

KARADENİZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI**

**A STUDY ON BELIEFS AND PERCEPTIONS OF LANGUAGE INSTRUCTORS
ABOUT INTEGRATION OF LANGUAGE SKILLS IN FOREIGN LANGUAGE
TEACHING**

YÜKSEK LİSANS TEZİ

Onur DİLEK

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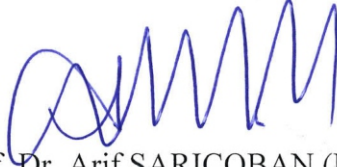
Tez Danışmanı: Doç. Dr. M. Naci KAYAOĞLU

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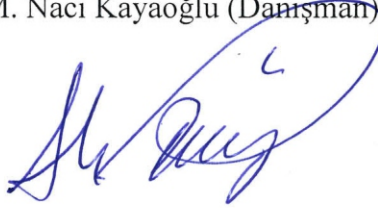
Onur DİLEK tarafından hazırlanan “A Study on Beliefs and Perceptions of Language Instructors about Integration of Language Skills in Foreign Language Teaching” adlı bu çalışma, 10.07.2017 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dilbilim alanında **yüksek lisans tezi** olarak kabul edilmiştir.



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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduklarını onaylarım.

Prof. Dr. Yusuf SÜRMEŒ

Enstitü Müdürü

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Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her tür yasal sonucu kabul ettiğimi beyan ediyorum.

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ÖZET

Sınıf içinde yabancı dil becerilerinin öğretiminde sıklıkla karşılaşılan ikilemlerden biri bu becerilerin bütünleşik şekilde veya ayrı derslerde öğretilmesidir. Mevcut çalışma, konuya İngilizce okutmanlarının gözünden yaklaşmış, Türkiye’de bir devlet üniversitesinde çalışmakta olan İngilizce okutmanlarının algı, inanç ve deneyimlerini ortaya çıkarmayı hedeflemiştir. Veriler, anket, açık uçlu sorular, mülakat ve toplantı yollarıyla edinilmiştir. Bulgular, okutmanların öğretim uygulamalarında dil becerilerini birleştirmeye meyilli olduklarını ve gelecekteki derslerinde de dil becerilerini bütünleşik bir şekilde öğretmeyi tercih ettiklerini göstermektedir. Bulgular ayrıca okutmanların derslerinde, dil becerilerinin bütünleşik bir şekilde sunulduğu ders kitaplarını kullanma fikrini desteklediklerini göstermektedir.

Anahtar sözcükler: Dil becerileri, becerilerin bütünleştirilmesi, becerilerin ayrılması, ders kitabı, algı, öğretmen inançları

ABSTRACT

One dilemma that is often faced in the teaching of foreign language skills in the classroom is whether to teach those skills in an integrated manner or to teach them in segregated classes. The present study investigated the issue from the viewpoint of EFL instructors and aimed to identify the perceptions, beliefs and experiences of instructors of English working at a state university in Turkey. Data were obtained through questionnaires, open-ended questions, interviews and a meeting. The findings reveal that the instructors were in favour of integrating language skills in their teaching practices and they preferred teaching language skills in an integrated way in their future teaching, too. The findings also show that the instructors are in favour of using coursebooks in which language skills are presented in an integrated fashion in their teaching.

Key words: Language skills, skill integration, skill segregation, coursebook, perception, teacher beliefs

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LIST OF ABBREVIATIONS

CB	: Coursebook
CoHE	: Council of Higher Education
CPG	: Classroom Performance Grade
DoBE	: Department of Basic English
EFL	: English as a Foreign Language
GR	: Grammar
Ins	: Instructor
KTU	: Karadeniz Technical University
LS	: Listening
MC	: Main Course
MoNE	: Ministry of National Education
RD	: Reading
RD and WR	: Reading and Writing
SoFL	: School of Foreign Languages
SP	: Speaking
SPSS	: Statistical Package for the Social Sciences
WR	: Writing

INTRODUCTION

The English language has almost become the common language of communication in our age. Particularly with the increase of technology, it turned out that English is used across the globe for various reasons among people from different countries. Apparently, a need to teach it well was felt and that need pushed scholars to come up with several methods. Yet, things are so complicated because teaching and/or learning a foreign language is a process during which several factors come into play.

From among those factors, teachers, perhaps, hold the most important position. Their knowledge of the field and pedagogic proficiency are clear indicators of what happens in the classroom. However, it is also recognized now that their beliefs, attitudes and perceptions are further dimensions that bear direct relevance to success in the classroom. Therefore, investigating teachers' beliefs holds a central position in language teaching.

Another factor affecting success is the way language is taught. Because language is composed of skills, two ways of teaching it came into existence in line with the presentation of those skills. In segregated-skills teaching, one or two skills are taught while the other skills receive little or no attention. In integrated-skills teaching, however, all skills are taught together.

Parallel to the integration of language skills, there exists a third dimension in teaching foreign languages – the use of textbooks. The use of textbooks has become such a common practice that textbooks have become an indispensable part of language teaching. In this respect, investigating teachers' perceptions of the integration of language skills by using a textbook in their teaching becomes the aim of this study.

The answers to the question “How should language skills be taught?” provide much data for teachers, administrators, coursebook writers, and even educational policy makers.

From the findings, teachers may have the chance to find out what their colleagues think about the process. Administrators could be better informed in order to make organizational and pedagogic decisions. Coursebook writers may be in a better position to create better materials in line with teachers' expectations. Even the government may be informed about the beliefs and expectations of teachers who perhaps are the most important factor in the classroom.

The study was conducted at Karadeniz Technical University, School of Foreign Languages, Department of Basic English. The researcher attempted to obtain the instructors' opinions on both the integration and the segregation of language skills by making references to the book that they had been using. Both quantitative and qualitative data were gathered. A questionnaire was administered to fifty-seven instructors working at the School and interviews were conducted with forty-six of the instructors. A review of the related literature shows that there have been no attempts yet to identify teachers' beliefs on the integration of language skills, which justifies the necessity of the present study.

CHAPTER ONE

1. STUDY FRAMEWORK

This chapter offers an introduction to the study. The problem, purpose and significance of the study are provided, along with the methodology and the limitations of the study. The research questions that guided the study, and an outline of the study are also presented in this chapter.

1.1. Introduction

In the constantly changing world, the English language has become an indispensable part of this age. Considering the fact that there are more than 422 millions of people who speak English as their second language (Crystal, 2004), it should not come as a surprise that the teaching and learning of the language has gained even more popularity in the last few decades. English is now being used all around the world for various purposes. In the fields of music, industry, education, health, sports, and many more, English is used as the most effective means of communication between and among people with different linguistic and cultural backgrounds. In this respect, it is axiomatic that the English language has become a lingua franca, the language of “common agreement” (Fromkin and Rodman, 1988: 271) in this age.

In Turkey, the English language is taught at various levels. Primary school students start learning English when they are at second grade (Ministry of National Education, henceforth MoNE, 2013). Similarly, most universities, both state and private ones, require their students to be able to understand and speak English to a particular extent before they start taking classes in their departments. Therefore, those universities have preparatory schools in which students, except for those who are exempted, are given English courses for one semester or one year, depending on their proficiency in English (Council of Higher Education, henceforth CoHE, 2016).

There have been constant attempts to find the most effective way to teach English. Among them are integrated skills teaching and segregated skills teaching. In segregated-skills teaching, teaching focuses on only one skill at the expense of excluding the others. In other words, one language skill is segregated and taught in detail while other skills receive little – and sometimes no – attention (Oxford, 2001).

Alternatively, however, the skills of a target language can be taught in a unified manner, integrating two or more – and sometimes all – of the language skills. Currently, there is more focus on employing all the language skills in the same lesson because it is the way a language is used naturally in real life. It is, therefore, suggested that the same idea should be applied in the classroom (Davies and Pearse, 2002).

In parallel with this principle, language skills are usually integrated in the classroom just like the way they are integrated in real life (Brown, 2001). The concept of integration refers to the way one skill is employed alongside another. Skill segregation, on the other hand, refers to the way one of the skills is taught in isolation for practical or other reasons (Brown, 2001). However, there occurs a dilemma as to which mode to follow. Although teaching language skills in segregation used to be the traditionally opted way (White, 1986), there has recently been more inclination towards skill integration (Davies and Pearse, 2002; Brown, 2001).

The present study aims to show what instructors of English working at a state university think about the integration of language skills by also making associations to their beliefs in and their use of a particular coursebook where language skills are presented in an integrated fashion.

1.2. Background to the Study

Success in teaching and/or learning English depends on a number of factors. In order to attain the goals and objectives set, there are several factors affecting the final outcome like the syllabus to be followed, the number of hours spent in the classroom, the motivation of the students and the teacher, and, in particular, the books that are used.

In terms of language skills, there is often a distinction between receptive and productive skills. Harmer (2001: 199) states that “receptive skills are the ways in which people extract meaning from the discourse that they see or hear.” This means that people make sense of any language that they are exposed to through the medium of print in reading and through speech in listening. That is the very reason that listening and reading are described as receptive skills.

Productive skills, on the other hand, refer to the skills that require people to take an active role in terms of using the language and, thus, produce the language. For this reason, the skills of speaking and writing are termed productive skills where people produce language orally and in written form.

The important point to be kept in mind is that receptive skills and productive skills in English as a foreign language (henceforth EFL) classrooms are closely intertwined. Receptive and productive skills supplement each other in several ways. For instance, one student’s oral output turns into input after receiving positive feedback from the teacher. The same idea applies to writing, too, where a student is provided with a sample piece of language before he/she is asked to produce a similar one. Also, texts provide stimuli for the students for both writing and speaking. Furthermore, production occurs as a result of reception. For instance, there can be no speaking without listening (Harmer, 2001).

One still popular form of teaching a foreign language is to divide it into parts that can be taught more easily. A target language can be handled in smaller units like listening, speaking, writing, reading, vocabulary, stress patterns, and grammatical items. To be more precise, it can be taught by placing the focus on individual skills. In segregated-skills teaching, a language course may focus particularly on listening to and speaking the target language without much attention paid to writing anything. Conversely, a foreign language class may include activities solely on the written aspects of the language, like sentence connectors or the ordering of ideas in written discourse, and may not include any activities or information regarding the oral and/or aural aspects.

Alternatively, some institutions may prefer to teach a target language without segregating any of the skills. Inspired by the belief that language is a whole in real life, such institutions tend to focus on the target language as a whole and present its items and contents by employing both receptive and productive skills of the language. In integrated skills teaching, the target language is taught by making students speak, listen, read and write in the target language (Davies and Pearse, 2002). The other components of the language like vocabulary, pronunciation or grammar can also be included in the programme.

It is sometimes necessary to segregate language skills for some reasons. To illustrate, as Brown (2001) suggests, the decisions made by educational institutions necessitate a segregation of the skills. For instance, administrators may have to break down the components of language in such a way that they can easily design schedules, decide on the workload for teachers, choose particular coursebooks, and place students in classrooms. The author goes on to argue that it may not be possible to integrate all four skills because the contents of a particular course may require a particular skill to be taught and employed while the other skills may not receive any attention simply because they are not employed in that very classroom. A further advantage, for the students, would be that they have the chance to get maximum practice if they focus on only one skill.

By contrast, the advocates of skill integration suggest numerous reasons. For instance, integration activates associations between skills (Kumaravadivelu, 2003). Also, speakers naturally switch from one skill to another or integrate them naturally in their daily use of the language and the same practice needs to be applied in the foreign language classroom (Davies and Pearse, 2002). In authentic language there exist no boundaries between and among language skills. To exemplify, students cannot speak a language without listening to someone, and they need to employ both of these skills in class because this is what happens in real life situations.

Another important issue that deserves special attention is the place of teachers, who hold a central position in the classroom. It is teachers who can play a crucial role in changing education and schools, and it is teachers, again, who, as Prawat (1992) suggests, can become major sources against changes because they still use outdated instructional

methods. The author goes on to argue that if teachers think about their views on teaching and learning, they can change what is a great obstacle in their practices: their beliefs.

The beliefs of administrators also play an important role in decision-making processes. At the end of the day, it is usually the administrators who make influential decisions about the success of students and the course materials, organize classes and workload for the teachers, and manage other institutional issues. Therefore, administrators stand as stakeholders and their beliefs and perceptions are no less important than those of teachers.

Teachers' beliefs and knowledge occur as a result of their experience. Their experiences and beliefs shape whether they are open or resistant to change and what they do and do not do in the classroom. As Pajares (1992) argues, teachers' beliefs affect their perceptions and, thus, their actions in the classroom. It is obvious that teachers' beliefs affect the classroom atmosphere and the teaching/learning process to an important extent.

In this respect, the present study is an attempt to explore the beliefs, perceptions, and experiences of EFL instructors working at a state university in Turkey in relation to the integration of language skills in the classroom and their use of a coursebook in which language skills are presented in an integrated way.

1.3. Statement of the Problem

The question of whether to teach a foreign language by segregating the skills or by combining all the skills is an important aspect to be decided on. Other decisions, like assessment and outcomes, are going to depend on the type of teaching to an important extent. For instance, the types and items of tests are definitely going to be affected by the mode of teaching. Therefore, this is one basic question that needs to be answered at the onset of the teaching/learning process.

Similarly, the beliefs and attitudes of the instructors are fundamental in almost all aspects of teaching – presenting, practicing, testing, and so on. In this respect, teachers' beliefs about and attitudes towards the integration of language skills in an EFL setting is an

area that needs to be discussed and well-planned. However, there is a gap to be filled in this area because this issue has not been investigated thoroughly. The present study aims to identify teacher's beliefs about and attitudes towards the integration of language skills because teachers play a crucial role in language teaching.

Also, the administrators need to know the instructors' beliefs and attitudes in order to make better decisions so as to improve teaching and decide on future programmes and materials to be used. In addition, the opposing views of the instructors on the segregation and the integrations of language skills presents an image of how the two forms of teaching are perceived by the instructors. This accumulation of information can help instructors with opposing ideas to see what they are missing in the mode of teaching that they disfavour.

1.4. Purpose of the Study

The present study is an attempt to identify instructors' perceptions of and beliefs about how to teach language skills. It investigates how they view teaching language skills both in segregated-skills teaching as well as in integrated-skills teaching. It further aims to identify what they think about teaching language skills in integration with particular reference to the coursebook which they have been using. The study, in this sense, aims to clarify what they think about that particular coursebook that they have been using. It also aims to determine which mode of teaching the instructors prefer to teach in, and the reasons why they prefer that mode in their practices.

1.5. Research Questions

This study aims to answer the following major and minor research questions:

1. What are the beliefs and perceptions of the instructors towards the segregation and the integration of language skills in their teaching?
2. Which of those two teaching modes do the instructors prefer?

2.1. What are their justifications for their preferences?

1.6. Methodology

This survey study was carried out at Karadeniz Technical University School of Foreign Languages Department of Basic English. The population is composed of the instructors working at the department. The study employs both quantitative and qualitative data in order to answer the research questions posed.

For quantitative data, a questionnaire consisting of 54 items was administered to fifty-seven of the instructors. Qualitative data were obtained from three sources. Semi-structured interviews were conducted with forty-six of the instructors working at the institution. As Dörnyei (2007) describes, in a semi-structured interview, the researcher has questions formed beforehand, but allows the respondent to give further details as well. The interviews were audio-recorded, and then transcribed. Further data came from a meeting held at the school. The meeting was video-recorded and field notes were taken. The third source of the qualitative data was the last part of the questionnaire. It contained two open-ended questions.

1.7. Significance of the Study

The present study bears importance on six levels. On the first level, the study is beneficial because it addresses teachers' beliefs which are so important in the classroom. As cited in Brown and Rodgers (2002: 151), Richards (1998) claims that teachers' perception and practice of teaching is influenced by two main kinds of knowledge, which are their subject matter knowledge and the beliefs that they hold about teaching and learning. The authors claim that beliefs are so strong and that they can "shape teaching." Therefore, in terms of success in teaching English, the necessity of finding out the attitudes and beliefs of the instructors becomes clearer.

On the second level, the study is an attempt to identify the beliefs and perceptions of the instructors towards the integration and presentation of language skills in a language teaching programme where those instructors used to teach each skill in different classes.

The study, in this respect, aims to find out whether there are any differences between the way those instructors taught before and the way they do now. The study does not favour either mode of teaching. Although theory implies that the integration of language skills is much more beneficial, the diverse findings obtained from the study can constitute multiple realities, which is a fact found in qualitative studies.

On the third level, the results of and findings from this study are expected to help the administrators of the school adjust future decisions on the teaching of the English language. Investigating the instructors' beliefs regarding the teaching of skills in isolation or in integration is an important step to be taken in planning, implementing, and evaluating teaching at the school.

On the fourth level, the present study may serve to fill the existing gap in the related literature concerning the beliefs of foreign language teachers in the integration and the segregation of language skills. Although the advantages and disadvantages of skill integration have been pointed out by many authors (Brown, 2000; Davies and Pearse, 2000; Scrivener, 1994), there is a considerable gap to be filled about teachers' beliefs regarding the integration of language skills.

On the fifth level, although the findings from the study may not be generalized to a large population, they can be used to exchange ideas and information on the integration of language skills and use of coursebooks among universities which have similar preparatory programmes and needs. This study is committed to filling that important gap among such universities in this field.

On the sixth level, the findings obtained from the study could enlighten materials developers and textbook writers. The findings could be informative of teachers' expectations of coursebooks, teachers' books and other similar materials in terms of the presentation, ordering, and amount of each skill.

1.8. Limitations of the Study

The present study has several limitations. First, it was carried out within the boundaries of Karadeniz Technical University School of Foreign Languages Department of Basic English. Therefore, it may not bear direct relevance to another setting although it was carried out in a state university. Secondly, the instructors who participated in the study were all teaching adult learners. Thus, if a similar study were conducted with teachers of young learners, different outcomes might emerge. Third, the study is cross-sectional in nature. Therefore, studies to be conducted in a longitudinal fashion may not produce similar results.

1.9. Outline of the Study

The present study is composed of four chapters. The first chapter is an introduction to the study. It states the problem, justifies the purpose of the study, describes the methodology employed, and poses the research questions to be answered. At the end of the chapter, the significance and the limitations of the study are provided.

The second chapter is devoted to a review of the related literature. It provides the reader with the basic issues in teaching foreign language skills and touches upon the segregation and the integration of language skills in the EFL classroom. It also describes the issue of using coursebooks in the classroom. Besides, the topics of teacher beliefs and teacher motivation are handled in the chapter.

The third chapter presents the methodology employed for the study. It contains information on the data collection procedure and how the data were processed. The reader is presented with details on the quantitative and qualitative methods employed in order to gather the necessary data.

The fourth chapter is composed of the findings obtained from the data and a discussion of those findings. The discussions are held by referring to the issues in the related literature. The data obtained from different sources are triangulated and attempts to unearth the instructors' and administrators' perspectives were made. At the end of the

chapter, several conclusions are drawn by making references to the findings from the data, and final comments are presented. The study concludes with limitations, pedagogical implications, and insights for further studies.



CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter provides a review of the related literature. The key terms in question are identified and the importance of each term is discussed. The opposing views on the segregation and integration of language skills are handled and associations are made by referring to the existing body of knowledge.

2.2. Segregated Language Skills

Skill is “an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions” (Richards and Schmidt, 2002: 489). In a similar sense, the word refers to the ability to employ a particular ability in the target language in this study.

Language is often described as consisting of four skills: listening, speaking, reading and writing. There occurs a grouping of language skills in terms of whether learners produce new language or not. Ahour (2006) notes that the skills of reading and listening are receptive language skills because the learners do not produce new language. They are expected to understand the language presented to them. Conversely, in the skills of speaking and writing, learners do produce new language. Therefore, they are termed productive skills.

White (1986) argues that each language skill is important and needs to have its own place in the classroom because, he argues, variety is necessary in the classroom and, therefore, each language skill needs to be exercised on its own. However, he also suggests

that the integration of the language skills is a contemporary practice and that all skills can be employed in a lesson.

In segregated-skills teaching, one particular language skill is regarded essential for successful learning but language learning and content learning are separated (Tolstykh and Khomutava, 2012). When language skills are segregated, Oxford (2001) argues, it is like pieces that do not supplement and are not related to each other although they are parallel in essence. She explains that this mode of teaching is also called language-based approach because the focus is on the language itself, rather than communication (Oxford, 2001; Tolstykh and Khomutava, 2012).

Segregation of language skills was emphasized during the 1950s and 60s, namely before communicative approaches emerged. The advocates of the audio-lingual method argued in favour of oral-aural skills and grammatical aspects. This created a division as well as an order in teaching the language skills: listening, speaking, reading, and writing. This certainly came from the belief that children learn their native language in that order. What is more, language skills were grouped active skills (speaking and writing) and passive ones (listening and reading) but, by time, it was accepted that neither in listening nor in reading were students passive. Therefore, by time, listening and reading were named receptive skills, rather than passive skills, and speaking and writing were termed productive skills, rather than active skills (Kumaravadivelu, 2003).

Yet, even today, segregation of language skills is widely performed for institutional and pedagogic reasons. For instance, under particular conditions, it is easier and more practical to focus on only one language skill. Administrators may be forced to hire different teachers for students with different needs. Also, teachers themselves or their administrators may think that it is better to segregate language skills for perfect mastery in one of them (Oxford, 2001). The importance of teachers' beliefs, which is one of the components of this study, comes into sharper focus at this point. The main points in the segregation of those four language skills are handled in the following sections.

2.2.1. The Skill of Listening

Listening can be described as “making sense of spoken language” (Lynch and Mendelsohn (n.d.) in Schmitt, 2002: 193) or “the process of understanding speech” (Richards and Schmidt, 2002: 313). Parallel with these two definitions, in this study, the term *listening* refers to processing and understanding spoken language.

The skill of listening appears to be a much neglected one (Nunan, 1997). As White (n.d.) (cited in Uso-Juan and Martinez-Flor, 2006) highlights, it is the skill which is taught least well and is the one which teachers do not pay the necessary importance to. Nunan (n.d.) (in Richards and Renandya, 2002) agrees and likens the skill to Cinderella because the other sibling – the speaking skill – is regarded superior. Indeed, the skills of speaking and writing are thought to be indicators of proficiency in a target language because they enable one to quickly come to a conclusion – though sometimes insufficiently and, thus, incorrectly – about a user’s proficiency in the target language.

There are two types of listening: top-down processing and bottom-up processing, just like in reading. In top-down listening, the listener listens for a general meaning and in bottom-up processing the listener focuses on single words and phrases and comes to an understanding of the whole by bringing those details together (Harmer, 2001). In a similar fashion to reading, there are two ways of listening: extensive listening, “where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement” (Harmer, 2001: 228), and intensive listening, which is “more concentrated, less relaxed, and often dedicated ... to the achievement of a study goal” (Harmer, 2001: 204).

Lewis and Hill (1985: 62) list the sub-skills of listening as follows:

- Ability to follow the *general* trend of what is said
- Ability to understand *specific* details
- Ability to *check* a specific piece of pre-knowledge against what is said
- Ability to understand the speaker’s *attitude* (how (s)he felt) (italics original)

The following activities can be done in the classroom in order to increase students’ proficiency in listening by using a taped material, live listening, or reflective listening:

- Giving a list of words or sentences to order while listening
- How many times do you hear activity?
- Fill-in-the gaps activity
- Matching and ordering events with pictures while listening
- Jumbling and reordering parts of chants or texts while listening
- Information transfer (filling a table after listening to some information)
- Transcription
- Completing a dialogue
- Completing a story or a text
- Note-taking
- Dictation exercises
- Dictogloss activities (Davies and Pearse, 2002; Finocchiaro and Bonomo, 1973; Richards and Renandya, 2010)

2.2.2. The Skill of Speaking

Speaking involves “topic nomination, maintaining a conversation, turn-taking, interrupting, and termination” (Brown, 2001: 268). According to White (1986: 18), speaking involves “being able to use the sound system of English.” Harmer (2001: 269) suggests that speaking necessitates “not only a knowledge of language features, but also the ability to process information and language on the spot.” In line with those definitions, in this study, *speaking* refers to the ability to produce spontaneous utterances in the target language.

Speaking is regarded as a very important skill. As Sarıçoban (2001) states, speakers of a language are those who can communicate in a language. Similarly, Chastain (1988) argues that learners are aware of the fact that speaking is an important skill if they are to survive in the foreign language setting. The author goes on to stress that unless they have other purposes and, thus, other skills as their main objective, students want to improve their speaking in a target language.

Nunan (1999: 226) argues that, in order to be able to speak a language, a speaker needs to know “how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax.” However, the author continues, linguistic competence would not suffice. The speaker needs to have “other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, when” (Nunan, 1999: 226). It can be inferred from those citations that having a wide range of vocabulary and knowing grammatical rules do not guarantee proficiency in speaking. At this point, the integration of language skills comes to the fore again.

In teaching speaking, Watkins (2005) states students need to practise and learn how to perform routine exchanges, participate in spontaneous conversations, take turns, interrupt, and manage conversations by, for instance, asking someone to repeat. Besides, they need to speak with understandable pronunciation, use appropriate vocabulary items and grammatical structures, and organize and monitor their speech.

There are four basic characteristics of a successful speaking activity, according to Ur (1996). First, the majority of the time spared for a speaking activity needs to be occupied by student talk. Second, all students need to have the chance to perform the same amount of speaking practice – talkative or dominant students should not be allowed to dominate over the rest of the class. Third, students need to be motivated to speak and they need to have something to say about the topic in question. Last, the language that the students use needs to be at such a level that they can understand each other in terms of how appropriate and accurate it is.

The following activities can be employed in the classroom to provide students with the chance to practice speaking in the target language. The students may or may not be prepared beforehand.

- Discussion (in groups or individually)
- Presentation
- Using dialogues from audio-visual resources
- Question-answer chain activity
- Whole class discussion

- Information gap activity
- Simulation and role play
- Question-answer drills
- Chain drill and repetition drill
- Acting from a script
- Communication games
- Describing a picture or realia
- Think-pair-share
- Telling, retelling and reproduction exercises
- Performing an action in sequence
- Role reversal (Lewis and Hill, 1985; Ur, 1996; Watkins, 2005; White, 1986).

2.2.3. The Skill of Reading

Reading can be defined as “the process of receiving and interpreting information encoded in language form via the medium of print” (Urquhart and Weir in Schmitt, 2002: 234) or “perceiving a written text in order to understand its contents” (Richards and Schmidt, 2002: 443). In this study, *reading* is defined as the ability to make sense of the target language in written form.

Reading is a very important skill in both first languages and in second and/or foreign languages. As Dilek (2010) argues, it is through being able to read that people become literate, learn the majority of the things they are taught at school, and perform various activities in their daily lives. In this respect, it is hard to imagine life without being able to read or write. Reading is also a kind of free time activity which enables people to extend their horizons by reading different genres and improving themselves.

Readers employ two ways of approaching a written text. In scanning, the reader is looking for some specific information and, thus, is going through the text quickly in order to find only what he/she is looking for. Although skimming is similar in the sense that the reader is reading quickly, the purpose is far from being similar. The reader is reading only to get a general idea of what the text is about (Davies and Pearse, 2002).

White (1986) suggests reading is composed of two stages. In the first stage, students read the script on paper and produce sounds, which is an indication of their ability to make an association between the symbols and the sounds. The second stage is comprehension and this is where there is “more than simply decoding. It involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meanings” (White, 1986: 22). Therefore, it can be concluded that reading aloud does not help in reading comprehension. It only helps students see the relationship between forms and sounds.

Students can be provided with activities like the following in order to improve their reading skills:

- Jigsaw reading
- Reading puzzle
- Using newspapers
- Literature (like novels, poetry or stories)
- Following instructions (like recipes)
- Extracts from movies or plays
- Genre analysis (how they are constructed) (Chastain, 1988; Harmer, 2001; Scrivener, 1994)

For reading comprehension, students can benefit from the following:

- Pronominal questions (who, what, when, how, why)
- Yes/No questions
- True/False sentences
- Correcting false sentences
- Multiple-choice questions
- Sentence completion or cloze tests
- Information transfer (e.g. from a text to a diagram)
- Translation
- Précis (short composition)

- Summary by deletion (Ur, 1996; Watkins, 2005)

2.2.4. The Skill of Writing

Writing means “to produce sustained prose that expresses or creates meaning in ways that resemble the ways that well-formed texts in the target language might” (Kroll in Uso-Juon and Martinez-Flor, 2006: 423). Parallel with this definition, in this study, *writing* refers to the ability to produce written language.

As Harmer (2004) argues, writing bears importance in two respects. Firstly, it can be a whole different area of study and writing alone is the desired outcome of learning. Secondly, writing can become a way of supporting learners’ grammar and vocabulary. Naturally, the use of writing in either of those two ways depends on the conditions and the targets of the teacher and the requirements of the educational institution.

Writing may seem to be a hard language skill to master. In fact, Nunan (1999) states that even native speakers are not fully able to produce fluent, well-written texts in their first language. When it comes to learners of a language, the author continues, the difficulty grows, especially for those who intend to study at a university and have to write in a foreign language.

In teaching writing, the focus can be on the process or the product of writing. In process writing, the focus is on the steps of writing while in product writing the focus shifts to the aim and the final product. Students go through the several steps of producing a final product in process writing. That process involves brainstorming, editing, re-writing, checking, removing if necessary, and producing a final draft (Ahour, 2006). However, it should be noted that this approach is time-consuming and may not work well in some settings, particularly when there is limited time (Harmer, 2001).

Similarly, Ur (1996) argues that writing can be used as a means or as an end. For instance, writing can be a way of practising grammar, answering comprehension questions, or noting down new vocabulary items. In those cases, writing is simply employed as a way of letting the teacher see how well students have understood. When writing is used as the

main objective of writing as an activity, the focus is on punctuation, organization, or content. Students writing in this type express themselves.

