



Hacettepe University Graduate School of Social Sciences
English Linguistics

**INTERCULTURAL COMMUNICATIVE COMPETENCE:
THE ASSESSMENT OF A TURKISH TEACHING SET
FOR FOREIGN ADULT LEARNERS**

Serpil Şahin Gönül

Ph. D. Dissertation

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KABUL VE ONAY

Serpil Şahin Gönül tarafından hazırlanan “Intercultural Communicative Competence: The Assessment of a Turkish Teaching Set For Foreign Adult Learners” başlıklı bu çalışma, 11.06.2007 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Doktora Tezi olarak kabul edilmiştir.

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BİLDİRİM

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11.06.2007

Serpil Şahin Gönül

To my son, Arda GÖNÜL.

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ÖZET

Şahin Gönül, Serpil. *Kültürlerarası İletişimsel Yeterlilik: Yabancı Yetişkinler İçin Hazırlanmış bir Türkçe Öğretim Materyali Setinin Değerlendirilmesi*, Doktora Tezi, Ankara, 2007.

Bu çalışmanın amacı Türkçe'nin yetişkinlere yabancı dil olarak öğretiminde kullanılan bir Türkçe öğretim setinin Kültürlerarası İletişimsel Yeterlilik ölçütlerini ne ölçüde karşıladığını tanımlamak ve materyali değerlendirmektir. Bu amaçla, Türkçe öğretim materyali olarak HİTİT 2 Türkçe Öğretim Seti (ders kitabı, çalışma kitabı, ses kasetleri/Cdleri) seçilmiş ve materyal İletişimsel Dil Yeterlilikleri ve Kültürlerarası Yeterlilik olmak üzere iki açıdan değerlendirilmiştir.

Veri toplamak ve analizi gerçekleştirmek amacıyla İletişimsel Dil Yeterlilikleri Ölçeği ve Kültürlerarası Yeterlilikler Ölçeği olmak üzere iki ölçek kullanılmıştır. İletişimsel Dil Yeterlilikleri Ölçeği ortak Avrupa Başvuru Metni'nde (ABM) iletişimsel dil yeterliliklerini tanımlamak için yer alan ölçütlerden yararlanılarak araştırmacı tarafından geliştirilmiştir. Kültürlerarası Yeterlilikler Ölçeği Skopinskaja tarafından (2003) dil öğretim materyallerini kültürlerarası yeterlilikler açısından değerlendirmek üzere geliştirilmiş Öğretim Materyali Değerlendirme Rehberi'nden çevrilmiş ve uyarlanmıştır.

Araştırma içeriği bakımından tanımlayıcı bir çalışmadır. Aynı zamanda bu araştırma dizgeci-çözümleyici-değerlendirmeci bir çalışmadır ve ürün-odaklı ders materyali araştırması niteliğindedir.

Bu çalışmada niceliksel ve niteliksel veri ve ölçütler kullanılmıştır. Verilerin niceliksel analizi tanımlayıcı istatistiksel teknikler, tek yönlü ANOVA ve Tukey

testi aracılığıyla yapılmıştır. Niteliksel veri yapılandırılmamış teklifsiz görüşmeler aracılığıyla toplanmıştır.

Öğretim materyalinin Türkçe'nin yetişkinlere yabancı dil olarak öğretilmesinde dilbilimsel, toplum-dilbilimsel, edimbilimsel ve kültürlerarası yeterlilikleri destekleme gizilgücü göz önünde bulundurulduğunda, HİTİT 2'nin daha çok dilbilimsel yeterliliklerden sözcüksel ve dilbilgisel yeterliliği desteklediği gözlenmiştir. Ayrıca, materyalde kültürel öğelerin daha çok hedef dilin kültürünü öğretmek amacıyla kullanıldığı izlenmiştir. Bu bağlamda, öğretim materyalinin özellikle toplum-dilbilimsel, edimbilimsel ve kültürlerarası yeterlilikler açısından eksikleri olduğu ve gözden geçirilmesi gerektiği söylenebilir. Son olarak bu alanda ilgili tüm öğeleri de içererek daha çok çalışma ve araştırma yapılmasının gerektiği vurgulanabilir.

Anahtar Sözcükler

Kültürlerarası İletişimsel Yeterlilik, Kültürlerarası Yeterlilik, İletişimsel Yeterlilik, Dilbilimsel Yeterlilik, Toplum-dilbilimsel Yeterlilik, Edimsel yeterlilik, Dil Öğretiminde Kültürlerarası Yaklaşım, Yabancıdil Öğretim Materyallerinin Değerlendirilmesi, Yabancı Dil Öğretimi, Uygulamalı Dilbilim

ABSTRACT

Şahin Gönül, Serpil. *Intercultural Communicative Competence: The Assessment Of A Turkish Teaching Set For Foreign Adult Learners*, Ph. D. Dissertation, Ankara, 2007.

The aim of this study is to describe and evaluate the potential of a Turkish teaching set for promoting Intercultural Communicative Competence (ICC) in teaching Turkish as a foreign language to adults. For this purpose, HİTİT 2 Turkish Teaching set (coursebook, workbook and audio cassettes/CDs) has been chosen and the teaching material has been analysed embodying two main dimensions in the study as Communicative Language Competences and Intercultural Competences.

The data collection and analysis has been carried out using two teaching material evaluation scales, namely Communicative Language Competences Scale and Intercultural Competences Scale. Communicative Language Competences Scale has been developed by the researcher using the criteria established for communicative language competences in the Common European Framework of References (CEF). Intercultural Competences Scale has been translated and adapted from Skopinskaja's (2003) Teaching Material Evaluation Guide, developed to evaluate language teaching materials in terms of intercultural perspectives.

This is a descriptive study since the mode of the investigation is descriptive. This is a systematic-analytical-evaluative study and takes the format of a product-oriented textbook research.

In this research both the quantitative and qualitative data and measures are used. The quantitative analysis of the data has been done through descriptive statistical techniques, one-way ANOVA and Tukey test. Qualitative data have

been collected through informal interviews in the form of unstructured interviewing.

When the potential of the teaching material for promoting linguistic, sociolinguistic, pragmatic and intercultural competences in teaching Turkish as a foreign language to adults is considered, it has been found out that HİTİT 2 mostly promotes lexical and grammatical competences with respect to linguistic competences. In addition, it has been observed that cultural issues are integrated into the material mostly to promote the target language culture. In this respect, the teaching material has some shortcomings in promoting especially sociolinguistic, pragmatic and intercultural competences and to be revised. Most importantly, this is a field which deserves further research integrating all the necessary elements.

Key Words

Intercultural Communicative Competence (ICC), Intercultural Competence (IC), Communicative Competences, Linguistic Competences, Sociolinguistic Competences, Pragmatic Competences, Intercultural Approach in Language Teaching, Foreign Language Teaching Material Evaluation, Foreign Language Education, Applied Linguistics

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LIST OF SYMBOLS AND ABBREVIATIONS

DSC	: Dissertation Steering Committee
ELT	: English Language Teaching
FL	: Foreign Language
FLE	: Foreign Language Education
FLT	: Foreign Language Teaching
IC	: Intercultural Competence
ICC	: Intercultural Communicative Competence
ILL	: Intercultural Language Learning
ILT	: Intercultural Language Teaching
INCA	: The Intercultural Competence Assessment (Project)
L1	: Native Language
LOTE	: Languages Other Than English
Q	: Question
Qs	: Questions
TL	: Target Language
YOGA	: Your Objectives, Guidelines and Assessment (Form)
[]	: indicates the researcher's additions to the original texts

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- Figure 3: The distribution of the results obtained from the statistical analyses for Pragmatic Competences in coloured boxes.
- Figure 4: The distribution of the results obtained from the statistical analyses for Intercultural Competences in coloured boxes.

FOREWORD

Since the mid to late 1980s, there have been studies which concentrate on topics such as language awareness, the discussion of cross-cultural experiences, the discussion of stereotypes, the negotiation of meaning, etc., in foreign language teaching. These studies, for sure, are in line with the recent tendencies in language education. Such tendencies bring us to the latest approach in foreign language teaching, which is called 'Intercultural Approach' and has been introduced as a further development of Communicative Approach. With regard to these developments, further studies are carried out in every relevant field of foreign language teaching. One of the areas is teaching materials and the studies in this field are performed from preparing teaching materials, evaluating the materials, to revising them. The latest expectation from language teaching materials is that they should promote Intercultural Communicative Competence (ICC) in language teaching, which means the teaching materials should be prepared integrating both linguistic and intercultural issues into the content. Teaching Turkish as a foreign language and the teaching materials in use also deserve such studies regarding the intercultural and communicative issues.

Thus, this study aims to describe and evaluate HİTİT 2 Turkish Teaching Set with respect to its potential for promoting Intercultural Communicative Competence (ICC) to teach Turkish as a foreign language to adults.

In line with this aim, the content of this study can be outlined briefly as follows:

Chapter one introduces the topic, the theoretical background to the topic, the problem, the research questions, the scope of the study, the procedure followed in the study.

Chapter two provides the relevant literature on the topics, briefly on Intercultural Communicative Competence (ICC), the integration of ICC into foreign language teaching, language teaching material evaluation, etc.

Chapter three presents the methodology of the study. It explains how the data were collected, how the data were analysed, what procedures were followed in the study.

Chapter four deals with, mostly, quantitative, and also qualitative analysis of the research.

Chapter five embodies the discussion of the results obtained from the analysis of the study. It also includes recommendations for further studies in the topic.

Chapter six presents the summary and the concluding remarks of the study.

CHAPTER I. INTRODUCTION

I.1 OVERVIEW

The term Intercultural Communicative Competence (ICC for short) and / or Intercultural Competence (IC for short) has been widely used recently in many areas which have to do with international, so intercultural, contexts and interactions among people and / or groups of people. The appearance and inclusion of ICC in each related field is relatively new, and this is mainly because of the globalization which makes people, for some reasons, to choose to live, travel or work in international and intercultural contexts.

Some statements and definitions of ICC from some scholars are as follows:

- Although the term intercultural is now widely used in the field of intercultural communication; it is still not widely understood, nor do interculturalists agree upon a common definition. What most do agree upon is the “double-edged” nature of the intercultural experience; that is, that development of competence in another culture and proficiency in its language provide the opportunity for powerful reflections into one’s own native world view. This notion is captured in the expression “looking out is looking in,” an idea that has permeated the field of intercultural education and has been reiterated throughout the history of education, echoed in disciplines like philosophy, psychology, anthropology, and linguistics. (Fantini 2000:26)
- Intercultural Communication constitutes communication between people of different cultures, including the effects of different sets of communication patterns on one another. (Coulmas 1997:313)
- Intercultural communication is concerned with communication between people from different sociocultural groups. It focuses on the role played by culture-level factors (in contrast to individual and universal factors),

and explores their influence on the communication process. (Spencer-Oatey 2004)

- Intercultural Competence is being able to interact with people from another country and culture in a foreign language – being able to negotiate a mode of communication and interaction which is satisfactory to oneself and the other interlocutors. Knowledge of the other culture is linked to language competence through the ability to use language appropriately and having an awareness of the specific meanings, values and connotations of language. (Byram 1997:7)
- Intercultural competence means an increase in the internal information-processing capacity in such a way that communication becomes easier and more successful between people of different cultural backgrounds. It means a higher level of mental alertness to variation and an acceptable level of self-confidence needed to respond accordingly. (Camillieri 2002:12)
- Intercultural communicative competence includes the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa. In other words, intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding. (...) Obviously, one key goal of an intercultural approach remains language development and improvement; however, this goal is wedded to the equally important aim of intercultural understanding and mediation. (Corbett 2003: 2)

From the definitions and statements listed above, it is clearly understood that “naturally, intercultural communication occurs in a very wide range of domains, including education, international business, healthcare, the workplace and the community.” (Spencer-Oatey 2004) This implies that no matter it is described taking this approach or that, the term includes something common in every field although each of them explains the term for its own sake. Although researchers characterize ICC in various ways, three principal themes (or domains of ability)

emerge: 1) the ability to develop and maintain relationships, 2) the ability to communicate effectively and appropriately with minimal loss or distortion, and 3) the ability to attain compliance and obtain cooperation with others. (Fantini 2000:27) Especially referring to the second principal theme of the three, it is also so clear that language is one of the main concerns while dealing with intercultural communicative competence in any of the possible domains since language is the main tool to communicate among intercultural groups.

