	Yes ()	Neutral ()	No ()
I think this coursebook is appropriate in terms of teaching four language skills.	Yes ()	Neutral ()	No ()

Order the four language skills (*listening, speaking, reading, and writing*) according to the duration that is spent on each of them from the most to the least by your English teacher in YES YOU CAN A1.2 in your English lessons.

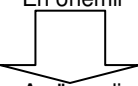
1		The most  The least
2		
3		
4		

APPENDIX 5: Student Questionnaire-in Turkish

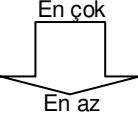
Bu anket ders kitaplarının dört dil becerisi açısından etkililiği hakkında öğrencilerin algılarını belirlemeyi amaçlamaktadır. Soruları cevaplarırken, ilk izlenimleriniz benim için oldukça önemlidir. Lütfen soruları cevaplarırken 10 dakika veya daha fazla süre harcamamaya gayret ediniz. Eğer cevaplarınızı açıklama ihtiyacı hissederseniz, yorumlarınızı ek düşünceler bölümüne yazma hususunda tereddüt etmeyiniz. Anketime olan katkılarınıza minnettarım. Bu çalışmaya katılım tamamen gönüllülük esasına göredir. Anket sorularına verdiğiniz cevaplar gizli tutulacak ve toplanan veri sadece toplu olarak raporlaştırılacaktır. Eğer anket soruları veya anketin uygulanması hakkında bir sorunuz olursa, Doğan DEMİRCİ (dogandemirci@live.com)' ye istediğiniz her an mail gönderebilirsiniz. Zamanınızı ayırdığınız ve destekleriniz için çok teşekkür ederim.

Cinsiyet () Bay () Bayan

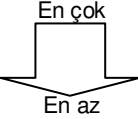
1-Dört dil becerisini (**okuma-yazma-dinleme-konuşma**) sizin kendi dil ihtiyaçlarınızı düşünerek en önemliden en az önemliye göre sıralayınız.

1		En önemli  Az önemli
2		
3		
4		

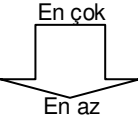
2-Dört dil becerisini (**okuma-yazma-dinleme-konuşma**) sınıfta her birinin öğretimine ayrılan süreye göre en çoktan en aza kadar sıralayınız.

1		
2		
3		
4		

3-Dört dil bileşenini (**içerik-kelime-dil bilgisi-telaffuz**) İngilizce öğretmeninizin her biri için derste ayırdığı zamana göre en çoktan en aza doğru sıralayınız.

1		
2		
3		
4		

4-Öğretim materyallerini (**öğrenci kitabı-alıştırma kitabı-yardımcı materyaller-öğretmeninizin kendi materyalleri**) öğretmeninizin her biri için derste ayırdığı zamana göre en çoktan en aza doğru sıralayınız.

1		
2		
3		
4		

*Ek materyaller, öğrenci kitabıyla birlikte gelen CD'lerin hariç olduğu oyunlar ve görevler gibi ek öğretim materyallerini içeren gruptur.

5-Derslerinizde *Yes You Can A1.2* kullandıktan sonra, şu anki İngilizce seviyenizden memnun musunuz? Aşağıdaki ölçeği kullanarak dönem sonu performansınızı 1-5 arasında değerlendiriniz. Uygun kutucuğa ✓ koyunuz.

5	4	3	2	1
Oldukça iyi	İyi	Emin değilim	Çok iyi değil	İyi değil

YES YOU CAN A1.2-OKUMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce okuma ve okuduğumuzu anlama becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki okuma becerilerimizi geliştirme konusunda yeterlidir.			
Okuma aktivitelerinin seviyesi seviyemize uygundur.			
Okuma aktiviteleri ilğimizi çekiyor.			

YES YOU CAN A1.2-YAZMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce yazma becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki yazma becerilerimizi geliştirme konusunda yeterlidir.			
Yazma aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Yazma aktivitelerinin seviyesi seviyemize uygundur.			