The following activities can be done in practising writing:

- Cannibalizing a text (changing words and making it suitable to their situation)
- Skeleton text (filling in the blanks)
- Picture writing
- Diary keeping
- Rewriting a text for another purpose
- Dialogue journal exchange
- Reorganize jigsaw texts or scrambled sentences
- Analyzing authentic texts
- Completing gapped paragraphs
- Reflection papers
- Reader-Response papers (Davies and Pearse, 2002; Harmer, 2004; Scrivener, 1994)

2.3. Other Language Components

In addition to the four skills (listening, speaking, reading and writing), three other components of language are taught: grammar, vocabulary and pronunciation. Grammar is about how forms are arranged and what forms are permitted in a language (Thornbury, 2000). Vocabulary, however, is more important than grammar, because “while without grammar little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, cited in Watkins, 2005: 34). Pronunciation is another aspect of language which bears great importance because, as Kelly (2000) puts it, even minor shortcomings in pronunciation lead to bigger failures and misunderstandings.

2.3.1. Grammar

Harmer (2001: 12) points out that “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in

that language.” In Akar’s (2005: 1) definition, grammar refers to the rules “that explain the way the words of a language change themselves (morphology), the way they come together to form sentences of different types (syntax), and the way these sentences convey meaning and social function (semantics).” In this study, *grammar* refers to the forms and rules for forming written or spoken language.

In discussing the rationale for teaching grammar, Swan (n.d., cited in Richards and Renandya, 2002) lists several reasons in favour of teaching grammar. The author argues that grammar is taught because it exists. He thinks that grammar is teachable because it is tidy. It is also easy to test grammar objectively. He further argues that grammar is comforting for students when things are confusing because it gives them the feeling that they can control what they are doing. He also describes how he studied grammatical rules as a student and, like many teachers, how he wanted to integrate the same practice in his own teaching. He states that some teachers enjoy knowing more than their students and grammar is just the thing.

There are also reasons against teaching grammar. First, Thornbury (2000) argues, a language needs to be learned by doing, not by studying it. Second, he draws attention to the fact that there are some functions which cannot be learned by focusing only on forms. Users need to know how to use grammar for communicative purposes. Third, one can argue that people learn their first languages without being taught and it can be the same for a second or a foreign language, too. The author fourthly mentions the natural order hypothesis and universal grammar and argues that, because learners go through similar errors in learning, a grammar book cannot match a learner’s real process. Fifth, learners benefit more from learning language in chunks and phrases rather than learning only rules on a sentential level. Lastly, learners’ expectations play an important role. Many learners study grammar for long but are not able to communicate in the target language.

There are two ways of teaching grammar (Sarıçoban, 2001). In deductive grammar teaching, students are given the rules and then are expected to apply the knowledge to make sentences. In inductive grammar teaching, the process is reversed. Students are first given sample sentences and are expected to work out what the rules are. For the students,

inductive teaching seems to be more advantageous because coming up with the rules is more meaningful for the students. However, it is more time-consuming.

Grammar is also taught as product and as process. Grammar as product, according to Akar (2005) means teaching grammar for an end product. In this mode of teaching, there is a focus on forms and structures. It is taught in context. In teaching grammar as process, students need skills like “reasoning, discovering, hypothesizing, testing and restructuring” (Akar, 2005: 3) because, within a certain context, a sentence or a structure may have different meanings when used for different purposes.

2.3.2. Vocabulary

Vocabulary can be defined “roughly as the words we teach in the foreign language” (Ur, 1996: 60). However, the author argues that vocabulary involves not only individual words but also multi-word combinations like phrasal verbs, idioms, or phrases. Therefore, he notes, it is more appropriate to use the term vocabulary “items” rather than “words” when discussing the issue of teaching vocabulary. Within this study, *vocabulary* refers to both the individual words as well as word combinations in the target language.

Vocabulary is an important part of a language – both in a first language and in a second/foreign language. Without vocabulary, students cannot fulfill their potentials, as Richards and Renandya (2002) suggest. In fact, it bears such great importance for language skills because it “provides much of the basis for how well learners speak, listen, read and write” (Richards and Renandya, 2002: 255). Therefore, it can be argued that vocabulary is an encouraging drive for learners.

Lewis and Hill (1985) explain that native speakers of a language use about two thousand words in their daily use of their language. The thing that matters is to know the right two thousand words. Therefore, they argue, increasing the number of words that people know does not necessarily make them more fluent users of a language. However, people just want to learn more words, which the authors do not find right.

A distinction, however, needs to be made at this point: When people recognize a word when they hear or read it, this means that word is in their passive vocabulary. It is the same for people's native languages as well. On the other hand, when they can use the word in production, it shows that word belongs to their active vocabulary (Finocchiaro and Bonomo, 1973).

Brown (2001) warns that vocabulary teaching should be done in particular conditions. He argues that a specific amount of time should be allotted for vocabulary. New words become meaningful to students within a context. Therefore, vocabulary should be taught in context rather than in isolation. The author is also against the use of bilingual dictionaries and further suggests that students should be encouraged to create their own strategies for learning vocabulary.

Vocabulary teaching can be accomplished through a number of ways. Teachers can choose to demonstrate (by pointing or by acting), define (either in the target language or in the students' native language), or simply translate into the students' native language. Alternatively, they can let students deduce meaning from context (White, 1986). Other ways include using real objects, drawing, using antonyms and synonyms and explaining (Lewis and Hill, 1985).

2.3.3. Pronunciation

Schmidt (2002: 219) cites Burns and Seidlhofer (n.d.) who describe pronunciation as "a term used to capture all aspects of how we employ speech sounds for communicating." In a similar sense, Watkins (2005: 49) argues that pronunciation means the sounds of language which "may occur in isolation, or as part of a longer stream of sounds." Within this study, the terms *pronunciation* is used in line with Watkins' (2005) definition.

The teaching of pronunciation is very important because, as White (1986) suggests, it forms the basis for speaking. Kelly (2000) argues that inaccurate pronunciation may cause misunderstanding. Similarly, incorrect intonation may cause the speaker to sound rude or convey an unintended message. However, there are opposing views, too. For

instance, Lewis and Hill (1985: 69) regard pronunciation as “a relatively smaller part of the problem of learning a foreign language.” Yet, they confess that pronunciation teaching needs to have its place in the language classroom even when the teacher is not specifically teaching it.

When working with sounds, it is crucial to discriminate between the sounds being worked on. Students can be shown how to produce sounds through discrimination exercises or teachers can show how and where sounds are produced by pointing to their own mouths or by drawing on the board. Students can be taught where stress is by using a particular and non-changing method for reasons of ease. Intonation, too, can be taught by drawing on the board (White, 1986).

Most of the time, teachers do not spend much time to teach pronunciation, as Harmer (2001) indicates. This is partly because they think students somehow learn pronunciation while they are studying the language as a whole. Moreover, some teachers think they already have too much to be done during the class hour and pronunciation does not receive the attention it deserves. However, students need to be able to produce sounds correctly before they can start producing longer discourse.

Kelly (2000) states that teachers’ neglect in teaching pronunciation is the result of not knowing how to teach pronunciation, rather than any lack of interest in teaching it. Because teachers are the most important and the most effective teaching aids for the students in the classroom, they have an even heavier burden on their shoulders when it comes to teaching pronunciation. Their pronunciation is the most immediate model that the students are exposed to. Therefore, they need to be careful in not distorting language when they slow down to make things clearer to the students. They need to keep their model the same all throughout their teaching. Also, they need to speak as little as possible, particularly in teaching pronunciation.

Another issue to be discussed is whether to use phonemic symbols or not. On the one hand, dictionaries show how a word is pronounced by using phonemic symbols and a teacher may find it advantageous to teach those symbols. On the other hand, another form of orthography may cause trouble for students – particularly if they are made to write by

using those symbols. Harmer (2001) answers the question of whether to use phonemic alphabet or not by suggesting that teachers can simply repeat words or sounds as many times as is sufficient. Lewis and Hill (1985), however, disagree by arguing that students need to learn phonetic transcription because there is hardly any direct relationship between the spelling and the pronunciation of a word in English.

2.4. The Order in Presenting Language Skills

It seems that scholars do not agree on the order in which language skills need to be presented. What works very well in a particular setting may not at all be applicable in another setting. Yet, Lewis and Hill (1985: 31) suggest that “hear, speak, read, write is a good sequence.” This is especially true in cases where spelling letters is troublesome for students whose first languages use different orthographic systems.

Listening comes first both in first language acquisition, which is a natural, unconscious process, and in second language learning, which is conscious and occurs as a result of teaching (Lyons, 1990). White (1986), too, suggests that listening should come before speaking. Lewis and Hill (1985) agree and further suggest that writing something on the board and then asking the students to say them would not work well. Contrarily, they suggest, students need to be exposed to the oral form first and after that they need to see it in written form.

Several authors (Celce-Murcia, 2001; Davies and Pearse, 2002; Demirel, 1993; Finocchiaro and Bonomo, 1973; Kumaravadivelu, 2003; Nunan, 1999; Schmitt, 2002; Uso-Juan and Martinez-Flor, 2006; White, 1986) list the four skills in the following order: listening, speaking, reading, writing. On the other hand, many other scholars (Chastain, 1988; Kaplan, 2002; Richards and Renandya, 2002; Sariçoban, 2001; Scrivener, 1994; Ur, 1996; Watkins, 2005) have slightly changing orders. For instance, Ur (1996) mentions pronunciation, vocabulary and grammar before the four skills. Watkins (2005) argues in the same order for the first three components but mentions the four skills in this order: reading, listening, writing, and speaking. It can be concluded that different authors pay different importance to the four skills and the other components.

The previous sections presented the teaching of skills in segregation. The reasons in favour of skill segregation were discussed. The importance of teaching the four skills and the necessity of incorporating grammar, vocabulary and pronunciation were mentioned. As was seen, there are both advantages and disadvantages of teaching each skill in segregation. In the following sections, the opposing view, the integration of skills, is handled.

2.5. Integrating Language Skills

Davies and Pearse (2002: 207) suggest that when skills are integrated, “several skills are naturally combined.” In this study, *integration of skills* refers to the same principle – employing two or more of the language skills in the classroom just like they are used naturally in real life outside the classroom.

Skill integration, also termed “whole language approach” or “whole language teaching” (Richards and Schmidt, 2002: 587), refers to the combination of listening, speaking, reading and writing in such a way that one skill follows another. The important point in integrating the language skills, however, is that the activities must be in a meaningful sequence. This means that the preceding activities must prepare the students for the upcoming activities. There must be a transfer of information from one language skill to another (Ahour, 2006). More importantly, there must be a communicative purpose in the activities so that different language skills can naturally and inherently be employed.

Parallel with those definitions, in their article, Akram and Malik term language skills “language learning skills” (2010: 231) and the skills of listening, speaking, reading and writing are “macro skills” (2010: 231) according to the authors. They insist that language skills must be integrated in order for learning to be effective. In fact, they go on to argue that it is “absurd to try to teach one language skill” (2010: 231).

Oxford (2001) describes skill integration by drawing an analogy between a tapestry and the skills. She suggests that all the strands are parts of a whole. In addition to mentioning the skills of reading, writing, listening and speaking, the author lists

“knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage” (Oxford, 2001: 2) as related skills.

In line with Oxford’s (2001) argument, Tolstykh and Khomutava (2012) draw attention to the fact that in addition to listening, speaking, reading and writing, integration also includes words, spelling, pronunciation, word order, meaning and usage. The authors argue that in integration, “skills are interwoven during instruction” (Tolstykh and Khomutava, 2012: 39). In fact, they stress in their article that their institution had started a programme in order to bring about a rise in the number of academic publications and taking part in international conferences through the integration of language skills.

Skill integration is inevitable in the foreign language classroom. Atta-Alla (2012) suggests that the best way of integrating language skills is through communicative activities where strands of language are naturally brought together. Another example comes from Tolstykh and Khomutava (2012), who state that the teacher in a reading class will most probably give directions and elicit answers in English, making students employ both listening and speaking skills besides reading. Those students will also be integrating syntactic, grammatical and lexical skills and their knowledge of pronunciation. If those students are asked to write a summary of what they have read, their writing skills will have been activated, too.

Kumaravadivelu (2003) agrees that integration of language skills is inevitable. He states that rarely are there classes where students only speak or only read. The other language skills, too, are employed in order to complete an activity. In fact, he argues that what is called a segregated skills course is only a class conducted with more emphasis on a particular language skill even if the teachers are forced to teach only one language skill because of the book they are using or for some management requirements.

2.5.1. Advantages of Integrating Language Skills

There are several advantages of integrating language skills for learners. They are exposed to natural language through the integration of language skills. Also they are forced to communicate in the target language. When the target language is used for real

communication, learning becomes more meaningful because learners realize that language is not just one of the school subjects to be learned. They find it more enjoyable (Tolstykh and Khomutava, 2012).

Skill integration also helps learners to see the richness of the target language. “Even the student who only needs to read English will benefit from some practice in listening, speaking and writing” (White, 1986: 14). Besides, it enables learners to see that a target language is something real, just like their first language. Segregated-skills teaching is not realistic because people rarely employ only one skill in the day-to-day use of the language. Therefore, it can be argued that skill integration provides students with real-life conditions.

Integrating language skills is beneficial for teachers, too. Through integrating language skills, teachers have the chance to monitor their students on different levels. The content is taught in a more realistic way (Tolstykh and Khomutava, 2012; Oxford, 2001). In a similar way, Akram and Malik (2010) suggest that integration contributes to a teacher’s practice in that it brings variety into the classroom and turns a lesson into a dynamic process thanks to the different activities that it inherently involves. This, in turn, makes their students more active.

Some authors have exemplified ways of integrating languages skills and have come up with further advantages that skill integration involves. For instance, Evans (2006) shows in her study that TV news can be used in integrating language skills in a natural way with intermediate and advanced learners. She suggests that language skills are “naturally linked” (Evans, 2006: 7) and that it is neither realistic nor possible to separate them. From among countless ideas she offers, the following ones show how language skills can be integrated: the pronunciation of words can be focused on; students can be asked to guess what the news story will be about; they can be asked to give definitions of words, or to listen to sections from the news report and discuss the issue in question; the students can be provided with the first few lines of the programme script and asked to write the rest of the article, or they can be asked to write a list of a particular set of grammatical items – for instance, only adjectives.

In another study, Xhemaili (2013) suggests that integrating films into reading classes is a modern way of improving students' reading skills and it brings variety into the classroom. He argues that students can "predict, make connections, ask questions and interpret" (Xhemaili, 2013: 62) both in reading a text and in watching a film. He concludes that films can be used to improve students' reading and speaking skills.

In another study, a soap opera was shown to increase students' reading comprehension (Weyers, 1999). The researcher let the experimental group watch two episodes a week. He concluded that watching the soap opera boosted students' speaking performance. It also contributed to students' range of vocabulary in their output in addition to improving their listening skills.

Integration of language skills was also investigated in a setting of adult learners. Atta-Alla (2012) worked with forty adult learners who were taught with a training model developed by the researcher himself. The model included communicative activities aimed at increasing students' creativity and developing their listening, speaking, reading and writing. After working on a story, the students acted, retold, wrote and rewrote the stories. The activities involved all four language skills. Students also imitated, imagined, acted, translated, modified and rewrote the stories. The author suggests that storytelling helped students develop all four language skills and improved their general proficiency.

2.5.2. How Language Skills are Integrated

Harmer (2001) suggests that working on receptive skills and productive skills are closely linked and both types of skills supplement each other. For example, one student's output becomes another's input. Similarly, a teacher's feedback, both in a written and in an oral form, constitutes a kind of input for a student. Moreover, a written text is a good model for student writing and, similarly, a spoken text is an appropriate model to show students what is expected of them. Most texts, the author suggests, constitute the starting point for production. For instance, a reading passage can become stimulus for a writing activity and/or a discussion. Furthermore, reception and production go hand in hand in real life, and the same happens in the language classroom. For example, a conversation between two people is a combination of auditory input and output for each party.

There can be several other ways that different skills are combined. For example, students may make use of the information from a reading passage and later talk or write about it in the very same lesson hour (White, 1986). In a listening, the teacher may stop the tape and ask students to guess what comes next (White, 1986). The listening passage can also be used in order to focus on some grammatical point.

Kumaravadivelu (2003: 230) suggests that the following activities and combinations of skills can be accomplished when learners:

- try to understand the teacher's directions, seek clarifications, and take notes (listening, speaking, and writing);
- brainstorm, in pairs or in small groups, and decide to use library resources or the Internet to collect additional information (listening, speaking, reading, and writing);
- engage in a decision-making process about how to use the collected information and proceed with the activity (listening, speaking, and reading);
- carry out their plan of action (reading, writing, speaking, and listening);
- use the notes taken during their group discussion, and present to class what they have accomplished (reading, speaking, and listening); and
- finish the activity with a whole class discussion (listening and speaking).

Yet, integrating language skills is not without problems. For one thing, it can be demanding for teachers. They need to be proficient at using coursebooks where all skills are combined and presented and at handling the target language as a whole where the students are using the language at discourse level rather than at sentential level. Besides, teachers may need to change the order of the skills and/or the activities presented in a unit in the coursebook (Akram and Malik, 2010). In addition, they need to be proficient at all the skills in skill integration. Also, if they are the ones who choose the books to be used, they have to make informed decisions about which ones to choose by trying to find the ones in which all skills are integrated and presented in a satisfactory way.

Furthermore, the different skills may develop at different rates for different learners. For instance, it is usual to hear learners saying they do understand spoken English but they just cannot talk themselves. In such cases, teachers may have to adjust the presentation of each skill and how much time is allotted to each, all of which would require teachers to be constantly alert all during a lesson hour. Also, teachers need to develop their

understanding of content-based instruction and task-based instruction if they are to integrate language skills in their teaching (Oxford, 2001).

Tolstykh and Khomutava (2012) list some other warnings for teachers about some issues in integrating language skills. For one thing, they should learn about how to integrate language skills like in the content-based or task-based instruction, as Oxford (2001) suggests. They should also check to what extent they integrate language skills, if they do it at all. What is more, if they have the chance or the responsibility, they should choose and use materials that promote skill integration along with pronunciation, grammar, vocabulary, social strategies, and so on.

One thing, however, should be kept in mind whether one favours integration or segregation of language skills. As was indicated in the first chapter, integration may hinder the development of one particular language skill which would be better taught if taught in isolation. That is one reason of paramount importance in justifying the segregation of language skills. The amount of practice that students could get for only one language skill would never equal the amount that they could get when the language skill in question is taught in integration with the other language skills. In addition, the sub-skills of a particular language skill may only be slightly touched upon because the other language skills and their sub-skills need to be taught, too. Therefore, in integrated-skills teaching, the time allotted for each individual language skill may be limited and teachers may not be able to go into details.

2.6. Two Forms of Integrating Language Skills

There are two forms that the integration of language skills takes: content-based instruction and task-based instruction. In content-based instruction, students learn a particular content area, like history or physics, and language skills are combined with the content (Tolstykh and Khomutava, 2012, Oxford, 2001). The target language acts as the medium through which content is presented. Because teaching focuses on the content, not on the language, students employ a combination of language skills while learning the content material at the same time. Learners pick up the language while their attention is focused on the content of what they are studying – not on the language (Ahour, 2006).

As Richards and Rodgers (2002: 208) state, in content-based instruction, “students are involved in activities which require them to use all the skills because this is the way that skills are employed in natural language use in the real world.” The authors also state that grammar is regarded “as a part of the other skills” (Richards and Rodgers, 2002: 208).

In task-based instruction, students perform particular tasks while focusing on the meaning rather than the form by employing communicative language use (Oxford, 2001). A task is “an activity which is designed to help achieve a particular learning goal” (Richards and Schmidt, 2002: 539). Tasks are meaningful and make students negotiate and interact. Grammar, which is believed to be an indispensable part of language, is taught covertly in natural and meaningful contexts.

In task-based teaching, tasks are communicative and they require “comprehending, producing, manipulating, or interacting in authentic language” (Tolstykh and Khomutava, 2012: 41). As is the case in content-based instruction, students focus on the tasks to be completed, rather than on the language. Therefore, there is a natural combination of different language skills in completing a task. Tasks help in increasing students’ motivation (Lewis and Hill, 1985). Particularly well-designed tasks requiring skills to find solutions to problems enhance students’ general ability to use the target language for real purposes.

In both forms, all language skills are combined. Both types of teaching require students to transfer knowledge from one skill to another in order to accomplish a realistic goal. The only difference lies in the fact that there is a particular content area to be taught in content-based instruction, and there is a task to be completed in task-based instruction.

This study is about instructors’ opinions on the integration of language skills by using a coursebook in which all skills are presented together. Task-based instruction and content-based instruction are outside the scope of this study. Therefore, they have been briefly mentioned. Having discussed the segregation and the integration of language skills, the following sections now focus on the use of textbooks as the second component which forms the basis for the study.

2.7. Textbooks

The present study is about the instructors' beliefs and perceptions on the integration of language skills. Their beliefs and perceptions are investigated within the context of using a particular coursebook in their teaching. The instructors had been using textbooks in segregated-skills teaching. Similarly, they have been using a coursebook in integrated-skills teaching, too. Therefore, it is important to mention textbooks and their uses.

Grant (1988: 12) uses the term textbook “to apply to both coursebooks, which typically aim to cover all aspects of the language, and supplementary textbooks devoted to particular topics or skill areas.” It can be judged from this definition that the term “coursebook” refers to books in which all four skills are presented along with other components like grammar, vocabulary, and pronunciation. On the other hand, “textbook” refers to books which focus on a particular skill. However, in this study, the terms “coursebook” and “textbook” are used interchangeably to mean the type of books in which all skills are integrated.

According to Grant (1988), there are two basic types of textbooks. Traditional textbooks teach the language as a system and the students are expected to be able to use the language for their own purposes. Although in the end students know about language, they cannot use it communicatively. To solve this problem, communicative textbooks appeared. They attempt to provide students with communicative activities by presenting all four skills in a well-balanced way.

Using coursebooks has several advantages. They present language in a coherent and unified way. This is particularly advantageous for students since they can revise and go back when they need. Also, language skills are integrated in coursebooks. Especially in topical/functional approaches, language items are presented in a context where more than one skill is employed. Coursebooks are also home to materials like audio and visual resources, written texts and links to websites. They present materials in a way that is appealing to the eye, which is attractive for both the teacher and the learners. Besides, they are materials created by professionals in the field; therefore, teachers have confidence in

using them. Another reason for this confidence is the fact that they come with a teacher's guide which provides them with extra sources, activities, and an answer key (Harmer, 2001). For the students, coursebooks are preferable because they feel more confident when they use one. Also they can see what they have done and what they are going to do next (Wharton and Race, 1999). Coursebooks are the "major source of input to language lessons" (Richards and Farrell, 2010: 57).

Although using coursebooks has advantages and enriches the teaching/learning process, the practice bears disadvantages as well. Using a coursebook challenges both teachers as well as institutions. For instance, a coursebook may impose a particular method of teaching and limit the teacher's and/or the learners' creativity. As time passes, the same book may become uninteresting for both parties and going through the same procedures in every unit may get demotivating. What is more, the contents of a particular coursebook may be culturally inappropriate for a particular setting (Harmer, 2001).

The reasons that EFL teachers use a coursebook vary depending on a number of factors. For instance, they may choose to follow a particular coursebook in their teaching because the institution may require them to do so. The number of hours that a teacher teaches is another indicator of reliance on a coursebook. Moreover, how much teachers depend on a coursebook lessens as they become more and more experienced in their jobs. Sometimes teachers prefer to use a particular book simply because they like it (Davies and Pearse, 2000).

Choosing the right coursebook to be followed is one of the most important steps in teaching a target language in the classroom. It needs to be stressed, however, that assessing a coursebook is not the same as evaluating a coursebook. Harmer (2001) stresses that assessment comes before teaching while evaluation comes after teaching.

Some criteria need to be met before deciding on a coursebook. For instance, the coursebook needs to cost a moderate amount, be within easy reach, look appealing to the eye, have clear instructions, be based on a sound methodology and syllabus type, include interesting topics and activities, be culturally appropriate, be usable and come with a teacher's guide (Harmer, 2001). Then comes the time for teachers working at an institution

to decide on and start using a particular coursebook in the classroom. Students' opinions also need to be taken into account.

In addition to the problems like time limitation, work load, and other institutional requirements, it is important to bear in mind the fact that teaching may not always result in learning. Therefore, teachers need to focus on teaching their students, not the book because, as Lewis and Hill (1985) claim, teachers are rarely completely satisfied with the books that they use in their teaching.

2.8. Using Textbooks

A textbook can be used in different ways. One way is to follow the book closely, by doing everything in the book, not skipping anything, and not adding anything else. This would probably be boring for both the teacher and the students because there is no room for adaptation or creativity – neither on the students' side nor on the teacher's.

Another way of using a coursebook involves making some changes. This can be done in two main ways: by omitting and by replacing (Harmer, 2001). Some parts in a particular unit or some activities in a particular section may not be relevant or appropriate for the very classroom that the teacher is teaching in. The teacher may choose to omit (or skip) those parts. When a reading passage, an activity, or an exercise, is not appropriate for the class which is being taught, the teacher may decide to replace them with other passages or activities or exercises. However, omitting and/or replacing may cause problems. Some students may object by suggesting that they want to do everything in the book or they may lose faith in the material. Similarly, coherence and unity may be lost. In addition, some students may say they paid much money for a book that they do not use to the full. Also, too much replacing may cause them to lose the opportunity to revise when there is not much left to be revised in the book (Harmer, 2001).

According to Richards and Farrell (2010), in some settings, teachers are not native speakers of the language which is being taught, and they do not have sufficient training. The coursebook and the teacher's manual are the only sources available to the teacher. In such cases, teachers follow the coursebook closely. The coursebook becomes the flowchart

and this builds a framework to work within, which is an advantage for both the students and the teacher.

Parallel to the above, it is safe to use a coursebook as the syllabus because coursebooks are “written according to a carefully devised syllabus” (White, 1986: 34). It appears that language classrooms are frequently places where there is much focus on a coursebook, which indicates that “the coursebook becomes the syllabus itself” (Kayaoğlu, 2011: 342). This is important in that the coursebook provides the elements to be taught as well as the order in which to present them. However, this is the point where teachers need to be careful: They need to choose from among several coursebooks the one which fits their syllabus and meets their needs.

Whether segregate-skills teaching or integrated-skills teaching is employed, the coursebook seems to remain a vital element in the EFL classroom. The previous sections discussed the use of coursebooks by describing the advantages it bears, the disadvantages that one needs to be cautious of, and the ways of using a coursebook in the classroom setting. Because syllabuses are frequently composed of the contents of a particular coursebook, as was previously mentioned, it is felt necessary that syllabuses and syllabus types be described in the following sections.

2.9. Textbooks and the Syllabus

According to White (1986: 34), a syllabus is “a programme for teaching. It states both the aims and content of what you will teach, and it may also say something about the methods and textbooks which the teacher and the students will follow.” It describes what the students will be able to do with the language taught, and it tells the teacher how much time to spend on the things to be taught. Therefore, it is both the content of what to teach and a plan of how it is going to be presented (Ahour, 2006). Similarly, Harmer (2001: 295) states that designing a syllabus involves “the selection of items to be learnt and the grading of those items into an appropriate sequence.” The author lists learnability, frequency, coverage and usefulness as the criteria for designing a syllabus. It may be noteworthy to highlight that “syllabus” in British English is usually termed “curriculum” in the United States (Brown, 2001).

There are six types of syllabuses, according to Harmer (2001). In grammar syllabuses, the items to be taught lead to a knowledge of grammatical structures, and then to an understanding of the grammatical system of the language. It is the most common syllabus type. However, this type of a syllabus may not be appropriate in a setting where integrated-skills teaching is employed. The lexical syllabus is based on vocabulary. However, a lexical syllabus bears several problems, particularly when it comes to combining lexis and grammar. In functional syllabuses, the focus is on language functions like offering, refusing, agreeing, and so on. However, there are still problems, especially with combining grammatical structures and lexical items with functions. In situational syllabuses, the items to be taught are chosen from situations like at a restaurant, at a bank, at a supermarket, and so on. The situational syllabus provides students with real-life-like situations but it may not be appropriate for all students because not all students have the same needs, particularly in a general English class. For this reason it is not a common type of syllabus, although it could be a good match for an integrated-skills teaching setting. In a topic-based syllabus, the items to be taught centre around a topic like the weather, or sport, and then can be refined further. However, similar problems arise. For example, it is hard to find a good match between the learnability of the items and the topic in question. Lastly, in task-based syllabuses, there are tasks which are followed by language that can be used to perform those tasks, like problem solving. Again, this type of a syllabus could work well in integrated-skills teaching. Harmer (2001: 299) continues by arguing that grammatical, lexical, situational, topical and functional items can be combined with tasks, which he terms “the multi-syllabus syllabus” and goes on to accept that the starting point for those syllabuses is the grammatical items. The other items or tasks are then matched to that grammatical starting point. As can be seen, grammar is a central unit of the language.

Both in integrated-skills teaching and in segregated-skills teaching, there is a close relationship between syllabus types and teachers’ beliefs. Firstly, it is a relationship which may work two ways: The syllabus may influence teachers’ preferences, or teachers’ choices and beliefs may lead to deciding on a particular syllabus type. The institution’s or the administrators’ preferences come into play, too. In fact, the syllabus and the textbook which is used are so closely related that the syllabus may even enforce the segregation or the integration of language skills. Secondly, the instructors teach with a coursebook

regardless of whether they prefer to teach in a segregated way or in an integrated way. Therefore, the syllabus which is used in the school bears direct relationship with the coursebook which is used. Then, it is necessary to identify the relationship between the syllabus and the coursebook, which, in fact, constitutes the syllabus in the school.