I.2 THEORETICAL BACKGROUND TO THE PROBLEM

Intercultural communication occurs in intercultural contact settings. These settings, and the types of people who may be involved, can be very variable; for example, they could involve students who go overseas to study and who thus interact with local students and staff and perhaps with students from other countries; they could involve business people who go abroad, either for short visits or for long-term postings, and who interact with local business people as well as other members of the local community; they could involve service sector staff, such as doctors, nurses, or employment agency staff, who work in multicultural settings, or employees of companies that have a culturally diverse workforce. (Spencer-Oatey 2004)

Thus, as in other communication settings, Intercultural Communicative Competence is an important point to consider also in language learning and teaching. As it is briefly expressed in Liu's words, language is the most important means of human communication, and communication is the most important function of language. Therefore the ultimate goal of language teaching is "communicative competence", which conforms the most perfectly to the nature of language, language teaching, and foreign language teaching. Now that language is communication, it naturally follows that the goal of language instruction is to equip the learners with the ability to use the language for communication, namely, communicative competence. It is well-known that the "communicative approach" emerges from the theory of "language as

communication”, and the goal of language teaching is to develop communicative competence. (Liu 2003)

Supporting the same view as the one in the previous paragraph, it is stated that one of the best known models of language ability is known as “Communicative Competence”. This model was developed to account for the kinds of knowledge people need in order to use language in meaningful interaction. The term was originally coined by anthropologist Dell Hymes as a means of describing the knowledge language users need in addition to the grammatical forms of the language. (SMSU¹ web-site). The intuitive mastery that the native speaker possesses to use and comprehend language appropriately in the process of interaction and in relation to social context has been called by Hymes “communicative competence”, Hymes means a competence of when to speak, when not, and as to what to talk about with whom, when, where, in what manner. (Stern 1983:111 in Liu 2003)

After Hymes, the term “Communicative Competence” was adopted by the language teaching community after it had been developed in to a model for that field by Michael Canale and Merrill Swain (1980 in SMSU web-site), then by Sandra Savignon (1997). In the version commonly used by language teachers, the model includes four components: (1) Grammatical Competence, (2) Discourse Competence (3) Sociolinguistic Competence and (4) Strategic Competence. (SMSU web-site; Alptekin 2002:57)

Grammatical Competence is the ability to use the forms of the language (sounds, words, and sentence structures). It is the primary focus of study in most academic language courses. Most scholars agree that there is some kind of fundamental difference between being able to use the forms of the language and being able to talk about the forms of the language. (SMSU web-site)

Discourse Competence is the ability to understand and create forms of the language that are longer than sentences, such as stories, conversations, or

¹ SMSU stands for Southwest Missouri State University

business letters. Discourse competence includes understanding how particular instances of language use are internally constructed. Discourse competence also includes understanding how texts relate to the context or situation in which they are used. Different cultures have different expectations for text forms and devices for making texts fit together, and different ways of defining situations that allow people to understand what is being communicated. (SMSU web-site)

Sociolinguistic Competence is the ability to use language appropriately in different contexts. It overlaps with discourse competence because it has to do with expressing, interpreting and negotiating meaning according to culturally-derived norms and expectations. Sociolinguistic competence is most obvious to us when the conventions governing language use are somehow violated, as for example when a child innocently uses a “bad” word or when the expectations present in one culture are unsuccessfully translated for another. It is our sociolinguistic competence that allows us to be polite according to the situation we are in and to be able to infer intentions of others. In our everyday life we vary the kind of language we use according to the levels of formality and familiarity. We express solidarity in groups to which we belong or wish to belong, for example in classroom chat with other students, or at a party. (SMSU web-site)

Strategic Competence is the ability to compensate for lack of ability in any of the other areas. What do you do when you don’t know a word that you need? How do you manage a social situation when you aren’t quite sure about the rules of etiquette? In both cases, you rely on your strategic competence to help you communicate. Everyone has some degree of strategic competence in any language. Language learners who really need to communicate in their adopted language tend to develop a number of strategies for making themselves clear in spite of their incomplete knowledge. (SMSU web-site)

The additional facts stated in SMSU web-site are that we don’t know the relative contribution of each feature of communicative competence; communicative competence is domain specific; and communicative effectiveness is not the same thing as grammatical competence.

In the light of the expressions stated above, it can be stated that, as Liu overviews briefly, Hymes's "communicative competence" apparently implies that its focus is that intuitive grasp of social and cultural rules and meanings that are carried by utterance. Furthermore, it suggests that language teaching recognizes a social, interpersonal and cultural dimension and attributes to it just as much importance as to the grammatical and phonological aspect. Then in the same logical sense, the goal of FLT should also be to develop the learner's communicative competence, or the competence of using the foreign language in communication. Of course this communication differs from the communication implemented between people of the same cultural community; it is a communication between people of different cultures and it is communication across cultures, briefly intercultural communication. Then, it again naturally follows that the goal of foreign language instruction is to help the learners to develop a competence to use the foreign language for communication with people of different cultural backgrounds. Consequently, Intercultural Communicative Competence ought to be established as the ultimate goal of TEFL¹ (Liu 2003); therefore, as the ultimate goal of foreign language teaching.

It can be argued that ICC is an aim of language teaching firstly for instrumental reasons – the increased efficiency of communication as a consequence of ICC rather than 'communicative competence' or other descriptions of purposes, and secondly as part of the educational development of the individual, often referred to as 'personal development'. (Parmenter 2003)

Byram (2000: 8) points out that the suggestion that language teaching has a cultural dimension is far from new. It dates back to the beginning of modern language teaching in the 19th century, and of course to the teaching of the classics far beyond that. Unfortunately, the 'communicative turn' in language teaching, particularly in English as a Foreign Language, tended to emphasise speech act and discourse competence, rather than (socio-)cultural competence, even though this was a misinterpretation of the original definition proposed by

¹ TEFL stands for Teaching English as a Foreign Language.

Hymes, which “implicitly suggests that foreign language learners should model themselves on first language speakers, ignoring the significance of the social identities and cultural competence of the learner in any intercultural interaction” (Byram 1997:8). In the last decade, however, there has been an increasing attention to and experimentation with teaching language and culture in integrated ways.

Alptekin (2002: 57) states a similar idea and in his article he questions the validity of the pedagogic model based on the native speaker-based notion of communicative competence. He says that “A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native-nonnative and nonnative-nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT.”

Another supporting comment comes from Devos (1995: 355) and she states that:

The last decade of Foreign Language Teaching Methodology has been the decade of ‘Communicative Methods’. Communicative competence was the ultimate goal of most language courses and foreign language materials were geared to the attainment of communicative competence in target language. However, in the urge to make the foreign learners proficient in the target language, a very important aspect of the foreign language learning process has been largely overlooked, viz. the culture specific socially acquired knowledge, which is usually referred to as the schematic knowledge of the learner (Alptekin 1993: 136). Foreign language teaching methods that do not sufficiently take account of the culture specific schematic knowledge of the learner are bound to fail in that they will interfere with the familiar processing of the learner. Future foreign language teaching methods and materials will have to take account of the schematic knowledge of the foreign learners and will have to offer convenient openings to learners from highly divergent cultural backgrounds.”

What can be summarised from the discussions above is that although, at first sight, one can consider that the topics seem to be talking about the integration

of the target culture into foreign language teaching, the main focus in the latest developments in foreign language teaching is different from that of integrating culture to language teaching. Integration of cultural studies in foreign language teaching is not something new. What is relatively new in the area is the introduction of the intercultural aspects and the key features studied under these aspects. What is suggested here is that these new notions should be integrated into foreign language teaching methodology and materials.

Corbett (2003:1) summarizes the need for intercultural approach to language education as in the following way:

Since the mid to late 1980s, a number of teachers and educationalists have been arguing that an 'intercultural approach' to second language teaching prompts us to re-examine the most basic assumptions about what language does, and what a language course should seek to achieve. Current 'communicative' methods of second language teaching generally view language as a means of bridging an 'information gap'. Communicative language learning also assumes that by bridging a series of information gaps, learners will 'naturally' develop their linguistic knowledge and skills, to the point where they will acquire native-speaker competence. This view of language and linguistic development has tended to underrate culture. (...) However, more recently, there have been fresh attempts to integrate 'culture' into the communicative curriculum. While acknowledging the obvious importance of language as a means of communicating information, advocates of an intercultural approach also emphasise its social functions. (...) The ultimate goal of an intercultural approach to language education is not so much 'native speaker competence' but rather an 'intercultural communicative competence'.

Research on teaching and learning foreign languages in recent decades shows a remarkable shift of focus and has led to the development of new concepts in foreign language didactics and methodology. In the communicative approach and in its further development – the intercultural approach – we can see this change of perspectives;

- from teaching to learning
i.e. from designing universal methods of teaching to integrating the features of specific groups of students (e.g. age; gender; profession;

linguistic/socio-cultural background) or individuals (e.g. needs; previous knowledge of the world/target socio-culture/other languages; interest/motivation; capacity/aptitude)

- from declarative to procedural knowledge
i.e. from the definition of what students are expected to learn (linguistic/socio-cultural content) to the question how they learn (techniques and strategies of learning).

Since the 1980s in the Intercultural Approach we find topics concentrating on language awareness; the discussion of cross-cultural experiences; the discussion of stereotypes; the negotiation of meaning; etc. (Neuner 2003: 17,21)

Being a further development of communicative approach, what intercultural approach introduces to the field regarding cultural issues is that the learner/user should be encouraged;

- 1) to develop an awareness of the target culture together with its linguistic aspects,
- 2) to investigate and reflect upon his¹ own culture and to compare it with the target culture,
- 3) to be aware of the cultural differences in an intercultural setting, to develop positive attitudes such as tolerance, empathy, etc., and to be as competent as possible in order to manage this intercultural interaction successfully.

To learn the target culture and compare it with one's own culture is not a new notion in foreign language teaching. What is new is to be able to develop effective skills in order to communicate with the participants successfully in an intercultural setting, which is also stated in the following words of Camillieri

¹ The use of the terms 'he', 'his', and such related terms, especially when referring impersonal subjects, do not have any special indications and/or intentions, and they have been used through the study not to repeat double genders unless it is given in this form in original quotations.

(2002:11-12) as she states “Cultural identity involves a two-way interpretation: that of defining oneself and that of defining the other. In fact, cultural awareness encompasses three qualities (Tomalin and Stempleski 1993):

- Awareness of one’s own culturally-induced behaviour
- Awareness of the culturally-induced behaviour of others
- Ability to explain one’s own cultural standpoint.”

I.3 PROBLEM

As their own national portfolios have been developed by other European countries, the first national portfolio for adult learners in Turkey has been developed by Ankara University Turkish and Foreign Language Research and Application Center (TÖMER). Consequently, language teaching has been tried to be practised in accordance with the criteria established in the CEF at Ankara University TÖMER since the ELP was introduced into the current system used in teaching Turkish. However, as in the development process of both the CEF and the ELP, themselves, it is not likely to employ everything mentioned in the CEF at once and some time is needed to refine the existing system. As a natural process, the studies have been carried out to adapt the existing system of teaching Turkish to foreigners at Ankara University TÖMER to the CEF in terms of planning curriculum, teaching materials and assessment.

For instance, in his doctoral dissertation, Köse (2005) carries out his research at Ankara University TÖMER and investigates the effects of teaching Turkish in accordance with the CEF on success and attitude. Köse (2005: 10) introduces the problem of his study stating that Turkey is a member country of the Council of Europe so, in Turkey, too, educational programs planned to teach Turkish should be in accordance with the references established in the CEF. However, the programs in use are not in accordance with these references. Thus, there is a need to develop the current teaching programs and to adjust the assessment criteria to the CEF. Finally, he concludes that the study has showed that the CEF has a positive effect on success and attitude in his study, and that there is

a need to discuss how the adaptation to the CEF in teaching Turkish can be handled most effectively rather than to discuss whether the adaptation is necessary or not.

Thus, it is so clear that taking the references stated in the CEF and the ELP into account has a major impact on teaching Turkish, too. However, the problem is, as Byram (2003: 12) mentions, “the CEF was published without resolution of the problem of establishing levels of attainment in intercultural competence as the authors would have liked. They declared this a question which would have to be resolved in later editions.” The authors were not able to make proposals for levels of assessment of ‘socio-cultural competence’, even though in the description of competences, the Common European Framework recognises the significance of ‘general competences’ which include ‘knowledge of world’ but also ‘intercultural skills’ and others. (Byram 2000:9)

In the description of the Common European Framework, it is pointed out in CEF (1) that:

The Common European Framework is intended to overcome the barriers to communicate among professionals working in the field of modern languages arising from the different educational systems in Europe. [...] By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllables and qualifications, thus promoting international co-operation in the field of modern languages.

Hence, the CEF provides a comprehensive account of an approach to language education which language teachers, teacher trainers, and academic managers need at least to consider, together with a set of resources which can have practical applications in the planning and delivery of language courses. The purpose of the CEF, embodied in the common reference levels, and the emphasis on a broad range of competences, is to provide resources to make this approach to language education feasible. (Heyworth 2004: 12, 14)

As it is clearly established in the description, the CEF provides a common basis for the explicit description of objectives, content and methods, and tries to establish a standardisation in teaching European languages. Consequently, all the references are overall descriptions for all European languages to share in

common and thus they are not language specific. Making use of the developed common criteria in the CEF, language specific references and descriptions in teaching particular languages must be considered and where appropriate stated for each particular language specifically. The same need also exists in teaching Turkish, too.

Another problem which arises in this respect is that the concepts and applications of the CEF and the ELP are relatively new in Turkey compared to the other European countries, and similarly, learning and teaching Turkish is relatively a new study in most European countries since Turkish is one of the Less Widely Used and Taught Languages (LWUTL) around Europe.

Along with it, this situation brings the problem that there has not been much study which is specific to the Turkish language only. For a better language teaching in Turkish, there is also a need to consider and where appropriate develop and state language specific illustrative scales for each competence level stated in the CEF and illustrative scales specific to intercultural issues with regard to the Intercultural Communicative Competences (ICC) as the latest development in language teaching.

Language teaching is a multi-sided issue which should be handled from each perspective carefully and findings in each field relevant to language teaching should be considered and interrelated meticulously. As well as language teaching curricula and/or syllabi, the role of language teachers, etc., the teaching materials used in language teaching are one of the most important points to be considered and investigated in the field.

As in every relevant issue, language teaching materials, too, must be in line with the latest developments in language teaching methodology. As it was mentioned earlier, the latest tendency in language teaching is the Intercultural Communicative Competence (ICC) approach, which is a further development of communicative approach. The first immediate question that arises here is whether the materials teaching Turkish as a foreign language are in line with this latest development in language teaching methodology.

Because it is used at Ankara University TÖMER, which is one of the leading institutions in the field of teaching Turkish both in research and application, the second series of HİTİT Turkish Teaching Set for Foreign Adult Learners, namely HİTİT 2 Turkish Teaching set, has been chosen to evaluate in terms of its potential for promoting Intercultural Communicative Competence.

I.4 RESEARCH QUESTIONS

Under the considerations discussed so far and to investigate this immediate question, the following sub-questions arise, which can be stated in two main groups:

A) In terms of the teaching material quality with respect to the Intercultural Communicative Competence (ICC) in Foreign Language Teaching (FLT);

- 1) Does the teaching material set (i.e. HİTİT 2 Turkish Teaching Set including a textbook, a workbook, and audio cassettes/CDs) take the issues of Intercultural Communicative Competence (ICC) into account effectively in teaching Turkish as a foreign language to adults?
- 2) In order to analyse how effectively the teaching material presents the related issues to develop the learners' communicative language competences, what language-specific illustrative scales can be considered and, where appropriate, developed for a better teaching of Turkish as a foreign language?
- 3) In order to analyse how effectively the teaching material presents the related issues to develop the learners' intercultural competences, what illustrative scales specific to intercultural issues can be considered and, where appropriate, developed for a better teaching of Turkish as a foreign language?
- 4) Having obtained these two illustrative scales – one for communicative language competences and the other for intercultural competences –, what potential does the investigated textbook set have for promoting the acquisition of intercultural communicative competence with the learner

population under examination regarding both communicative and intercultural aspects?

- 5) Having analysed the content of the teaching material with respect to the issues studied under Intercultural Communicative Competence (ICC) in Foreign Language Teaching (FLT), what particular shortcomings can be identified?
- 6) What recommendations can be formulated for revising the existing textbook set to enhance its potential for promoting the acquisition of intercultural communicative competence with respect to both communicative and intercultural issues?