YES YOU CAN A1.2-DİNLEME

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce dinleme ve dinlediğimizi anlama becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki dinleme becerilerimizi geliştirme konusunda yeterlidir.			
Dinleme aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Dinleme aktivitelerinin seviyesi seviyemize uygundur.			
Dinleme aktiviteleri ilğimizi çekiyor.			

YES YOU CAN A1.2-KONUŞMA

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap İngilizce konuşma becerilerimizi geliştirmemize yardım ediyor.			
Kitaptaki aktiviteler, görevler, oyunlar, vs. İngilizcedeki konuşma becerilerimizi geliştirme konusunda yeterlidir.			
Konuşma aktiviteleri yeterliliğimizi geliştirmeye yardım ediyor.			
Konuşma aktivitelerinin seviyesi seviyemize uygundur.			
Konuşma aktiviteleri ilğimizi çekiyor.			

YES YOU CAN A1.2-DİL BİLGİSİ

	Katılıyorum	Nötr	Katılmıyorum
Bu kitaptaki dil bilgisi beceriler ve aktiviteler yoluyla ediniliyor.			
Bu kitap dili doğru kullanmaktan öte dili akıcı kullanmaya odaklanmaktadır.			
Dil alanları 4 dil becerisi (Dinleme, okuma, konuşma, yazma) içerisinde düzenlenmiştir.			
Dil bilgisi aktivitelerinin seviyesi bizim için uygundur.			

YES YOU CAN A1.2-İÇERİK

	Katılıyorum	Nötr	Katılmıyorum
Bu kitabın içeriği algısal beceriler (okuma, yazma) ile başlayıp, üretimsel beceriler (konuşma, yazma) ile bitiyor.			
Bu kitaptaki konular ilğimizi çekiyor.			
Bu kitaptaki aktiviteler ihtiyaçlarımıza cevap veriyor.			

YES YOU CAN A1.2-GENEL OLARAK

	Katılıyorum	Nötr	Katılmıyorum
Bu kitap aktif öğrenmeyi geliştiriyor.			
Bu kitap bizim bir birey olarak dildeki dört becerinin bağımsız ve usta kullanıcıları olarak gelişmemize katkıda bulunuyor.			
Bu kitap özerkliğimizi geliştiriyor ve bize kendi öğrenmelerimizin sorumluluğunu veriyor.			

EK DÜŞÜNCELER: _____

Bu ders kitabı dört dil becerisini (okuma-yazma-dinleme-konuşma) öğretme açısından yeterlidir.	Evet ()	Nötr ()	Hayır ()
Bu ders kitabı dört dil becerisini (okuma-yazma-dinleme-konuşma) açısından uygun bir ders kitabıdır.	Evet ()	Nötr ()	Hayır ()

🚩 **YES YOU CAN A1.2**'yi derste kullanırken, *dört dil becerisine (okuma-yazma-dinleme-konuşma)* derste ayırdığı zamana göre en çoktan en aza doğru bu becerileri sıralayınız.

1		
2		
3		
4		

APPENDIX 6: Teacher Questionnaire

This questionnaire aims to determine the perceptions of the teachers on the efficacy of the coursebook in terms of four skills. When you answer the questions, your very first impressions will be most appreciated. Please try not to spend more than ten minutes or so to respond to all the questions. If you find it necessary to qualify your responses, please feel free to add your comments in open space available. I would appreciate your cooperation very much. Your participation in this study is completely voluntary. Your questionnaire responses will be strictly confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the questionnaire or the procedures, you may send a mail to Doğan DEMİRCİ (dogandemirci@live.com), MA student at Gazi University. Thank you very much for your time and support.

Gender	() Male	() Female
How long have you been teaching English?	() years	

1-Order the four skills (**reading-writing-listening-speaking**) from the most important to the least important in terms of students' needs?

1		
2		
3		
4		

2-Order the four language skills (**listening, speaking, reading, and writing**) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		
2		
3		
4		

3-Order the four language components (**content, vocabulary, grammar, and pronunciation**) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		
2		
3		
4		

4-Order the teaching materials (students' book, work book, supplementary materials, and your own materials) according to the duration that you spend on each of them from the most to the least in your English lessons.