Within the context of the present study, the contents of the coursebook which is used in the school make up the syllabus to be followed. In this respect, as was previously stated, the coursebook becomes the syllabus itself. Therefore, the findings from the study which relate to the contents of the book can be associated with the syllabus used in the school. The third component of the study is teachers whose opinions are investigated. Therefore, the following sections focus on teachers.

2.10. The Teacher

Regardless of the segregation or the integration of language skills, teachers remain the most important element of teaching. In both modes of teaching, they shoulder heavy responsibilities and perform various functions in the classroom. How teachers perceive themselves has direct relationship with the mode of teaching they employ in the classroom. Their roles, motivation, classroom management skills, and use of computers are the other components of the present study. Therefore, it is felt necessary to focus on the teacher as, perhaps, the most important factor in the foreign language classroom.

According to Scrivener (1994: 9), the teacher's job is to "create the conditions in which learning can take place." It seems safe to argue, then, that success in the long term could be the result of a class which is managed in a successful way. However, things may not go as planned. As the author argues, two terms come into play at this point: the teachers' actions and decisions in the classroom. Yet, the author moves on to argue that what matters in the classroom is the teachers' skill in recognizing the options available to them.

This, however, does not come to mean that teachers simply do what they are told to do. As Richards and Renandya (2002) suggest, they act on the curriculum imposed upon them, sometimes make modifications on it, and they try to find ways of making this more

learnable for their students. This means it is teachers who actually decide on what really goes on in the classroom.

Davies and Pearse (2002) state that teachers teach in different ways. How they teach is shaped by various effects. Some teach the way they do and it reflects the way they were once taught. Some teach in line with a particular philosophy of teaching while some teach according to the materials that they are using. Some follow advice from an authority or a friend and some act according to the experiences they have had. The authors go on to list the characteristics of successful teachers. They state that successful teachers:

1. Have practical command of English, not just a knowledge of grammar rules,
2. Use English most of the time in every class, including beginners' classes,
3. Think mostly in terms of learner practice, not teacher explanations,
4. Find time for really communicative activities, not just practice of language forms,
5. Focus their teaching on learners' needs, not just on "finishing" the syllabus or coursebook (Davies and Pearse, 2002: 2).

Teachers perform several roles in different situations. The answer to the question of what teachers do is that they teach. Normally when teaching is done, learning is expected to occur as a result of teaching. However, teaching, as was previously mentioned, does not always result in learning. Explaining does not guarantee learning – nor does doing exercises or carrying out activities. Scrivener (1994) suggests there are two assumptions about learning. One is that people tend to learn more when they do things themselves. The second is that learners are human beings who possess intellect and act upon their environment. Therefore, teachers need to keep these two ideas in mind when conducting their classes and play the necessary roles.

As was already stated, teachers perform several roles in the classroom, and they may perform different roles even in the same class period. The change depends on a number of factors like the type of the activity, the age of the learners, the materials used, the content taught, the learners' mood, and so on. Some roles of a teacher can be listed as a facilitator who contributes to the students' progress, a controller who manages the class and the activities, an organizer who organizes the students in terms of what to do and in what order, an assessor providing feedback and correction, a prompter when students are tongue-tied or don't know how to continue, a participant being part of the action, a resource whom the learners can consult when they need, a tutor particularly in long

assignments or projects, an observer to be able to give appropriate feedback, and a performer who is part of the activity or role-play being acted out. Other than those, a teacher is a teaching aid with his/her mime and gesture, as a language model, and as a provider of comprehensible input (Harmer, 2001).

More roles can be added to the list of those roles. For instance, Evans (2006) adds diplomat, clown, curriculum specialist and cheerleader to the list. Davies and Parse (2002) further add that teachers inform their students about how well they are doing; they encourage them to participate, move around and help their students, and correct most errors that their students make. Watkins (2005) mentions the fact that the teacher's job is to facilitate learning. In other words, teachers need to help their students to find things themselves. He also adds listener, expert resource, and reflector to the lists of teacher roles.

The teacher's job in writing seems to require mentioning separately because the instructors had been teaching writing in segregated-skills teaching, and in addition to the Main Course (henceforth MC), students are still taught writing in integrated-skills teaching, too. Harmer (2004) states that writing teachers need to demonstrate, motivate, provoke, support, respond and evaluate in their teaching. He further suggests that while the teacher is giving feedback, students regard their teacher as an examiner, because they will somehow be evaluated on their written performance, as the audience for their written work, as an assistant by helping, as a resource to guide or inform students, as an evaluator who judges how well they are doing, and as an editor who chooses and arranges publications outside the classroom if there are any such facilities.

2.11. Teacher Motivation

Motivation can be defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001: 51). It is a must-have feature for both the teacher and the students for successful learning to occur. Teachers' motivation is investigated as one of the components of the present study due to the importance that it bears when considering the teaching-learning process. Now that teachers have several roles to be performed during a class hour, their motivation needs to be high which, in turn, means that students' motivation can be high as well. As Dörnyei and Ushioda (2012: 158)

clearly suggest, “if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn.”

Teachers’ job is not an easy one. They meet new students and face new challenges every new term. This is particularly true at a preparatory school where students spend only one year under normal circumstances. Yet, the process can become boring at times. Doing the same things over and over again, reading the same passages, doing similar exercises, eliciting such similar answers that the teacher can easily guess what is going to be said, and using the same materials can cause the teacher to lose the enthusiasm that he/she has at the beginning of a year.

Similarly, Scrivener (1994) stresses that teachers’ energy and enthusiasm may weaken by time. He argues that there are times when teachers are not satisfied with what they do in the classroom. Also, sometimes the students are not satisfied and they do not seem to be learning or enjoying. Although, he asserts, the teachers get more and more experienced, “twenty years of teaching experience can become no more than two years’ experience repeated ten times over” (Scrivener, 1994: 195). He draws attention to an important danger: Teachers may not be open any more to changes and taking the risk of trying something new.

There is a close relationship between teachers’ motivation and contextual factors (Dörnyei and Ushioda, 2012), especially regarding the demands imposed by and the limitations from the institution. For instance, according to the findings from Fives and Alexander’s (2004) study (cited in Dörnyei and Ushioda, 2012), there is an association between resources at a school and teacher efficacy. Shoaib’s (2004) findings (cited in Dörnyei and Ushioda, 2012) clearly present the need for teachers to have more time for teaching rather than rushing through the units in a book, which is sometimes the case in the setting of the present study.

Similar support can be found in Csikzentmihalyi’s (1997) study (cited in Dörnyei and Ushioda, 2012). The author states that young people realize whether an adult likes or dislikes something and goes on to suggest that when teachers are strongly committed towards the subject that they are teaching, this creates in their students a similar pattern of

behaviour. If teachers want to make their students want to know more, they should be willing to know more themselves. It can be argued, then, that enthusiastic teachers make enthusiastic learners.

Because this study focuses on instructors' beliefs and perceptions, it seems necessary to highlight at this point that teachers' beliefs affect their practices more than their knowledge does, according to Williams and Burden (1997), which justifies the necessity of investigating teacher beliefs. There are several sources of teachers' beliefs, and Richards and Lockhart (1994) list them as their experiences relating to both learning and teaching, practice which is established by authorities, their personality traits, and principles they obtain from a particular approach. In fact, the authors argue that these components make up what is called the "culture of teaching" (Richards and Lockhart, 1994: 30). Perception, according to Richards and Schmidt (2002: 391), is "the recognition and understanding of events, objects, and stimuli through the use of senses." However, it should be stressed at this point that the terms "belief" and "perception" are used interchangeably within this study.

2.12. Classroom Management

Classroom management is another issue that is investigated in the present study. Therefore, it is important to lay the groundwork for classroom management. Ahour (2006: 21) defines classroom management as:

(...) techniques and procedures employed by the teacher in the classroom to control student behaviour, including setting up different kinds of tasks, dealing with disruptive behaviour, establishing and moving between different kinds of learning groups, and using audiovisual aids and other forms of realia efficiently.

As can be deduced from this definition, classroom management is a broad term encompassing various issues to be handled in the classroom. For instance, the rapport with the students, the teachers' talking time, the clarity of the teachers' instructions, feedback given to the students, use or misuse of the authority, the pace of the class, the amount of student practice, and the teachers' confidence (Scrivener, 1994) all have considerable effect on the running of a class and, thus, on classroom management.

One of the critical issues in classroom management is creating a way of conducting the class. For instance, the teacher and students need to decide on how much native language use to be allowed in the classroom. Another dimension is the use of pair and group work. Teachers need to have a shared knowledge of how to carry out pair work and group work. They can show the class what exactly they want the students to do or they can ask some students to come before the class and perform for the rest of the class to understand what is expected of them.

Teaching a class where students have different abilities is another issue that needs to be handled. For instance, there may be both real beginners and false beginners in the same class. White (1986) suggests that sub-groups can be created. Also, teachers can bring some extra materials with themselves for the students at different ability levels. Alternatively, quicker or brighter students can be asked to help or work with slower ones. Noise level and confusion will decrease by time as students get used to working in this way, and the teacher's clarity in telling them what to do and how to do it also help.

2.13. Computer Use in Language Teaching

Advancements in science and technology have turned computer use in language teaching into an absolute necessity. Consequently, one of the components of the present study is related to teachers' use of computers in the classroom because the book that is used in the school comes with software. Thus, teachers' use of and preference for computer use are further issues that need to be addressed.

One way in which computers are used in the foreign language classroom is through software for language teaching. Students can listen, read, watch, do exercises, and even record their own voices. Harmer (2001) points to the importance of language teaching software by suggesting that it helps in increasing student motivation. The author further mentions that some coursebooks are accompanied with CD-ROMs containing extra activities and resources. Students can send the activities to a website or a tutor and receive feedback. A similar process was implemented at the school in the present study.

Yet, there is a big challenge for the teachers who want to teach with computers. On the use of computers and language laboratory equipment, Lewis and Hill (1985: 53) state that “good use of these machines depends not only on the hardware, but on good software and on teachers being aware of the full potential of the machinery.” This clearly shows that having highly sophisticated machinery will not result in definite success. The authors conclude by reminding that equipment cannot smile at students. Obviously, it is the teachers who need to know how to benefit most from them. It is also clear that a computer cannot replace a teacher.

In this respect it is necessary to quote Richards and Renandya (2002) who suggest that no matter how further technology advances, and how well-equipped the classroom is, it is the teacher, not the advanced technology or the high-tech gadgets, that makes successful learning a reality in the classroom.

The previous sections have shown that the teachers’ roles, motivation, classroom management, and use of computers in the classroom are issues that are important factors. As can be seen in the related paragraphs, each component is important for success in teaching/learning because it is teachers who play a crucial role in the classroom. Perhaps more important is the fact that it is teachers who are responsible for whatever happens in the classroom. As was previously mentioned, a motivated teacher most probably makes motivated students. Therefore, teachers’ motivation and opinions are crucial.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodology followed in the study. The ways through which the data were collected are described. The chapter also hosts the design of the study, the setting, the participants, the piloting, and the data analysis procedures.

3.2. Research Design

The present study is a survey study. As Cohen and Manion (1995: 83) state, surveys:

gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

The authors continue by suggesting that both questionnaires and interviews can be used in surveys in order to obtain data. The same principle was applied in this study: Both quantitative and qualitative methods of data collection were used. The rationale behind the use of both methods was that a better understanding of the issues was possible when the matter was approached through different points of view.

In this respect the current study is a mixed-methods study. In mixed-methods research, “the researcher uses the qualitative research paradigm for one phase of a research study and the quantitative research paradigm for another phase of the study” (Johnson and Christensen, 2004: 48). The authors continue by stating that data from the two different methods can be gathered simultaneously or sequentially. The same principles were applied in the present study: The researcher first gathered quantitative data through a

questionnaire. Then qualitative data were gathered through interviews and a meeting held at the school.

There are strengths of both methods. For instance, a quantitative study is “systematic, rigorous, focused and tightly controlled” (Dörnyei, 2007: 34). On the other hand, qualitative methods reveal further data regarding the how and why perspectives of an issue (Dörnyei, 2007). Therefore, combining the two methods, it was expected, would create a much clearer picture of the case.

However, as Creswell (2012) suggests, mixed-methods research is more demanding and more time-consuming. Furthermore, it is more than just using two methods at the same time. It requires the researcher to make connections and make associations between the data obtained from the two methods. The present study, therefore, necessitated establishing links between the findings obtained through both methods. It was also necessary to check whether the findings obtained through those two methods were consistent.

The study aimed to identify the perceptions and beliefs of EFL instructors towards the integration of language skills. It was conducted at the School of Foreign Languages (henceforth SoFL), Department of Basic English (henceforth DoBE) at Karadeniz Technical University (henceforth KTU), which is a state university. In order to gather the necessary data to answer the research questions, the researcher firstly created the items of the questionnaire. Expert opinion was obtained for the items of the questionnaire. The researcher consulted 4 PhD holders teaching at the Department of English Language and Literature, at the same university, for their opinions and the items were refined. Next, the interview questions were created. The researcher interviewed three instructors and one administrator, all four of whom had been working at the SoFL, for the piloting of the interview questions. The questions used in the interview were refined, too.

Then came the actual data collection phase. The researcher distributed the questionnaire to 57 instructors. Later, 46 instructors were interviewed. Then a meeting was held at the school. It was video-recorded and field notes were taken during the meeting. The quantitative data were processed using Statistical Package for the Social Sciences (henceforth SPSS) 16.0. The interviews were audio-recorded and then transcribed and

analyzed. The field notes and insights obtained from the meeting were evaluated and analyzed, too. The open ended questions, too, were analyzed. Conclusions were drawn from both the quantitative and the qualitative data.

3.3. The Setting

The present study was conducted at KTU. It is a state university which was founded in 1955. The research was carried out in the SoFL, DoBE, which is the preparatory school of the university. Each year, over 1.000 undergraduate and graduate students are given preparatory English classes at the school.

At the SoFL, there are proficiency and placement tests for both undergraduate and graduate students four times a year. The students who get a score of 70 points and over are exempted from studying at the preparatory school. They start taking classes at the departments they enrolled in. Those who do not get a passing grade, however, are placed in classes according to their level of English, which is defined by the result they obtain from the proficiency and placement test. There are elementary, pre-intermediate and intermediate level classes. Elementary level classes are taught 26 hours, pre-intermediate levels classes 24 hours and intermediate level classes 22 hours a week.

At the department of Civil Engineering, all the departmental courses are offered in English. Turkish, Turkish history, and basic computing skills courses are given in Turkish. However, 30 % of the courses are given in English in the departments of International Affairs, Computer Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Mining Engineering, Maritime Transportation and Management Engineering, and Medicine (KTU, 2017).

As of 2016-2017 fall term, 72 instructors have been working at the SoFL. 64 of them are instructors of English. There are 981 students at undergraduate level and 200 at graduate level at the school (KTU, 2017).

3.4. The Participants

At the time the data for the study were collected, there were 58 full-time and 3 part-time instructors of English teaching at the SoFL, DoBE. 33 of them were female instructors and 28 were male instructors. The experience of the participating instructors varied. The instructor with the least experience had 6 months of teaching experience while the one with the highest years of experience was an instructor who had been teaching for 30 years.

To obtain the qualitative data for the study, the researcher interviewed 46 instructors 24 of whom were female instructors and 22 of whom were male instructors. For the quantitative data, the researcher gave a questionnaire to 57 instructors, 31 being female and 26 being male instructors.

Before 2012-2013 academic year, the instructors had been teaching English in segregated skills classes. They used to teach the skills of listening and speaking together in one class (henceforth SP), reading in another class (henceforth RD), writing in another class (henceforth WR) and grammar in another class (henceforth GR). One instructor could teach in up to four different classrooms. In 2012-2013 academic year, integrated-skills teaching was employed at the school. The instructors, therefore, started teaching Coursebook (henceforth CB) or, in other words, Main Course (henceforth MC), Workbook and Writing (henceforth WB&WR), and Grammar (henceforth GR).

Of the 61 instructors of English, 57 were willing to participate by completing the questionnaire. Similarly, of the 61 instructors, 46 agreed to participate in the interviews. The participants filled in the questionnaires at the school in their offices. The interviews were done both indoors and outdoors. Some interviews were conducted in the researcher's office; some were conducted in the respondents' offices; some were carried out in the researcher's home. In fact, one interview was conducted in the school garden. All interviews were audio-recorded, to which all participating instructors agreed, and then transcribed. The shortest interview lasted about 11 minutes while the longest one lasted over 47 minutes. All the interviews were conducted by the researcher himself. Because

some instructors were not available at the researcher's available moments, two interviews were done through WhatsApp and the voice messages were saved and then transcribed.

3.5. Data Collection Tools

In order to answer the research questions posed, the researcher attempted to obtain data from as many sources as possible. Both quantitative and qualitative data were gathered. The quantitative data were obtained by giving a questionnaire. The qualitative data came from the open-ended questions at the end of the questionnaire, from the individual interviews, and from the meeting which was held at the school.

In this study, the researcher employed various ways of obtaining data in order to increase the reliability of the findings. Thus, the findings were triangulated. As McDonough and McDonough (1997) stress, triangulation is a process in which findings obtained through one approach are supplemented with findings obtained from another approach. It increases the reliability of the findings (Yıldırım and Şimşek, 2011). The weaknesses of one data collection tool were compensated for through the use of another data collection tool. Triangulation enabled the researcher to make better judgments and draw clearer conclusions from the findings because the findings were confirmed.

3.5.1. The Questionnaire

A questionnaire is “a self-report data-collection instrument that each research participant fills out as part of a research study” (Johnson and Christensen, 2004: 164). Questionnaires are the most common way of collecting data, according to Mackey and Gass (2005) and can be used to obtain data on the opinions of people. Therefore, the study benefited from a questionnaire.

The researcher himself developed the questionnaire used in the study. The items were created on the basis of the knowledge obtained from the literature in the field and the personal experiences of the researcher. The items were subjected to expert opinion. 4 PhD holders at KTU, Faculty of Letters, Department of English Language and Literature were consulted for their opinions and the items were adjusted according to their suggestions.

The questionnaire consisted of four parts. The first part sought to obtain demographic information from the respondents. It also included items inquiring what classes and skills the instructors taught in segregated-skills teaching (before 2012-2013 academic year) and in integrated-skills teaching (since 2012-2013 academic year). Likewise, it included items asking the respondents for their preferences for what skills and classes to teach in both segregated- and integrated-skills of teaching.

The second part of the questionnaire included items which asked the instructors to indicate what they thought about teaching language skills in segregated-skills teaching as well as in integrated-skills teaching. The items required the respondents to approach the matter by both considering the situation on the students' side as well as by thinking about their own perception of the case.

The third part of the questionnaire sought to clarify the presentation of language skills in integrated-skills teaching. It consisted of two questions which asked the respondents to indicate how well each skill they thought was presented and how much each skill needed to be improved by giving a mark to each skill.

The last part of the questionnaire contained two open-ended questions. The questions asked the respondents to list the most beneficial and important features as well as the most non-constructive and detrimental effects of integrated-skills teaching.

The questionnaire was answered by 57 respondents. Of the 57 respondents, 31 were female instructors while 26 were male instructors. The questionnaire was written in Turkish in order to avoid any misunderstandings and to provide ease of conducting. The data were then processed using SPSS 16.0.

3.5.2. The Interviews

Interviews are another common method of gathering data. "Any person-to-person interaction between two or more individuals with a specific purpose in mind is called an interview" (Kumar, 1999: 109). As Merriam (1998) explains, interviews help in obtaining

data that is otherwise impossible to get by observing. For this reason, the study benefited from interviews in addition to the questionnaire.

For the study, semi-structured interviews were conducted. In semi-structured interviews, or semi-standardised interviews, as Fielding (in Gilbert, 1994) calls them, researchers ask the same questions to all the respondents, but can change the order of the questions. Also, respondents sometimes give the answer to a questions not yet asked. A semi-standardized interview works better in this respect, hence the reason why it was employed for this study.

46 instructors of English were interviewed. Of those 46 respondents, 24 were females and 22 were males. The researcher developed the interview questions himself. The items were created in light of the knowledge gained from the literature in the field and the personal and collective experiences available to the researcher. The items were piloted. The researcher interviewed three instructors and one administrator. In light of the process of interviewing, the items were refined. The researcher conducted all those semi-structured interviews himself.

The interviews were conducted in Turkish. Although the respondents were all teachers of English, the researcher attempted to obtain as deep data as possible. Therefore, it was felt that an informal, friendly conversation in the respondents' mother tongue could elicit longer and more in-depth answers and, thus, would provide richer data.

3.5.3. The Meeting Held at the School

As part of the data collection process for the study, the researcher benefited from a meeting held at the school at the end of 2013-2014 academic term. The Manager of the School, the Head, the assistants to the Head and 42 instructors attended the meeting, which was led by the Manager. The main discussion point was whether it was a good idea to teach grammar while using a coursebook, because all the skills plus grammar are integrated in that coursebook. The researcher video-recorded the meeting and took some field notes, too. The meeting was then transcribed and the data were analyzed.

3.6. Piloting

Piloting is “a small-scale trial of the proposed procedures, materials, and methods, and sometimes also includes coding sheets and analytic choices” (Mackey and Gass, 2005: 43). It is a necessary step to be taken before a data gathering instrument is employed in order to see if it needs to be revised or reworded. Both the questionnaire and the interview questions used in this study were developed by the researcher. Therefore, it was crucial to see whether there were any problems with the questions to be asked and to decide if the items were clear.

Piloting for this study was done in two ways for the two different tools of gathering data. For the first one, the questionnaire, expert opinion was obtained in order to check the clarity of the items in the questionnaire. Before the actual data collection procedure was started, the researcher consulted 4 PhD holders to improve the items in the questionnaire. Some items of the questionnaire were found to be ambiguous. They were, therefore, edited and re-worded. Also, some items were thought to involve more than one aspect. Such items were divided and each item was revised in such a way that one item focused on only one aspect.

The same need was felt for the second data gathering tool, too – the interviews. The researcher interviewed 3 instructors and 1 administrator in order to evaluate the length, order and content of the interview questions in order to clarify the appropriateness of the items, and to check the wording and the syntax. It was found that some items sought to answer closely related aspects. They were combined. Similarly, some items, it was observed, did not measure what they were at first meant to obtain. Those items were re-worded in order to avoid any ambiguity. In accordance with the piloting phase, some questions were modified, some were removed and some new ones were added.

3.7. Data Analysis Procedure

The study benefits from both qualitative and quantitative data. The quantitative data for the study was obtained through a questionnaire. The respondents were asked 54 questions to indicate their opinions regarding the segregation and the integration of

language skills. The numerical data obtained from the respondents were entered into SPSS 16.0 software.

The qualitative data for the present study were obtained from three sources. First, there were two open-ended questions at the end of the questionnaire. In the first question, the respondents were asked to list the most beneficial and the most important features of integrating language skills by teaching with a coursebook. The second question required the participants to list the most non-constructive and inadvisable features of skill integration with coursebook use.

The second source of qualitative data was the interviews conducted with 46 respondents. The respondents were asked twenty questions to find out their opinions on the segregation and the integration of language skills and using a coursebook. The interviews were audio-recorded and then transcribed.

The third source of qualitative data was the meeting held at the SoFL, which the Manager of the School attended, too. The researcher video-recorded the meeting and took field notes during the meeting. The video was later transcribed and analyzed.

In analyzing qualitative data, there are three steps, according to Yıldırım and Şimşek (2011), which are description, analysis and interpretation. In the first step, the data obtained are described, like what the interviewees said or what happened in an observed environment. The first step answers the “what” question for the researcher. In the second step, which is analyzing data, themes are found and relationships among those themes are established. This step provides the researcher with the answers to the questions “how” and “why.” The last step is analyzing, where the researcher interprets the data.

In line with Yıldırım and Şimşek’s (2011) categorization, the qualitative data for this study were described, analyzed and interpreted. To analyze the data, they were first coded. The respondents’ answers were coded by grouping them and, thus, coming up with broader themes. Having found themes and sub-themes from the frequently-mentioned details in the participants’ responses, the findings were finally interpreted.

3.8. Ethical Considerations

Because the study was conducted with humans, special care was taken not to offend or harm in any way the participants. The instructors were informed that there was no harm or disadvantage in participating in the study and that they could refrain from participating whenever they wished. Consent was received from each participating instructor before they were asked to fill in the questionnaire, before conducting the interviews, and before the meeting was video-recorded.



CHAPTER FOUR

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the findings and the analysis of the data. It also hosts discussions of the findings from the data and the conclusions that can be drawn. The data for the present study were obtained employing both qualitative and quantitative techniques. The quantitative data came from questionnaires answered by 57 instructors while the qualitative data came from semi-structured interviews with 46 instructors, two open-ended questions at the end of the questionnaire, and a meeting which 41 instructors attended.

4.2. Analysis of the Items of the Questionnaire

The questionnaire contained 54 items. The first two questions of the first part of the interview seek general and demographic information.

Table 1: Gender and Experience Profiles of the Instructors

		n	%
Gender	Male	26	45,6
	Female	31	54,4
Experience	0-2 years	7	12,3
	3-4 years	4	7
	5 years and more	46	80,7
Total		57	100

Table 1 shows that there were 26 (45,6 %) male and 31 (54,4 %) female instructors. The table also shows how long the instructors had been teaching English. 7 (12,3 %) of the instructors stated that they had been teaching for up to 2 years, 4 (7 %) had been teaching between 3 and 4 years, and a majority of 46 (80,7 %) had been teaching for 5 years and

more. It can be inferred from Table 1 that there are more female instructors than male ones in the school and that the majority of the instructors have been teaching English for more than five years.

Then the instructors were asked what skills they used to teach in segregated-skills teaching. Table 2 shows the findings.

Table 2: What the Instructors Taught in Segregated-Skills Teaching

	n	%
SP*	2	3,5
RD*	2	3,5
WR*	1	1,8
GR*	3	5,3
SP and WR	1	1,8
SP and GR	1	1,8
RD and GR	3	5,3
WR and GR	1	1,8
SP, RD and WR	3	5,3
SP, RD and GR	4	7
SP, WR and GR	4	7
RD, WR and GR	11	19,3
All skills	17	29,8
Total	53	93

SP: Listening and Speaking, RD: Reading, WR: Writing, GR: Grammar

Table 2 shows what skills the instructors used to teach until 2012-2013 fall term when integrated-skills teaching was implemented in the school. 2 (3,5 %) taught only LS and SP (those two skills being taught with the same materials, in the same class hour), another 2 (3,5 %) taught only RD, 1 (1,8 %) taught only WR and 3 (5,3 %) taught only GR. 1 (1,8 %) instructor taught SP and WR, 1 (1,8 %) taught SP and GR, 3 (5,3 %) taught RD and GR, and 1 (1,8 %) taught WR and GR. 3 (5,3 %) taught SP, RD and WR; 4 (7 %) taught SP, RD and GR, another 4 (7 %) taught SP, WR and GR, and 11 (19,3 %) taught RD, WR and GR. 17 of the instructors(29,8 %) taught all classes – SP, RD, WR and GR. As can also be seen in Table 2, the majority of the instructors taught all classes. RD, WR and GR were the most frequently taught classes. Some missing values exist because, as

was previously mentioned, there were three instructors working part-time at the school at the time the data were collected.

Next, the instructors were asked to indicate which skills they preferred to teach if they were to teach skills in segregated classes. They were asked to number the skills from 1 to 5, 1 being the skill they wanted to teach least and 5 being the skill they wanted to teach most. The skills of LS and SP were separated for this question although they were taught together in segregated skills teaching.

Table 3: The Instructors' Preferences to Teach Skills in Segregation

	Preference to Teach LS*		Preference to Teach SP*		Preference to Teach RD*		Preference to Teach WR*		Preference to Teach GR*	
	n	%	n	%	n	%	n	%	n	%
Marked 1	10	17,5	5	8,8	9	15,8	18	31,6	15	26,3
Marked 2	16	28,1	9	15,8	9	15,8	15	26,3	7	12,3
Marked 3	10	17,5	18	31,6	11	19,3	9	15,8	9	15,8
Marked 4	16	28,1	12	21,1	9	15,8	9	15,8	12	21,1
Marked 5	5	8,8	13	22,8	19	33,3	6	10,5	14	24,6
Total	57	100	57	100	57	100	57	100	57	100

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

Table 3 shows the instructors' preferences to teach skills in segregation. As can be seen in the table, the majority of the instructors marked LS 2 and 4. This indicates that it is a skill which is moderately favoured. The frequency of the instructors preferring to teach it most remains at 5, which means that there are very few instructors who want to teach LS most in segregation.

The table also shows the instructors' preference to teach SP in segregation. It was marked 1 by 5 instructors while it was marked 5 by 13 instructors. As can be observed in the table, the instructors are inclined towards teaching SP in segregation, although the majority marked it 3.

The table also shows the instructors' preference to teach RD in segregation. It was marked 1 by 9 instructors and it was marked 5 by 19 instructors. As the table shows, a majority of the instructors prefer to teach RD if they were to teach skills in segregation. On

the other hand, it is interesting to note that the number of those who mark it 1 and 2 are considerably high.

The table also shows the instructors' preference to teach WR in segregation. It was marked 1 by 18 instructors but was marked 5 by only 6 instructors. As can be seen in the table, an overwhelming majority of the instructors marked it 1, which indicates WR is a highly disfavoured skill among the majority of the instructors.

The table also shows the instructors' preference to teach GR in segregation. It was marked 1 by 15 instructors and was marked 5 by 14 instructors. As can be seen in the table, there is an evenly-balanced division of preferences for and against teaching GR in segregation among the instructors. The number of those who marked it 1 is almost equal to the number of those who marked it 5. It can be argued, then, that GR is a very important class to teach for some, while it is perceived to be an unwanted class to teach for the others.