B) In terms of the teacher informants' personal, educational and teaching backgrounds;

- 1) Does the teacher informants' familiarity with or the knowledge of the linguistic, sociolinguistic and intercultural notions affect the results obtained from the scales?
- 2) Does the length of time the teacher informants have taught Turkish as a foreign language affect the results obtained from the scales?
- 3) Does the length of time the teacher informants have used HiTİT 2 Turkish Teaching set to teach Turkish as a foreign language affect the results obtained from the scales?
- 4) Does whether the teacher informants have taught Turkish at intermediate levels affect the results obtained from the scales since these are the levels the material subject to evaluation is used to teach Turkish?
- 5) Does the educational background of the informants affect the results obtained from the scales?
- 6) Does whether the informants have experienced learning and / or teaching a foreign language before affect the results obtained from the scales?

- 7) If so, does the number of the languages the informants know affect the results obtained from the scales?

I.5 PURPOSE OF THE RESEARCH

In the light of the background presentation indicated above, the aim of this study is to investigate to what extent competence for participating in or constructing communicative and intercultural situations is included and presented in the materials used to teach Turkish as a foreign language.

More specifically, this study aims to describe and evaluate the potential of HİTİT 2 (coursebook, workbook and audio cassettes/CDs) for promoting Intercultural Communicative Competence (ICC) in line with the latest development in foreign language teaching.

The potential of the teaching material under examination for promoting Intercultural Communicative Competence (ICC) will be investigated through two scales, namely Communicative Language Competences Scale and Intercultural Competences Scale. Intercultural Communicative Scale, which was developed with the same purpose to evaluate English and French language teaching materials, has been translated and adapted from Skopinskaja (2003:75-85). Communicative Language Competences Scale, however, has been developed by the researcher taking the criteria established for communicative language competences in the CEF into account. With this attempt, this research aims to develop one of the initial communicative language competences scale and informally test its content in terms of reliability and validity as a subsidiary investigation.

The findings of this research will help the researcher to describe and evaluate the teaching material in its existing potential for promoting Intercultural Communicative Competences (ICC) while teaching Turkish; to make some suggestions to revise the material if needed; to state further recommendations to prepare new teaching materials with regard to promoting Intercultural

Communicative Competences (ICC) in foreign language teaching; and to offer some further studies in accordance with the results obtained from the study.

This study can also be taken as the presentation of an evaluation research report to give feedback to the institution, the teachers teaching Turkish there and the writers of the book about the potential of supporting Intercultural Communicative Competence of HİTİT 2 Turkish Teaching set in teaching Turkish as a foreign language.

I.6 SCOPE AND DATA

In broader terms, the scope of this dissertation is to investigate whether teaching Turkish as a foreign language is in line with Intercultural Communicative Competence (ICC), the recent development in the field of foreign language teaching in the last decades.

In narrower terms, the scope of this study is limited to the evaluation of the materials used to teach Turkish as a foreign language to foreign adult learners. As the selected example material, this study is an investigation into the potential of HİTİT 2 Turkish Teaching Set (including a coursebook, a workbook and audio cassettes/CDs), which is the series of the whole set taught at the intermediate level, for promoting Intercultural Communicative Competence (ICC) in teaching Turkish to foreign adult learners as a foreign language.

Having finished the analysis of the teaching material with regard to ICC, it will be possible to describe and evaluate its existing potential for promoting ICC; to make further comments and suggestions to revise and/or develop Turkish teaching materials; and last but not least, to observe partially the current trends used in teaching Turkish as a foreign language, if needed to make suggestions for further studies in the relevant areas.

Naturally, the informants of the study are the teachers using HİTİT 2 to teach Turkish as a foreign language to adult learners at Ankara University TÖMER, that is, the first hand users of the material who are supposed to say a lot about the material under examination.

The data collected were primarily quantitative, and the quantitative data were collected through the responses of the informants given to two scales mentioned above. The informal interviews with the informants formed the qualitative data of this research. Actually, to obtain qualitative data through the open-ended questions taking place at the end of each scale, to which the informants were expected to respond but only very few did, was one of the primary aims of the study. However, through the course of time of the study, only the qualitative data collected from the informal interview with the informants could be used as subsidiary data in the analysis and discussion of the results because of the lack of enough responses.

In order to describe and evaluate ICC potential of HİTİT 2 Turkish Teaching set in teaching Turkish as a foreign language, the results obtained from the responses the teacher informants gave two scales were analyzed statistically. In the analysis of the questions and question groups formed in the scales, descriptive statistical techniques were used. In order to see whether there were significant differences between the responses given to the questions in the scales and the informants' personal, educational and teaching backgrounds, the other statistical techniques one-way ANOVA and Tukey test were used in the study.

This is a research which combines both quantitative and qualitative data and measures. In addition, this study is a descriptive study since the mode of the investigation is descriptive. Furthermore, this is a systematic-analytical-evaluative study because it inquires into the extent to which HİTİT 2 Turkish Teaching set presents intercultural communicative information and envisage intercultural communicative learning.

Finally, this study makes use of nonprobability sampling category while selecting the teacher informants. Because the informants were purposefully selected taking them as experts in the field, the sampling model used in this study is expert sampling, which is one of the purposive sampling ways.

CHAPTER II. LITERATURE REVIEW

II.1 DISCUSSING THE CONCEPTS STUDIED IN INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

According to Fantini (2000:27), in terms of domains of ability, similar abilities are desirable both interculturally (in intercultural relations) and culturally (in interpersonal relations). The intercultural level, however, is further complicated when people interact across cultures because their commonalities diminish while differences increase dramatically. Increased variables on the intercultural level are generated by differences in languages, cultures, and world view, all greatly affecting interactions.

A goal of ICC development, then, requires insights drawn from both language and intercultural areas. With rare exceptions (cf. Ting-Toomey and Korzeny 1989; cited in Fantini 2000), however, interculturalists often overlook (or leave to language teachers) the task of developing language competence, just as language teachers overlook (or leave to interculturalists) the task of developing intercultural abilities; this, despite wide acknowledgement that language and culture are dimensions of each other, interrelated and inseparable. Language, in fact, both reflects and affects one's world view of the world. This intertwining invites a fresh look at how we conceptualize what is meant by world view, its components, and their interrelationships; and at how language and culture mediate (inter)cultural process. (Fantini 2000:27)

From the excerpts cited in the first two paragraphs of this section, it is felt that, although they overlap in many respects and are used interchangeably, there is a need to make a distinction between the terms cultural and intercultural, for a better understanding of the term "intercultural", which is one of the main focuses of this proposed study. The term "cultural" is used to consider culture as the one "which defines the group part of an individual's identity in terms of learned and shared behaviour". (Roberts, Davies and Jupp 1992:114; cited in Spencer-Oatey 2004) Thus, it takes place in interpersonal relations where individual

cultural differences are the subject matter. To mean the same, Spencer-Oatey (2004) uses the term “intracultural”. On the other hand, the term “intercultural” is used to refer to the interactions between people who come from different cultural backgrounds.

Another distinction is made by Spencer-Oatey (2004) stating that the terms ‘cross-cultural’ and ‘intercultural’ are often regarded as interchangeable, but in fact they are different. Cross-cultural studies are comparative in nature, and compare, for example, English strategies for starting conversations with German ones; intercultural studies, on the other hand, examine interactions between people from different cultural backgrounds, such as conversations between English and German students. Nevertheless, if intercultural phenomena are to be explained adequately, it is essential to refer to comparative data.

One further distinction is needed to be made between the terms “multicultural” and “intercultural”. As Camillieri (2002: 10) points out “In talking about bi- and multi-cultural knowledge it is assumed that culture is a construct, historic and unchanging and can be acquired through accessing information about it. Interculturality, on the other hand, conceives of another level of knowledge, consisting also of cognitive, affective and behavioural skills which allow for transfer between one culture to another.” The following figures (Figure 1 and Figure 2) try to show this distinction by including an additional central area in Intercultural Competence:

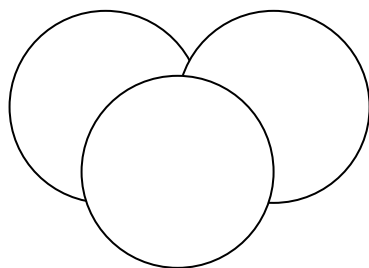


Figure 1:
Cultures and multicultural competence

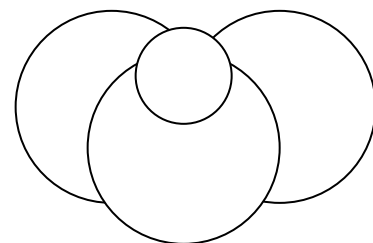


Figure 2:
Cultures and Intercultural Competence

(Both figures are taken from Camillieri (2002:10-11))

This distinction is well-defined in Imahori's words that he expresses while talking about his personal experiences in terms of intercultural communication. Imahori (2000: 75) states that:

More than 20 years ago I came to the United States to become "American". Today I seek to be "intercultural". I say "intercultural" rather than "multicultural" because the latter term suggests to me that I am merely the sum of my multiple identities. However, although I can take on only one perspective at any given moment, I can move from that perspective into another instantaneously. I am "intercultural" in that I can shift easily between my different cultural perspectives.

In any case, culture is associated with social groups, but of course there are many different ways of dividing people into social groups, depending on the criteria used; e.g. sex – gender groups, ethnicity – ethnic groups, religion – religious groups, nationality – national groups, occupation – professional groups, language – linguistic groups. In Intercultural Communication, the criteria used most frequently to differentiate social groups are language, ethnicity, and nationality. In fact, communication between members of any of the other groups could technically be regarded as intercultural communication, and some authors (e.g. Scollon and Scollon 1995; cited in Spencer-Oatey 2004) include such a range. However, the focus of intercultural communication studies is typically on communication between people who speak different languages, have different ethnic backgrounds, and/or have different nationalities. (Spencer-Oatey 2004)

One final distinction is made between 'plurilingualism' and 'multilingualism' in the CEF (4-5), which adopts the plurilingual approach, as in the following way: Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in

which languages interrelate and interact. [...] from this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.

Finally, it seems to be useful to mention the term contact situations which will take place in the study. According to Fan (1994; cited in Spencer-Oatey 2004), from a language point of view, there are three main types of contact situations: cognate variety situations, which involve participants who speak the same language but possess different socio-cultural rules (e.g. mainland and overseas Chinese); partner variety situations, which involve native speaker – non-native speaker interaction; and third-party variety situations, in which the participants use a language that is non-native for all of them (e.g. Japanese – Chinese interacting in English).

Although we have tried to make a distinction between the terms used interchangeably in many cases in most of the studies searched so far and though we have tried to emphasize that they are different terms and are used misleadingly, we have kept the original terms used in the quoted texts for the sake of loyalty to the author.

II.2 INSIGHTS INTO THE ICC

Spencer-Oatey (2004) points out the not necessarily but potentially very problematic case of intercultural communication, also adding that serious problems can occur in intracultural communication. She states that the emergence of intercultural communication as a field and the rapid expansion of intercultural training courses are largely the result of the difficulties perceived to be associated with communication across cultures. Sometimes the difficulties may involve communication breakdown, in which the participants misunderstand each other's messages in some way. However, as Bilbow (1997; cited in Spencer-Oatey 2004) points out, in many intercultural interactions there may be no obvious communication breakdowns, yet the participants may 'misperceive' each other because of differences in communicative styles.

Stating that they cannot automatically be attributed to 'cultural differences', but that they can be helpful in-depth analyses of the sources of the problems, Spencer-Oatey (2004) divides such problems into two main (but interrelated) types as (a) task-related problems, i.e. difficulties in achieving certain goals (e.g. getting a job, clinching a contract, winning a court case, motivating staff, understanding someone's problem) and (b) relationship problems, i.e. problems of misunderstanding, misinterpretation and misattribution, which can result in prejudice, negative stereo-typing and/or open conflict. Some examples of difficulties that she mentions and that have been described in the linguistics literature are as follows:

Tyler (1995; cited in Spencer-Oatey 2004) analyses a tutoring session between a Korean teaching assistant who was a computer science graduate and an American student who needed help with a programming assignment. Both participants were motivated to perform well, yet at the end of the tutoring session, both of them approached the supervisor independently complaining about the other's uncooperative attitude. Marriot (1990; cited in Spencer-Oatey 2004) analyses an interaction between two businessmen, one Australian and one Japanese, who met for the first time to explore business possibilities between their two companies. After the meeting, both participants evaluated the interaction somewhat negatively, especially in terms of the way the other handled the event. Gumperz, Jupp and Roberts (1979; cited in Spencer-Oatey 2004) analyse a job interview involving a South Asian candidate and a white British panel. The interviewers did not offer the candidate the job because they felt he was unable to explain his suitability for the position; they also found him rather aggressive and difficult to deal with. The candidate, on the other hand, felt he had been discriminated against. Bailey (1997; cited in Spencer-Oatey 2004) explores service encounters involving Korean retailers and African American customers. Through interviews he finds that the African American customers often felt that the Korean retailers were racist and looked down upon them, while the retailers often felt that the African Americans were selfish and imposing. Vann (1997; cited in Spencer-Oatey 2004) examines conversational speech data gathered in Barcelona from two social networks that differed

principally by language preferences. He discusses the impact that political ideology and language use can have on a bilingual community, especially in terms of the social, economic and political conflict that it can foment. Bunte and Franklin (1992; cited in Spencer-Oatey 2004) describe the problems faced by Paiute and Navajo witnesses when they appeared at formal hearings over land rights in Arizona. White Americans evaluated some speakers' testimonies as irrelevant or incoherent, and judged the speakers to be senile, while several of the Paiute informants became hostile because of the way they were questioned in court. The authors claim that differences in role expectations and communicative styles were responsible for these negative mutual impressions.