1		
2		
3		
4		

*Supplementary materials mean additional teaching materials such as games and tasks, excluding CDs that are often attached to students' book.

5-While you are getting prepared for your English lessons in advance, how much do you benefit from the National Core Curriculum, the teacher's book, and your own ideas and experience respectively? Order them from the most to the least.

1		
2		
3		

6-Are you satisfied with your learners' proficiency in English after using *Yes You Can A1.2* in your lessons? Please rate your learners' performance at the end of the term with the scale below between 1 and 5. Tick the appropriate box below.

5	4	3	2	1
Quite well	Fairly well	Cannot tell for sure	Not very well	Not well at all

WHILE TEACHING ENGLISH

	Agree	Neutral	Disagree
Teachers should focus on teaching grammar.			
I provide opportunities for students to make students use of English through meaningful tasks and activities.			
I speak English in the classroom.			
Exams should be based on the four skills. (reading, writing, listening, speaking)			
Teaching grammar is more important than teaching the four skills.			
Form is more important than usage while teaching grammar.			
Structures can be neglected while teaching grammar. Instead, usage should be emphasized.			
I neglect reading in exams.			
I neglect writing in exams.			
I neglect listening in exams.			
I neglect speaking in exams.			

YES YOU CAN A1.2-READING

	Agree	Neutral	Disagree
This book helps students better their ability to read and understand English.			
The activities, tasks, games, etc. are adequate to better the learners' reading skills in English.			
The level of the reading activities is appropriate for the learners.			
Reading activities appeal to the learners' interest.			

YES YOU CAN A1.2-WRITING

	Agree	Neutral	Disagree
This book helps students better their ability to write in English.			
The activities, tasks, games, etc. are adequate to better the learners' writing skills in English.			
Writing activities help students improve their proficiency.			
The level of the writing activities is appropriate for the learners.			

YES YOU CAN A1.2-LISTENING

	Agree	Neutral	Disagree
This book helps students better their ability to listen and understand English.			
The activities, tasks, games, etc. are adequate to better the learners' listening skills in English.			
Listening activities help students improve their proficiency.			
The level of the listening activities is appropriate for the learners.			
Listening activities appeal to the learners' interest.			

YES YOU CAN A1.2-SPEAKING

	Agree	Neutral	Disagree
This book helps students better their ability to speak in English.			
The activities, tasks, games, etc. are adequate to better the learners' speaking skills in English.			
Speaking activities help students improve their proficiency.			
The level of the speaking activities is appropriate for the learners.			
Speaking activities appeal to the learners' interest.			

YES YOU CAN A1.2-GRAMMAR

	Agree	Neutral	Disagree
Grammar in this book is acquired through skills and activities by the students.			
This book focuses on fluency rather than accuracy.			
Language areas are embodied in four skills (Listening, Reading, Speaking, and Writing).			
The level of the grammar activities is appropriate for the learners.			

YES YOU CAN A1.2-CONTENT

	Agree	Neutral	Disagree
Contents in this book start with receptive skills (reading, listening) and end with productive skills (speaking, writing).			
The topics in this book attract students' attention.			
The activities in this book meet students' needs.			


YES YOU CAN A1.2-IN GENERAL

	Agree	Neutral	Disagree
This book promotes active learning.			
This book brings up students as independent and proficient users of four skills.			
This book develops students' autonomy, gives them responsibility for their own learning.			

ADDITIONAL COMMENTS: _____

I think this coursebook is sufficient in terms of teaching four language skills.	Yes ()	Neutral ()	No ()
I think this coursebook is appropriate in terms of teaching four language skills.	Yes ()	Neutral ()	No ()

Order the four language skills (listening, speaking, reading, and writing) according to the duration that you spend on each of them from the most to the least in YES YOU CAN A1.2 in your English lessons.

1		The most  The least
2		
3		