In the most frequently provided answers, LS was marked 2, SP was marked 3, RD was marked 5, WR was marked 4, and GR was marked 1. As can be judged from tables 4 through 8, the majority of the instructors prefer to teach RD if the skills were to be segregated. WR seems to be the opposite – the majority of the instructors do not at all wish to teach it. For GR, however, the case looks more complex: while a large number of instructors prefer to teach it most, another large number of instructors showed that they do not want to teach it at all.

Next, the instructors were asked what classes they had been teaching since 2012-2013 fall term – in other words, since they started using Headway in their teaching. In this study, the use of Headway means integrating language skills in one class. In MC or, in other words, CB, Headway is used and all the skills – plus grammar, vocabulary and pronunciation – are taught together.

Table 4: What the Instructors have been Teaching in Integrated-skills Teaching

	n	%
CB*	1	1,8
RD and WR*	1	1,8
CB, RD and WR	5	8,8
CB and GR	9	15,8
RD and WR and GR*	2	3,5
All	39	68,4
Total	57	100

CB: Coursebook, RD and WR: Reading and Writing,
GR: Grammar

As is observed in Table 4, 1 instructor (1,8 %) taught only CB; another 1 (1,8 %) taught only RD and WR; 5 (8,8 %) taught CB, RD and WR; 9 (15,8 %) taught CB and GR; 2 (3,5 %) taught RD and WR and GR; and 39 (68,4 %) taught all classes – namely, CB, GR and RD and WR. An overwhelming majority of the instructors taught all classes: CB, RD and WR, and GR.

Next, the instructors were asked what classes they wanted to teach in the years to come in integrated-skills teaching. Again they were asked to number them 1 to 3, 1 being the class they wanted to teach least and 3 being the class they wanted to teach most.

Table 5: The Instructors' Preferences in Integrated-skills Teaching

	for CB*		for RD and WR*		for GR*	
	n	%	n	%	n	%
Marked 1	12	21	23	40	22	39
Marked 2	3	5,3	27	47	27	47
Marked 3	42	74	7	12	8	14
Total	57	100	57	100	57	100

CB: Coursebook, RD and WR: Reading and Writing, GR: Grammar

As Table 5 shows, CB was the class the instructors preferred to teach most. 42 instructors (73,7 %) stated they preferred to teach CB most. The case looked very similar for GR and RD and WR. Both classes were found to be almost equally favoured. 23 (40,4 %) stated they wanted to teach RD and WR most and 22 (38,6 %) stated that they wanted to teach GR most.

For GR, the findings are not in line with the findings from Item 4. While in Item 4 the instructors indicated that they wanted very much to teach GR, the findings for GR in Item 6 do not show such a high percentage of preference. The reason, it seems, is that the instructors perceive the GR in segregated skills teaching to be different from the GR in integrated skills teaching.

Then, the instructors were asked to indicate how efficient they thought they would be for their students if they were to teach skills in segregated classes. They were asked to number them 1 to 5 where 1 indicated the skill they thought they were least efficient in teaching and 5 indicated the skill they thought they were most efficient for their students.

Table 6: The Instructors' Perceived Efficiency of Themselves in Segregated-skills Teaching

	for LS*		for SP*		for RD*		for WR*		for GR*	
	n	%	n	%	n	%	n	%	n	%
Marked 1	16	28	3	5,3	8	14	19	33	11	19
Marked 2	16	28	16	28	6	11	11	19	8	14
Marked 3	13	23	14	25	13	23	12	21	5	8,8
Marked 4	8	14	11	19	11	19	8	14	19	33
Marked 5	4	7	13	23	19	33	7	12	14	25
Total	57	100	57	100	57	100	57	100	57	100

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

In the most commonly provided response, the instructors marked LS 3, SP 2, RD 5, WR 1, and GR 4. The findings from Item 7 show results that are consistent with the findings from Item 4. The instructors perceive themselves to be most efficient in teaching RD. Similarly, they think they would be least efficient if they were to teach WR. As can be seen, WR is again a skill which is not favoured by the instructors.

The instructors were then asked to indicate in which classes they thought they were efficient for their students in integrated-skills teaching.

Table 7: The Instructors' Perceived Efficiency of Themselves in Integrated-skills Teaching

	CB*	Percent	RD and WR*	Percent	GR*	Percent
Marked 1	12	21,1	30	52,6	15	26,3
Marked 2	3	5,3	17	29,8	37	64,9
Marked 3	42	73,7	10	17,5	5	8,8
Total	57	100	57	100	57	100

CB: Coursebook, RD and WR: Reading and Writing, GR: Grammar

As Table 7 shows, the findings from Item 8 show that almost half of the instructors think they are efficient at teaching CB. The findings show that the instructors do not want to teach GR or RD and WR as much as they want to teach CB.

The instructors were then asked to show which skill they thought would be tiring for them if they were to teach skills in segregated classes. They were asked to number them 1 to 5, 1 being the least tiring and 5 being the most tiring.

Table 8: The Instructors' Perceptions of How Tiring Skills are in Segregated-skills Teaching

	for LS*		for SP*		for RD*		for WR*		for GR*	
	n	%	n	%	n	%	n	%	n	%
Marked 1	17	30	17	30	8	14	5	8,8	10	18
Marked 2	20	35	10	18	16	28	5	8,8	6	11
Marked 3	9	16	11	19	15	26	11	19	11	19
Marked 4	8	14	13	23	11	19	13	23	12	21
Marked 5	3	5,3	6	11	7	12	23	40	18	32
Total	57	100	57	100	57	100	57	100	57	100

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

In the instructors' most frequently provided answers, LS was marked 2, SP was marked 1, RD was marked 3, WR was marked 4, and GR was marked 5. The findings are similar to those in Items 4, 7, and 8. The instructors seem to think GR is tiring. Yet, WR is thought to be even more tiring than GR. The skills of LS and SP are also found to be highly tiring. As can be seen in Table 8, WR and GR are thought to be the most tiring skills to teach.

Then, the instructors were asked to indicate which class they thought was tiring for them in their integrated-skills teaching. They were asked to number them from 1 to 3, 1 being the least tiring and 3 being the most tiring.

Table 9: The Instructors' Perceptions of How Tiring Classes are in Integrated-skills Teaching

	for CB*		for RD and WR*		for GR*	
	n	%	n	%	n	%
Marked 1	32	56	15	26	10	18
Marked 2	12	21	21	37	24	42
Marked 3	13	23	21	37	23	40
Total	57	100	57	100	57	100

CB: Coursebook, RD and WR: Reading and Writing, GR: Grammar

The majority (31,6 %) of the instructors marked CB 1, RD and WR 3, and GR 2. According to the findings from Item 10, which can also be seen in Table 9, the instructors think that MC is the least tiring class to teach. RD and WR is thought to be tiring but GR is perceived to be even more tiring than RD and WR.

In the second section of the questionnaire, the instructors were firstly asked to indicate how far they agreed or disagreed with statements concerning the segregation of language skills.

Table 10: The Instructors' Perceptions of Segregated-skills Teaching

In segregated-skills teaching...	Totally disagree		Disagree		Undecided		Agree		Totally Agree	
	n	%	n	%	n	%	n	%	n	%
coordination among classes becomes difficult	4	7	9	15,8	3	5,3	22	38,6	19	33,3
students' use of English in class increases	5	8,9	26	46,4	13	23,2	10	17,9	2	3,6
classes are more efficient	4	7,1	24	42,9	12	21,4	13	23,2	3	5,4
it is more tiring for the teacher	3	5,5	14	25,5	7	12,7	24	43,6	7	12,7
coordination among the instructors teaching in the same class become necessary	2	3,5	1	1,8	1	1,8	35	61,4	18	31,6
I perceive myself more efficient	6	10,5	23	40,4	12	21,1	13	22,8	3	5,3
I think my mastery of the skills I do not teach decreases	2	3,5	10	17,5	12	21,1	24	42,1	9	15,8
I think I excel in the skills I teach	2	3,5	8	14	11	19,3	27	47,4	9	15,8

As can be seen in Table 10, the majority of the instructors agree that it is hard to create coordination between and among classes in segregated skills teaching. Similarly, a considerable number of 26 instructors (46,4 %) disagreed with the statement indicating that when skills are segregated, students' use of English in the class increases but 13 instructors (23,2 %) were undecided. The majority seems to think that students' use of English in the class does not increase in segregated-skills teaching, with a considerable number of undecided instructors. Upon being asked whether classes are more efficient when skills are segregated, 24 instructors (42,9 %) disagreed, 12 (21,4 %) were undecided, and 13 (23,2 %) agreed. The majority seem to perceive classes to be less efficient in segregated-skills teaching. When asked if it is more tiring for the instructors when skills are segregated, 14 (25,5 %) instructors disagreed while 24 (43,6 %) agreed, which comes to mean that the majority of the instructors feel segregated-skills teaching is tiring. 18 instructors (31,6 %) totally agreed with the statement suggesting that when skills are segregated, it becomes necessary for the instructors teaching in the same class to coordinate for success. 35 instructors (61,4 %) agreed. It is obviously accepted by an overwhelming majority of the instructors that coordination among instructors teaching in a class is necessary.

For the item suggesting when skills are segregated, the instructors feel more efficient, 23 instructors (40,4 %) disagreed, 13 (22,8 %) agreed, and 12 (21,1 %) were undecided. The majority, then, think they are less efficient in segregated skills teaching. The instructors were also asked whether or not their mastery of the skills that they did not teach decreased in skill segregation. 24 (42,1 %) agreed, 12 (21,1 %) were undecided and 10 (17,5 %) disagreed. The majority seem to agree that their mastery of the skills which they did not teach decreased. However, there are a considerable number of those who are undecided. When asked whether the instructors feel that they excel at the skills they teach when skills are segregated, a majority of 27 instructors (47,4 %) agreed, which indicates that an overwhelming majority think that they get better in the skill that they teach.

The instructors were then asked to indicate how far they agreed or disagreed with statements concerning the integration of language skills by using a coursebook.

Table 11: The Instructors' Perceptions of Integrated-skills Teaching

In integrated-skills teaching (by using a coursebook)...	Totally disagree		Disagree		Undecided		Agree		Totally Agree	
	n	%	n	%	n	%	n	%	n	%
I think my students can combine various language skills	2	3,5	2	3,5	4	7	32	56,1	17	29,8
I perceive myself successful	1	1,8	3	5,3	6	10,5	38	66,7	9	15,8
I think my students are exposed to the target language the way it is used in daily life	1	1,8	2	3,5	8	14	37	64,9	9	15,8
my students can prepare for international tests in which all language skills are tested	1	1,8	9	15,8	15	26,3	26	45,6	6	10,5
it is tiring for the teacher	6	10,5	28	49,1	5	8,8	15	26,3	3	5,3
it is time-consuming for the teacher	4	7	28	49,1	5	8,8	19	33,3	1	1,8
I improve in terms of English	2	3,5	4	7	8	14	33	57,9	10	17,5
I think my students want language skills to be taught in integration	4	7	4	7	11	19,3	33	57,9	5	8,8
I think my students find skill integration beneficial	2	3,5	7	12,5	11	19,3	29	50,9	8	14

As can be seen in Table 11, 17 (29,8 %) instructors totally agreed and 32 (56,1 %) agreed with the statement suggesting that students can combine different language skills in

integrated-skills teaching. 38 (66,7 %) instructors think that when skills are integrated using a coursebook, they feel successful. When skills are integrated using a coursebook, 37 (64,9 %) instructors think that their students are exposed to the natural use of the target language. The majority seems to think that their students benefit from integrated-skills teaching. 15 (26,3 %) instructors were undecided but 26 (45,6 %) agreed that when language skills are integrated using a coursebook, their students prepare better for examinations in which all language skills are tested together. The majority, it seems, favours integrated-skills teaching, but a considerable number of the instructors are undecided.

28 (49,1 %) instructors disagreed with the statement suggesting that when skills are integrated using a coursebook, it is tiring for the instructors. Yet, 15 (26,3 %) instructors agreed. The majority seems to think that integrated skills teaching is not tiring for the instructors, but a not very low number of them think it is. When asked if it is time-consuming when skills are integrated using a coursebook, 19 (33,3 %) instructors agreed but 28 (49,1 %) disagreed. The majority, then, seems to think integrated skills teaching is not time consuming while a considerable number of them think so. The instructors were also asked if their English improved when skills are integrated using a coursebook. 10 (17,5 %) totally agreed and 33 (57,9 %) agreed. The majority, then, seems to think they improve themselves in terms of their English. The instructors were also asked if the instructors think their students want skills to be taught in integration. 33 (57,9 %) thought so, which means the majority think that their students want to be taught in integrated skills teaching. 29 (50,9 %) instructors believe that their students find skill integration to be beneficial. The majority, it appears, believes their students think integrated skills teaching is more efficient for them.

The instructors were then asked to indicate their opinions on further statements concerning the benefits of skill integration. Table 12 shows the findings.

Table 12: The Instructors' Perceptions of the Benefits of Integrated-skills Teaching

When I teach CB in skill integration...	Totally disagree		Disagree		Undecided		Agree		Totally Agree	
	n	%	n	%	n	%	n	%	n	%
my vocabulary improves	1	1,8	9	15,8	4	7	31	54,4	12	21,1
my pronunciation improves	1	1,8	9	15,8	4	7	28	49,1	15	26,3
my grammar improves	1	1,8	17	29,8	10	17,5	20	35,1	9	15,8
my writing skills improve	1	1,8	17	29,8	16	28,1	18	31,6	5	8,8
my reading skills improve	1	1,8	8	14	11	19,3	28	49,1	9	15,8
my listening skills improve	1	1,8	6	10,5	5	8,8	28	49,1	17	29,8
my speaking skills improve	1	1,8	9	15,8	3	5,3	27	47,4	17	29,8
I can monitor my students' vocabulary development	1	1,8	1	1,8	4	7	33	57,9	18	31,6
I can monitor my students' pronunciation development	1	1,8	2	3,5	8	14	32	56,1	14	24,6
I can monitor my students' grammar development	1	1,8	4	7	8	14	34	59,6	10	17,5
I can monitor my students' progress in writing skills	1	1,8	7	12,3	14	24,6	26	45,6	9	15,8
I can monitor my students' progress in reading skills	1	1,8	1	1,8	7	12,3	34	59,6	14	24,6
I can monitor my students' progress in listening skills	1	1,8	1	1,8	7	12,3	32	56,1	16	28,1
I can monitor my students' progress in speaking skills	1	1,8	2	3,5	2	3,5	35	61,4	17	29,8

As can be seen in Table 12, 12 (21,1 %) instructors totally agree and 31 (54,4 %) agree that when skills are integrated, their vocabulary improves, which means the majority are in favour of integrated skills teaching in this respect. Similarly, 15 (26,3 %) instructors totally agreed and 28 (49,1 %) agreed that when skills are integrated, their pronunciation improves. Again, the majority seems to be in favour of integrated skills teaching in this respect. They were then asked whether their grammar improves when skills are integrated. 10 (17,5 %) instructors were undecided, 17 (29,8 %) disagreed, and 20 (35,1 %) agreed. Obviously, there is a wide span of ideas. The majority seems to agree, but a large number of the instructors disagree. Also, there are a considerable number of those who are undecided. When asked if their writing skill improves when skills are integrated, 16 (28,1 %) instructors were undecided, 17 (29,8 %) disagreed and 18 (31,6 %) agreed. The number of those who agree and the number of those who disagree are almost the same as the

number of those who are undecided. Upon being asked whether their reading improves when skills are integrated, 11 (19,3 %) instructors were undecided but 28 (49,1%) agreed. The majority seems to believe that integrated skills teaching contributes to their own reading. Next, they were asked if their listening improves when skills are integrated. 17 (29,8 %) instructors totally agreed and 28 (49,1 %) agreed. There are a large number of instructors who agree that integrated skills teaching contributes to their own listening. Similarly, 17 (29,8 %) instructors totally agreed and 27 (47,4 %) agreed that when skills are integrated, their speaking improves. The majority of the instructors seem to think integrated skills teaching improves their speaking, although there is a small number of them who disagree.

The instructors were also asked if they can monitor their students' development when skills are integrated. 18 (31,6 %) instructors totally agreed and 33 (57,9 %) agreed that they can monitor their students' vocabulary development in integrated-skills teaching. Similarly, 32 (56,1 %) instructors agreed that they can monitor their students' pronunciation development when skills are integrated. 34 (59,6 %) instructors believe that they can monitor their students' grammar development when skills are integrated. 14 (24,6 %) instructors are undecided about whether they can monitor their students' writing development when skills are integrated but 26 (45,6 %) agree. Although the majority seems to agree, a considerable number of instructors are undecided. For reading, 34 (59,6 %) instructors agreed that they can monitor their students' reading development when skills are integrated, which, indicates that the instructors are in favour of integrated skills teaching in this respect, too. The instructors were also asked whether they can monitor their students' listening development when skills are integrated. 32 (56,1 %) agreed. Clearly, this shows that the instructors are in favour of integrated skills teaching in this respect, too. Also, 17 (29,8 %) instructors totally agree and 35 (61,4 %) agree that they can monitor their students' speaking development when skills are integrated. The instructors are, again, in favour of integrated skills teaching in this respect.

The next section seeks to obtain the instructors' opinions on classes which were taught in addition to MC. The findings are displayed in Table 13.

Table 13: Instructors' Perceptions of Integrated-skills Teaching with Additional RD and WR and GR Classes

I believe...	Totally disagree		Disagree		Undecided		Agree		Totally Agree	
	n	%	n	%	n	%	n	%	n	%
all skills must be taught in integration in CB*	2	3,6	6	10,7	4	7,1	26	46,6	18	32,1
all skills must be taught in segregation without CB*	20	35,1	27	47,4	2	3,5	5	8,8	3	5,3
RD* must be taught in another class in addition to CB*	6	10,5	23	40,4	7	12,3	20	35,1	1	1,8
LS* must be taught in another class in addition to CB*	10	17,5	34	59,6	5	8,8	7	12,3	1	1,8
SP* must be taught in another class in addition to CB*	9	15,8	31	54,4	5	8,8	9	15,8	3	5,3
WR* must be taught in another class in addition to CB*	7	12,7	20	36,4	8	14,5	20	36,4	0	0
GR* must be taught in another class in addition to CB*	6	10,5	19	33,3	8	14	18	31,6	6	10,5
in the preparatory program, classes must be given in MC* in 24 hours	6	10,7	16	28,6	15	26,8	8	14,3	11	19,6
in the preparatory program, classes must be given in segregation without MC*	24	42,1	24	42,1	6	10,5	3	5,3	0	0
RD* and WR* in addition to CB* is beneficial	2	3,5	19	33,3	13	22,8	19	33,3	4	7
GR* in addition to CB* is beneficial	5	8,8	12	21,1	6	10,5	29	50,9	5	8,8

CB: Coursebook, MC: Main Course, RD and WR: Reading and Writing, GR: Grammar, LS: Listening, SP: Speaking, RD: Reading, WR: Writing

As can be observed in Table 13, 18 instructors (32,1 %) totally agreed and 26 (46,6 %) agreed that all skills must be taught in an integrated way using a coursebook. In a parallel thought, 20 instructors (35,1 %) totally disagreed and 27 (47,4%) disagreed with the statement suggesting that all skills must be taught in segregated classes without a CB lesson. The findings from Items 42 and 43 seem to suggest that the majority of the

instructors are in favour of integrated skills teaching and they believe all skills must be taught in integration in MC.

The instructors were asked if RD needs to be taught in another class besides CB. 20 instructors (35,1 %) agreed but 23 (40,4 %) disagreed. The instructors were also asked if LS needs to be taught in another class besides CB. 10 instructors (17,5 %) totally disagreed and 34 (59,6 %) disagreed. The instructors were then asked if SP needs to be taught in another class besides CB. 31 instructors (54,4 %) disagreed. Next, the instructors were asked if WR needs to be taught in another class besides CB. 20 instructors (36,4 %) agreed but another 20 disagreed. 8 (14,5 %) were undecided. The instructors were asked if GR needs to be taught in another class besides CB. 18 instructors (31,6 %) agreed but 19 (33,3 %) disagreed. 8 (14 %) were undecided.

As can also be seen in Table 13, the findings from Items 44 through 48 show that the instructors think neither SP nor LS must be taught in addition to MC. For RD, the number of instructors who agree that it must be taught in addition to MC is almost the same as those who disagree but those who agree outnumber those who disagree. For GR and WR, there seems to be a similar result: the number of those who agree that GR must be taught in addition to MC is almost the same as those who disagree. The same is valid for WR, too. The number of those who agree that WR must be taught in addition to MC equals the number of those who disagree.

When asked if there must be only CB classes for 24 hours in the preparatory program, 16 instructors (28,6 %) disagreed, 8 (14,3 %) agreed, and 15 (26,8 %) were undecided. When asked the opposite, whether there must be segregated classes for segregated skills in the preparatory program, 24 instructors (42,1 %) totally disagreed, and another 24 (42,1 %) disagreed. According to the findings from Items 49 and 50, although the instructors seem to be in favour of integrated skills teaching, when the Item asks them if MC must be taught all week, the majority of the instructors disagree and almost the same number of instructors are undecided. However, as Table 13 indicates, it is much more clearly observed that the instructors do not want to teach skills in segregation. The overwhelming majority disagree that skills must be taught without MC.

Upon being asked whether RD and WR in addition to CB is beneficial, 13 instructors (22,8 %) were undecided. 19 (33,3 %) agreed but another 19 disagreed. When asked whether GR in addition to CB is beneficial, 12 instructors (21,1 %) disagreed while 29 (50,9 %) agreed. The findings from Item 51 show that the number of instructors who perceive RD and WR in addition to MC to be beneficial for their students is exactly the same as the number of those who disagree. A considerable number of them are undecided. According to Item 52, the case for GR seems clearer. Although there are some who disagree, an overwhelming majority of the instructors seems to agree that GR in addition to MC is beneficial for their students, as Table 13, too, shows.

In the third section, the instructors were asked how well they thought each skill was presented in Headway. They were asked to give a score out of ten points for the presentation of each skill.

Table 14: The Instructors' Scores for the Presentation of Skills in Headway

	for LS*		for SP*		for RD*		for WR*		for GR*	
	n	%	n	%	n	%	n	%	n	%
Marked 0	1	1,8	0	0	0	0	1	1,8	0	0
Marked 1	1	1,8	0	0	1	1,8	1	1,8	1	1,8
Marked 2	0	0	0	0	0	0	1	1,8	1	1,8
Marked 3	0	0	1	1,8	0	0	1	1,8	1	1,8
Marked 4	0	0	1	1,8	0	0	5	8,8	4	7
Marked 5	3	5,3	4	7	4	7	14	24,6	6	10,5
Marked 6	2	3,5	4	7	3	5,3	8	14	11	19,3
Marked 7	5	8,8	10	17,5	4	7	10	17,5	13	22,8
Marked 8	14	24,6	16	28,1	18	31,6	9	15,8	13	22,8
Marked 9	14	22,8	10	17,5	15	26,3	5	8,8	3	5,3
Marked 10	17	29,8	11	19,3	12	21,1	2	3,5	4	7

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

As Table 14 shows, LS was scored 10 by 17 instructors (29,8 %), 9 by 13 instructors (22,8 %), and 8 by 15 instructors (26,3 %). For SP, 16 (28,1 %) instructors scored it 8, 11 (19,3 %) scored it 10, while 1 instructor scored it 3. 1 instructor scored it 0. RD was scored 8 by 18 (31,6 %) and 9 by 15 (26,3 %). It was scored 1 by 1 instructor. WR was scored 5 by 14 (24,6 %) instructors and 7 by 10 (17,5 %) instructors. 1 instructor

scored it 0. For GR, 13 (22,8 %) instructors scored it 8 while another 13 (22,8 %) scored it 7. 1 instructor scored it 1 and another instructor scored it 0.

Judging by the answers to Item 53, it appears that the instructors think LS is presented very well in Headway. SP, however, is not presented as well as LS is, and the same seems to be valid for RD, too. GR, they seem to think, is presented not as well as LS, SP and RD. For WR, the instructors seem to think it is poorly presented when compared to the other skills.

Table 15: Instructors' Perceptions of How Much Each Skill Needs to be Improved in Headway

	for LS*		for SP*		for RD*		for WR*		for GR*	
	n	%	n	%	n	%	n	%	n	%
Marked 1	25	43,9	2	3,5	16	28,1	4	7	10	17,5
Marked 2	14	24,6	15	26,3	12	21,1	3	5,3	13	22,8
Marked 3	8	14	12	21,1	18	31,6	12	21,1	7	12,3
Marked 4	6	10,5	13	22,8	4	7	18	31,6	16	28,1
Marked 5	4	7	15	26,3	7	12,3	20	35,1	11	19,3

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

The instructors were asked to indicate which skills needs to be improved in Headway by assigning them numbers between 1 and 5, 1 being the skill which needed to be improved least and 5 the skill which needed to be improved most. As Table 15 shows, the majority of the instructors (10,5 %) agreed that LS was the skill which needed to be improved least. WR was found to be the skill which they thought needed to be improved most.

As can be seen in the above sections, the majority of the instructors prefer to teach RD if the skills were to be segregated. WR seems to be the opposite – the majority of the instructors do not at all wish to teach it. For GR, however, the case is more complex: while a large number of instructors prefer to teach it most, another large number of instructors showed that they do not want to teach it at all.

The preferences for the following years come from Item 6. The findings show that the majority of the instructors prefer to teach MC in the following years. The scores for RD

and WR and GR are almost the same. However, for GR, the findings are not in line with the findings from Item 4. While the instructors in Item 4 said they wanted very much to teach GR, the findings for GR in Item 6 do not show such a high percentage of preference. The reason, it seems, is that the instructors perceive the GR in segregated skills teaching to be different from the GR in integrated skills teaching.

The findings from Item 7 show results that are consistent with the findings from Item 4. The instructors perceive themselves to be efficient mostly in teaching RD. Similarly, they think they would be the least efficient if they were to teach WR. As can be deduced, WR is a skill which is not favoured by the instructors. In a parallel flow of thought, the findings from Item 8 show that almost half of the instructors think they are efficient at teaching MC. As is the case for Items 4, 6, and 7, the findings show that the instructors do not want to teach RD and WR.

Item 9 identifies what skills the instructors thought were tiring for them in segregated skills teaching. The findings were similar to those in Items 4, 7, and 8. The instructors think GR is tiring. Yet, WR is thought to be even more tiring than GR. The skills of LS and SP were also found to be highly tiring. According to the findings from Item 10, the instructors think that MC is the least tiring class to teach. RD and WR was thought to be tiring but GR is perceived to be even more tiring than RD and WR.

In displaying their views on the integration of language skills, the majority of the instructors agree that it is hard to create coordination between and among classes. The majority seems to think that students' use of English in the class does not increase, and a considerable number of instructors are undecided. The majority seem to think classes are more efficient. However, a considerable number of instructors disagree, and a lower number of them are undecided. Still, it seems possible to suggest that they think segregated skills teaching brings about more effective teaching. The instructors also think it is more tiring, although there are those who disagree. Coordination among instructors teaching in a class is obviously accepted by an overwhelming majority of instructors. The majority think they are more efficient in segregated skills teaching. However, there are a considerable number of those who disagree and another considerable number who are undecided. The majority seem to agree that they weaken in terms of the skills that they do not teach.

However, there are a considerable number of those who are undecided. In a parallel flow of thought, an overwhelming majority think that they improve themselves in terms of the skill that they teach.

When integrating language skills and using a coursebook, the majority seems to agree that their students can combine different language skills. Similarly, they think that they are successful. The majority, again, seems to think that their students are exposed to the natural use of the target language. In terms of how well their students prepare for examinations in which all skills are measured together, the majority favours integrated skills teaching, but a considerable number of the instructors are undecided. The majority seems to think that integrated skills teaching is not tiring for the instructors, but a not very low number of them think it is tiring. A similar result is obtained for how time consuming it is. The majority seems to think it is time consuming while a considerable number of them disagree. The majority seems to think they improve themselves in terms of the target language. The majority think that their students want to be taught in integrated skills teaching and, again, the majority believes their students think integrated skills teaching is more efficient for them.

The majority of the instructors seem to believe that when they teach MC in which all skills are integrated, their vocabulary improves. Similarly, the findings show that their pronunciation improves. When it comes to whether their GR improves or not, there seems to be a clash of ideas. The majority seems to agree, but a large number of the instructors disagree. Also, there are a considerable number of those who are undecided. When it comes to whether their WR improves, the number of those who agree and the number of those who disagree are almost the same as the number of those who are undecided. For RD, however, the case seems much clearer: the majority of the instructors think their RD improves with integrated skills teaching. Similarly, the majority seems to think their LS improves. Lastly, the majority of the instructors think integrated skills teaching improves their SP, although there is a small number of them who disagree.

The instructors approached the matter by keeping their students in mind, too. An overwhelming majority seems to think they can monitor their students' vocabulary development in integrated skills teaching. A similar number of instructors seem to believe

they can also monitor their students' pronunciation and GR development. The case is almost the same for their opinions on whether they can monitor their students' RD, LS, and SP development. Yet, the results are slightly different when it comes to monitoring their students' WR development. Although the majority seems to agree, a considerable number of instructors are undecided.

The findings from Items 42 and 43 seem to suggest that the majority of the instructors are in favour of integrated skills teaching and they believe all skills must be taught in integration in MC. The findings from Items 44 through 48 show that the instructors think neither SP nor LS must be taught in addition to MC. For RD, the number of instructors who agree that it must be taught in addition to MC is almost the same as those who disagree but those who agree outnumber those who disagree. For GR and WR, there seems to be a similar result: the number of those who agree that GR must be taught in addition to MC is almost the same as those who disagree. The same is valid for WR. The number of those who agree that WR must be taught in addition to MC equals the number of those who disagree.