In their book of collection of first-person, narrative essays, Lustig and Koester (2000) include lived experiences by individuals engaged in communication with culturally different others, and all narratives are written by people who have faced with these experiences. Lustig and Koester (2000: xiii) say that it is easy to find negative examples: people who are intolerant of those from other groups, people who equate "different" with "inferior" and perhaps "threatening", people who measure others only and always by standards that put themselves at the top of the hierarchy. Here are some examples of experiences stated in this book by the individuals themselves, especially the ones which are related with language experiences that they have encountered:

Nwosu (2000: 85-86) says that, being an African coming from Nigeria, in his initial interactions with U.S. Americans, he had difficulties related to use of verbal and non-verbal codes, including the meanings assigned to various actions and behaviors. In addition to many other experiences he had, one of them is worth mentioning to underline the point that our remarks regarding appropriate behaviors and linguistic norms are a function of our cultural backgrounds. One day, while together with his friend, an African American, on a snowy day, Nwosu tripped and fell down on the snow. He was in pain, and he expected his friend to say that he was sorry about the incident while assisting him up from the ground. Instead, he kept asking "Are you all right?" He got very angry with his friend's questions and when he got up he told his friend how inconsiderate he was while his friend couldn't understand why he would expect

him to say “sorry” when he was not responsible for his fall. In the course of time, he says he began to feel a sense of intercultural growth (i.e. a sense of both awareness and understanding of the differences). He later discovered that this misunderstanding resulted from their different cultural backgrounds and reflected in their behaviours and linguistic norms during the communication process. That was because among Africans, when a person is hurt, it is appropriate for others who are present to indicate their sympathy by saying “I am sorry”, being an indication of showing concern but not responsibility. Among U.S. Americans, however, the predominant cultural norm is that a person should display concern through questions like those his friend asked. How a question is posed – its tone, pitch, and rate – indicates the degree of concern.

Another example comes from Newsome (2000: 96, 97, 99), who is an African American coming from Mississippi and moving to California later on. She states that the marginalization she experienced in moving between two different worlds in Mississippi and in California is linked to the language used by members of the dominant European American culture. She goes on saying that it was not only the lower-income African Americans who were marginalized by the language and behaviours of the dominant class, but also people like her who were socialized to accept the language of the dominant class and in so doing to give up part of their racial and cultural identities. She concludes that understanding the power of language was the key component in the development of her cultural identity and her understanding of her role as a person on the margins.

One more example is from Ma (2000: 101, 102), who is a Taiwanese and has experiences living in Canada and the USA being an Asian. He states that a European American told him how he feels about Asians: “Although blacks look different from us, I know how to deal with them. But I don’t know how to handle Asians. Asians are so different and can be more threatening to me.” He also heard him say that because he was Chinese, he was too different and too unpredictable for him to feel comfortable. He says, in Canada, for example, he had the experience being the only one referred to by first name, while all the others were presented as “Doctor”, making a comment on it as being treated

unequally. From his experiences, he says he has found that prejudice, hostility, and unequal treatment are often race related, whereas misinterpretations of verbal and nonverbal behaviours and inappropriate responses are related to difference in culture. Prejudice and cultural misunderstandings are not mutually exclusive but interact with each other. Prejudice, for instance, can develop from frustrations due to an inability to understand what someone is trying to communicate – a combination of both race-related and culture-related problems.

All the examples above represent the experiences people had because of the cultural differences being one of the major among the other factors. Thus, one's cultural identity – the self-concept of a person who belongs to a particular cultural group – has a powerful effect on one's intercultural communication. As part of the socialization process, children learn to view themselves as members of particular groups. Another feature of socialization is that people are taught about groups to which they do not belong, and they often learn that certain groups should be avoided. This tendency to identify as a member of some groups, called *in-groups*, and to distinguish these in-groups from *out-groups*, is so prevalent in human thinking that it has been described as a universal human tendency. (Lustig and Koester 2000: 3)

Related to the distinction between in-group and out-group membership is the concept of one's *identity*, or self-concept. An individual's self-concept is built on cultural, social, and personal identities. *Cultural identity* refers to one's sense of belonging to a particular culture or ethnic group. It is formed through a process that results from membership in a particular culture, and it involves learning about and accepting the traditions, heritage, language, religion, ancestry, aesthetics, thinking patterns, and social structures of a culture. *Social identity* develops as a consequence of memberships in particular groups within one's culture. The characteristics and concerns common to most members of such social groups shape the way individuals view their characteristics. The types of groups with which people identify can vary widely and might include perceived similarities such as age, gender, work, religion, ideology, social class, place (neighbourhood, region, and nation), and common interests. *Personal identity* is

based on individuals' unique characteristics which frequently differ from those of others in their cultural and social groups. There is a great deal of interdependence among these three aspects of identity. Characteristics of people's social identities inevitably are linked to preferences shaped by their cultural identities. Similarly, how people enact their unique interests is heavily influenced by their cultural identities. (Lustig and Koester 2000: 3-4)

Cultural identities often develop through a process involving three stages: unexamined cultural identity, cultural identity search, and cultural identity achievement. During the *unexamined cultural identity* stage one's cultural characteristics are taken for granted, and consequently there is little interest in exploring cultural issues. *Cultural identity search* is a process of exploration and questioning about one's culture to learn more about it and to understand the implications of membership in that culture. By exploring the culture individuals can learn about its strengths and may come to a point of acceptance of both their culture and themselves. Cultural identity achievement is characterized by a clear, confident acceptance of oneself and an internalization of one's cultural identity. Such acceptance can be calmly and securely used to guide one's future actions. People in this stage have developed ways of dealing with stereotypes and discrimination so they don't internalize others' negative perceptions and are clear about the personal meanings of their culture. This outcome contributes to increased self-confidence and positive psychological adjustment. (Lustig and Koester 2000: 4-5)

In terms of characteristics of cultural identities, Lustig and Koester (2000: 5-6) state that once formed, cultural identities provide an essential framework for organizing and interpreting our experiences of others. This is so because cultural identities are central, dynamic, multifaceted components of one's self-concept. Cultural identities are *central* to a person's sense of self. Like gender and race, your culture is "basic" because it is broadly influential and is linked to a great number of other aspects of your self-concept. These core aspects of your identity are likely to be important in the bulk of your interactions with others. Most components of your identity, however, become important only when they are activated by specific circumstances. For many people the

experience of living in another culture or interacting with a person from a different culture triggers a new awareness of their own cultural identities. Because cultural identities are *dynamic*, your cultural identity – your sense of the culture to which you belong and who you are in light of it – exists within a changing social context. Consequently, your identity is not static, fixed, and enduring; rather, it is dynamic and changes with your ongoing life experiences. Cultural identities are also *multifaceted*. At any given moment you have many “components” that make up your identity. There are typically many facets or components to your cultural identity.

One of the main reasons of the difficulties occurring in intercultural communication process is that “the sense of security, comfort, and predictability that characterizes communication with culturally similar people is lost. The greater the degree of interculturalness, the greater the loss of predictability and certainty. Assurances about the accuracy of interpretations of verbal and nonverbal messages are lost.” (Lustig and Koester 2000: 119)

Another important factor affecting the communication in intercultural contacts, as it is also mentioned in the examples above, is cultural biases. In terms of social categorization, Lustig and Koester (2000: 119-120) state a question about how people make sense of information about the others as they categorize or classify others in their social world. They explain this matter saying that three features in the way all humans process information about others are important to our understanding of intercultural communication. First, as cognitive psychologists have repeatedly demonstrated, people impose a pattern on their world by organizing the stimuli that bombard their senses into conceptual categories. That is, to comprehend stimuli, people organize them into categories, groupings, and patterns. Second, most people tend to think that others perceive, evaluate, and reason about the world in the same ways they do. This common human tendency is sometimes called “ethnocentrism”. Third, humans simplify the processing and organizing information from the environment by identifying certain characteristics as belonging to certain categories of persons and events. The characteristics of particular events, persons, or objects, once experienced, are often assumed to be typical of

similar events, persons, or objects. Information processing results in a simplification of the world, so that prior experiences are used as the basis for determining both the categories and attributes of the events. This process is called “stereotyping”.

II.3 CONTRIBUTION OF LINGUISTICS TO ICC STUDIES IN FOREIGN LANGUAGE TEACHING (FLT)

It is a well-known and accepted fact that ‘linguistic skills’ and ‘cultural issues’ are inseparable and should be handled together in language learning and teaching. This view is clearly reflected in the following words by Jordan (2002):

“Current emphases in modern language teaching and learning highlight interculturality and reconceptualise goals in terms of producing ‘intercultural speakers’ who will be capable, adaptable actors and mediators in globalised contexts. (Buttjes & Byram 1991; Byram & Zarate 1994; Kramsch 1993 and 1998). It is acknowledged that language proficiency alone is inadequate; communication is holistic and also requires knowledge of the ways culture and language interlock and an understanding of how interaction across cultures operates. New perspectives on ‘culture’ degree studies place emphasis upon its diversity and plurality and focus on processes, change and fluctuating power relations.”

As one of the aims of the intercultural dimension in language teaching is to develop the learners’ linguistic competence as well as intercultural competence, linguistics has a lot to contribute into the field in many respects. As also Belz & Thorne (2005, pp. ix) indicate the term “intercultural” has “the potential for FLE (Foreign Language Education) to serve as a site for the complexification of the self on linguistic, social, cultural, and ethical planes through lived experiences of communicative interaction with persons from other cultures in both additional and native language.”

On one hand, linguistics contributes to Intercultural Communicative Competence (ICC) approach in Foreign Language Teaching (FLT) both at microlinguistic and macrolinguistic levels. Especially the communicative part of the ICC is directly related with and involved in linguistics either at micro- or at macro-level because the Communicative Competences have three components

as a) Linguistic Competences, b) Socio-linguistic competences, and c) Pragmatic competences. The components of Communicative Competence part of the ICC will be dealt in more detail on the following pages later.

On the other hand, although they are studied as separate components under the ICC, especially socio-linguistic and pragmatic competences overlap with intercultural competence in many respects. That is because non-linguistic factors are also included in the studies in socio-linguistics and pragmatics as well as linguistic ones and the topics studied under intercultural competence are mostly behavioural in nature, i.e. non-linguistic. Hence, it is believed to be worth mentioning the sociolinguistic and pragmatic perspectives in ICC in a more detailed way.

II.3.1 Sociolinguistic and Pragmatic Perspectives in ICC

Spencer-Oatey (2004) studies the contribution of sociolinguistics into this field. According to her, the main contribution is to provide the tools and conceptual frameworks needed for in-depth analysis of intercultural interactions. She states that:

In most books and journals on intercultural communication (e.g. Samovar/Porter 1995, Lustig/Koester 1996, Gudykunst 1998, the International Journal of Intercultural Relations), there is little or no analysis of actual intercultural interactions. The chapters and articles deal with issues such as definitions of culture, why cultures differ, fundamental cultural values, the communication process, and intercultural competence, and propose and evaluate conceptual models that aim to predict and/or explain differences between cultural groups. The focus is thus on cultural groups and their characteristics, rather than on the interaction between members of those cultural groups. Yet, the problems that people experience are on an interactional level, and as Bond/Zegarac/Spencer-Oatey (2000) explain, “‘Culture’ values like Power Distance do not apply to individuals ... what is missing is a linkage from the cultural-level construct to an individual-level construct”. Without this, there is a serious risk of dangerous generalizations. What is needed is a careful analysis of actual intercultural interactions, along with meaningful ‘unpacking’ of culture as an explanatory variable. (Bond/Zegarac/Spencer-Oatey 2000) sociolinguistics has a tremendous

amount to offer this process. It can provide the concepts and tools that allow such in-depth analyses of actual intercultural interactions, and it can thereby play a major role in raising people's awareness of what really happens (and what maybe goes wrong) in the communication process.

In systematic analyses of actual intercultural encounters, Spencer-Oatey (2004) involves five main components as: (1) describing the interactional context, (2) describing background factors, (3) describing interactional behaviour (i.e. the verbal and nonverbal behaviour of an intercultural interaction), (4) describing interactional orientations and perceptions, and (5) explaining intercultural interactions. Identifying different concepts and methods that intercultural communication researchers need to draw on, she explains each of these components in detail as follows:

Describing the Intercultural Context: one important component of an intercultural encounter is the interactional context in which it takes place. This includes both the type of interactional context it is, as well as the actual interactional context. By type of context, it is meant the type of communicative event/activity that it is (e.g. job interview, lecture), the type of setting it normally takes place in (e.g. lecture theatre, formal meeting room), the norms that are associated with it (e.g. norms of discourse organization and management), the number of people who are 'typically' present and their normative role relations /e.g. expected amount of inequality between lecturer and student), and so on.

This kind of description of the interactional context draws heavily on work in the ethnography of speaking. A more in-depth perspective on participants is provided by pragmatics, and especially politeness theory, which explores issues such as power and distance relations, and the rights and obligations of participants towards each other.

Describing Background Factors: All interactions take place within a broader social context, and so to understand intercultural interactions in depth, it is necessary to consider relevant background factors. These can include socio-political or linguistic factors such as the prestige of a given language or ethnic group, fundamental cultural values in given societies, such as degree of individualism-collectivism or power distance, and the relative importance in

given societies of certain 'politeness' considerations such as modesty or cost-benefit.

To provide adequate descriptions of such background factors, we need to draw on work in three broad areas: (1) work in language-contact studies, anthropological linguistics, and ethnographic description; (2) work in social and cross-cultural psychology on fundamental dimensions of cultural values (e.g. Hofstede 1991; Schwartz 1994) and social 'rules' (e.g. Argyle 1986); and (3) work in pragmatics on politeness maxims (Leech 1983). (cited in Spencer-Oatey 2004)

Describing Interactional Behaviour (i.e. the verbal and nonverbal behaviour of an intercultural interaction): describing of the verbal behaviour needs to include relevant information from different linguistic levels (e.g. description of prosodic, lexical, morpho-syntactic and pragmatic features), as well as information about choice of code. Nonverbal behaviour is also vital part of the communication process, and so any description should ideally include non-verbal components (e.g. kinesic, proxemic, paralinguistic and chronemic features).

Work in the ethnography of speaking (Hymes 1972; cited in Spencer-Oatey 2004) identifies a number of aspects of interactional behaviour that need describing, including act sequences (e.g. the message form, or wording of what is said, and message content such as topic content and topic shift); instrumentalities (e.g. the channel or mode of communication, such as oral or written); key (the tone, manner or spirit in which a speech act is carried out), and genre (the formal characteristics of categories of language).

A very large amount of cross-cultural linguistic work has been carried out within the field of pragmatics, especially within the framework of politeness theory (see Brown and Levinson's 1978/1987; cited in Spencer-Oatey 2004). Very many studies have focused on the performance of speech acts. This clearly provides a useful set of analytic tools. However, relationships are obviously not only managed through the effective handling of certain (face-threatening) speech acts, and so as Spencer-Oatey (2000; cited in Spencer-Oatey 2004) argues, politeness theory needs to examine other components such as discourse and

style. We need to turn to discourse analysis, conversation analysis and genre analysis. Work in these areas has provided tools for analyzing features such as the discourse structure of an interaction (e.g. for a business negotiation meeting, the opening session, the various negotiation steps or stages, the closing section); the topic(s) of an interaction (e.g. topic choice, topic development, topic control); cohesion and coherence; the management or mismanagement of turn-taking; and preference organization.