According to the findings from Items 49 and 50, although the instructors seem to be in favour of integrated skills teaching, when the item asks them if MC must be taught all week, the majority of the instructors disagree and a very high number of instructors are undecided. However, it is much more clearly observed that the instructors do not want to teach skills in segregation. The overwhelming majority disagree that skills must be taught without MC.

The findings from Item 51 show that the number of instructors who perceive RD and WR in addition to MC to be beneficial for their students is exactly the same as the number of those who disagree. A considerable number of them are undecided. According to Item 52, the case for GR is clearer. Although there are some who disagree, an overwhelming majority of the instructors seems to agree that GR in addition to MC is beneficial for their students.

Judging by the answers to Item 53, it appears that the instructors think LS is presented very well in Headway. SP, however, is not presented as well as LS is, and the

same seems to be valid for RD, too. GR, they seem to think, is presented not as well as LS, SP and RD. For WR, the instructors seem to think it is poorly presented when compared to the other skills.

The answers to Item 54 show that LS is thought to be the skill which needs to be improved the least. It is thought that RD needs to be improved a little; GR needs to be improved much; WR needs to be improved much; and WR is the skill which they think needs to be improved most.

4.3. Analysis of the Open-ended Questions in the Questionnaire

The fourth part of the questionnaire consists of two questions. The first one asks the instructors to list the most beneficial and the most important features of skill integration by using a coursebook. Although the answers can overlap, what the instructors stated can be grouped under four headings: What they expressed about the process, what they wrote about the book, what they thought about themselves, and they expressed about their students.

In terms of the process, the instructors are highly in favour of integrated-skills teaching. A large number of instructors highlighted the benefits of using Headway for both parties, with particular reference to skill-integration in terms of skill development and coherence among classes.

All skills can develop simultaneously, and I can observe and monitor the development of those skills (Ins. 33).

The students get the chance to see all skills at the same time. Classes are more enjoyable and more effective than before (Ins. 6).

There being a parallel flow of the topics and structures highlights the importance of skill integration. This also prevents the students from perceiving classes as being quite different things from one another (Ins. 19).

Segregating language skills may be perceived like a chaos – both for the instructors and for the students. The coursebooks prevents such chaotic cases (Ins. 28).

As can be deduced from the above statements, the instructors feel they can both observe and monitor the development of all skills. Their students are exposed to all skills at

the same time, and this is why they all develop simultaneously. The instructors seem to find integrated-skills teaching more enjoyable and more effective when compared to segregated-skills teaching. Similarly, in segregated-skills teaching, the students perceived different skill classes as being distinct classes, which one of the instructors found chaotic. However, using Headway is thought to prevent such troubles.

It is thought by a majority of the instructors that, by using Headway, in other words, in integrated-skills teaching, grammar is taught more effectively. Several instructors also commented that grammar was central and was linked to other skills as follows:

Grammar is taught effectively because the units are arranged in such a way that grammar plus all four skills are taught in coordination, which is real-life-like (Ins. 18).

The units in coursebooks are prepared with grammar topics in mind, and grammar is taught in line with all four skills (Ins. 40).

I can teach grammatical details which are not mentioned, if the need arises, and this makes grammar less boring for the students (Ins. 21).

The above comments show that grammar is regarded as being central in Headway and all the other skills are perceived to be presented and taught by keeping grammar in centre and building on the grammatical point taught in the unit. The instructors find this practice similar to the way language is used in real life. The emphasis on grammar, however, does not mean that it is stressed and taught slavishly. As can be deduced from Instructor 21's statement, there may be grammatical aspects which are not taught well, and this is where the instructors themselves come to the fore and teach it as needed. This practice is believed to save grammar teaching from being boring.

The instructors also mentioned benefits of using Headway with particular reference to the advantages that the practice brings for their students. Many instructors argued that the process was beneficial for their students in terms of creating associations, information overload, usage, rather than rules, and the extra materials used outside the classroom.

Students can associate the pieces of information, which helps them to remember better (Ins. 27).

It saves the students from a lot of unnecessary details that would have been taught in skill segregation (Ins. 14).

I believe it helps students learn real English by focusing on usage, rather than on rules (Ins. 29).

The workbook and the online learning environment encourage the students to study outside the class, which contributes to extensive learning (Ins. 11).

As can be seen, it is thought that the students can make associations between and among different pieces of knowledge and this enables them to remember better. Similarly, segregated-skills teaching was found to be a practice which causes information overload for students and many of those details were thought to be unnecessary by Instructor 14. Besides, the practice, it was felt, was better thanks to the focus on usage rather than on rules. Lastly, the students are thought to benefit from the online learning environment and the workbook because they enable the students to stay in touch with English even when they are not at school.

When it comes to discussing the book, the majority of the instructors wrote that they are satisfied with the quality of the book. It was stressed several times that the book is appealing to the eye, new, rich in content and there is a lot in it.

The book is appealing to the eye (Ins. 12).

It is more natural, more up-to-date, and more applicable with collective contents and rich resources (Ins. 21).

As the above comments show, the instructors are pleased with using Headway because it is pleasant to look at, contains real-life-like language, is updated, can be used in several areas, and contains much that can be done. The instructors are also in favour of Headway in terms of the presentation of skills and skill-integration.

The topics are presented in a unit in contexts for grammar, vocabulary, listening and speaking (Ins. 25).

The students can practice something they have learnt in a reading passage by using it in a listening and then in a grammar exercise (Ins. 10).

There is no coordination problem because the book is coherent (Ins. 6).

The skills are not disconnected (Ins. 32).

Segregation breaks coherence (Ins. 35).

The above comments highlight the fact that in segregated-skills teaching, skills – and, thus, the classes – were not in harmony. In integrated-skills teaching, however, students are exposed to language in contexts and those contexts are all interrelated. What they learn in one skill can be practiced in another skill in another context. Therefore, the problem of coherence diminishes. A great number of instructors pointed out some particular benefits of Headway in terms of oral and aural skills.

The parts for Everyday English, pronunciation and intonation are beneficial (Ins. 46).

The book is particularly useful in terms of listening and speaking (Ins. 22).

Vocabulary items and grammar points are recycled on a systematic basis (Ins. 45).

What the instructors have stated can be regarded as an indication of the focus on oral and aural aspects of the target language. The instructors obviously think their students benefit from those parts of the book which center around listening and speaking skills. Similarly, in addition to the four skills, the book facilitates vocabulary, grammar, pronunciation and intonation, according to several instructors. Headway was also thought to contain both native and non-native speakers.

Students learn by seeing and hearing native speakers (Ins. 21).

Students learn about different cultures and are exposed to different accents (Ins. 38).

Obviously, the instructors feel that in addition to native speakers, their students can also benefit from non-native speakers and their accents. Plus, they get the chance to see cultures other than Britain and the USA, and the way the English language is used by speakers in countries other than those afore-mentioned countries. In terms of further contents and additional materials, the instructors have mentioned several other benefits like the teacher's book, the variety of activities, and the extra materials.

The teacher's book is a beneficial resource for teachers who are new to the job (Ins. 4).

The extra materials like videos, tests, etc. are absolutely beneficial (Ins. 36).

The visual and audio activities in the book are motivating (Ins. 15).

Variety prevents the students from getting bored (Ins. 35).

Students can study all skills with only one book (Ins.8).

As can be seen, the instructors benefit from the teacher's book, particularly inexperienced ones. Videos and tests in the iTools were also found to be beneficial for the students. Thanks to the variety of activities, many instructors argued, the students do not get bored. In addition, it is felt that the students need only one book to study all skills.

In terms of themselves, an overwhelming majority of the instructors think that integrated-skills teaching eases their job in several ways. Time management, linguistic development, class ownership, and knowing students better were the most frequently mentioned aspects that integrated-skills teaching provided.

It makes teaching easier (Ins. 4).

I can spare more time on the skill that I think my students need (Ins. 44).

I don't need to spend extra time to prepare for class (Ins. 14).

It makes me feel that the class is mine (Ins. 33).

I can predict what my students have learned and what they haven't (Ins. 18).

It is less troublesome to learn from one single instructor in a particular way, rather than learning from different instructors in different ways (Ins. 32).

I can get to know my students better (Ins. 23).

I have proficiency in all language skills (Ins. 30).

As the above-mentioned comments from the instructors indicate, the instructors can make better use of their time both before and during the classes. Several instructors wrote that they can focus on the skill that needs to be stressed and they feel that they can understand what has been learned and what has not. The reasons are that they can now know their students better and that they do own the class and feel more responsible for what happens – and what does not happen – in the class. Besides, many instructors wrote that they improved themselves linguistically because they taught all skills. All in all, as Instructor 4 stated, integrated-skills teaching makes teaching easier.

Finally, in terms of their students, the majority of the instructors believe that their students benefit from integrated-skills teaching on several accounts like enthusiasm,

success, progressing from the easier to the more difficult, participation, and even some particular skills.

The students can see their strengths and weaknesses (Ins. 5).

Considering our students, who are beginner level students, you can only teach basic structures with a coursebook because the book progresses from simple dialogues through short reading passages (Ins. 17).

The students did not want to attend classes because of the skills which they didn't like or which they thought they were poor at (Ins. 22).

Almost all students can participate without any difficulty (Ins. 43).

I have better control over the students (Ins. 16).

Integration can contribute to students' speaking (Ins. 24).

It was hard for students to focus on one skill for a long time. Therefore, teaching everything in one single class makes the teaching process easier (Ins. 37).

As the above comments imply, several instructors are in agreement regarding the fact that their students are aware of their own strengths and weaknesses in integrated-skills teaching. Similarly, the instructors are of the opinion that coursebooks present content in a way that progresses from simpler structures to the more difficult ones. Also, it was stressed that in segregated-skills teaching, students did not want to – and sometimes did not, indeed – attend some skill classes because they did not like the content or because they did not feel good at that skill. Integrated-skills teaching seems to have prevented such attendance problems in the eyes of the participating instructors. Now, it appears, students have something to say in the class because the content covers all skills. Another point that the instructors described was that they have better control over the class in integrated-skills teaching. In segregated-skills teaching, the instructors believe, the students had difficulty in focusing on only one skill for a prolonged period of time. In integrated-skills teaching, however, the process is perceived to be easier. What is more, as can be found in Instructor 24's argument, integrated-skills teaching boosted the students' speaking.

The second open-ended question asks the instructors to list the most unconstructive and the most detrimental results of skill integration by using a coursebook. The instructors' answers can be grouped under four headings again: What they stated about the process, what they wrote about the book, what they thought about themselves, and what they stated about their students.

In terms of the process, some instructors listed several disadvantages concerning the unnecessary details included, the mismatch between the focus in different classes, the writing activities in the book, the different levels of student success, and the risk that some instructors' and their students' may favour one particular skill.

Because there is a RD and WR class in the program, the writing activities in Headway may not receive the due attention (Ins. 12).

Individual skills are not taught in detail and, as a result of this, students show varying degrees of success in different skills (Ins. 31).

Some skills are not favoured by the teacher or by the students and when they are not employed in the class, they may be skipped (Ins. 39).

What one stresses in his/her class may not match the points stressed in another class and this may break the harmony among classes (Ins. 19).

It is difficult to achieve true integration of the skills and synchronization (Ins. 29).

Discipline problems may occur because of many lesson hours (Ins. 4).

The students may get accustomed to only one instructor's pronunciation and errors may fossilize (Ins. 28).

The above statements imply that some instructors are against the idea of there being a RD and WR class in the program because this gives some instructors the feeling that they can skip the writing exercises. Also, students may show varying degrees of development because the details and aspects stressed in one class may not be the same as those stressed in another class. In this respect, the instructors seem to think that it is not easy to establish integration in an appropriate way. Because of the number of lesson hours, discipline problems are observed to be another cause of discomfort in integrated-skills teaching. Also, the instructors are aware of the potential danger that their students may learn incorrect forms because of dependence on only one teacher and fossilization may occur.

When it comes to discussing the book, different instructors pointed out many weaknesses in terms of individual skills, the content of some activities, and the distribution of the skills.

I constantly need to support through hand-outs (Ins. 42).

For WR there should be another class even if only for a few hours a week because it is presented without the fundamentals of writing (Ins. 21).

Main course becomes reading-centered (Ins. 9).

GR and WR should be supported to improve them academically (Ins. 41).

Because of the same flow of activities in every unit, the book can become boring by time (Ins. 3).

Whichever coursebook is used, there are shortcomings. It is important to identify those parts and create extra classes according to what skill is missing in the coursebook which is used (Ins. 34).

The comments above seem to support the belief that Headway has several shortcomings and the instructors are aware of them. Particularly GR and WR were found to be the skills which were poorly presented in the book. The need to take hand-outs to class and the need felt for an extra WR class are indicators of the fact that they are perceived to be poorly presented in Headway. The flow of the activities in the book, it is thought, is a potential source of boredom, according to several instructors. However, for RD, the case is reversed. Some instructors believe that there is too much emphasis on RD and MC turns into a reading-based class.

When discussing the issue in terms of themselves, some instructors think integrated skills teaching can be tiring, boring, confusing, and demanding.

Integrated-skills teaching can become tiring because the burden of all the skills is placed on only one instructor's shoulders (Ins. 11).

The instructor who is teaching has to contribute a lot to his/her class (Ins. 13).

One single instructor may be boring; having two different instructors is problematic, too, because students may start to compare them. Also, their styles may not be in harmony (Ins. 7).

As can be seen in the above comments, some instructors feel they need to do much in integrated-skills teaching. Also they seem to hold fear of being compared to another colleague teaching in the same class as themselves. Obviously, they are aware of the responsibility – and the difficulty – of teaching all language skills in one class.

Also, some believe they can be inclined to focus on only one of the skills or they may lose balance of how much to stress each skill.

An instructor may stress the skill he / she is better at, and this may hold the other skills back (Ins. 20).

In trying to teach everything at the same time, the instructors cannot pay the necessary attention and cannot spare the necessary time to individual skills (Ins. 2).

As can be observed in the preceding comments, some instructors seem to be aware of the danger of the skill that they may stress and the – perhaps bigger – danger of losing track of how much emphasis they lay on a particular skill.

Finally, in terms of their students, the instructors frequently voiced that teaching the same class for several hours could be boring for their students, and that the book may have been used in their previous educational experiences.

Too many consecutive classes with the same teacher can be boring for the students (Ins. 40).

Seeing the same face all the time may make things monotonous (Ins. 11).

Some students have already studied Headway in high school (Ins. 6).

As can be inferred from the above statements, most instructors are afraid that their students may lose motivation because of the high number of lesson hours with the same teacher. Also, because Headway is a common book, the students may have studied it before they came to university. Some instructors, therefore, fear that their students may lose enthusiasm.

Finally, there were those instructors who thought there were no negative or detrimental results of teaching language skills in an integrated way by using Headway. Some left the provided space blank and some wrote that they are happy with the way things are going.

It appears that the instructors are in favour of employing integrated-skills teaching in their practice with the advantages the application brings into their classrooms. They think the book, including the workbook, online learning facilities, the software, etc covers everything. They find classes enjoyable, and they believe they can monitor their students' progress. They also seem happy with the fact that the book includes not only native

speakers but also different cultures and speakers. They find everything orderly and systematic. In particular, they find the “Everyday English” section to be of importance both for themselves and for their students. They further believe integrated-skills teaching makes their job easier, they can control their classes better, they know their students better and they feel they can be more flexible in the classroom.

In spite of all those advantages, the instructors seem to hold some reservations regarding integrated-skills teaching. They think they cannot teach skills in detail. In fact, it was also suggested that truly integrating all skills was hard to achieve. Also it was found that they have fears as to one instructor focusing on only one of the skills while the other skills remain untaught. It was often stated that too many lesson hours in the same class with the same students could be problematic – both for the students and for the instructors themselves. Although the book was found to be very good by many instructors, some seem to think it is weak in some skills – particularly in writing. Grammar is thought to be another weak point of the book. They also seem to believe that placing all the responsibility on one instructor’s shoulders is a negative aspect of the issue.

4.4. Analysis of the Interviews

The second source of the qualitative data for the present study was the semi-structured interviews with 46 instructors. They were asked twenty open-ended questions. The questions were piloted with three instructors and one administrator and then were revised and modified. The instructors were asked questions regarding both the integration and the segregation of language skills. By conducting those interviews, a large amount of qualitative data for the study were obtained.

4.4.1. The Instructor’s Perceptions of the Quality of Teaching

The instructors were asked what they thought about the quality of teaching in segregated-skills teaching and in integrated-skills teaching. There were several comments in favour of integrated-skills teaching. The comments included details on some characteristics of teaching, how active the students are, and the flexibility which allows the instructors to move from one skill to another.

Teaching used to be teacher-centered but now it is student-centered (Ins. 10).

It is not monotonous and more communicative now (Ins. 1).

The classes and books were not parallel so we could not teach well (Ins. 2).

I own the classroom and know my students better now (Ins. 7).

In the past, classes were taught in a lecturing type. Now, however, all the skills are scattered across the book (Ins. 30).

The students regard the MC teacher as their own teacher and the instructors feel the same (Ins. 15).

I can now easily move from one skill to another (Ins. 16).

Language is a whole and it is logical to teach it this way (Ins. 7).

I began to get on well with my students (Ins. 38).

I now have full control over the class (Ins. 42).

The students were passive but now they are more active and they can approach everything in a unified manner (Ins. 21).

These comments imply that teaching became more student-centered and, thus, more communicative. The majority of the instructors argued that the classes and, as a result, the books, were not parallel. Therefore, the instructors did not feel satisfied with their own teaching. They argued that they used to teach and then leave. In integrated-skills teaching, however, they can easily move between and among skills because they are scattered everywhere in the book. It is also important to notice that there exists a feeling of ownership for both parties. The students feel the MC teacher is their own teacher. Similarly, the instructors think the class they are teaching belongs to them. For instance, it was clearly stressed that integrated-skills teaching helped positive student-teacher relationships to emerge. What is more, it was pointed out that language is a whole and the best way to teach it is thought to be in the same way, hence, the majority of the instructors are in favour of integrated-skills teaching.

However, there were also a few comments favouring the segregation of skills. The comments were regarding the instructors' authority, expertise, and knowledge of the particular skill that they were teaching.

In integrated-skills teaching, I cannot go into details, especially in WR (Ins. 10).

Everything was under the instructor's control and authority in the past (Ins. 12).

The instructors had expertise in a particular field and that is, in fact, necessary (Ins. 28).

The MC instructors do not need much because everything is already planned and presented in the MC book (Ins. 8).

The students were more active in SP classes before (Ins. 34).

Students need to learn from different instructors (Ins. 18).

It is obvious from the comments above that the instructors feel they cannot teach skills in depth. Writing was particularly emphasized in this respect. Indeed, it was regarded necessary to have expertise in one of the skills. Another comment supporting this argument showed that the MC teacher is regarded as someone who does not need to have expertise or prepare beforehand because everything is carefully planned and presented in the MC book in a way that is appealing to the eye. It is also felt that students would benefit from seeing different instructors. Besides, the students are thought to have been more active in speaking classes in segregated-skills teaching although the authority of the instructors is perceived to have been greater.

Some instructors thought there were no differences between the two modes of teaching.

It is a matter of the instructor's style. I try to involve the students now and I did the same in segregated-skills teaching as well (Ins. 41).

As the comment shows, that instructor perceived the two modes of teaching as being similar in the sense that what counts is what an instructor does in the classroom – not whether language skills are segregated or integrated.

4.4.2. The Instructor's Perceptions of their Position in the Classroom

The instructors were asked what they thought about the instructors' position in the classroom. The majority of the comments revealed some common points. Those comments included aspects like their roles, behaviour, satisfaction, and control of the classroom.

I can teach without waiting for another colleague to teach something first (Ins. 2).

The MC instructors have more responsibilities and their roles increased in integrated-skills teaching (Ins. 45).

I feel I am more active (Ins. 3).

The instructors can show off by employing all their skills in teaching (Ins. 8).

I have been feeling like a true English teacher. I felt so bored in the past (Ins. 14).

I feel that I have full control over the classroom (Ins. 18).

I can involve my students (Ins. 20)

I feel more comfortable although I have to teach everything (Ins. 25).

I felt satisfied (Ins. 32).

I do not have to care about what to teach because everything is already there (Ins. 39).

Several instructors have mentioned teacher roles like guides, facilitators, organizers, and many other things, but not “lecturers” any more. As can be seen in the instructors’ statements, they feel more comfortable, more active, more responsible, and more in power. Yet, in spite of the increased responsibility and the work load, the instructors argued that they feel better. It was also mentioned that they do not have to worry about what students had learned before starting their classes. They also do not need to think about and prepare for what to teach because everything is already in the book. Thus, they can show off by making use of all the skills. Instructor 7, however, insisted that it depends on the instructors themselves and expressed that he does not feel that there is a big difference.

4.4.3. The Instructor’s Perceptions of their Students’ Motivation

The instructors were asked what they thought about their students’ motivation in the two modes of teaching. The majority of the participating instructors were in favour of integrated-skills teaching in this respect.

The students find integrated-skills teaching more enjoyable and think it easier to learn all skills in one single book (Ins. 6).

They feel happier, they learn more, and they are more successful (Ins. 16).

The students are more active because they find something to do. When the students are poor in a skill, they can compensate in another skill (Ins. 39).

Speaking was boring. Students were not active. MC created an easier atmosphere (Ins. 8).

The students are much more motivated when everything is on the board and there is variety because all the skills are there. It is particularly the software that increases motivation (Ins. 1).

My students do try to speak English in class (Ins. 17).

The students were bored in the past. They do not complain about anything now (Ins. 29).

The MC instructors are more like fathers or mothers or siblings so their interest is higher in MC (Ins. 5).

The students think the MC instructor is more important because the RD and WR or GR instructors have no effect on their grades. They feel they are responsible and they value their MC instructors more (Ins. 32).

The statements above indicate various advantages of employing integrated-skills teaching. According to several instructors, their students learn more, are more active, are more successful and are happier. Because there are several skills, their students find something that they can do and they are happy because they can compensate for one of their shortcomings by being more active in another skill. SP classes were perceived to have been boring by Instructor 8, but integrated-skills teaching seems to overcome this problem and prevent students' complaints. In fact, it appears that MC contributed to students' speaking positively. Another thing is that the MC instructor is valued more than the GR instructor and the RD and WR instructor because the exam papers are checked and marked by the MC instructor. The students, apparently, feel more responsible to the MC instructor.

In spite of those several comments indicating that the students' motivation is higher in integrated-skills teaching, there were some instructors who thought their students' motivation was higher in segregated-skills teaching.

It seemed like the students were more motivated in segregated skills teaching (Ins. 11).

The students enjoyed segregated skills classes more because they expected things to be that way (Ins. 14).

The students valued and treated each class and each instructor almost equally in segregated-skills teaching (Ins. 23).

The students were more interested in WR in the past. The WR presented in MC book is weak at drawing students' attention (Ins. 24).

The students' motivation was higher in segregated skills teaching because the students thought that they were being taught different classes (Ins. 45).

Apparently, some instructors hold the belief that segregated-skills teaching was better in terms of creating and sustaining student motivation. In a university setting, the students expect to be taught different things by different instructors, as was suggested by Instructor 14. Contrary to the belief that the MC instructor is valued more than the others, it was suggested by Instructor 23 that each instructor was valued almost equally in segregated-skills teaching. Lastly, WR was mentioned again because it is believed that the type of WR presented in Headway falls short in drawing students' attention and it is argued that WR classes were more interesting for the students in segregated-skills teaching.

Some instructors think there is not a clear distinction between the two modes of teaching.

It depends on the students (Ins. 31).

It depends on how the instructors motivate their students (Ins. 24).

As can be seen in these two comments, in addition to the mode of teaching, there are two other variables affecting the students' motivation. Those two instructors argued that it is affected by the students themselves and by the instructor who is teaching them.

4.4.4. The Instructor's Perceptions of Classroom Management

The instructors were asked if they thought there were any differences between the two modes of teaching in terms of classroom management. Several instructors said they find no differences.

It is a matter of how you approach the classroom (Ins. 20).

It just depends on the rapport between the instructors and the students (Ins. 14).

It is a matter of luck because things may progress in either way (Ins. 9).

The comments above indicate that the instructors believe what matters more is the way they approach their students. They seem to believe that their relationship with their students does make a difference in their teaching. Besides, they obviously feel that the type of relationship will be affected by the rapport between themselves and their students. Also, they seem to hold the belief that it is a matter of luck. It can be argued, then, that classroom

management is perceived to be affected by luck, as can be found in Instructor 9's comment, and by the rapport between the instructor and the students, as can be found in Instructor 14's statement.

Some instructors thought classroom management was easier in segregated-skills teaching. The majority of the comments favouring segregated-skills teaching centered around the number of hours taught, discipline, and the instructors' authority.

Familiarity may breed contempt (Ins. 3).

The less I teach, the more comfortable I feel in terms of discipline (Ins. 39).

With 16 hours, the students could be bored and familiarity could breed contempt (Ins. 16).

Seating and pair work were easier to conduct in segregated-skills teaching (Ins. 22).

Teaching 16 hours makes it a bit harder to control the class (Ins. 46).

GR drew the students' attention in graduate classes (Ins. 34).

We had more authority in the past (Ins. 5).

In the past, classroom management was better because I met them few times a week. Now I teach a class for 16 hours and we are more intimate; this can cause discipline problems (Ins. 16).

RD and WR and GR are easier to conduct because in MC the students are more active (Ins. 18).

Segregated-skills teaching made the students more disciplined (Ins. 8).

As can be found in the statements above, the instructors arguing that segregated-skills teaching was better in terms of classroom management think the number of hours they teach in a class bears direct relationship with the discipline in that classroom. As the number of hours spent in the same classroom increases, intimacy is perceived to increase, too. Similarly, conducting classes by doing pair work and group work is perceived to have been easier in segregated-skills teaching. Instructor 34 argued that GR was thought to be important by graduate students because those students are going to take tests like YDS or other proficiency examinations in which grammatical proficiency is measured. What is more, RD and WR and GR classes are classes in which the instructors' authority is perceived to decrease. As was suggested by several instructors before, the instructors teaching MC are regarded more important by students because they are the ones who grade

the students and check exam papers. Therefore, it was argued many times that sustaining discipline in GR and RD and WR are harder to achieve.

Moving on from the position of the MC instructor in the eyes of the students, some instructors said it is easier to control the class in integrated-skills teaching. The importance of MC in terms of the students' grades like CPG, and their attendance were mentioned as important factors for students, as was stated several times.

MC gives the instructors more power (Ins. 5).

The book does help thanks to the activities in it (Ins. 11).

I have full control over the class (Ins. 22).

The students adapt to classes more easily because they have one main instructor (Ins. 2).

Everything was monotonous in segregated-skills teaching but the coursebook involves the students better (Ins. 30).

The MC instructor is more comfortable in the classroom and it is easier in terms of discipline (Ins. 14).

The students are more active in RD and WR but in a negative sense (Ins. 42).

The students are more silent in RD and WR but this is not what is expected (Ins. 4).

Classroom management is easier in MC because I own the class and feel responsible thinking that the students represent me (Ins. 16).

MC is more positive in keeping students on task. In MC, students can easily find something that they can or want to do (Ins. 17).

The students regard the MC instructors as being more important because of the question types in exams. RD and WR and GR instructors are regarded as being less important (Ins. 25).

My job is harder in drawing interest in RD and WR and GR (Ins. 6).

The workbook and the software save the instructors from a lot of trouble and save a lot of energy (Ins. 31).

MC is noisier but I must admit that it has to happen. The noise is positive because it indicates that the students are working (Ins. 38).

The students are more active in MC but this is not negative (Ins. 10).

Judging by the statements from several instructors, it can be argued that the instructors who teach MC feel more empowered thanks to the book and its contents. They are regarded as being time saving and energy saving on the instructors' side. The problem

of adaptation is perceived to decrease thanks to the MC classes because the students are taught by only one instructor. The book is thought to have the capacity to involve students because it is regarded as being interesting. In terms of discipline, the instructors think they are more comfortable in the classroom because they feel more secure and more in power.

It is felt by many instructors that the students represent their MC instructors. Therefore, they feel even more responsible. Although the students are seen to be more active in RD and WR and GR classes, it was stressed several times that this is not in a positive sense. Similarly, the instructors' job is perceived to be harder in terms of attracting the students' attention. That the students are active in MC classes, and that there is more noise, however, are thought to be beneficial. For instance, all students are observed to find something to keep them busy because there is variety and they are perceived to be working busily.

4.4.5. The Instructor's Perceptions of the Benefits of Segregated-skills Teaching

The instructors were asked what the benefits of segregated-skills teaching were. There were many comments praising segregated-skills teaching. The instructors not only mentioned general aspects like personal and professional development but also other specific details regarding the individual skills.

I developed myself by being exposed to different cultures and accents, and it forced me to research, and increased my knowledge of how to teach a particular skill (Ins. 34).

I learned, too, while I was teaching (Ins. 4).

It made me a better teacher of skills (Ins. 29).

I needed to think about and evaluate the materials (Ins. 24).

There were more detailed books and topics (Ins. 39).

I improved myself in terms of the functions of language (Ins. 26).

I overcame my fears as to how to teach a skill (Ins. 30).

I thought more about what to do and created more to do in the classroom (Ins. 35).

As can be inferred from the above statements, segregated-skills teaching contributed to several instructors in terms of exposure to accents other than British and American Englishes. Also, they were obliged to do research and improve not only their skills of teaching a particular language skill but also their proficiency in that language skill. Segregated-skills teaching also seems to have forced the instructors to think about and evaluate the materials that they used, and brought them up to a level where they were able to make judgments about those materials. In fact, it also enabled Instructor 30 to overcome his fears concerning the teaching of a particular skill. Lastly, it was argued that segregated-skills teaching forced the instructors to consider what more they could do in the classroom.