Descriptions of code choice and code-switching relate to work in bilingualism. And descriptions of nonverbal behaviour need to draw on work in anthropology (e.g. Hall 1959, 1966, Birdwhistell 1970; cited in Spencer-Oatey 2004), which provides classifications of nonverbal behaviour and explores the functions, meanings and significance of different types of nonverbal behaviour in varying context.

Describing Interactional Orientations and Perceptions: In describing an intercultural interaction, it is important not only to describe the behaviour itself and the contextual and background factors relating to the behaviour, but also to describe how people orient towards an interaction, and how they interpret or react to it as it unfolds.

Work in social psychology provides insights into social stereotyping and prejudice, and the effects that this can have on inter-group encounters. Accommodation theory focuses more specifically on the communication process, and explains the influence on people's communicative behaviour of socio-psychological orientations such as inter-group versus interpersonal orientations, and convergent versus divergent orientations. Politeness theory has concentrated on face-supportive behaviour. However, there are obviously occasions when people choose to attack or ignore other people's face concerns. Spencer-Oatey (2000; cited in Spencer-Oatey 2004) suggests that participants can hold any of the following four orientations towards each other: rapport enhancement orientation (a desire to strengthen or enhance harmonious relations), rapport maintenance orientation (a desire to maintain or protect harmonious relations), rapport neglect orientation (a lack of concern or

interest in the quality of relations between the interlocutors, perhaps because of a focus on self), and rapport challenge orientation (a desire to challenge or impair harmonious relations).

Needless to say, there can be mismatches in people's initial orientations and their actual reactions and perceptions, and different participants may react in different ways. It is important, therefore, to find out from people how they interpreted a given interaction (or certain incidents within it) by asking them directly. Work in interactional sociolinguistics demonstrates the importance of doing this, and shows how post-event playback and/or analysis can be used to obtain this kind of information.

Explaining Intercultural Interactions: Analyses of intercultural interactions not only need to provide these various types of description, and why miscommunication and/or misperception does or does not occur. To achieve this, it is necessary to draw on a range of theoretical concepts and models within both linguistics and psychology. Work in cognitive psychology such as the notion of frame developed by Goffman (1974; cited in Spencer-Oatey 2004), work in interactional sociolinguistics such as Gumperz's (1982, 1992a, 1992b; cited in Spencer-Oatey 2004) work on contextualization and Sarangi's (1994; cited in Spencer-Oatey 2004) culture-level contextualization conventions, work in pragmatics such as politeness theory by Brown and Levinson (1978/1987; cited in Spencer-Oatey 2004) are some given examples.

On the other hand, the assumption that people from different socio-cultural groups have (or may have) different patterns or norms for producing and interpreting language should be taken into account. Thus, it is vital to carry systematic research to verify (or discount) it empirically, and for this, contrastive sociolinguistic studies are vital.

Spencer-Oatey (2000; cited in Spencer-Oatey 2004) maintains that cultural differences can occur in at least the following aspects: contextual assessment norms, whereby people from different socio-cultural groups may assess features of the interactional context somehow differently; socio-pragmatic conventions, whereby they may hold differing socio-cultural principles for

managing relationships effectively; and pragmalinguistic conventions, whereby they may have differing conventions for selecting and interpreting linguistic strategies. And of course there can be differences in the inventory of linguistic strategies available in different languages (e.g. Japanese has a complex system of honorifics that does not exist in English), as well as differences in the fundamental cultural values held (e.g. the preference to maintain or reduce differences in power because of 'power distance' values (Hofstede 1991; cited in Spencer-Oatey 2004)).

However, even if contrastive sociolinguistic studies reveal normative differences between two given groups, this cannot in itself explain adequately any problems that occur during intercultural interactions. It simply assumes that the interactants use their mother tongue patterns, but does not explain why. Further insights can be gained by drawing on pragmatic transfer theory, on relevance theory within pragmatics, and accommodation theory.

The main contribution of such kind of analyses outlined above to manage intercultural encounters more effectively lies in the insights they provide into the communicative process, their role in raising people's awareness of relevant issues. Bilbow (1997; cited in Spencer-Oatey 2004) suggests, for example, that the analytic material can be used for training purposes. He proposes that selected portions of intercultural encounters can be presented to trainees from different socio-cultural groups, and the participants can be encouraged to discuss their perceptions and interpretations of the portions. The aim of this training is to help participants understand how their own discourse can affect other people's perceptions of them, and why other people may speak as they do.

Under the considerations discussed above by Spencer-Oatey, the main point is worth mentioning that although Spencer-Oatey mainly discusses the contribution of sociolinguistics into the analysis of intercultural interactions in her article, she does not claim that a contrastive sociolinguistic study in itself will be enough to analyze intercultural interactions. She suggests work from some other fields, which brings us to consider approaching the subject from an

applied linguistics point of view. In the light of the suggestions made by Spencer-Oatey (2004) to analyze intercultural communication, it is felt that taking an applied linguistics approach to the study and making use of the notions of both linguistics and interdisciplinary fields will contribute a lot to the studies carried out in this field.

II.4 STUDIES ON INTERCULTURAL COMPETENCE (IC)

The terms Intercultural Competence (IC) and Intercultural Communicative Competence (ICC) are mostly used interchangeably to refer to the same thing. This is because the term IC is mainly referred to in two broad areas as IC for profession and IC for education. However, ICC is an upper term and includes the term IC. That is; IC is one of the components of ICC. Thus, it is better to use the term ICC to cover both linguistic and intercultural competences, especially in foreign language teaching being as an educational area.

Before going into the studies carried out on Intercultural Communicative Competence in Foreign Language Teaching (FLT), it seems to be useful to review the studies carried out in Intercultural Competence (IC), which is one of the components of Intercultural Communicative Competence (ICC). It is essential to take a look at the studies having done before because under the term IC, the research has shown that similar topics are discussed both in professional and in educational areas.

In some studies, it is obvious that there is a tendency to classify and establish the IC levels of individuals. These attempts to set some criteria for IC levels aim to find out the appropriate ways to develop the IC levels of people under concern. While trying to establish the IC levels, the criteria are identified under some intercultural issues, and some levels and the requirements for these levels are suggested. Figure 3 below shows the issues discussed in intercultural studies while attempting to establish the levels of Intercultural Competence (IC).

As it is seen from Table 1, the first two columns include almost the same indicators of Intercultural Competence. The indicators were originally identified

Intercultural Behavioral Assessment Indices (IBAI) by Ruben (1976)	Behavioral Assessment Scale for Intercultural Communication (BASICs of Intercultural Competence) by Jolene & Koester (1987)	The Intercultural Competence Assessment (INCA) Project (2004)	Your Objectives, Guidelines, and Assessment (YOGA) Form by Fantini (2000)	Intercultural Competences described by Byram (1997)
1) Respect 2) Interaction Posture 3) Orientation to Knowledge 4) Empathy 5) Role Behavior a) Task Roles b) Relational Roles c) Individualistic Roles 6) Interaction Management 7) Ambiguity Tolerance	1) (Display of) Respect 2) Interaction Posture 3) Orientation to Knowledge 4) Empathy 5) Role Behavior a) Task Roles b) Relational Roles 6) Interaction Management 7) Ambiguity Tolerance	1) Openness a) Respect for Otherness b) Tolerance of Ambiguity 2) Knowledge a) Knowledge discovery b) Empathy 3) Adaptability a) Behavioural flexibility b) Communicative Awareness	1) Awareness 2) Attitude 3) Skills 4) Knowledge 5) Language Proficiency	1) Attitudes (savoir être) 2) Knowledge (savoirs) 3) Skills of interpreting and relating (savoir comprendre) 4) Skills of discovery and interaction (savoir apprendre / faire) 5) Critical cultural awareness (savoir s'engager)

Table 1: The issues discussed in intercultural studies

as Intercultural Behavioural Assessment Indices by Ruben (1976), and then developed as The Behavioral Assessment Scale for Intercultural Competence (BASIC) by Koester and Olebe (1987). These indicators are designed as a tool for examining people's communication behaviors - yourself included - and in so doing provides a guide to the very basics of intercultural competence. Each of the categories communication behavior contributes to the achievement of intercultural competence. These descriptions of behaviors are culture-general. That is, most cultures use the types of behaviors that are described to make judgments of competence about themselves and others, but within each culture there may be different ways of exhibiting these behaviors. The descriptions of the indicators used in these two groups are stated below:

Display of Respect: *Respect* is shown through both verbal and nonverbal symbols. Language that can be interpreted as expressing concern, interest, and an understanding of others will often convey respect, as will formality in language, including the use of titles, the absence of jargon, and an increased attention to politeness rituals. Nonverbal displays of respect include showing attentiveness through the position of the body, facial expressions, and the use of eye contact in prescribed ways. A tone of voice that conveys interest in the other person is another vehicle by which respect is shown. The action of displaying respect increases the likelihood of a judgment of competence. (Ruben 1976; Lustig & Koester 2006)

Orientation to Knowledge: *Orientation to knowledge* refers to the terms people use to explain themselves and the world around them. A competent orientation to knowledge occurs when people's actions demonstrate that all experiences and interpretations are individual and personal rather than universally shared by others. (Ruben 1976; Lustig & Koester 2006)

Empathy: *Empathy* is the ability of individuals to communicate an awareness of another person's thoughts, feelings, and experiences, and such individuals are regarded as more competent in intercultural interactions. Alternatively, those who lack empathy, and therefore indicate little or no awareness of even the most obvious feelings and thoughts of others, will not be perceived as

competent. Emphatic behaviours include verbal statements that identify the experiences of others and nonverbal codes that are complementary to the moods and thoughts of others. (Ruben 1976; Lustig & Koester 2006)

Interaction Management: Some individuals are skilled at starting and ending interactions among participants and at taking turns and maintaining a discussion. These *interaction management* skills are important because through them all participants in an interaction are able to speak and contribute appropriately. In contrast, dominating a conversation or being nonresponsive to the interaction is detrimental to competence. (Ruben 1976; Lustig & Koester 2006)

Task Role Behavior: *Task role behaviours* are those that contribute to the group's problem-solving activities-for example, initiating new ideas, requesting further information or facts, seeking clarification of group tasks, evaluating the suggestions of others, and keeping a group on task. The difficulty in this important category is the display of culturally appropriate behaviours. (Ruben 1976; Lustig & Koester 2006)

Relational Role Behavior: *Rational role behaviours* concern efforts to build or maintain personal relationships with group members. These behaviours may include verbal and non-verbal messages that demonstrate support for others and that help to solidify feelings of participation. (Ruben 1976; Lustig & Koester 2006)

Individualistic Role Behaviour: *Individualistic Roles* refer to the behaviours of some individuals who operate in groups in a highly individualistic manner and, as a consequence, may serve to block the group's efforts at both problem solving and relationship building. (Ruben 1976; cited in Behavioural Observation Guide)

Tolerance for Ambiguity: *Tolerance for ambiguity* concerns a person's responses to new, uncertain, and unpredictable intercultural encounters. Some people react to new situations with greater comfort than do others. Some are extremely nervous, highly frustrated, or even hostile toward the new situations and those who may be present in them. (Ruben 1976; Lustig & Koester 2006)

Interaction Posture: Interaction posture refers to the ability to respond to others in a way that is descriptive, nonevaluative, and nonjudgmental. Although the specific verbal and nonverbal messages that express judgments and evaluations can vary from culture to culture, the importance of selecting messages that do not convey evaluative judgments is paramount. Statements based on clear judgements of rights and wrongs indicate a closed or predetermined framework of attitudes, beliefs, and values and they are used by the evaluative, and less competent, intercultural communicator. Nonevaluative and nonjudgmental actions are characterized by verbal and nonverbal messages based on descriptions rather than on interpretations or evaluations.

The aim of the Intercultural Competence Assessment (INCA) Project is to develop a framework of Intercultural Competence (IC) defining six competences as empathy, respect for otherness, knowledge discovery, communicative awareness, tolerance of ambiguity, behavioural flexibility, and defining three strands of intercultural competence as openness, knowledge and adaptability. Each strand includes 2 competences as:

- Otherness including respect for otherness and tolerance of ambiguity,
- Knowledge including knowledge discovery and empathy,
- Adaptability including behavioural flexibility and communicative awareness

The descriptions of the terms as they are in INCA project (2004) are as follows:

Openness: Openness means to be open to the other and to situations in which something is done differently. You can tolerate your partner as being different and doing things differently.

Knowledge: You not only want to know the 'hard facts' about a situation or about a certain culture, but you also want to know, or you know something about, the feelings of the other person. You also know how your interlocutor feels.

Adaptability: Adaptability refers to the idea that you are able to adapt your behaviour and your style of communication.

Respect for Otherness: It refers to curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

Tolerance of Ambiguity: Tolerance for ambiguity is understood as the ability to accept ambiguity and lack of clarity and to be able to deal with it constructively.

Knowledge Discovery: It refers to the ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.

Empathy: It refers to the ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons

Behavioural Flexibility: Behavioural flexibility is the ability to adapt one's own behaviour to different requirements and situations.

Communicative Awareness: It refers to the ability in intercultural communication to establish relationships between linguistic expressions and cultural contents, to identify and consciously work with various communicative conventions of foreign partners and to modify correspondingly one's own linguistic forms of expression.

These six competences are studied on three levels in INCA project as;

Level 1 – Basic Competence

Level 2 – Intermediate Competence

Level 3 – Full Competence

In his designation of Your Objectives, Guideliness and Assessment (YOGA) form, which is a tool developed to examine the development of intercultural communicative competence, Fantini (2000:25-42) identifies four dimensions of

ICC¹ as knowledge, (positive) attitudes, skills, and awareness. As a fifth dimension he adds proficiency in another language and states that ability to communicate in a second or foreign language is important to the development of ICC.

Byram is another scholar who studies Intercultural Competence and its factors. However, because our analysis has partly been based on his studies, his IC model will be studied in detail as a separate part later.

Some studies have tried to explain the stages and/or phases in the development of Intercultural Competence. Table 2 shows the classifications suggested referring to the stages and/or phases in the development of Intercultural Competence (IC).