In terms of grammar, the instructors had few answers. The comments were only about benefit of teaching grammar which contributed to their own proficiency.

GR classes helped me to keep my proficiency level (Ins. 3).

I learned further grammar rules (Ins. 23).

The comments above indicate that teaching grammar enabled those two instructors to keep their proficiency in grammar at a particular level. In other words, the practice seems to have prevented them from forgetting some grammatical aspects. Also, as is the case for Instructor 23, the instructors teaching grammar benefited in that they learned even more about grammar rules.

Teaching SP, too, had advantages for some instructors.

Teaching SP for years made me more like an expert, I feel (Ins. 38).

The SP book was only for SP and conducting them improved me in terms of tactics and new expressions. In Headway, however, SP is part of the whole. I also improved myself in terms of new words and pronunciation (Ins. 8).

I improved my teaching of SP particularly in terms of the importance of letting students talk to each other (Ins. 20).

The instructors obviously benefited from teaching SP. As can be found in Instructor 38's comment, teaching SP enabled some instructors to feel like they have had expertise in that particular field. Instructor 20's statement seems to support the former comment. A second advantage is observed in this statement – the instructor seems to have improved

himself through his experience of making his students speak. Now he appears to be more aware of the importance of student-student interaction. Instructor 8's comments include both some good news as well as some bad ones. She seems to have benefited in terms of tactics she can employ and to have improved her proficiency by learning new words and pronunciation. However, she believes Headway is weak in terms of SP when compared to segregated-skills teaching. She perceives SP to be only a part of the whole in Headway and finds it insufficient.

Besides, many instructors seem to have benefited from teaching RD, the skill which was found to be a favourite class to teach in the questionnaire if the instructors were to teach skills in segregation.

RD contributed to my general knowledge and I learned new words, particularly in advanced levels (Ins. 41).

It helped me gain familiarity with exercise types (Ins. 11).

I improved my students' love of reading and improved myself as well through extensive reading (Ins. 43).

I improved myself in terms of teaching vocabulary (Ins. 17).

The instructors seem to have benefited from teaching RD in terms of their knowledge of the world. Also, it was found that they learned new words, particularly while teaching in advanced level classes. Another advantage was that it contributed to their familiarity with exercise types used in RD. What is more, teaching RD in segregation increased the instructors' and their students' love of reading, which was a result of extensive reading. Lastly, the instructors appear to have improved their practice of teaching vocabulary.

Although WR was found to be a not very highly-favoured skill according to the findings from the questionnaire, the interviews brought to the fore some advantages experienced by some instructors.

It improved my WR skill, especially academic writing (Ins. 14).

I began to love WR (Ins. 44).

I improved my WR in terms of giving feedback (Ins. 2).

The students could write essays in segregated-skills teaching, but not now (Ins. 26).

It can be inferred from the above statements that, although very few in number, some instructors did benefit from teaching WR. For instance, it was found that the instructors improved their own WR skill as well as their skills in teaching WR. In fact, some even began to love WR, as Instructor 44 confessed. Giving feedback was found to be another advantage obtained from teaching WR. Lastly, it was stated that students could even write essays in segregated-skills teaching but the implementation of integrated-skills teaching seems to have stopped the students from being able to have deep knowledge of writing and, as a result, the students cannot write as well as previous students could.

Two instructors stated that they did not at all benefit from segregated-skills teaching. One, for example, clearly stated:

Just that I read more. Nothing else in particular (Ins. 19).

Yet, the case was a bit different for another instructor, who said:

My level of English decreased before I taught segregated skills – while I was teaching only grammar in other departments. I went online and learnt what people were doing in other universities. I learned that there were laboratories only for WR. Then I became the WR coordinator (Ins. 21).

The comments from Instructor 21 imply that segregated-skills teaching enabled the instructors – and their students – to have deeper knowledge of the skill that they were teaching. As can be observed in his comments, teaching one particular skill in detail encouraged one individual instructor to search further in that field and he came up with findings which brought him to a position where he was promoted and became the coordinator for that particular skill.

4.4.6. The Instructor's Perceptions of the Benefits of Integrated-skills Teaching

The instructors were asked what the benefits of integrated-skills teaching were. The instructors' comments included details like exposure to the whole language, feelings of excellence, saving time and energy, less time spent on preparation, and so on.

Everything is orderly and interrelated, and I can control everything. It helps me (Ins. 5).

My teaching skills improved (Ins. 16).

I need to teach everything so I improve myself in teaching all of them (Ins. 6).

I feel excellent in all skills now (Ins. 8).

In segregated-skills teaching, I used to feel good but I didn't teach other skills and I felt isolated from the nature of the other skills and classes (Ins. 18).

As can be deduced from the statements above, the instructors feel that their teaching skills improved because they had to teach all skills. They also think that everything is presented and flows in a well-arranged order, which enables them to control what is going on. In this respect, integrated-skills teaching is regarded as being helpful. Instructor 18 argued that although he did not feel bad in segregated-skills teaching, he felt isolated from the nature of the other skills that he was not teaching at those times. It can, then, be argued that integrated-skills teaching contributed to the instructors in that it enabled them to be exposed to, and familiar with, all the skills – even those they did not teach before.

The instructors also gave specific examples of the benefits they obtained from integrated-skills teaching. Below are some comments regarding the teaching of SP (and LS) in integrated-skills teaching. The comments include aspects like exposure to native speakers, excellence at LS and SP, and at teaching those two skills.

I am exposed to native speaker English (Ins. 16).

My proficiency in SP and LS increased (Ins. 28).

I had to improve myself in terms of SP and LS and teaching them (Ins. 31).

My speaking ability – as well as my students' – increased. We all became more fluent and we can now even discuss things in English (Ins. 31).

I learned how to make students speak (Ins. 26).

The statements above indicate that the instructors benefited from being exposed to native speakers' accent. There were some instructors who did not use to teach LS and SP in segregated-skills teaching years. Integrated-skills teaching forced those instructors to improve themselves in terms of those skills. What is more, they were obliged to improve their knowledge of how to teach those skills, too. As can be seen in Instructor 26's comment, the practice taught the instructors how to make students speak in the target language. This resulted in increased fluency for both the instructors as well as for their students.

The instructors also gave examples regarding the skill of RD and learning vocabulary.

The reading passages in the coursebook increased my knowledge of the world (Ins. 37).

I learned new words (Ins. 27).

The up-to-date reading passages keep me up-to-date too. Also it is good for new techniques and methods. Headway is traditional (Ins. 29).

I was not very much interested in reading before but now I am and I have learned many vocabulary items (Ins. 32).

The statements reveal the fact that the content of the reading passages, which several instructors find up-to-date, increased the instructors' general knowledge and helped to keep themselves up-to-date. They also helped the instructors learn several new words. Headway was described as being traditional by Instructor 29, who argued that the book contributed to her in terms of techniques that she could use while working on reading passages. Also, it was stated that the practice created interest in Instructor 32, who was not interested in RD as a skill before.

The instructors also expressed that integrated-skills teaching had benefits for their students. The benefits included aspects like input, different question types, and the integration of all language skills.

Integrated-skill teaching is beneficial for my students. They receive much input (Ins. 19).

There are more exercise types (Ins. 35).

I can speak English all the time and this helps my students (Ins. 7).

I work on all skills, which I believe is beneficial for my students (Ins. 43).

As the statements above show, the instructors do notice that their students receive much input through integrated-skills teaching. Similarly, they seem to realize that their students are exposed to different types of questions and exercise formats encompassed in integrated-skills teaching. In addition, using the target language all during the class hours, which is another result of integrated-skills teaching, is perceived to be beneficial for the students. Lastly, the students are thought to benefit from the integration of all the language skills.

There were a few instructors who believed integrated-skills teaching was not a very good idea. Their reasons accumulated around the lack of instructor inactivity and not gaining anything personally.

I do not benefit much from integrated-skills teaching. I taught only in the first term and felt that everything was already in the book and all I did was to make the students do the activities (Ins. 38).

I did not find it very beneficial because my students were at a low level of proficiency (Ins. 25).

I did not learn anything except for some new words (Ins. 41).

The statements seem to indicate that the instructors did not feel satisfied with integrated-skills teaching. Instructor 38, for example, felt that he was not active in the classroom. Because the book had so much in it, he did not need any creativity on his side and he simply did the activities in the book. Instructor 25 found the practice was not beneficial for herself because she had been teaching students of a low proficiency level and she seems to think the practice did not benefit her. The case was slightly different for Instructor 41 who argued that all the advantage she obtained was that she learned some new words.

4.4.7. The Instructor's Perceptions of the Importance of Language Skills

The instructors were asked how much they valued each skill and were then asked to list them in order of importance.

Table 16: The Instructors' Perceptions of the Importance of Language Skills

	Ranked Number 1	Ranked Number 2	Ranked Number 3	Ranked Number 4	Ranked Number 5
LS*	9 times	16 times	9 times	8 times	5 times
SP*	16 times	12 times	11 times	4 times	2 times
RD*	15 times	7 times	14 times	5 times	3 times
WR*	1 time	5 times	8 times	20 times	10 times
GR*	6 times	3 times	3 times	8 times	25 times

LS: Listening, SP: Speaking, RD: Reading, WR: Writing, GR: Grammar

The table above shows how many times each skill was ranked in what order. The skill of listening appears to be highly-favoured. 9 instructors ranked it the most important skill. For 16 instructors it came second. Another 9 thought it was the third, 8 thought it came fourth and 5 thought it was the least important skill.

Another highly-favoured skill, according to the table, is the skill of speaking. 16 instructors found it the most important skill, 12 thought it came second, 11 thought it came third, and 4 thought it came fourth. Only 2 instructors thought it was the least important skill.

Reading is another skill which was highly-favoured by the instructors. 15 instructors thought it was the most important skill. 7 thought it came second, and 14 thought it came third. Only 5 thought it came fourth and only 3 thought it was the least important skill.

The skill of writing was not regarded as an important skill by the majority. Only one instructor thought it was the most important skill. For 5 respondents it came second, and for 8 it came third. 20 instructors said it should come fourth and 10 respondents thought it was the least important skill.

When it comes to grammar, 6 instructors thought it was the most important skill and 3 respondents thought it should come second. 3 instructors thought it came third and 8 thought it came fourth. An overwhelming number of 25 instructors thought it was the least important skill.

The skills of RD and WR were thought to be interchangeable by 4 instructors. The reason could be that at the time the data for this study were gathered, RD and WR skills were taught together in one class which was Reading and Writing (RD and WR). Similarly, the skills of SP and LS were thought to be interchangeable by 8 instructors. The reason could be that the skills of listening and speaking were taught together in one class when segregated-skills teaching was employed. WR and GR were thought to be interchangeable by 5 instructors. The reason, it appears, is that those two skills were not paid much importance and could be replaced by each other anyhow. WR and SP were thought to be interchangeable by only 1 instructor. Probably the reason is the fact that both are productive skills. LS and WR were thought to be interchangeable by only 1 instructor while LS and RD were thought to be interchangeable by only 1 instructor.

4.4.8. The Instructor's Perceptions of Teaching GR and RD and WR in addition to MC

After the implementation of integrated-skills teaching, all the skills plus grammar have been presented in a single book in MC classes. However, at the time the data for this study were gathered, the students were taught GR in an additional class. Similarly, the students were taught the skills of RD and WR in another additional class – RD and WR. The instructors were asked whether they thought additional GR and RD and WR classes were necessary.

11 instructors clearly expressed that they thought GR was necessary. 10 instructors, however, think it is not necessary and needs to be removed from the program.

Grammar is important for examinations like YDS, IELTS, etc. (Ins. 6).

GR is crucial because it helps students make sentences. Yet, the GR book and Headway are not parallel to each other (Ins. 30).

The GR book is not good (Ins. 18).

GR needs to be removed from the program (Ins. 40).

As can be inferred from those three statements, many instructors are in favour of those additional GR classes. Yet, there seems to be an important problem. The book used in GR classes is perceived to be an inappropriate one. One reason is that the topics in the grammar book and the contents of Headway do not run parallel. Also, as Table 21 and the findings from the questionnaire show, GR is not regarded as a favourite class to teach. Therefore, it appears natural that there are many instructors who do not prefer to see it as part of the program. However, Instructor 24 argued that all that needs to be done is to improve GR classes by saying: “*GR needs only to be improved.*”

When it comes to RD and WR, 7 instructors believe RD and WR is necessary while 8 think the opposite way.

The RD and WR book is not very good and I think it is not a good idea to combine the skills of reading and writing (Ins. 42).

RD and WR can be removed because there are so many reading passages in Headway (Ins. 34).

RD and WR is necessary and it supports Headway (Ins. 24).

It is compensating for the shortcomings in MC (Ins. 3).

RD is necessary because students do not read outside the classroom (Ins. 13).

It can be inferred from those statements that combining the skills of reading and writing is not perceived to be a good idea. The reason could be that those two skills used to be taught in two separate classes, and the instructors who were against the idea of presenting those two skills in the same class might be influenced by their previous teaching experiences. Also, the instructors seem to hold the belief that the book used in RD and WR is not an appropriate one. Besides, it was suggested that the reading passages in Headway would suffice because it was stressed by several instructors that the reading passages are long and difficult. On the other hand, there were comments favouring the presence of additional RD and WR classes. For one thing, the fact that the students do not seem to be reading outside the class was put forward by a few instructors. Also, it was argued that the

RD and WR classes support Headway at the points where the book falls short, and compensate for the missing points in Headway.

Upon being asked if Headway alone would suffice without the additional GR and WR and WR classes, 15 instructors expressed their opinions in favour of Headway.

I believe Headway is enough if it is used to the full (Ins. 36).

I find Headway great in this respect (Ins. 5).

RD and WR is necessary for our students. Headway alone would still be enough. It enriches the learning environment (Ins. 22).

As can be seen, some instructors are of the opinion that using Headway with all of its components would be enough for their students. By “all of its components” is meant the materials like workbook, iTools, iTutor, iChecker, videos, PowerPoint presentations for grammar, and the Teacher’s Resource Disc, which includes exercises in all four skills plus grammar, vocabulary and pronunciation exercises. It is also observed that, as Instructor 22, too, indicated, the students would benefit from additional classes because they are believed to enrich the learning environment. Yet, using only Headway is still regarded as a satisfactory way of teaching.

Besides, there were several instructors who thought that the contents of Headway needed to be strengthened.

Slightly supplementing or taking extra materials to class will work well (Ins. 20).

RD and WR need to be supplemented but with Headway's resources (Ins. 17).

More RD is a good idea. Without them, only Headway would also be enough (Ins. 4).

Those comments indicate that the instructors find some of the contents insufficient and think they need to be supported in different ways. For instance, it was suggested that taking some extra materials like additional grammar exercises to class could work well. The skills of reading and writing were perceived to be presented poorly by many instructors. For reasons of coherence, it was argued that those two skills need to be supplemented by using Headway’s own sources. All in all, although it is felt that the skills

of RD and WR need to be improved, Headway alone is still perceived to be a source which can be used alone and still be sufficient.

On the other hand, 8 instructors insisted that Headway alone is not enough for their purposes. Some of their arguments are exemplified below.

Headway alone is not sufficient for our students to take classes in English next year (Ins. 5).

The GR presented in Headway would not be enough for academic purposes (Ins. 44).

The book is divided into skills and it is natural that some of them are presented more poorly than others (Ins. 16).

An overwhelming majority of the instructors are happy with using Headway in their teaching and enjoy several benefits it presents in the classroom. Yet, when they see the bigger picture, it appears that they can see a few disadvantages inherent in the book – particularly when they consider the results in the long run. As can be seen in the comments above, some fear that their students might not be able to follow the classes which are offered in English in their departments after they have finished the preparatory class. In a similar sense, the grammar presented in Headway is thought to be insufficient for academic purposes. Lastly, as an administrator argued, because the book is a combination of all skills, it is only natural that some skills are presented well while some seem to receive less attention.

Lastly, a few instructors suggested making use of the time spent on GR and RD and WR by employing other teaching activities. Their comments include suggestions like working on skills other than RD and WR and employing extensive reading.

Speaking or vocabulary could be worked on instead of RD and WR classes (Ins. 8).

Stories should be used (Ins. 2).

As can be seen, different instructors have different opinions on what to teach in addition to Headway. In segregated-skills teaching years, the students used to be given quizzes on stories. The questions were only from a story book. Those quizzes used to aim at increasing students' vocabulary and the amount of extensive reading. It was suggested by a few instructors that the same procedure could be employed. Similarly, as can be found

in Instructor 8's comment, it was suggested that skills other than RD and WR be worked on.

4.4.9. The Instructor's Perceptions of the Presentation of Reading Skill in Headway

The instructors were asked what they thought about the presentation of reading skill in Headway. 31 instructors, which amounts to more than half of the instructors, think it is satisfactory. 5 think it needs to be improved. 2 think it is presented very well.

It is presented well but not as well as the other skills are (Ins. 45).

The passages are very easy or very difficult at times (Ins. 21).

Vocabulary is difficult in the intermediate level book (Ins. 33).

There are not enough reading exercises (Ins. 8).

Some passages are too long (Ins. 14).

Skills like skimming and scanning do not have their places in Headway (Ins. 15).

As can be judged from the comments above, reading skill is believed to be presented satisfactorily – though the other skills are perceived to be presented better. The reading passages are thought to be very easy in some units but very difficult in some others. When the students reach intermediate level, the vocabulary range is observed to expand. Furthermore, some reading passages are thought to be too long. Lastly, the instructors think that the sub-skills of reading like scanning and skimming are not stressed in Headway.

4.4.10. The Instructor's Perceptions of the Presentation of Writing Skill in Headway

The instructors were asked what they thought about the presentation of writing skill in Headway. Of the 46 participating instructors, 21 of them said it needs to be improved, which amounts to almost half the participants, 15 thought it is satisfactory and 2 thought it is poorly presented.

The writing in Headway is not academic writing and there needs to be more writing exercises (Ins. 11).

It is sufficient for our students because it is the School of 'Basic' English (Ins. 37).

WR should be taught separately (Ins. 4).

I do not do the writing exercises because they already have a separate RD and WR class (Ins. 30).

The comments presented above indicate that while the presentation of writing in Headway is perceived by some to be sufficient, because it is the School of "Basic" English, some disagree by suggesting that it needs to be taught separately, in a distinct class. There were also several instructors who said they did not do the writing activities in Headway simply because there is a RD and WR class in the program.

4.4.11. The Instructor's Perceptions of the Presentation of Listening Skill in Headway

The instructors were asked what they thought about the presentation of listening skill in Headway. Of the 46 instructors, 37 think listening is satisfactory. A few outstanding comments emerged.

Some listening texts are too difficult because they are either too long, especially in the intermediate level book, or difficult to understand because of the different accents that the speakers use (Ins. 14).

There is too much listening in the book (Ins. 34).

There must be more listening (Ins. 23).

It needs to be improved (Ins. 9).

Although a large number of the instructors agree that the amount of listening presented in Headway is sufficient, there is also a clash of ideas. As can be inferred from the comments above that while Instructor 34 thinks there is too much listening, Instructor 23 argues the opposite. The two factors that make the listening presented in Headway difficult are the length of the passages, which Instructor 14 finds too long, and the different accents that the speakers in the passages speak with.

4.4.12. The Instructor's Perceptions of the Presentation of Speaking Skill in Headway

The instructors were asked what they thought about the presentation of the speaking skill in Headway. Of the 46 instructors, 32 (70%) of the instructors think it is satisfactory. 9 instructors think it needs to be improved. Yet, some of them suggest that it also depends on the instructors themselves.

Segregated-skills teaching is a better choice in this respect (Ins. 26).

There are not enough speaking activities (Ins. 40).

Speaking skills do not receive enough attention because of all the other skills (Ins. 12).

The presentation of the speaking skill is almost perfect in Headway (Ins. 3).

The comments indicate that there is wide range of ideas on the presentation of speaking skill in Headway. While Instructor 3 argues that it is presented very well, Instructor 26 thinks segregated-skills teaching was better in terms of teaching speaking skills. The reason why the amount of speaking in Headway is thought to be insufficient is that there are many other skills and aspects that are covered in the book. Therefore, as Instructor 12 argued, speaking skills do not get as much attention as they used to in segregated-skills teaching.

4.4.13. The Instructor's Perceptions of the Presentation of Grammar in Headway

The instructors were asked what they thought about the presentation of grammar in Headway. Of the 46 instructors, 24 think it needs to be improved. 19 instructors, about one-third of the respondents, think it is satisfactory.

There are some sentences much beyond the students' level and they are not explained grammatically in the book (Ins. 36).

Grammar could be strengthened by using the PowerPoint presentations in the book (Ins. 13).

Just a few exercises could be added (Ins. 40).

The amount presented in Headway is sufficient in line with the name of the school – the School of ‘Basic’ English (Ins. 20).

As the above comments show, almost half of the instructors find the grammar presented in Headway sufficient while the other half argue that it needs to be improved. It can be suggested that, as Instructor 20 argued, the school is School of Basic English. Therefore, the amount of grammar provided in Headway should suffice. Similarly, one could argue that, as Instructor 40 suggested, by adding just a few more exercises, the existing gap would be filled.

4.4.14. The Instructor’s Perceptions of Teaching with Headway All Week

The instructors were asked what they thought about teaching only MC (Headway) all week. Many different arguments were voiced. Although the majority of the instructors were in favour of teaching with Headway, teaching the same class all week long seemed to create lack of enthusiasm. For those who disagreed with the idea, there were pedagogic and practical disadvantages.

MC is good but too many lesson hours with the same students in the same class would be boring for both the instructor and the students (Ins. 6).

Old habits might die hard and the instructors might continue teaching in the way they used to teach, focusing only on one skill (Ins. 40).

Different instructors could help students in hearing different accents and increase their motivation (Ins. 2).

Things would not be professional but emotional (Ins. 4).

Familiarity could breed contempt (Ins. 10).

As the comments show, the instructors have fears regarding teaching the same class for such a long time. They believe both the instructors as well as the students could be bored of being with the same people all the time. Similarly, there seems to be a risk that the instructors might start stressing one particular skill while they are teaching. Also, it was stressed that learning from different instructors would be beneficial for the students in terms of exposure to different accents. The students’ motivation would also increase by seeing different instructors. So many hours of teaching performed in the same class would

also cause the instructors to approach things emotionally, rather than professionally. Lastly, it was stated frequently that familiarity could breed contempt.

Yet, several instructors thought that teaching with Headway all week would be beneficial. Like those who were against the idea, the proponents had pedagogic and practical reasons.

The instructors would have full control over the students' learning because when everything was done around the same topic, it would be better for the students (Ins. 11).

I can manage the hours and skills (Ins. 9).

Software and video facilities could be used to the full (Ins. 35).

It seems that the instructors hope they would be able to have better control over their students' learning thanks to the many hours spent together. Also they seem to think it would be beneficial for their students. Doing everything in a way that is harmony and coherence is expected to result in better learning. Besides, with so many hours, the instructors feel in a better position to make judgments regarding which skills to stress and they can make better use of class time. The number of hours is also perceived as an advantage because they can work on all the contents of the book and the extra teaching materials (like the video).

There were two cases that the instructors argued would be serious problems if they taught with Headway all week: The relationships with the students, and the heavy work load which could not be shouldered by another colleague.

It is a matter of chance. What kind of students am I going to meet (Ins. 11)?

What could happen if the MC instructor and the students did not get on well (Ins. 7)?

What would happen if the MC instructor who is expected to teach all week fell ill and did not come to school for one whole week (Ins. 33)?

As is obvious in the above-mentioned comments, the instructors fear that they might have to teach for so many hours a class of students whom they do not get one well with. Being one of the administrators, Instructor 33 said things could get complicated for administrative reasons by arguing that the School does not have that many instructors –

when someone falls ill, there is not anyone else who can teach as a substitute for them. Therefore, it can be argued that teaching with Headway all week in one single class is perceived to be inapplicable for administrative and practical reasons.

4.4.15. The Instructor's Perceptions of Which Mode of Teaching is more Tiring

The instructors were asked whether segregated-skills teaching or integrated-skills teaching was more tiring for them. 17 of the 46 instructors said integrated-skills teaching was more tiring.

The instructors have to teach all skills with the same level of commitment and need to be alert all the time (Ins. 7).

Integrated-skills teaching is more tiring but it is better for the students (Ins. 31).

In integrated-skills teaching, the instructors have to do a lot to keep the students alert (Ins. 12).

Integrated-skills teaching is more tiring but in a positive sense – you constantly move from one skill to another (Ins. 38).

The topics, reading passages, etc. demand more time in integrated-skills teaching (Ins. 16).

Obviously, the instructors are aware of what integrated-skills teaching requires on the teacher's side. They believe they need to teach all the language skills but the important thing is that they need to give the same commitment to each of them. What is more, the instructors employing integrated-skills teaching are expected to be alert all the time because they constantly move between and among skills. In addition, they insist that they need more time in integrated-skills teaching because of the contents. MC has more in it and doing all those things with all the skills in them is perceived to take time. However, the instructors think that no matter how tiring the process is, it is better for their students.

On the other hand, 27 of the instructors thought segregated-skills teaching was more tiring for them. The reasons relate to cases both in the classroom and outside.

MC is much easier to conduct and it relaxes both the instructors and the students (Ins. 14).

Segregated-skills teaching requires expertise and, thus, the instructors have to do more (Ins. 23).

Segregated-skills teaching was tiring and boring because whatever the instructors do, they do the same things in all the other classes at the same level as well (Ins. 27).

The software, etc makes my job much easier. Everything is ready in MC (Ins. 30).

Exams are easier to give and check because there are fewer exams now (Ins. 8).

The instructors think that teaching MC is easier. They also find it relaxing for both parties. What is more, it is thought that segregated-skills teaching requires expertise, which means that the instructors need to learn more, do more, and teach more. Next, they feel they were bored in segregated-skills teaching because they used to do the same thing in all classes which were at the same level. Also, the software accompanying Headway is thought to make things easier for the instructors. They feel everything is ready in the book and they do not need to do much. Lastly, the number of examinations decreased, which eased the instructors' job. There were only 2 instructors who stated that they do not see any difference. They find both modes of teaching equally difficult.

4.4.16. The Instructor's Perceptions of Which Mode of Teaching is more Efficient

The instructors were asked whether segregated-skills teaching or integrated-skills teaching was more effective. Out of 46 instructors, 42 thought integrated-skills teaching was more effective.

I find it illogical to break down language in this way (Ins.1).

I was taught this way. I enjoy doing the same (Ins. 45).

The entire world - institutions, schools, courses - follows coursebooks (Ins. 30).

Students have full concentration on the language itself in integrated-skills teaching (Ins. 11).

Some students might have to take tests like TOEFL or IELTS in the future and integrated-skills teaching would be more beneficial for such students (Ins. 9).

Integrated-skills teaching is more beneficial but only with an MC system (Ins. 24).

Integrated-skills teaching is better because the students would work with one instructor in a particular way and be accustomed to their instructor (Ins. 43).

It can be argued by the statements above that the instructors are opposed to the idea of teaching language skills in isolated classes. One, for instance, was taught this way and she is glad to be teaching in the same way. It is also commonly accepted by the instructors that integrated-skills teaching is widely-practised all around the world. They seem to feel safe using a coursebook in their teaching. They also mentioned benefits on their students' side. For instance, they believe their students learn better in integrated-skills teaching because they can fully concentrate on the language. For those students who might take tests in which all language skills are tested, integrated-skills teaching is thought to be more beneficial. Yet, it was clearly argued that integrated-skills teaching works well on condition that it is employed by using a coursebook. Lastly, it was argued that integrated-skills teaching makes the students learn from only one main teacher, who is their MC instructor, and that way is perceived to be advantageous by some instructors.

One instructor, who had been teaching only GR and RD and WR at the time, approached the matter in a slightly different way by saying:

I never felt my students learned much in my GR and/or RD and WR classes. The assessment employed in this school made me think my classes were useless (Ins. 27).

The reason why he thought so was that the questions asked in examinations consist largely of the topics covered in MC classes. As was mentioned previously, several instructors argued that their students' motivation was higher in MC but lower in RD and WR and GR. Instructor 27 seems to have suffered from the same problem.

Some instructors think segregated-skills teaching could be a good idea. However, some conditions must be met first, they argue.

Segregated-skills teaching would ideally work well, but now integrated-skills teaching is better because coordination among instructors teaching in the same class and level was poor in segregated-skills teaching (Ins. 36).

Segregated-skills teaching would be better on condition that all skills were presented in parallel books, but the way things work now is fine (Ins. 47).

Integrated-skills teaching is more beneficial for students; however, segregated-skills teaching would work better after the students have already completed a certain level (Ins. 14).

The comments indicate that one big challenge the instructors face in segregated-skills teaching is that there needs to be coordination among instructors teaching in the same class. Referring back to their previous experiences, the instructors seem to be in favour of integrated-skills teaching. Also, as was suggested by a couple of instructors, segregating skills could be possible if each skill were presented in books parallel to one another. Yet, integrated-skills teaching is still perceived to be a good solution. In addition, integrated-skills teaching is thought to be more beneficial for students, as was stated several times, but segregated-skills teaching could be employed when the students have reached a particular level of proficiency.

Lastly, one instructor said he does not find a big difference in terms of efficiency between integrated-skills teaching and segregated-skills teaching.

I do not see any differences (Ins. 16).

4.4.17. The Instructor's Perceptions of Which Mode of Teaching Requires a more Equipped Instructor

The instructors were asked whether segregated-skills teaching or integrated-skills teaching required a more equipped instructor. Of the 46 instructors, 30 said integrated-skills teaching requires a more equipped instructor in the classroom while 23 said segregated-skills teaching does. 3 instructors said both modes of teaching require equipped instructors.

Those who suggested that integrated-skills teaching required a more equipped instructor gave various reasons for their answers. Technology, content, and classroom management were the most important factors in the instructors' answers.

The integrated-skills instructors are suddenly faced with all skills, have to have a good command of all the skills, and do all kinds of activities (Ins. 4).

It is challenging to teach all skills (Ins. 12).

The integrated-skills instructors have to know more and this somehow forces them to improve themselves (Ins. 23).

In integrated-skills teaching, the instructors need to be creative and improve themselves (Ins. 15).

Integrated-skills teaching requires more preparation (Ins. 7).

Integrated-skills teaching requires a better-equipped instructor because of the software (Ins. 21).

Integrated-skills teaching is more demanding because involving the students in the process is not easy (Ins. 36).

Obviously, the instructors have been feeling the burden of having to teach all language skills in integration. On the other hand, those who thought segregated-skills teaching required a more equipped instructor had their reasons, too. They feel that they need to possess good knowledge of all language skills and of teaching those skills. They feel obliged to improve themselves because they need to know more. They also believe they need to be creative because it is challenging to teach all language skills together. Integrated-skills teaching is also believed to require more teacher preparation. Keeping students motivated and engaged is also perceived to be difficult. Last, but not least, the software accompanying Headway is thought to be demanding.

There were comments arguing that segregated-skills teaching requires a better-equipped teacher. The comments centered on expertise required in segregated-skills teaching and the ease of teaching in integrated-skills teaching.

The segregated-skills instructors need to specialize in a field and need a deep mastery of the skill they are teaching (Ins. 41).

Anyone can teach an MC (Ins. 32).

Segregated-skills teaching improves me thanks to the further details that the class I teach includes (Ins. 9).

I learned much in RD and GR (Ins. 11).

The integrated-skills instructor may move from one activity to another but a segregated-skills instructor does not have a second alternative (Ins. 12).

The MC instructor does not have a very difficult job because everything is clear in the book (Ins. 8).

MC makes things easier for the instructors and segregated-skills teaching is harder in this respect (Ins. 38).

According to the statements above, the instructors think that segregated-skills teaching requires them to have a good command of the skill that they are teaching. They teach, and at the same time learn, further details. Particularly GR and RD were mentioned

as classes contributing to their mastery of English. Although integrated-skills teaching gives them the chance to switch between and among skills, they do not have the chance to do that in segregated-skills teaching. They are forced to continue teaching the same skill. In integrated-skills teaching, the instructors agreed, everything is clear, easy, well-planned and well-presented. Therefore, they think anyone can teach in integrated-skills teaching by using a coursebook.

4.4.18. The Instructor's Preferences for the Two Modes of Teaching

The instructors were asked which mode of teaching they would choose if they were asked. 42 of the instructors, in other words 91% of the respondents, said they prefer integrated- skills teaching.

Integrated-skills teaching has almost become the norm (Ins. 6).

The less materials, the better (Ins. 15).

The students are exposed to all skills (Ins. 4).

It encourages students (Ins. 41).

Everything is packed together (Ins. 18).

The teacher needs to master all skills (Ins. 36).

As can be seen in the statements above, advocates of integrated-skills teaching have various reasons. To start with, there seems to be a common belief that integrated-skills teaching is the standard way of teaching. Also, there seems to be agreement on the notion that the less materials there are, the better learning there will be. For the instructors themselves, it is evident that integrated-skills teaching requires deeper mastery of the language skills and it was frequently noted that it is beneficial for the instructors to improve themselves academically and professionally. For their students, the instructors believe that integrated-skills teaching has the advantage of presenting all language coherently and interdependently. As was argued by several instructors before, this seems to ease their job. Also, integrated-skills teaching is thought to encourage the students. Besides, being exposed to all language skills is regarded as being beneficial for the students.

There were a few instructors who preferred segregated-skills teaching.

I do not feel comfortable teaching LS and SP (Ins. 21).

I would prefer segregated-skills teaching on condition that the books and classes were parallel (Ins. 16).

If we are to educate academics, I would prefer segregated-skills teaching but for other cases, integrated skills teaching would be better (Ins. 7).

There were just a few comments in favour of segregated-skills teaching. Firstly, as can also be found in Instructor 22's statement, some instructors do not feel comfortable while teaching some of the language skills. In segregated-skills teaching years, the instructors had the advantage of being allowed to choose which skill(s) to teach. In integrated-skills teaching, however, each MC instructor has to teach all skills. Secondly, as one of the administrators argued, books and other materials which are in line with one another would pave the way to segregated-skills teaching. Being an administrator, Instructor 16 experienced the trouble of having to create coordination among classes and the instructors teaching in those classes. Therefore, it can be argued that integrated-skills teaching bears organizational advantages, too. Lastly, because the school is the School of Basic English, integrated-skills teaching is regarded as the most appropriate form of teaching. The level of the students, hence the name of the school, was mentioned several times and it was argued several times that "basic" English would best be taught in integrated-skills teaching. For purposes other than basic English, and for people who are willing to become academics, it is believed that segregated-skills teaching would work better.

4.4.19. The Instructor's Perceptions of the Advantages of Teaching with a Coursebook

The instructors were asked what other advantages of teaching with a coursebook they thought there were. Their answers can be grouped under three headings: the advantages concerning the teaching / learning process, the advantages for the students, and the advantages for the instructors themselves.

In terms of the teaching/learning process, it is more enjoyable and there is a smooth transition between activities (Ins. 43).

Coursebook provides students with the ability to employ any form of usage in language with other skills when it is once learned in one skill. In other words, a student can improve his / her speaking skill with a form of usage he / she learned in a reading activity (Ins. 3).

Assessment and evaluation are easier and I do not need extra resources (Ins. 27).

Skills are presented in a parallel fashion. Therefore, students do not forget things easily (Ins. 5).

The book is rich in terms of materials. There are audio and visual materials like the video activities and the listening scripts, which helps them a lot, the online activities for the students, the workbook, the software that we use in the classroom, the teacher's book, the games, and the teacher's resource CD (Ins. 16).

There is a lot that we can do, and this makes our job easier, and I feel more comfortable (Ins. 33).

Everything is related, orderly, well-planned and well-presented (Ins. 38).

All skills are together, and everything is parallel to each other (Ins. 1).

MC makes them speak without letting them know it is a speaking activity. It may look like a reading activity (Ins. 19).

The comments provided above imply that integrated-skills teaching has several advantages in the process of teaching. The instructors find it more enjoyable, and they can switch between and among skills without any difficulty. Also, it was argued that when the students have learned something in a unit, they can put the same thing into practice in the very same unit. Thus, for instance, what looks like a reading activity may turn out to be a speaking activity. The fact that the students do not realize what skill they are working on prevents them from feeling unwilling to participate. The contents of the units are arranged in such a way that newly-learnt items are reinforced through use in different skills. Also, the instructors seem to have benefited from the practice because they do not need to look for further sources any more. In addition, assessment and evaluation are regarded as being easier. It is further believed that when skills are presented in line with one another, this prevents the students from forgetting what they have learned. That the book is rich in terms of its contents and supplementary materials was another factor contributing to the frequency of the preference in favour of integrated-skills teaching. The instructors find a lot that they can do in the book and they feel at ease because they perceive things as being easier. They find everything presented in an appropriate order, interrelated, and these features of integrated-skills teaching make the instructors feel better.

The instructors also said integrated-skills teaching is beneficial and effective for their students. Several instructors stressed that their students are more motivated, learn more than before, use what they learn, can study on their own, and are more active in classes.

Now my students can see that language is for communication and they do communicate (Ins. 14).

If a student does not like something, he/she will definitely find something that he/she enjoys (Ins. 18).

Things move from the easier to the more difficult in an excellent way in MC (Ins. 8).

MC exposes students to the real uses of the language (Ins. 30).

My students can write better now and, because MC is speaking-oriented, my students have more opportunities to speak – and they do speak, indeed (Ins. 10).

As can be seen in the above statements, the instructors believe that their students benefited from integrated-skills teaching. The students are now perceived to be aware of the fact that language is primarily for communication and they are observed to try and speak the language. Integrated-skills teaching also provides the students with so much that they can definitely find something that they want to do. In segregated-skills teaching years, however, the students did not benefit from a skill class when they did not like that class but they had to wait until another class to be able to do something that they really enjoyed or wanted to do. Besides it was argued that there is a progression of language items in an order of difficulty – from the easier to the more difficult. Exposing the students to the real uses of the language was mentioned as another positive aspect of integrated-skills teaching. Lastly, the instructors observed that their students are now better at productive skills.

Finally, the instructors expressed that integrated-skills teaching has advantages for themselves, too. In integrated-skills teaching, there is a feeling of owning the class, and the students own their instructors as well, and there are close relationships in the classroom, all of which have positive results.

I feel that my students love me. I love the school, my students, and my classes now (Ins. 13).

I find integrated-skills teaching more enjoyable and more interesting for myself and for my students (Ins. 39).

It adds to my general knowledge (Ins. 8).

I can get to know my students better and being the MC instructor is more advantageous than being the RD and WR instructor or the GR instructor (Ins. 17).

I can now do pair-work and group-work more comfortably (Ins. 36).

With the natural English and different accents in the book, I improve myself and I benefit from teaching interesting topics and daily expressions which are in the 'Everyday English' section of the book (Ins. 21).

I now have more time to do things. For instance, I can do the listening activity on another day, let's say, because of the noise from the construction area near the school (Ins. 44).

As can be found in the above statements, the instructors have positive feelings towards the school, their students, and their classes. What is more, they feel that they are loved back. This indicates that integrated-skills teaching resulted in positive feelings in the instructors. As many of them clearly stressed, they find the process interesting and enjoyable for both themselves as well as for their students. However, it needs to be stressed at this point that many instructors prefer to be the MC instructor rather than the GR or RD and WR instructor. They find it more advantageous to be the MC instructor because the MC instructor is valued more and the MC instructor has direct effect on the students' grades. Furthermore, integrated-skills teaching not only helps the instructors to know their students better, but it is also beneficial because it increases the instructors' knowledge of the world. Being able to employ pair work and group work more comfortably is another perceived advantage of integrated-skills teaching. Thanks to the contents of Headway, the instructors now feel in a better position to improve their linguistic proficiency by being exposed to different accents, keep themselves pleased by the interest-drawing topics, and benefit from the "Everyday English" section, which was mentioned elsewhere several times as being advantageous. Besides, the instructors are now able to use their time better and more flexibly because they have so many lesson hours in a week and they can do some activities on another day if needed.

Lastly, it needs to be mentioned that integrated-skills teaching brought some changes for the instructors, too. One instructor, who is one of the administrators, said:

Old habits died easily for some instructors. For instance, instructors who used to teach only GR focused on the skill of SP (Ins. 7).

This point seems to indicate that things may work out in unexpected ways. In segregated-skills teaching years, the instructors used to choose and teach a particular skill or skills. After the implementation of integrated-skills teaching, some instructors began to stress the skills that they did not use to teach. Probably they felt a need for change and integrated-skills teaching provided that change by giving them the chance to experience something they had not done before. Also, it can be argued that those instructors began to enjoy teaching skills that they had not taught before.

4.4.20. The Instructor's Perceptions of the Disadvantages of Teaching with a Coursebook

Finally, the instructors were asked what disadvantages of teaching with a coursebook they thought there were. 22 instructors, which means almost half of them, said there are no disadvantages of using a coursebook. Those who feel there are disadvantages gave a few reasons.

Following the same book two or more years consecutively would cause a monotonous teaching experience. Students could be bored of seeing the same instructor for such a long time (Ins. 38).

What if the students do not like their MC teacher who teaches them for 16 hours a week (Ins. 3)?

The teacher would need to work harder because it is more demanding and more tiring for the instructors (Ins. 24).

At the end of the year, motivation might decrease because of doing the same things all year long and it could at times be harder to control the class (Ins. 15).

Familiarity could breed contempt (Ins. 44).

Writing could be more academic by focusing on aspects like comparison, contrast, advantages, etc. (Ins. 18).

Integrated-skills teaching makes things easy for the instructors so it might make instructors less hardworking (Ins. 11).

I observed that my students feel bored in GR and RD and WR classes because they do not feel that they are making progress (Ins. 46).

Only one or two instructors for one class could be troublesome (Ins. 23).

What if the MC instructor falls ill and does not come to school for one whole week (Ins. 6)?

Segregated-skills teaching was better because the instructors could expertise in fields. I taught one skill well but not another one (Ins. 8).

I cannot go into deeper details in skills (Ins. 2).

I do not find any disadvantages in either way (Ins. 17).

The instructors have fears concerning themselves in integrated-skills teaching. As can be seen in the comments above, the instructors seem to fear that working with doing the same book for more than two years could make both parties bored. The instructors could be tired of using the same book and the students could be sick of seeing the same instructor. Also, the integrated-skills teaching instructors would have to shoulder a heavy burden. This would be more tiring for the instructors because it would be more demanding. However, there were comments opposing this view. It was, for instance, argued several times that integrated-skills teaching made the instructors' job easier. Similarly, as an answer to this question, it was argued that the instructors could get less hardworking by time. In line with this, it was argued that in segregated-skills teaching, the instructors used to have experience and gain expertise in at least one of the skills, although it was also argued that it was not possible to excel at all the skills. Similarly, it was frequently argued that the instructors could not go into details in skills. Furthermore, it was argued that only one or two instructors teaching in one class may not be a good idea and it could cause problems. For example, it was argued by one of the administrators that there would be serious organizational and pedagogic problems if a MC instructor did not come to school for one week because of – for instance – a health problem.

The instructors also have fears concerning their students in integrated-skills teaching. One instructor asked:

What if the students do not like their MC teacher who teaches them for 16 hours a week (Ins. 3)?

This indicates that the instructors care about their students' feelings and they also care about their image in the eyes of their students. As was indicated by many instructors, it could get harder to control the class by time because of doing the same – or similar – things all year long. They fear that their students' motivation could decrease particularly towards the end of the year. It was also observed by a few instructors that the students feel bored in GR and RD and WR classes. Instructor 46 argued that this was because the students did not feel they were making progress. However, it should be kept in mind that the effect of the MC instructor in terms of grades and examination questions is also an

important factor affecting the students' motivation. In terms of students' writing, it was stressed elsewhere several times that the writing presented in Headway was not perceived to be academic writing. The instructors argued that there were not any aspects like comparison, contrast, advantages, and disadvantages. Besides, it was frequently argued that familiarity could breed contempt and too many lesson hours with the same students would not be a very pleasant experience. There was one instructor who argued that she did not find any disadvantages in teaching in either mode.

4.5. Analysis of the Meeting

Two years after the implementation of integrated skills teaching, a meeting was held at the School of Foreign Languages at the end of the academic year. The meeting, which aimed to discuss how the implementation of skill integration was progressing and to identify the problems, if there were any, was led by the Manager of the School. The manager asked the instructors several questions in order to see what they thought about the progress and discussed with them ways of improving the quality of teaching.

41 instructors attended the meeting, which was video-recorded upon the verbal consent of all the participating instructors following the request of the Manager. The meeting was centered on the extra classes besides MC – namely, GR and RD and WR. The Manager wished to see if the extra classes of GR and RD and WR were really necessary and whether they worked well.

4.5.1. The Case for Additional GR Classes

Firstly, the case for grammar was discussed. The manager sought the instructors' opinions on whether grammar classes, while combining grammar with all the other skills in MC classes, were a real necessity. After the implementation of integrated skills teaching at the School, in addition to the MC classes 16 hours a week, the students were also taught GR for 4 hours a week.

There were instructors who thought GR classes in addition to MC were necessary. Those instructors believe GR classes contribute to the students' improvement and help

them with other skills as well. On the other hand, there were instructors who thought GR classes were not efficient and needed to be removed from the program.

The grammar in Headway is enjoyable and adequate, but the students never fully learn grammar although they are taught grammar both in MC classes and GR classes. I see that the GR classes contribute to my students' use of the language to an important extent. I only teach the grammatical explanations which are in Headway. Grammar is not detailed in Headway and I have to use extra materials to teach grammar. I do not think that there is much emphasis on grammar (Ins. 9).

The students are going to need grammar in the tests that they were going to take in the coming years - like Erasmus and YDS. Thanks to the grammar classes parallel to the MC, my students' writing improved. Handouts are only for the topics which are not covered in the grammar book. Grammar is not, never was and will never be a sole aim in our school and there has never been so little grammar teaching in our school before (Ins. 31).

Grammar classes help me save time but I do teach grammar although they are already taught in a segregated grammar class (Ins. 32).

Grammar is a reality in Turkey - and so is being unable to speak English. I strongly believe that grammar is necessary. Four hours of grammar should be included in the program so that it will help reduce the burden on MC instructors (Ins. 12).

Headway is sufficient. When we want to teach everything, we find grammar insufficient (Ins. 36).

Grammar is only mechanical for our students. They do not understand what they are doing but just applying grammar rules without really understanding the meaning in a sentence. For example, my students who are now studying in their own departments have difficulty in writing cover letters or CVs because they only learned that the verb 'like' is followed by a gerund. Also, a lot of handouts have to be given to students although there is a grammar book and a grammar class (Ins. 40).

I cannot make full use of Headway – iTutor, workbook, online activities, etc. – and I think that if those activities were done properly, GR would not be needed. I do not enjoy teaching grammar (Ins. 26).

My experiences showed me that a person who learned grammar is not a person who can speak and write (Ins. 10).

The students' writing improved, but this, I believe, is thanks to the additional WR class (Ins. 33).

What makes students write better is not GR classes but the MC which enables them to use grammar and write (Ins. 10).

I do not enjoy GR classes because of the book. MC is a complete pack including everything. One instructor teaching all the time may have disadvantages but two instructors is a better idea (Ins. 25).

The book followed in GR classes is not parallel to Headway (Ins. 11).

As can be observed, the instructors seem to hold contradictory beliefs. For example, some think although the students are taught grammar for four hours in addition to MC

classes, they do not have a satisfactory mastery of Grammar. However, there are those who believe the amount of grammar presented in Headway is sufficient for their students. Also, it is accepted by some that GR classes help students with their writing. Yet, it was argued in response that it was not additional GR or RD and WR classes that enabled the students to write but the MC classes. In addition, it was frequently argued that extra handouts including grammatical explanations and exercises had to be taken to class. However, it was also argued that the extra handouts were used only in order to compensate for the topics which are not included in the GR book. Besides, some pointed out the necessity of grammar in Turkey by referring to tests like YDS, in which grammatical proficiency is measured, and some said they did teach grammar in their MC classes even though the students were taught grammar in another class. On the other hand, some others argued that having a good mastery of grammar would not guarantee being able to speak or write in English. In line with this, it was argued that GR only enabled the students to know about grammar rules but it did not enable them to use English for real purposes in their real lives – like writing a CV or an application letter.

An important factor in addition to those arguments opposing grammar classes is the book used in GR classes. It was argued by several instructors that the GR book was not an appropriate one. It was stressed that the book does not contain some grammatical aspects. As a result of this, handouts have to be taken to class. Therefore, many instructors complained that they did not want to have to take extra handouts while there was a particular book which had already been chosen to teach grammar. Furthermore, the GR book was found not to be in line with Headway, which was once more stressed to be a complete pack which already includes everything to be taught.

4.5.2. The Case for Additional RD and WR Classes

The second issue that was discussed was whether it was a good idea to teach RD and WR while using Headway. After the implementation of integrated skills teaching, the skills of reading and writing were taught together in one single class – RD and WR. The Manager wanted to see if the teaching of those skills for six hours while integrating all skills in one single class – the MC – was really necessary.

Like in the case for additional GR classes, there were both opponents and advocates of additional RD and WR classes. The only advocate argued that she got positive feedback from her students, while the opponents mentioned several disadvantages like being tired, not being able to go into details, and long reading passages.

RD and WR four hours a week is not enough for writing because I do the reading section and then there is not enough time for the writing section. Writing is already taught in MC as well (Ins. 35).

The type of writing that we used to teach – topic sentences, essays, etc. – does not exist in Headway. It includes only guided writing. Students are presented with a model text and then they are asked to write a similar one. Although there are RD and WR classes in the program, we cannot go into further details in writing – neither in RD and WR nor in MC (Ins. 36).

I enjoy RD and WR classes so much and my students' feedback showed me that WR is beneficial for them (Ins. 9).

Writing is beneficial for students. However, when the instructors teaching RD and WR do not mark students, they are not valued as highly as the instructors teaching MC (Ins. 10).

Writing is not presented well in Headway and although the students do write paragraphs, they do not know that it is, for instance, a cause paragraph (Ins. 13).

I rely on reading and pay secondary importance to WR (Ins. 28).

I teach all classes but I do not at all like them except for the MC. I enjoyed my WR classes when I first started teaching in the School but last year I did not enjoy teaching GR and RD and WR. RD and WR demand much because there is so much to do (Ins. 11).

I truly learned about writing here in this School but I believe that those essays, etc are too difficult for our students. Paragraphs rather than essays could be taught (Ins. 13).

The book used in RD and WR is not a good one and the reading passages in it are too long. The students are taught only simple words like 'and,' 'but,' 'so,' etc. There could be a 'writing' enforcement along with MC, but not 'reading' (Ins. 43).

Because the School is the School of 'Basic' English, we should teach only basic aspects (Ins. 40).

As can be seen from the above comments, there was only one instructor in total favour of the additional RD and WR classes. According to Instructor 8, her students benefited from being taught RD and WR in addition to MC and she expressed how much she enjoyed teaching writing.

Against the additional RD and WR classes, it was argued that the reading part took too much time and there was not enough left for the writing part. In line with this, it was suggested that paragraphs, not essays, could be studied. Further, it was argued that the

writing presented in Headway was not academic writing. It is perceived to be simply guided writing. It was further stressed that in-depth writing could not be taught neither in RD and WR nor in MC. Grading came into focus again at this point. It was already mentioned that MC instructors are valued more than RD and WR instructors because of their effect on the students' grades. Therefore, the benefits that the students can gain in RD and WR classes diminish. It was also argued that the writing in Headway was not satisfactory because the students are not aware of what exactly they are doing. As an example it was suggested that although they write a "cause" paragraph, they do not know that it is a "cause" paragraph. It was also found that some instructors pay primary importance to the reading part and secondary importance to the writing part. The work load of the writing parts is another factor leading to a dislike for RD and WR. As was mentioned several times, some instructors argued that only "basic" aspects should be taught because this is the School of "Basic" English.

The Manager finally decided to see how many of the participants thought that the grammar presented in Headway was sufficient and that those four hours of grammar was not necessary and asked participants to raise their hands. The number of hands that went up showed that the majority believed the grammar presented in Headway was sufficient. Of the 41 participating instructors, 22 instructors agreed. Then, the Manager wanted to see how many instructors believed that four hours of extra grammar was necessary. 15 instructors agreed. At the end of the meeting, it was decided that GR classes were going to be removed from the program and it was put into practice in the following academic term.

CONCLUSION

This study aimed to identify the perceptions and beliefs of instructors of English as a Foreign Language working at Karadeniz Technical University School of Foreign Languages Department of Basic English towards the integration of language skills in their teaching. In order to answer the research questions, data were gathered through questionnaire items, open-ended questions, interviews, and a meeting. The findings from the questionnaire, the open-ended questions, the interviews, and the meeting held at the School all support the finding that the instructors are in favour of and are inclined to teaching language skills in integration and using a coursebook in their practices.

From the findings it is clear that most instructors would prefer to teach RD if they were to teach skills in segregation. Several instructors voiced their preference by suggesting that they learned a lot in RD classes, both in terms of improving their vocabulary and in increasing their knowledge of the world. For WR, however, the opposite seems to be true. It was found WR is the skill which only 10 % of the instructors want to teach. Although it was argued by a few instructors that teaching WR contributed to their own development, the majority, it was found, prefer not to teach it. For GR, there is a more complex picture. It was found that the number of instructors who prefer to teach GR most is almost equal to the number of those who prefer to teach it least. The findings further show that the instructors prefer to teach in integrated skills teaching. Clearly, they prefer to teach MC most. The frequencies for RD and WR and GR are found to be almost equal, which suggests that the instructors value RD and WR and GR almost equally. Yet, there is a great majority who value MC as the class they most want to teach.

In terms of how efficient the instructors perceived themselves to be for their students if they were to teach skills in segregated classes, similar findings emerged. The instructors, the findings indicate, believe they would be most efficient for their students if they taught RD. Similarly, they believe the skill in which they would be least efficient for their students if they taught segregated skills would be WR. The case for GR was a bit

different in this respect. The majority of the instructors seem to believe that they would be efficient for their students if they taught GR. In integrated skills teaching, it was found that they believe they would be most efficient for their students when they taught MC. For GR, there was a similar inclination. GR, it was found, came second to MC. The findings also show how tiring each skill in segregation was perceived to be. The instructors seem to think GR is tiring for them. It was stressed that doing similar activities and exercises one after the other makes GR tiring. Since GR seems to be something fixed for the instructors, it does not prove to be stimulating for them. However, the case for RD is much different, as can also be observed in the preceding sections. For WR, there is a worse case. It is perceived to be even more tiring than GR. In their integrated skills teaching practice, the instructors seem to believe MC is the least tiring class while the values are more or less similar for RD and WR and GR.

It was further found that the instructors believe that in integrated skills teaching, their students use English more, combine skills, are exposed to the natural use of the language, prepare better for international examinations in which all skills are measured, and find integrated skills more efficient. In addition, they think their students want to be taught in integrated skills teaching. Furthermore, they believe it is less tiring for them and the need for coordination among instructors teaching in the same class diminishes. They find themselves and the classes more efficient, feel successful, and find it less time-consuming for them. They also believe they improve themselves linguistically in integrated skills teaching. In segregated skills teaching, however, they believe they get better in the skill they teach while they get worse in those they do not teach. It was also found that the instructors believe they can monitor their students' development in writing, reading, listening, grammar, vocabulary, pronunciation and speaking.

The instructors believe that their vocabulary, pronunciation, reading, listening and speaking skills improve thanks to integrated skills teaching. For grammar and writing, however, there is not such a clear distinction. Those who agree that their grammar improves in integrated skills teaching are almost as slightly less than those who disagree. For writing, again, there is not a clear distinction. The number of those who believe that their writing improves thanks to integrated skills teaching is almost equal to those who

disagree and to those who are undecided. The importance that is paid to grammar in all levels of education is clearly felt here.

In terms of the additional RD and WR and GR classes, the instructors seem to think GR is necessary and needs to be taught. The effect of grammar, which is stressed and taught to a large extent in Turkey, is felt here, too. The majority find it beneficial for their students. Similarly, there are many instructors who think WR needs to be taught in addition to MC. As was already stated, there are some instructors who argued that they learned both about teaching writing and about how to write themselves by teaching WR. The findings also show that the instructors think GR and WR are not presented well enough in Headway, which could be the reason why many instructors think additional GR and RD and WR classes are necessary.

The findings show that the instructors are pleased with integrated skills teaching and with using a coursebook. They like the online learning environment, the teacher's book, the extra activities, and the contents. They think they can teach better, and their students can learn better. When, however, they asked if MC should be taught all week, many instructors disagree and another many are undecided. A frequently stated reason was that familiarity could breed contempt and some stated they would not be very happy with teaching all those 24 hours in the same class with the same students.

This would not, however, be possible for practical reasons. The administrators are obliged to create schedules for the instructors by keeping in mind the workload on one hand and other reasons on the other. To illustrate, those instructors who are pursuing their MA or PhD degrees need one or two days off, which forces the administrators to spare the necessary days for them and, thus, employ them with a lighter workload. This is possible through assigning RD and WR and GR classes for the instructors with such reasons. In short, it would practically be impossible to assign only one instructor to teach all those 24 hours in one class.

The present study showed that the instructors working at Karadeniz Technical University School of Foreign Languages Department of Basic English prefer to teach language skills in integration. They do not want to teach different skills in different classes.

They are also found to be contended with using a coursebook in their teaching. Although they hold some fears in teaching the same students for so many hours a week, they seem to believe that the advantages outweigh the disadvantages. This is an important finding since teachers play a crucial role in the classroom. Their beliefs and attitudes affect their behaviour in the classroom, which, in turn, has direct effect on their students' success.

Also, as the review of the related literature showed, there is a great tendency to teach language skills in integration rather than in segregated classes. The basic reason is that language is a whole and it appears illogical to break it down into such parts. Quite the contrary, it must be taught as a unified phenomenon because with integration the teaching results in more meaningful learning. It is noteworthy to find that the instructors hold beliefs which are in line with soundly established theories.

The fact that there are no studies in the related literature investigating teacher beliefs on the integration and the segregation of language skills with reference to the book that they have been using makes this study unique in this branch of the field. Although teacher beliefs, coursebook evaluation and skill integration are areas of interest, this study is a single example of teacher beliefs on skill integration.

With the findings from this study, the administrators now have a clearer idea of what is going on and what needs to be done. They are now in a much better position to make judgments from the present state of affairs and make better plans the future years. Obviously, happier instructors work better, are more efficient, and bring about better learning results. It can be argued that integrated skills teaching is appreciated a lot by the instructors and it appears that the practice must continue.

In light of the findings from this study, the instructors can be enlightened about their colleagues' opinions regarding the process. What one instructor thought, as the findings showed, did not necessarily match what another one thought. As an instructor who has been teaching in the same department for more than a decade, I have found that my colleagues hold beliefs which are consistent with the established principles in language teaching.

The administrators working at Karadeniz Technical University School of Foreign Languages Department of Basic English now have the chance to make better-informed choices and decisions while making organizational and pedagogic changes – if they are to make any at all. Although they are open to criticism, and many a time they ask the instructors for their opinions on various issues and problems, the findings from such a study, in which ideas are unearthed anonymously, enable them to increase efficiency in the School.