M. Bennet's DMIS Model IC Stages (1998)	Kordes's model of developmental IC phases (1991)
1) Ethnocentric stages a) Denial b) Defense c) Minimization 2) Ethnorelative stages a) Acceptance b) Adaptation c) Integration	• the transitional phase (the survival / the tourist stage) • the structural phase • final phase

Table 2: The classifications suggested referring to the stages and/or the phases in the development of Intercultural Competence (IC).

Bennet's stages (cited in Bennet & Hammer 1998) which he suggests in his Developmental Model of Intercultural Sensitivity (DMIS) aim to establish a framework to explain the reactions of people to cultural difference. The underlying assumption of the model is that as one's *experience of cultural difference* becomes more complex and sophisticated, one's competence in

¹ Fantini uses the terms Intercultural Communicative Competence and Intercultural Competence to refer to the same thing, and the original terms are kept the same while YOGA dimensions are discussed.

intercultural relations increases. Each stage indicates a particular cognitive structure that is expressed in certain kinds of attitudes and behaviour related to cultural difference. By recognizing the underlying cognitive orientation toward cultural difference, predictions about behaviour and attitudes can be made and education can be tailored to facilitate development into the next stage. The first three DMIS stages are *ethnocentric*, meaning that one's own culture is experienced as central to reality in some way. These are:

Denial of cultural difference is the state in which one's own culture is experienced as the only real one. Other cultures are avoided by maintaining psychological and/or physical isolation from differences. People at Denial generally are disinterested in cultural difference, although they may act aggressively to eliminate a difference if it impinges on them.

Defense against cultural difference is the state in which one's own culture (or an adopted culture) is experienced as the only good one. The world is organized into "us and them," where "we" are superior and "they" are inferior. People at Defense are threatened by cultural difference, so they tend to be highly critical of other cultures, regardless of whether the others are their hosts, their guests, or cultural newcomers to their society.

Minimization of cultural difference is the state in which elements of one's own cultural world view are experienced as universal. Because these absolutes obscure deep cultural differences, other cultures may be trivialized or romanticized. People at Minimization expect similarities, and they may become insistent about correcting others' behavior to match their expectations.

The second three DMIS stages are *ethnorelative*, meaning that one's own culture is experienced in the context of other cultures.

Acceptance of cultural difference is the state in which one's own culture is experienced as just one of a number of equally complex worldviews. Acceptance does not mean agreement—cultural difference may be judged negatively—but the judgment is not ethnocentric. People at Acceptance are curious about and respectful toward cultural difference.

Adaptation to cultural difference is the state in which the experience of another culture yields perception and behavior appropriate to that culture. One's worldview is expanded to include constructs from other worldviews. People at Adaptation are able to look at the world "through different eyes" and may intentionally change their behavior to communicate more effectively in another culture.

Integration of cultural difference is the state in which one's experience of self is expanded to include the movement in and out of different cultural worldviews. People at Integration often are dealing with issues related to their own "cultural marginality." This stage is not necessarily better than Adaptation in most situations demanding intercultural competence, but it is common among non-dominant minority groups, long-term expatriates, and "global nomads."

Kordes (1991; cited in Nizegorodcew 2002:4) approaches to the subject in a different way, and he suggests three phases in the development of Intercultural Competence. Kordes's phases are as follows:

Transitional phase (Survival stage / Tourist stage) (Kordes): It is the first stage of Kordes's model of developmental phases in target language (TL) culture education. The *transitional phase* involves coping with disrupted interlingual interaction. Foreign language (FL) learners are entirely concentrated on their language proficiency and the interference between their native language (L1) and the target language (TL). They are not able yet to pay attention to the cultural identity of the target language (TL) addressee (if there is one) and/or to the cultural impact of the target language (TL) they try to comprehend and produce. This stage can be also termed '*the survival*' and/or '*the tourist*' stage of target language (TL) development.

Structural phase (Kordes): It is the second stage of Kordes's model of developmental phases in target language (TL) culture education. Probably those who have an opportunity of travelling abroad or meeting foreigners in their own countries may become slightly disconcerted since they start noticing differences between the native language (L1) and target language (TL) cultures.

This phase is called '*the structural phase*' when learners cope with disrupted international co-operation.

Final phase (Kordes): It is the third stage of Kordes's model of developmental phases in target language (TL) culture education. Finally, with increasing proficiency and more opportunities for international contacts, target language (TL) learners may achieve '*the final phase*', in which they are faced with disrupted intercultural communication. Initial feelings of indifference (phase I) and enjoyment (phase II) accompanying target language (TL) communication may give way to the realisation of the complexity of cultural problems, in which understanding and the feeling of being one big world community, and resentment towards others and the feeling of alienation, are present side by side.

All of the items discussed above may seem to be behavioural in nature and it may be thought that it is not related to teaching material evaluation. However, we should consider the fact that, in a foreign language teaching environment, the learners will use the material in use. When they are assessed in terms of Intercultural Competence, their performance will be assessed according to the criteria stated above, and the material they are supposed to use should have the potential to help them acquire these competences to be successful during the assessment. Thus, an ideal material should include and provide the learners with the issues described above.

According to S  derberg (1995:286-287), both in theoretical and practical approaches within the research field of intercultural competence, scholars normally distinguish between the following aspects of intercultural competence as:

- 1) The **affective** component includes such attitudes and personal dispositions as openness, curiosity, the ability to look upon the world from the others' point of view (empathy), tolerance of stress, and flexibility in relation to situations which can be ambiguous and open to different interpretations.
- 2) The **cognitive** component contains the general understanding of cultural otherness and the specific knowledge of certain cultures. This dimension of

the competence includes the way individuals think about other cultures, how they conceptualize these cultures and perceive them through metaphors, stereotypes and prejudices, and in cognitive models of their own universe and the surrounding world.

3) The **communicative / behavioural** component refers to the communicators' ability to act in a culture-sensitive way. It embraces the proficiency in foreign languages, both the ability to express yourself and to understand the other. It means that the communicative component of the competence refers to the person's ability

- to create and maintain personal relations with members of other cultures
- to play specific social roles in a culturally acceptable manner
- to understand verbal as well as non-verbal communication expressed by members from other cultures
- to metacommunicate about intercultural communication.

The explanation above represents the components of Intercultural Communicative Competence (ICC) in a different way. In other words, it groups the components of ICC from a different perspective. As it is clearly understood from the explanation above, all components are interrelated and help us acquire intercultural competence as a whole, which brings us to think that "intercultural awareness" consists of all components mentioned above.

II.5 STUDIES ON INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)-BASED FOREIGN LANGUAGE TEACHING (FLT)

According to Byram, Gribkova and Starkey (2002: 5):

The 'intercultural dimension' in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping (...). It is based on perceiving the interlocutor as an individual whose qualities to be discovered, rather than as a representative of an externally ascribed identity. (...)

So language teaching with an intercultural dimension continues to help learners to acquire the linguistic competence needed to communicate in speaking and writing, to formulate what they want to say/write in correct and appropriate ways. But it also develops their intercultural competence i.e. their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality.

As it is clear from the explanations above, intercultural communication can be difficult to manage effectively because of many reasons, and “since intercultural encounters can be difficult to manage effectively, this has stimulated interest in the notion of intercultural competence and has led to the development of intercultural training courses.” (Spencer-Oatey 2004) According to Brislin and Yoshida (1994 in Spencer-Oatey 2004), good training programmes should aim to:

- 1) assist people to positively enjoy intercultural contact to benefit from it;
- 2) assist people to develop positive and respectful intercultural relationships, in which the positive feelings are reciprocated;
- 3) assist people in intercultural settings to accomplish the tasks associated with their work;
- 4) assist people to deal effectively with the inevitable stress that accompanies intercultural experiences.

To achieve these aims, they propose a four-step approach to intercultural training as:

- Step one is awareness raising,
- Step two is knowledge provision,
- Step three is emotional management, and
- Step four is skills development.

One of the aims mentioned by Brislin and Yoshida above in the fourth step as skills development should be to develop language skills of the participants to ensure their effectiveness in intercultural contacts. Supporting this view, it is

also pointed out on the web-site of LOTE¹ (LOTEb) that language skills are critical to developing intercultural competence. Maximum use of the target language makes the ILT (Intercultural Language Teaching) classroom input-rich. Comprehensive input promotes acquisition; recognition of language functions; and culturally valued language use. On the same web-site (LOTEa), Intercultural Language Learning (ILL) is described as an emerging pedagogy that has strong connections to inquiry thinking, requiring learners to adopt an inquiring state of mind, to notice and question assumptions and to reorient themselves in relation to others. A critical dimension of understanding language in use is that language cannot be separated from its social and cultural contexts. To become an effective learner in this context, students must develop a variety of learning strategies from reflective observation to active experimentation. Common features of intercultural language teaching are:

- exploration by the learners of the target language and culture and of their own language and culture;
- discovery of the relationship between language and culture;
- developing conceptual and analytic tools for comparing and understanding cultures;
- developing a reflective capacity to deal with cultural difference and to modify behaviour where needed.

Intercultural language teaching recognizes that language and culture are intertwined, and that by adopting an inquiring and reflective approach to language learning, students can come to develop Intercultural Competence, that is, students come to understand their own cultural locatedness, the boundaries of the target language, and are able to successfully engage other cultures. (SEDL, LOTE Ced).

In other words, as Aarup Jensen (1995:30) states:

¹ LOTE stands for Languages Other Than English

The approach suggested by the ‘intercultural competence’ is, in fact, solidly based on the theory of communicative competence, and should rigidly be considered as offering a further development of that theory. The point of departure is a perhaps increased emphasis on the learner and his or her need for competence when facing and dealing with another culture or meeting representatives from other countries.

The following items suggest some ways which show how to help learners develop ICC in their language learning process:

- It has to be considered that, in addition to communication skills, other abilities such as personal attributes, psychological acclimation, and cultural awareness are also indispensable for being competent in different cultures. (Chen 1992)
- In intercultural communication programs, effective training examines how individuals can better adapt to a new environment. (acc. to Bennet 1986 in Chen 1992) So, in FLT, too, it is necessary to try to anticipate how to help the learners adapt to the TL culture while also helping them to be aware of their own language and culture.
- In order to develop the students’ competency in intercultural settings, the methods and the materials used should help them “possess the conceptual ‘why’ and behavioural ‘how’ elements regarding the host culture”. (Chen 1992) In other words, the methods and materials should help them constitute an understanding of fundamental cultural perspectives such as beliefs, values and attitudes (i.e., conceptual ‘why’ elements) and demonstrate cultural practices in the everyday life of the people of the target culture (i.e., behavioural ‘how’ elements).
- There are four primary training approaches that we can adapt in line with what is the most appropriate in our teaching environment. These approaches show what lies beneath “the conceptual abilities, as a precursor of the behavioural skills”. (Chen 1992):
 - 1) *The Cognitive Approach* focuses on the understanding of a culture's people, customs, institutions, and values. This approach often uses

lectures, readings, films, and other multimedia presentations to transmit information.

- 2) *The Effective Approach* usually applies simulation methods to create a specific environment or situation that is as similar as possible to that of the host culture, and requires participants to be actively involved in the learning process.
- 3) *The Self-Awareness Approach* assumes that individuals who know themselves better will know their culture better and will consequently be more competent in the other culture.
- 4) *The Cultural-Awareness Approach* is designed to give participants an understanding of their own cultural values and examine contrasts with the host culture in order to apply the insights to improve intercultural competence.

II.5.1 Integrating cultural aspects into the ICC-based Foreign Language Teaching (FLT)

“One of the aims of the FL classroom is the development of the learners’ awareness of intercultural issues and their ability to communicate effectively and appropriately in a variety of situations and contexts, given the increasingly international nature of contemporary life.” (Skopinskaja 2003:56) Thus, it is essential in foreign language learning and teaching to take cultural issues into account to help learners be able to function in intercultural communication, and learning about cultural issues plays an important role to be aware of the cultural differences among participants in intercultural communication settings.

Patrick Moran (2001: 15-18; cited in Skopinskaja 2003:56) offers four categories where culture is identified as:

- knowing about, relating to cultural information – facts about products, practices and perspectives of the target culture as well as students’ own;
- knowing how, referring to cultural practices in the everyday life of people of the target culture;

- knowing why, constituting an understanding of fundamental cultural perspectives – beliefs, values and attitudes;
- knowing oneself, concerning the individual learners' self awareness. In other words, students need to understand themselves and their own culture as a means to comprehending the target language culture.

Korbo (1995:179) emphasizes that “culture is more than knowledge” and points out that “cultural knowledge is divided into three levels:

- 1) Knowledge (cognitive level)
- 2) Attitude/emotion (affective level)
- 3) Actions (behavioural level).

According to Aarup Jensen (1995:31) “language teaching and training have traditionally focused on the cognitive aspect of learning a new language and another culture, whereas the emotional aspects which experience shows do play an important role in the actual contact with the foreign culture have been underrated in the educational context. Schuman (1975; cited in Aarup Jensen 1995:31) describes three kinds of disorientation experienced by persons living for a long period in a foreign culture:

- 1) Language shock – originating from problems with finding the correct words for things and ideas, the feeling of insufficiency due to a lack of proficiency in the foreign language.
- 2) Culture shock – caused by the fact that the person's usual strategies for problem solving do not result in the expected and desired outcome in the foreign culture.
- 3) Culture stress – caused by questions of identity, for example due to a change of social status in the foreign culture compared to the person's status in the home culture.

Aarup Jensen (1995:31) explains the need for intercultural approach as the further development of communicative approach by stating that “these overall categories cover a number of affective factors which come into play in various

degrees in cultural encounters, and these aspects are not taken into account and integrated in the theory of communicative competence.”

In terms of behavioural level, Aarup Jensen (1995:38) makes a comparison between the traditional approaches and intercultural approach in foreign language teaching and states that:

Whereas traditional education in foreign languages and cultures has focused on factual knowledge about institutions, political systems, habits and customs and the folkloristic characteristics of the country in question, the interesting issue now is the increased focus on how the knowledge can be applied and operationalised by the learner when s/he is in contact with a foreign culture, mediating between cultures, and how the culture actor can improve and further develop his/her cultural awareness during the process. In addition, an awareness of the culture actor's own cultural background and its importance for the perception and understanding of other cultures seems to be indispensable.