Coursebook writers need to bear in mind teachers' expectations and beliefs. Classroom practices require two parties – a teacher and his/her students – but it is obviously teachers who make a bigger change. Students may be required to use a particular book for a year or more, but teachers may have to use them for longer periods of time and in various different classes. Therefore, it would be a good idea for coursebook writers and publishers to keep in mind what teachers think about a particular book and the way language skill are presented.

Also, the governmental bodies may be informed about the beliefs and expectations of teachers. Since children start learning English as early as when they are 6 years old, the importance that needs to be paid to teacher beliefs can be highlighted once again and MoNE may benefit from the findings. CoHE is expected to make use of these findings, too. Headway is a popular coursebook in Turkey. Therefore, the findings from the present study may contribute to the assessment and preference of the materials used in higher education institutions in Turkey. Also, the instructors working at the universities in Turkey have often become a topic of interest to researchers. The findings from this unique study are expected to contribute to the policymakers at CoHE.

However, the findings from the present study cannot be generalized. A similar investigation of the same question in other settings could shed light on how the issue is perceived in other state universities, private universities, or in educational institutions at different levels. The issue in question could also be handled from the viewpoint of learners. In the present study it was found that the instructors believe their students want to be taught in integration. Therefore, how students perceive the issue, too, needs to be investigated to get a clearer picture.

In the study, it was found that the instructors answered the questions particularly while keeping the coursebook Headway in their minds. It was felt that the instructors were unable to free their minds from the effect of Headway although the research questions aimed to identify their opinions on the integration of language skills. This was thought to be natural because one of the basic building blocks of teachers' beliefs is their experiences. It may appear that the study investigated the instructors' opinions on Headway – although that was an important part of the study. Being one of the instructors at the School, I am aware of this fact. What the instructors would have to say if they had been using another coursebook in their teaching seems worthy of investigation in a similar study.

Similarly, the data could actually be seen as a part of a larger picture where the students' opinions, too, would be necessary to come up with much clearer results and findings. The study investigated the instructors' opinions but education is a process involving two parties: some teach and some learn. Therefore, learners' opinions could enlighten the case though this is outside the scope of this study.

The present study, conducted at Karadeniz Technical University School of Foreign Languages Department of Basic English, employed mixed-methods research. It investigated the issue of the instructors' beliefs and perceptions regarding the integration of language skills in a particular educational institution. The issue was investigated within the boundaries and conditions of the institution. For instance, the instructors had a particular coursebook in their minds while answering questions. Similarly, they knew what was done before integrated skills teaching was employed. The conditions make the study a case study. Therefore, the findings from this study may not be generalized to cover similar issues.

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APPENDICES

APPENDIX 1: THE QUESTIONNAIRE

Değerli Meslektaşım,

Dil becerilerinin **ayrı derslerde** öğretilmesi (**segregated skills-teaching**) ile **bir arada öğretilmesi** (**integrated skills-teaching**) konusunda sizlerin tutum, algı, ve tecrübelerinizi öğrenmeyi hedefleyen bir yüksek lisans tez çalışması yürütmekteyim. Bu anketi cevaplama da göstereceğiniz titizlik ve sağlayacağımız bilgi, yapılan çalışmaya ciddi katkı sağlayacağı gibi, Yüksekokulumuzun geleceğe yönelik planlarına da ışık tutacaktır. Vereceğiniz bilgi ve cevaplar tamamen gizli tutulacaktır. Ayırdığınız zaman ve katkınız için şimdiden teşekkür ederim.

Onur DİLEK
KTÜ Batı Dilleri ve Edebiyatı Anabilim Dalı
Uygulamalı Dilbilimi Yüksek Lisans Programı

1. KISIM

1. Cinsiyetiniz: a. () Erkek b. () Kadın
2. Toplam kaç yıldır İngilizce öğretmektесiniz? _____
3. 2012 – 2013 Güz dönemine kadar (Headway kullanmaya başlamadan önce) hangi dersleri vermektесiniz? Birden fazla seçenek işaretleyebilirsiniz.
a. () Listening and Speaking b. () Reading c. () Writing d. () Grammar & Translation
4. Dil becerilerini **ayrı** derslerde öğretecek olsaydınız hangi derslere girmeyi isterdiniz? Lütfen 1-5 arası numara veriniz (5: vermeyi en **çok** istediğim ders, 1: vermeyi en **az** istediğim ders):
a. () Listening b. () Speaking c. () Reading d. () Writing e. () Grammar
5. 2012 – 2013 Güz döneminden beri (Headway okutulmaya başlandığından beri) hangi dersleri vermektесiniz? Birden fazla seçenek işaretleyebilirsiniz.
a. () Coursebook b. () Reading and Writing c. () Grammar
6. Önümüzdeki yıllarda hangi dersleri vermek isterdiniz? Lütfen 1-3 arası numara veriniz (3: vermeyi en **çok** istediğim ders, 1: vermeyi en **az** istediğim ders):
a. () Coursebook b. () Reading and Writing c. () Grammar
7. Dil becerilerini **ayrı** derslerde öğretecek olsaydınız hangi dersi vermekte kendinizi **öğrenci açısından verimli** bulurdunuz? Lütfen 1-5 arası numara veriniz (5: kendimi **en çok verimli** bulduğum ders, 1: kendimi **en az verimli** bulduğum ders):
a. () Listening b. () Speaking c. () Reading d. () Writing e. () Grammar

8. Mevcut sistemimizde hangi dersi vermekte kendinizi **öğrenci açısından verimli** buluyorsunuz?
Lütfen 1-3 arası numara veriniz (3: kendimi **en çok verimli** bulduğum ders, 1: kendimi **en az verimli** bulduğum ders):

a. () Coursebook b. () Reading and Writing c. () Grammar

9. Dil becerilerini **ayrı derslerde** öğretecek olsaydınız hangi dersi vermeyi kendiniz için **daha az yorucu** bulurdunuz? Lütfen 1-5 arası numara veriniz (5: kendim için **en çok yorucu** bulduğum ders, 1: kendim için **en az yorucu** bulduğum ders):

a. () Listening b. () Speaking c. () Reading d. () Writing e. () Grammar

10. **Mevcut sistemimizde** hangi dersi vermeyi kendiniz için **daha az yorucu** buluyorsunuz?

Lütfen 1-3 arası numara veriniz (3: kendim için **en çok yorucu** bulduğum ders, 1: kendim için **en az yorucu** bulduğum ders):

a. () Coursebook b. () Reading and Writing c. () Grammar

2. KISIM

Lütfen aşağıdaki fikirlere ne ölçüde katılıp katılmadığınızı, ilgili kutuya (X) işareti koyarak belirtiniz:

DİL BECERİLERİ AYRI DERSLERDE ÖĞRETİLDİĞİNDE...		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
11.	derslerin eşgüdümlü yürütülmesi zorlaşıyor.					
12.	öğrencilerin ders içi İngilizce kullanımını artırıyor.					
13.	dersler daha verimli oluyor.					
14.	öğretmen için daha yorucu oluyor.					
15.	derslerde başarı sağlanması için aynı sınıfa giren öğretmenler arasında işbirliği gerekli oluyor.					
16.	kendimi daha verimli buluyorum.					
17.	vermediğim derslere ilişkin becerilerimin zayıfladığımı düşünüyorum.					
18.	öğrettiğim dil becerisi üzerine kendimi geliştirdiğimi düşünüyorum.					

COURSEBOOK KULLANILARAK DİL BECERİLERİ (Listening, Speaking, Reading, Writing ve Grammar) **BİR ARADA** ÖĞRETİLDİĞİNDE ...

19.	derslerde öğrencilerimin çeşitli dil becerilerini birleştirebildiklerini düşünüyorum.					
20.	kendimi başarılı buluyorum.					
21.	öğrencilerimin hedef dili günlük yaşamda kullanıldığı biçimde gördüklerini düşünüyorum.					
22.	öğrencilerim tüm dil becerilerinin bir arada ölçüldüğü uluslararası standartlardaki sınavlara hazırlanabiliyorlar.					

23.	öğretmen için yorucu oluyor.					
24.	öğretmen için zaman alıyor.					
25.	dil açısından kendimi geliştiriyorum.					
26.	öğrencilerimin dil becerilerinin bir arada öğretilmesini istediklerini düşünüyorum.					
27.	öğrencilerimin dil becerilerinin bir arada öğretilmesini faydalı bulduklarını düşünüyorum.					

DİL BECERİLERİNİN **BİR ARADA** ÖĞRETİLDİĞİ DERSLERE (COURSEBOOK DERSİNE) GİRDİĞİM ZAMAN...

28.	kelime dağarcığımı geliştiriyorum.					
29.	telaffuzumu geliştiriyorum.					
30.	dilbilgimi geliştiriyorum.					
31.	yazma becerimi geliştiriyorum.					
32.	okuma becerimi geliştiriyorum.					
33.	dinleme becerimi geliştiriyorum.					
34.	konuşma becerimi geliştiriyorum.					
35.	öğrencilerimin kelime dağarcığı gelişimini kontrol edebiliyorum.					
36.	öğrencilerimin telaffuz gelişimini kontrol edebiliyorum.					
37.	öğrencilerimin dilbilgisi gelişimini kontrol edebiliyorum.					
38.	öğrencilerimin yazma becerilerinin gelişimini kontrol edebiliyorum.					
39.	öğrencilerimin okuma gelişimini kontrol edebiliyorum.					
40.	öğrencilerimin dinleme becerilerinin gelişimini kontrol edebiliyorum.					
41.	öğrencilerimin konuşma becerilerinin gelişimini kontrol edebiliyorum.					

BENCE...		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
42.	bütün dil becerileri coursebook dersi içinde bir arada öğretilmeli.					
43.	bütün dil becerileri coursebook dersi olmaksızın ayrı derslerde öğretilmeli.					
44.	coursebook dersine ek olarak Reading ayrı bir derste öğretilmeli.					
45.	coursebook dersine ek olarak Listening ayrı bir derste öğretilmeli.					
46.	coursebook dersine ek olarak Speaking ayrı bir derste öğretilmeli.					
47.	coursebook dersine ek olarak Writing ayrı bir derste öğretilmeli.					
48.	coursebook dersine ek olarak Grammar ayrı bir derste öğretilmeli.					
49.	hazırlık programı haftada 24 saat yalnızca MC dersi işlenerek verilmeli.					
50.	hazırlık programı coursebook dersi olmadan dil becerileri ayrı derslerde öğretilmek şeklinde verilmeli.					
51.	coursebook dersine ek olarak Reading & Writing dersinin de olmasını faydalı buluyorum.					

52. coursebook dersine ek olarak Grammar dersinin de olmasını faydalı buluyorum.

3. KISIM

53. Sizce Headway kitabı içinde dil becerilerinin sunumu ne kadar başarılı? Her bir dil becerisinin sunumu için 10 puan üzerinden değerlendirecek olsanız, hangi dil becerisinin sunumuna kaç puan verirdiniz?

- a. Listening ____
- b. Speaking ____
- c. Reading ____
- d. Writing ____
- e. Grammar ____

54. Sizce Headway kitabı içinde hangi dil becerileri **güçlendirilmeli**? Lütfen 1-5 arası numara veriniz

(5: **en çok güçlendirilmesi** gerektiğiniz düşündüğünüz dil becerisi,

1: **en az güçlendirilmesi** gerektiğini düşündüğünüz dil becerisi):

- a. Listening ____
- b. Speaking ____
- c. Reading ____
- d. Writing ____
- e. Grammar ____

4. KISIM

Lütfen aşağıdaki soruları kısaca cevaplayınız:

Sizce dil becerilerini bir arada öğretmenin (coursebook kullanmanın) **en faydalı ve önemli** özellikleri nelerdir?

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Sizce dil becerilerini bir arada öğretmenin (coursebook kullanmanın) **en olumsuz ve sakıncalı** özellikleri nelerdir?

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Anket bitmiştir, zamanınız ve ilginiz için teşekkür ederim.

APPENDIX 2: THE INTERVIEW QUESTIONS

1. Considering both the segregation and the integration of language skills, how do you view the teacher in the classroom in terms of roles and position?
2. Considering both the segregation and the integration of language skills, how do you view the quality of teaching in the classroom?
3. Considering both the segregation and the integration of language skills, what do you think about your students' motivation?
4. Considering both the segregation and the integration of language skills, what do you think about classroom management?
5. Are there any benefits of segregated-skills teaching? If yes, what are they?
6. Are there any benefits of integrated-skills teaching? If yes, what are they?
7. How much should each skill (including grammar) be valued? Could you put them in an order of importance?
8. There are GR and RD and WR classes besides MC. What do you think about this?
9. What do you think about the presentation of reading skill in Headway?
10. What do you think about the presentation of writing skill in Headway?
11. What do you think about the presentation of listening skill in Headway?
12. What do you think about the presentation of speaking skill in Headway?
13. What do you think about the presentation of grammar in Headway?
14. What do you think would happen if you were to teach with Headway all 24 hours a week?
15. Considering both the segregation and the integration of language skills, which do you think is more tiring for the teacher?
16. Considering both the segregation and the integration of language skills, which do you think is more efficient?
17. Considering both the segregation and the integration of language skills, which do you think requires a more equipped teacher?
18. Considering both the segregation and the integration of language skills, which mode of teaching would you choose?
19. Are there any advantages of teaching with a coursebook? If yes, what are they?
20. Are there any disadvantages of teaching with a coursebook? If yes, what are they?

APPENDIX 3: SAMPLE INTERVIEW (INTERVIEW WITH INSTRUCTOR 25)

ARAŞTIRMACI: Sevgili hocam, 2 yıl önceki sistemle şimdiki sistemi karşılaştırıyoruz. Hoca neler yaşıyor, neler düşünüyor, nelere inanıyor? Şimdi 2 yıl önce ayrı skill derslerine girdiğiniz zaman, sizin sınıftaki rolleriniz, konumunuz ile şimdi CB dersine girdiğiniz zamanki rolleriniz arasında fark var mı? Mesela initiative olarak, guide olarak, otorite olarak, öğretmen merkezli, öğrenci merkezli olarak karşılaştırırsanız bir fark var mı? Yok da diyebilirsiniz aslında.

OKUTMAN 25: Yok, var, çok belirgin bir fark var. Bir yerde artık bu ilk okuldaki sınıf moduna geçmiş oluyorsunuz çünkü çok fazla aynı öğrenciyle bir arada oluyorsunuz ve a'dan z'ye her şeyini düşüneceksiniz çünkü CB'da hepsi var. Diğerinde sadece işte benim odağım gramer anlatmakken ya da çocukların o anlamda güçlenmesiyken, diğerinde Writing iken burada hepsi. Çünkü işin ucu CB'da hepsine dayanıyor. Dolayısıyla, ben aynı zamanda hem çocuklar reading writing'de ne yapıyorlar, hem gramerde ne yapıyorlar, onları da takip ediyorum çünkü hepsi benim dersimi etkiliyor. Yani onların o derslere girmemeleri, verimsiz geçmesi, her şey benim dersimin kalitesini de düşürmüş olduğu için, fark ettiriyor.

ARAŞTIRMACI: Evet, peki hocam öğrenci motivasyonu açısından bir fark var mı? Eskiden 2 yıl önce mi öğrenciler daha ilgiliydi ayrı ayrı skill derslerinde, yoksa şimdi CB dersinde mi daha ilgililer?

OKUTMAN 25: Öğrenci açısından hiçbir sıkıntı çekmedim, gayet güzel ve rahat geçti. Şöyle de bir durum var açıkçası mesela 2 yıl öncesinin daha da öncesinde mesleğe ilk başladığımız zamanlarda öğrettiğimiz şeyle şu an öğrettiğimiz şeyler arasında dağlar kadar fark var. Çünkü artık öğrenci o kadar bilgili gelmiyor zaten şu an çok daha basit düzeyde öğretiyor oluyoruz. O açıdan, öğrettiğimiz şey farklı evet ama öğrenci motivasyonu anlamında bir sıkıntı değil.

ARAŞTIRMACI: Bir fark görmüyorsunuz. Peki hocam sınıf idaresi açısından bir fark var mı? Noise level, classroom management, işte disiplin falan?

OKUTMAN 25: Yok hiçbir sıkıntı çekmedim ben son 2 yıldır.

ARAŞTIRMACI: Yani CB yürütmekle 2 yıl önce ayrı ayrı skill dersleri öğretmek arasında disiplin açısından bir fark yok diyorsunuz?

OKUTMAN 25: Yok, hatta öğrenci daha da size bağlanmış olduğu için o anlamda bir sıkıntı bile çekmiyorsunuz bence.

ARAŞTIRMACI: O zaman bu nispeten CB dersi biraz daha olumlu mudur oluyor?

OKUTMAN 25: Olumlu evet ama tabi aynı frekansı tutturmak lazım. Öyle olmayan bir sınıfla da bir kabusa dönüşebilir herhalde. Öyle bir sıkıntı yaşamadım, bilmiyorum.

ARAŞTIRMACI: Peki hocam dil becerilerini ayrı ayrı öğrettiğimiz zamanlarda, o dersler size bir şeyler kazandırdı mı?

OKUTMAN 25: Evet, tabiki çünkü o alana yoğunlaşmış oluyorsunuz ama dediğim gibi yani o zamanki öğrettiğimiz seviye farklıydı yani. O zaman mesela bir writing öğretirken essay yazdırdığımız dönemler oluyordu, ona göre şeyler yapıyorduk.

ARAŞTIRMACI: Evet

OKUTMAN 25: Şu an o anlamda kıyaslamak çok da kaliteli olur mu bilmiyorum. Şu an çocukların hani...

ARAŞTIRMACI: Yani öğretmen açısından yaklaşalım...

OKUTMAN 25: O anlamda o zaman tabi ki daha besleyiciydi çünkü öğrettiğimiz seviye daha farklıydı. Şu an çok daha alt bir seviyede öğrettiğimiz için şu an hani eğer sadece şey dersleri olsa ayrı ayrı skiller olsa bana bir şey katar mıydı? Hayır katmazdı çünkü öğrenci seviyesi şu an düşük hani ekstra yapacağım bir şey yok.

ARAŞTIRMACI: O zaman soruya şunu da ekleyelim. Şu anda CB dersine giriyor olmak, bütün skilleri bir derste veriyor olmak size bir şey katıyor mu, kazandırıyor mu?

OKUTMAN 25: Yine hayır, çünkü dediğim gibi yani öğrenci öyle yüksek bir seviye olsa, ona çok daha farklı bir şeyler verebilme çabası olsa evet, ama şu andaki seviyesiyle zaten hani her hoca aynıdır, işi götürüyordur. O anlamda bir sıkıntı çekiyordur diye düşünmüyorum.

ARAŞTIRMACI: Peki hocam bu dört tane dil becerisini, grameri beşinci skill olarak ekleyelim, bu beş tane şeye bir önem sırası koyalım, number one en önemli skill hangisi olur?

OKUTMAN 25: Beginner öğrenciler için mi konuşuyoruz?

ARAŞTIRMACI: Bizim öğrencilerimiz – beginner olur pre olur hitap ettiğiniz kitleyi düşünelim.

OKUTMAN 25: Önce hani bir alt yapıyı bilmeleri gerekiyor ya, o yüzden eğer alt yapısı birazcık olan bir öğrenciyse speaking’i öne koyabilirim

ARAŞTIRMACI: Bir speaking o zaman?

OKUTMAN 25: Çünkü o zaman konuşmaya daha yönelik olabilirler çünkü biraz bilgileri var.

ARAŞTIRMACI: Bizim daha çok beginner öğrenciyle başladığımız için beginner diye düşünelim.

OKUTMAN 25: Evet, beginner olunca bu sefer önce onlar şunda kendilerini rahat hissediyorlar biraz okuma kısmıyla daha rahat hissediyorlar gördüğüm kadarıyla. Okuyup bir şeyler öğrenme, sonra gramerle biraz daha rahat hissediyorlar. Ondan sonra konuşmak, dinlemek geliyor ve writing.

ARAŞTIRMACI: Bir reading, iki gramer, üç speaking, dört listening, beş writing geliyor. Peki, şimdi hocam CB kitabının içinde gramer var, reading var writing var. Ama bizim ayriyeten bir gramer dersimiz var, reading-writing dersimiz var. Bu durumu nasıl değerlendiriyorsunuz, bu bir çelişki mi?

OKUTMAN 25: Bence gramer dersi olmalı ama doğru materyalle olmalı, hani değişmesi gerektiğini düşünüyorum. Çünkü kitaptaki gramer çok basit ve sürekli aynı şeyi tekrar ediyor, yani sadece ona bağımlı gidersek, bence çok basit düzeyde kalmış oluyor ve öğrencinin bir yıllık sürecinde ileride çünkü akademik çalışmalar yapacak ve işte yazılar yazacak vs. alt yapısının oluşması lazım. O anlamda basit kalıyor, bence gramer desteği olmalı.

ARAŞTIRMACI: Reading-writing dersi?

OKUTMAN 25: Reading-writing'de reading'e gerek olmayabilir ama writing olabilir. Şimdi şöyle bir şey var: bütün yükü CB hocasının sırtına vermek, o da yorucu bir şey. Yani bu paslaşma bence hocayı da çok yormamak açısından hani eğer diyelim ki sen öğrencisin, CB dersine giriyorum ve benimle anlaşamıyorsun ama diğer hocayla anlaşıyorsun. Yani diğer hocaların dersinin olması, öğrenci açısından da farklı hocaların olması avantaj. Farklı hocalar görüyor, farklı tipler, farklı yaklaşımlar, dolayısıyla birini sevmiyorsa yapacağı işleri diğerinde takviye edebilir ya da tam tersi de olabilir.

ARAŞTIRMACI: Anladım, peki hocam o zaman gramer dersini kaldırmalı mıyız diye soracaktım.

OKUTMAN 25: Bence hayır.

ARAŞTIRMACI: Hayır, hatta takviye etmeliyiz diyorsunuz öyle mi?

OKUTMAN 25: Yani şu saat yeterli bence, şu mevcut saat yeterli ama materyalin değişmesi lazım.

ARAŞTIRMACI: Tamam, reading-writing dersini kaldırabilir miyiz?

OKUTMAN 25: Olabilir ama writing için bir ders bence olmalı. Reading belki kalkmalı ama reading ekstra okuyor olmalarının da onlara kelime açısından geri dönüşü var. Yani çok da büyük bir zararı olduğunu düşünmüyorum açıkçası.

ARAŞTIRMACI: Zararı yok diyorsunuz, yani bu dersleri biz kaldırsak, Headway aslında o açığı kapatır mı?

OKUTMAN 25: Hayır, çünkü kısır döngü yani Headway’de gramerin ben açıkçası çok düşük olduğunu düşünüyorum ve hocaya çok yük getirdiğini düşünüyorum. İki ayrı hoca olamaz mı diyebilirsiniz, olabilir ama işin kalitesi belki iyi olmaz çünkü yani bu sefer öğrenci direkt kıyaslayacak, işte a hocası b hocası, o bıraktığı yerden öbürü devam edecek, takibinde sıkıntı olabilir, o konuda belki problem olabilir.

ARAŞTIRMACI: Peki, o zaman bu kitabın gramerini zayıf buluyorsunuz.

OKUTMAN 25: Evet, kesinlikle.

ARAŞTIRMACI: Writing’ini?

OKUTMAN 25: Writingini kullanmadım çünkü writing dersi var zaten.

ARAŞTIRMACI: Writing dersi var diye kullanmadınız?

OKUTMAN 25: Yani çok az, ekstra birkaç çalışmada kullandım, kitaba bağlı olarak kullanmadım writing kullandım ama.

ARAŞTIRMACI: Kullandığınız kadarıyla nasıl tatmin edici mi?

OKUTMAN 25: Fena değil ama o da bir yerden sonra aynı dönüyor çünkü şu var yani elementary, pre vs. diye gidince hemen hemen aynı konular üzerinden döndüğü için...

ARAŞTIRMACI: Konular aynı...

OKUTMAN 25: Evet, orada sıkıntı oluyor.

ARAŞTIRMACI: Peki kitabın reading'ini nasıl buluyorsunuz?

OKUTMAN 25: Güzel, keyifli.

ARAŞTIRMACI: Reading yeterli...

OKUTMAN 25: Evet.

ARAŞTIRMACI: Listening nasıl kitapta?

OKUTMAN 25: Listening'i de iyi buluyorum ama dediğim gibi şey Zeynep hocanın da az önce bahsettiği gibi, bazen aksanlar vs. oluyor, o da hani çok da...

ARAŞTIRMACI: Zor olabiliyor?

OKUTMAN 25: Yani çok da değil aslında, farklı bir şey görmüş oluyorlar, öğrenmiş oluyorlar.

ARAŞTIRMACI: Speaking yönünden nasıl kitap?

OKUTMAN 25: Güzel ama her hoca muhtemelen öyledir, kendi tarzı vardır ve mutlaka destekliyordur. Dolayısıyla kitap işte ne diyelim rehber gibi bir şey önümüzde, ama konuyu alıp götürmek hocaya kalan bir şey. O yüzden orada bir sıkıntı olacağını zannetmiyorum.

ARAŞTIRMACI: Anladım, peki hocam haftada biz şimdi 24 saat boyunca bir sınıfın programında sadece Headway okutsak, nasıl olur?

OKUTMAN 25: Bence boğucu olabilir.

ARAŞTIRMACI: Boğucu olur...

OKUTMAN 25: Evet, yani belki öğrenci açısından da boğucu olabilir hoca açısından da öyle. Sürekli aynı grupla çalışıyor olmak belki bir yerde hocayı boğabilir eğer grupla hoca arasındaki diyalog bilmiyorum nasıl ama öyle bir sıkıntı olabilir. Bence ama farklı hocaların derse girmesinde fayda var.

ARAŞTIRMACI: Peki hocam, dil becerilerini ayrı derslerde öğretme ile şimdi CB dersini Headway kitabını karşılaştıralım. Öğretmen için hangisi daha yorucu olur?

OKUTMAN 25: CB da iyi bir materyal olduktan sonra önünüzde zaten videolarıyla, işte listeningleriyle vs. her şeyiyle destekliyor sizi. Çok da fazla ben yorucu olduğunu düşünmüyorum yani CB'a girdiğimde, materyalim sağlam ve onun için rahat ders anlatıyorum bence. Diğerlerini çünkü sürekli bir şeylerle takviye etmek gerekiyordu.

ARAŞTIRMACI: Yani 2 yıl önceki dersler biraz daha yorucu muydu hoca için?

OKUTMAN 25: Kesinlikle, yani şunu söyleyebilirim mesela hani bu yıl da gramere girdim ilk dönem. Bu yıl grameri sürekli ekstra materyalle takviye etme gereği hissettim ve yorucu oldu. Yani materyal iyiyse öyle bir sıkıntı ortadan kalkıyor.

ARAŞTIRMACI: Tamam. Peki, hangisi öğrencimiz için daha verimli? CB mu ayrı skill dersleri mi?

OKUTMAN 25: Bence CB çünkü daha kendi aralarında da bir arada konunun devamı açısından, işte birbirlerini bağlaması açısından, basitlikten zorluğa geçiş açısından öğrenciyi daha rahatlatıcı oluyor. CB daha keyifli bence.

ARAŞTIRMACI: Peki hangisi daha donanımlı bir hoca gerektirir, daha nitelikli, daha kalifiye, daha eğitimi?

OKUTMAN 25: CB olabilir çünkü aynı öğrencilerle devam ediyorsunuz, onların dikkatini toplamak, sürekli işte derse devamlılığını sağlamak, vs. o biraz hoca da biten bir şey.

Çünkü öğrenci sıkılabilir aynı rutinlikle ders işlendiğinde, haftanın kaç günü aynı hocala birlikte oluyor.

ARAŞTIRMACI: Peki, diyelim ki genel yaklaşalım, Trabzon'da bir dil kursu açtık, dersane açtık. Orada İngilizce dersi vereceğiz, genel İngilizce. Orada CB mu okutursunuz?

OKUTMAN 25: Coursebook okuturum.

ARAŞTIRMACI: Peki CB dersinin başka ne gibi avantajları geliyor aklınıza?

OKUTMAN 25: Az önce bahsettiğim şeyler, onun dışında ekstra bir şeyler yok. Yani o birbirleriyle örüntülü olması ve seviyenin artarak ilerlemesi vs. hepsi hem hoca açısından rahatlatıcı hem öğrenci açısından rahat bence.

ARAŞTIRMACI: Peki dezavantajları var mı CB dersinin?

OKUTMAN 25: Sadece gramer olduğunu düşünüyorum.

ARAŞTIRMACI: Sadece gramer zayıf diyorsunuz?

OKUTMAN 25: Yani aynı şey üzerinden çok basit bir şekilde devam ediyor. Bir yerden sonra açıkçası oradan değil, farklı bir materyalden devam gramer kısmını destekliyorum çünkü çok basit kalıyor, bizim burada sorduğumuz sorulara basit kalıyor, öğrenci sıkılıyor, zaten biliyor olmuş oluyor. Yani elementary ile pre'de anlatılan gramer arasında çok büyük bir fark yok. Intermediate da bile çok büyük bir fark yok, aynı şeyler üzerinden dönüp dolaşıyor.

ARAŞTIRMACI: Tamam eklemek istediğiniz başka bir şey var mı hocam?

OKUTMAN 25: Teşekkür ediyorum.

ARAŞTIRMACI: Çok teşekkür ederim, ağzınıza sağlık.

CURRICULUM VITAE

Onur DİLEK was born in Trabzon in 1981. He went to different schools in Istanbul and Giresun during his primary and secondary education. He graduated from Giresun Anatolian Teacher Training School in 1999. He studied English Language Teaching at Hacettepe University, Faculty of Education, and graduated in 2003. After working for half a year in Hasan Sadri Yetmişbir Anatolian High School in Sürmene in Trabzon, he was employed at Karadeniz Technical University, School of Foreign Languages, where he still works. He completed his military service in 2007. He is married.