In terms of how to combine language and culture in FLT, Byram (1990:20; cited in Nizgorodcew 2002) developed an integrated model of language and culture teaching. The model consists of the following four components:

- 1) L2 learning: skill oriented teaching with a focus on the TL (target language), mainly through the TL medium,
- 2) Cultural experience: knowledge oriented teaching with a focus on the TL culture, through the TL medium,
- 3) Language awareness: socio-linguistic knowledge oriented teaching with a comparative focus, through the L1 medium,
- 4) Cultural awareness: knowledge oriented teaching with a comparative focus, through the L1 medium.

Nizgorodcew (2002) argues the strong and weak points of Byram's model. According to her, the objection is its excessive use of L1 and its knowledge orientation. Yet, the model is useful because it turns our attention to the cultural components of TL teaching. It seems that both the language and cultural awareness components could be taught through the TL medium, by means of integrating them with the development of TL skills and the cultural experience

components. Thus, the process of TL skill development can be closely linked with cultural knowledge learning.

Then, Nizegorodcew (2002) suggests that specific new aspects of the TL culture can be best highlighted by contrasting them with the L1 culture which is familiar to the students. In such a way students can get an opportunity of leaving a mono-cultural ('tourist') level of TL development, ridden by clichés and stereotypes and enter an intercultural level, when they start noticing cultural differences and coping with intercultural communication.

Phillips (2001:1) summarizes the development in the integration of the teaching of culture in foreign language teaching as follows:

Traditionally, the teaching of culture in the foreign language classroom favoured the presentation of target culture (C2) *products* (Big C culture) and, more recently, *practices* (little C culture). ..., teachers began to emphasize pragmatic issues and sociolinguistic "facts" (...) to help learners avoid communication breakdown when interacting with native speakers. ..., the cultural scope has been further expanded to include perspectives, how people perceive things, and the interrelationship between C2 practices, products, and perspectives.

In addition, Adaskou et. al. (1990:3; cited in Devos 1995: 360-361) introduce four sorts of culture language teaching may involve:

- 1) There is Culture with a capital C: The arts, the cinema, music, literature, etc.
- 2) There is culture in the sociological sense: the organization and nature of family, home life, of interpersonal relations, material conditions, work and leisure, customs and institutions.
- 3) There is culture in the semantic sense: the conceptual system embodied in the language, conditioning all our perceptions and our thought processes. Semantic areas like food, clothes, but also democracy, civil rights, etc. are culturally distinctive because they relate to a particular way of life or to cultural-bound ethical, social or religious standards.
- 4) There is the pragmatic or 'sociolinguistic' sense of the word culture. This involves the ability to deal with the various communicative functions,

using the right intonation pattern, being aware of conventions, respecting norms of politeness and being familiar with discourse conventions and with rhetorical conventions in written genres, different types of letter and messages, etc.

It is clearly seen from the development and sorts of culture stated above that the integration of the teaching of culture follows a parallel way to the developments in linguistics on one hand, and to the development in foreign language teaching on the other. As in foreign language teaching, in the teaching of culture, too, we see the introduction of the notions of linguistics, which also proves the contributions of linguistics to the field. Once again, in the teaching of culture, too, it is emphasized that there is a tendency to take account of sociolinguistic and pragmatic issues as well as primarily linguistic ones. It is also mentioned that personal differences and personal perceptions should be taken into consideration.

When it comes to discuss intercultural competence, “additional components are also crucial in the development of students’ intercultural competence (IC).” (Phillips 2001:1) In her terms:

IC involves the individual’s ability to “understand culture as a broad organizing and socially constructed concept” (Social Sciences Education Consortium, 1999:120). It includes knowledge (insight and awareness of the native culture, or C1, and the C2), positive attitudes towards the foreign culture, and culturally appropriate behaviour (Byram, 1994). Clearly, the addition of two key elements can greatly enhance the current cultural instruction: knowledge of the C1 (culture as a socially constructed concept) and the development of positive attitudes toward the C2. Additionally, both of these components promote the teaching and understanding of perspectives and the interrelationship with products and practices (...) . (...) explicit attention must be given in the foreign language classroom to the development of self-awareness with regards to culture and to positive attitudes towards the C2. Furthermore, students must be taught a process for cultural exploration that involves observation, description, and hypothesis refinement.

II.5.2 Intercultural Communicative Competence (ICC) Methodology in Foreign Language Teaching (FLT)

Doğançay-Aktuna (2005:100) defines ICC as “the process occurring when the producers and receivers of a message belong to different cultures.” She also mentions that “this definition can be applied to ELT when the teacher, teaching methodology and/or materials are the products of one (sub)culture, and the receivers are members of other (sub)cultures.” She also emphasizes the importance “to take the learners’ sociocultural backgrounds into consideration in choosing materials and pedagogical approaches”.

In developing Intercultural Competence (IC) in the classroom, as a means of fostering Intercultural Competence, Camillieri (2002:23) emphasizes the need for:

- a) developing cognitive complexity in responding to new environments since the cognitive aspect of intercultural communication is related to the capacity of being mentally flexible in dealing with ambiguity and unfamiliarity, which is a key to openness and acceptance of another culture;
- b) motivating affective co-orientation towards fresh encounters since affective co-orientation refers to motivational readiness and emotional participation in the cultural values, attitudes, and aesthetic/emotional experiences of a new cultural group;
- c) directing behaviour to perform various interactions with additional social groups since behavioural capability refers to the ability to select behaviours that are effective and appropriate in various social situations, including both verbal and nonverbal behaviour.

It is strongly believed that “in acquiring knowledge about and reflecting on the target culture, students need to be encouraged not simply to observe similarities and differences between two cultures, but they should also analyse them from the viewpoint of the others and try to establish a relationship between their own

and other systems. (Byram 1997: 14,34; McKay 2002: 83; cited in Skopinskaja 2003, p. 57).

In line with the explanations above, Sheils (in Byram, Gribkova and Starkey 2002:2) states the following:

The Council of Europe has a long and well established tradition of influence on the aims and methods of language teaching. It has pursued through its publications the development of language teaching to meet the needs of the contemporary world. The most recent publications in this tradition are the *Common European Framework of References for Languages* [CEF] providing guidelines for teaching, learning and assessment and the *European Language Portfolio* [ELP] which allows learners to plan their learning, and chart and describe their proficiency as they progress through their language learning biography.

Because the criteria suggested in the Common European Framework (CEF), especially the ones for communicative language competences, are used in the evaluation of the teaching material, such topics as the approach adopted in CEF, the reference levels established and the learner's/user's competences mentioned will be presented in a more detailed way on the following pages after a brief introduction to its development.

II.5.3 The Common European Framework of References for Languages (CEF)

The 'Common European Framework of Reference for Languages: Learning, Teaching, Assessment' – Common European Framework, or CEF for short is a product of the aims and aspirations of the Council of Europe, and is a product of developments in language teaching that began in the late 1950s. (Morrow 2004: 3) CEF identifies and describes the competences a language learner should attempt to acquire. (Byram 2000: 8)

Together with the CEF, the Council of Europe has also developed a European Language Portfolio (ELP), which is relatively a more recent development. The ELP and the CEF were developed simultaneously between 1991 and 2001, and influenced each other in many ways (Lenz and Schneider 2002 cited in Lenz

2004: 22) In particular, the ELP provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised. (CEF, 5) Like the CEF, the ELP is also having a major impact in language teaching in Europe and continues to grow in significance. The ELP aims to assist learners in describing and reflecting upon their significant language learning and intercultural experiences. (Byram 2003: 12) A wide range of portfolios have been produced in a number of European countries, and by transnational organizations. Because of the wide range of contexts they were drawn up for the portfolios often appear rather different. Nevertheless, they all share some common fundamental principles. (Lenz 2004: 22)

As it is clearly pointed out in its description (CEF 2001:1);

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages.

In line with this description, it can be stated that the CEF provides a common basis for teaching European languages as a foreign language. However, it aims to establish general objectives, descriptions and reference levels for these languages, and it is emphasized that there is a need to do further work on the topics mentioned in CEF which are specific to individual languages.

As stated in CEF (p. 6), the uses of the Framework include:

1) The planning of language learning programmes in terms of:

- their assumptions regarding prior knowledge, and their articulation with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary and higher/further education;

- their objectives;
- their content.

2) The planning of language certification in terms of:

- the content syllabus of examinations;
- assessment criteria, in terms of positive achievement rather than negative deficiencies.

3) The planning of self-directed learning, including:

- raising the learner's awareness of his or her present state of knowledge;
- self-setting of feasible and worthwhile objectives;
- selection of materials;
- self-assessment.

As it is understood clearly, the CEF is an important reference tool in many areas. Although it is possible to produce a lot more sub-groups under each, the following fields, in which the CEF can be used as a reference tool, can be listed:

- teaching material development and teaching material evaluation,
- curriculum development and modification
- assessment of the user's / learner's skills
- teacher/teacher trainer training

II.5.3.1 Approach Adopted in CEF

Adopting an action-oriented approach which views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action, it is stated in CEF (p. 9-10) that any form of language use and learning could be described as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

- *Competences* are the sum of knowledge, skills and characteristics that allow a person to perform actions.
- *General competences* are those not specific to language, but which are called upon for actions of all kinds, including language activities.
- *Communicative language competences* are those which empower a person to act using specifically linguistic means.
- *Context* refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.
- *Language activities* involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.
- *Language processes* refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
- *Text* is any sequence or discourse (spoken and/or written) related to a specific domain activity, whether as a support or as a goal, as product or process.
- *Domain* refers to the broad sectors of social life in which social agents operate. A higher order categorisation has been adopted here limiting these to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains.
- A *strategy* is any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted.
- A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be

solved, an obligation to fulfil or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work.

II.5.3.2 Common Reference Levels

One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed. (CEF, p. 21) The Common Reference Levels – the global scale is a broad description of what a user of a language can ‘do’ at six different levels of performance ranging from ‘basic’ (A1, A2) through ‘independent’ (B1, B2) to ‘proficient’ (C1, C2). (Morrow 2004: 8) These levels are shown in Table 3 below:

Common Reference Levels in CEF
1) Basic User (A) a) Breakthrough (A1) b) Waystage (A2) 2) Independent User (B) a) Threshold (B1) b) Vantage (B2) 3) Proficient User (C) a) Effective Operational Proficiency (C1) b) Mastery (C2)

Table 3: Common Reference Levels in CEF established to refer to communicative language competences of the learner

In the CEF (p. 23), adopting a ‘hyper-text’ branching principle, these levels are shown as in Figure 3:

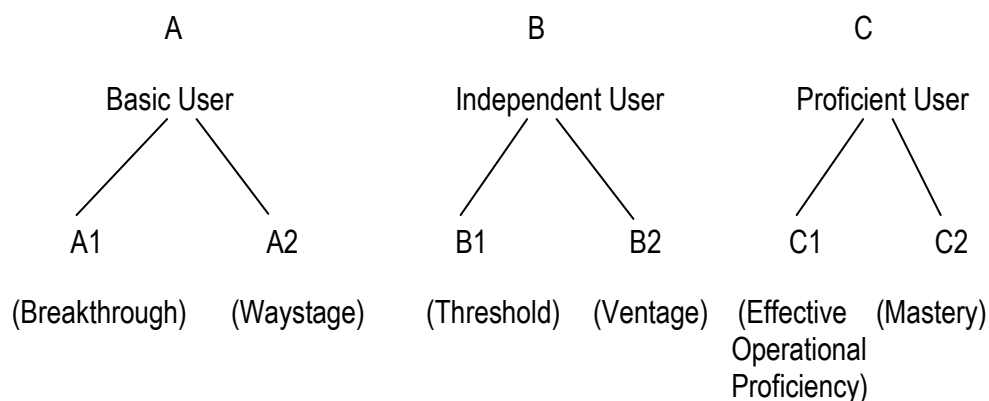


Figure 3: 'hyper-text' branching of reference levels in CEF

The levels used are the six main levels introduced in Chapter 3 [are] A1 (*Breakthrough*), A2 (*Waystage*), B1 (*Threshold*), B2 (*Vantage*), C1 (*Effective Operational Proficiency*) and C2 (*Mastery*). The levels in the middle part of the scale – *Waystage*, *Threshold* and *Vantage* – often have a subdivision represented by a thin line, as mentioned above. Where this is the case, descriptors below the thin line represent the criterion level concerned. Descriptors placed above the line define a level of proficiency which is significantly higher than that represented by the criterion level, but which does not achieve the standard for the following level. (CEF, 36)

Morrow (2004:9) states that in focusing on the 'global' scale of performance at six levels, it is important to realize that this is just the tip of the iceberg. Underpinning this global definition of performance are descriptions in terms of a large range of other competences which make up the abilities of a user of a language at a given level. She outlines the communicative activities which underlie the global scale in Figure 4:

Common Reference Levels: global scale

Reception			Interaction		Production	
Spoken	Audio visual	Written	Spoken	Written	Spoken	Written
Overall listening comprehension	Watching TV and film	Overall reading comprehension	Overall spoken interaction	Overall written interaction	Overall spoken production	Overall written production
Understanding interaction between native speakers		Reading correspondence	Comprehension in interaction	Correspondence	Sustained monologue-describing experience	Creative writing
Listening as a member of a live audience		Reading for orientation	Understanding a native speaker interlocutor	Notes, messages, and forms	Sustained monologue-putting a case	Reports and essays
Listening to announcements and instructions		Reading for information and argument	Conversation		Public announcements	
Listening to radio and audio recordings		Reading instructions	Informal discussion		Addressing audiences	
			Formal discussion			
			Goal-oriented co-operation			
			Obtaining goods and services			
			Information exchange			
			Interviews			

Figure 4: Communicative activities which underlie the global scale (Morrow 2004: 9)

Scales of language proficiency can be seen as having one or more of the following orientations (Figure 5):

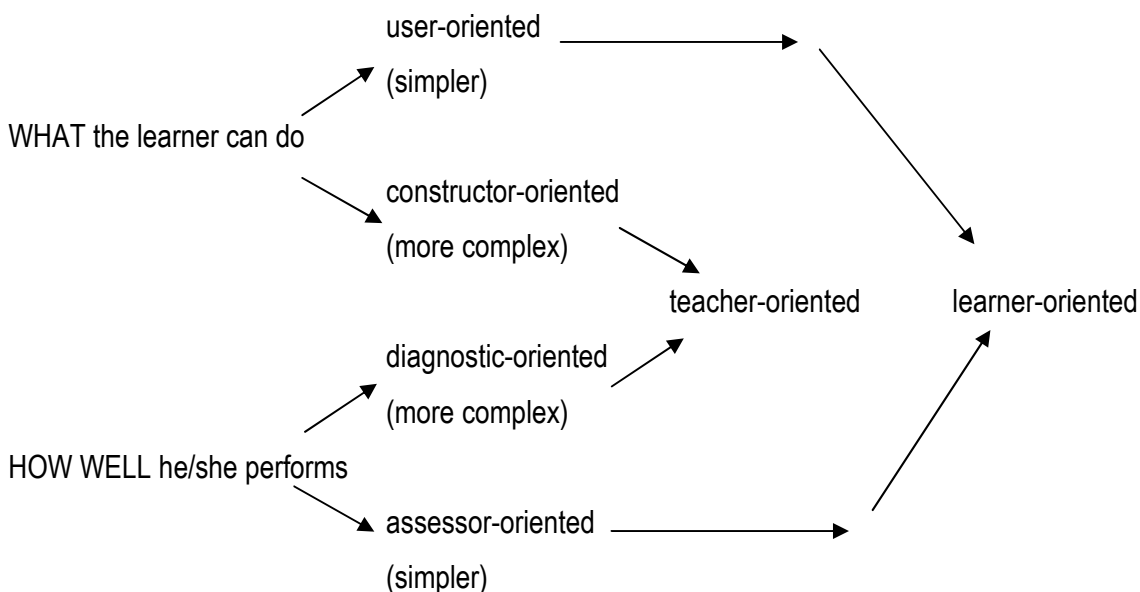


Figure 5: Orientations included in the scales of language proficiency (taken from CEF, p. 39)

All these orientations can be considered relevant to a common framework.

II.5.3.3 The User's / Learner's Competences in CEF

In order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience. In return, participation in communicative events (including, of course, those events specifically designed to promote language learning) results in the further development of the learner's competences, for both immediate and long-term use. (CEF p. 101)

In CEF (101-130), the user's/learner's competences are classified into two main groups as 1) General Competences referring to the competences developed in the course of their previous experience, and 2) Communicative Language Competences referring to the competences gained in participation in

communicative events. Each group is divided into sub-groups and the components of each competence have been discussed under these sub-groups in detail. Table 4 shows the User's / Learner's Competences explained in the CEF and it has been designed in the form of a chart for the sake of creating an overall table to show the user's/learner's competences mentioned and discussed in the CEF.

II.5.3.3.1 Communicative Language Competences

Communicative Language Competences described as in the following way in the CEF (p. 108-130)

1) Linguistic Competences: the knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated.

a) *Lexical competence*: knowledge of, and ability to use, the vocabulary of a language. It consists of lexical elements and grammatical elements.

Grammatical elements: belong to closed word classes such as, in English, articles, quantifiers, demonstratives, personal pronouns, question words and relatives, possessives, prepositions, auxiliary verbs, conjunctions, particles.

b) *Grammatical competence*: the description of grammatical organisation involves the specification of *elements*, *categories*, *classes*, *structures*, *processes* and *relations*.

A distinction is traditionally drawn between *morphology* and *syntax*.

Morphology deals with the internal organisation of words. It also deals with other ways of modifying word forms.

Syntax deals with the organisation of words into sentences in terms of the categories, elements, classes, structures, processes and relations involved, often presented in the form of a set of rules. The syntax

THE USER'S / LEARNER'S COMPETENCES in CEF						
COMMUNICATIVE LANGUAGE COMPETENCES			GENERAL COMPETENCES			
1) Linguistic competences	2) Sociolinguistic competences	3) Pragmatic competences	1) Declarative knowledge (savoir)	2) Skills and know-how (savoir-faire)	3) 'Existential' competence (savoir-être)	4) Ability to learn (savoir-apprendre)
a) Lexical competence	a) Linguistic markers of social relations	a) Discourse competence	a) Knowledge of the world	a) Practical skills and know-how	a) attitudes	a) Language and communication awareness
b) Grammatical competence	b) Politeness conventions				b) motivations	b) General phonetic awareness and skills
c) Semantic competence	c) Expressions of folk wisdom		b) Sociocultural knowledge		c) values	c) Study skills
d) Phonological competence	d) Register differences	b) Functional competence		b) Intercultural skills and know-how	d) beliefs	d) Heuristic skills
e) Orthographic competence	e) Dialect and accent		c) Intercultural awareness		e) cognitive styles	
f) Orthoepic competence					f) personality factors	

Table 4: The User's / Learner's Competences explained in the CEF. (p. 101-130)

of the language of a mature native speaker is highly complex and largely unconscious. The ability to organise sentences to convey meaning is a central aspect of communicative competence.

c) *Semantic competence*: deals with the learner's awareness and control of the organisation of meaning.

- *Lexical semantics* deals with questions of word meaning,
- *Grammatical semantics* deals with the meaning of grammatical elements, categories, structures and processes.
- *Pragmatic semantics* deals with logical relations such as entailment, presupposition, implicature, etc.

d) *Phonological competence*: involves a knowledge of, and skill in the perception and production of phonological elements such as the sound-units (*phonemes*) of the language, the phonetic features, the phonetic composition of words, etc.

e) *Orthographic competence*: involves a knowledge of and skills in the perception and production of the symbols of which written texts are composed.

f) *Orthoepic competence*: users required to read aloud a prepared text, or to use in speech words first encountered in their written form, need to be able to produce a correct pronunciation from the written form.

2) Sociolinguistic Competence: Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use and not dealt with elsewhere.

3) Pragmatic Competences: Pragmatic competences are concerned with the user/learner's knowledge of the principles according to which messages are:

- a) organised, structured and arranged ('discourse competence');
- b) used to perform communicative functions ('functional competence');

- c) sequenced according to interactional and transactional schemata ('design competence').
- a) **Discourse competence:** is the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language.
- b) **Functional competence:** This component is concerned with the use of spoken discourse and written texts in communication for particular functional purposes. Conversational competence is not simply a matter of knowing which particular functions (microfunctions) are expressed by which language forms. Participants are engaged in an interaction, in which each initiative leads to a response and moves the interaction further on, according to its purpose, through a succession of stages from opening exchanges to its final conclusion. Competent speakers have an understanding of the process and skills in operating it. A macrofunction is characterised by its interactional structure. More complex situations may well have an internal structure involving sequences of macrofunctions, which in many cases are ordered according to formal or informal patterns of social interaction (schemata).
- c) **Interaction schemata:** Functional competence also includes knowledge of and ability to use the schemata (patterns of social interaction) which underlie communication, such as verbal exchange patterns.

II.5.3.3.2 General Competences

General Competences described as in the following way in the CEF (p. 101-108):

1) Declarative knowledge (*savoir*)

a) **Knowledge of the world:** Knowledge of the world (whether it derives from experience, education or from information sources, etc.) embraces:

- The locations, institutions and organisations, persons, objects, events, processes and operations in different domains as exemplified in Table

5 (section 4.1.2 / p. 48-49). Of considerable importance to the learner of a particular language is factual knowledge concerning the country or countries in which the language is spoken, such as its major geographical, environmental, demographic, economic and political features.

- Classes of entities (concrete/abstract, animate/inanimate, etc.) and their properties and relations (temporo-spatial, associative, analytic, logical, cause/effect, etc.) as set out, for instance, in *Threshold Level 1990*, Chapter 6.

b) Sociocultural knowledge: Knowledge of the society and culture of the community or communities in which a language is spoken is one aspect of knowledge of the world.

The features distinctively characteristic of a particular European society and its culture may relate, for example, to:

1. Everyday living
2. Living conditions
3. Interpersonal relations (including relations of power and solidarity)
4. Values, beliefs and attitudes
5. Body language
6. Social conventions
7. Ritual behaviour

c) Intercultural awareness: Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. ... intercultural awareness includes and awareness of regional and social diversity in both worlds. ... In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.

2) Skills and know-how (*savoir-faire*)

a) *Practical skills and know-how*: Practical skills and know-how include:

- Social skills
- Living skills
- Vocational and professional skills
- Leisure skills

b) *Intercultural skills and know-how*: These include:

- the ability to bring the culture of origin and the foreign culture into relation with each other;
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships.

3) 'Existential' competence (*savoir-être*)

a) *attitudes*, such as the user/learner's degree of :

- openness towards, and interest in, new experiences, other persons, ideas, peoples, societies and cultures;
- willingness to relativise one's own cultural viewpoint and cultural value-system;
- willingness and ability to distance oneself from conventional attitudes to cultural differences.

b) *motivations* :

- intrinsic/ extrinsic ;
- instrumental/integrative ;

- communicative drive, the human need to communicate.

c) **values**, e.g. ethical and moral.

d) **beliefs**, e.g. religious, ideological, philosophical.

e) **cognitive styles**, e.g.:

- convergent/divergent ;
- holistic/analytic/synthetic.

f) **personality factors**, e.g. :

- loquacity/taciturnity;
- enterprise/timidity;
- optimism/pessimism;
- introversion/extroversion;
- proactivity/reactivity;
- intropunitive/extrapunitive/impunitive personality (guilt);
- (freedom from) fear or embarrassment;
- rigidity/flexibility;
- open-mindedness/closed-mindedness;
- spontaneity/self-monitoring;
- intelligence;
- meticulousness/carelessness;
- memorizing ability;
- industry/laziness;
- ambition/(lack of) ambition;
- (lack of) self-awareness;
- (lack of) self-reliance;
- (lack of) self-confidence;

- (lack of) self-esteem.

4) Ability to learn (*savoir-apprendre*): In its most general sense, *savoir apprendre* is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary.

a) *Language and communication awareness*: Sensitivity to language and language use, involving knowledge and understanding of the principles according to which languages are organized and used, enables new experience to be assimilated into an ordered framework and welcomed as an enrichment.

b) *General phonetic awareness and skills*: Many learners, particularly mature students, will find their ability to pronounce new languages facilitated by:

- an ability to distinguish and produce unfamiliar sounds and prosodic patterns;
- an ability to perceive and catenate unfamiliar sound sequences;
- an ability, as a listener, to resolve (i.e. divide into distinct and significant parts) a continuous stream of sound into a meaningful structures string of phonological elements;
- an understanding/mastery of the processes of sound perception and production applicable to new language learning.

c) *Study skills*: These include:

- ability to make effective use of the learning opportunities created by teaching situations, e.g.:
- to maintain attention to the presented information;
- to grasp the intention of the task set;
- to co-operate effectively in pair and group work;
- to make rapid and frequent active use of the language learnt;

- ability to use available materials for independent learning;
- ability to organize and use materials for self-directed learning;
- ability to learn effectively (both linguistically and socioculturally) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills;
- awareness of one's own strengths and weaknesses as a learner;
- ability to identify one's own needs and goals;
- ability to organize one's own strategies and procedures to pursue these goals, in accordance with one's own characteristics and resources.

d) Heuristic skills: These include:

- the ability of the learner to come to terms with new experience (new language, new people, new ways of behaving, etc.) and to bring other competences to bear (e.g. by observing, grasping the significance of what is observed, analyzing, inferencing, memorizing, etc.) in the specific learning situation;
- the ability of the learner (particularly in using target language reference sources) to find, understand and if necessary convey new information;
- the ability to use new technologies (e.g. by searching for information in databases, hypertexts, etc.).

II.5.3.4 Intercultural Communicative Competence Model Developed by Michael Byram

Byram (2003: 5) points out the impact of the *Common European Framework of Reference for Languages* (CEF) on language teaching in Europe and discusses the shortcomings of CEF. For him, it is clearly an authoritative document with an influence reaching throughout education systems via textbooks, syllabi and curricula, teacher education, examinations and so on. However, for although the

CEF is included a discussion of intercultural competence and intercultural awareness, the question of assessment and the defining of levels of intercultural competence, had to be left aside as the CEF went to press.

In line with the shortcoming of CEF stated above, it can be said that the levels established in CEF are for linguistic competence. Byram (1997:42-43, 76-78, 107-110) also talks about the Threshold level for intercultural competences and discusses the ways to describe the levels for it. He (1997:43) states that,

It is clear that the ability to describe and certificate levels of competence below a threshold of intercultural competence is useful. Where the circumstances demand intercultural competence as a *sine qua non*⁶ of success – as is arguably the case in full mobility for work and residence in another country – then the question of whether and how levels can be identified beyond the threshold becomes particularly significant.

Byram (1997:78) additionally states that,

A threshold for ICC is therefore likely to differ from context to context in terms of which components are emphasized and which objectives are prioritized or even excluded from each component. The decision will be partly in terms of foreseeable needs and opportunities for intercultural communication and partly in terms of the cognitive and affective development of the learners.

Furthermore, rapid change in contemporary Europe means that the ways in which the CEF can be read and used are also changing. The professional world of language teaching in which work on the CEF began three or more decades ago has also changed and continues to do so. One very obvious result of these changes is the need to take forward the unfinished discussion of intercultural competence in the CEF, for it is in the acquisition of intercultural understanding and the ability to act in linguistically and culturally complex situations that European citizens could benefit from a common framework of theory and practice not only for linguistic but also for cultural learning.

It is understood from Byram's discussion that the CEF emphasises more on linguistic competence and still has an inefficient discussion of intercultural

⁶ *Sine qua non*: an indispensable or essential condition, element, or factor

competence. Taking this inefficient discussion into consideration, he develops his own model of Intercultural Communicative Competence (ICC).

In his book *Teaching and Assessing Intercultural Communicative Competence*, Michael Byram (1997: 1) states that the purpose of this book is to explore the issues which arise if we wish to evaluate and/or assess a person's ability to relate to and communicate with people who speak a different language and live in a different cultural context. Before going into exploring, he first makes a distinction between '*the tourist*' and '*the sojourner*'⁷, and he carries out his exploration in terms of 'the sojourner'. He dwells on 'the sojourner' to define his Intercultural Communicative Competence (ICC) model because he says (1997: 1) "...it is the sojourner who produces effects on a society which challenges its unquestioned and unconscious beliefs, behaviours and meanings, and whose own beliefs, behaviours and meanings are in turn challenged and expected to change." Regarding the tourist, on the other hand, he states the tourist has the opposite effect "...first that what they have travelled to see will not change, ..., and second that their own way of living will be enriched but not fundamentally changed by the experience of seeing others."

He states more reasons to explain why he prefers 'the sojourner' in the discussion as follows:

The experience of the sojourner is one of comparisons, of what is the same or different but compatible, but also of conflicts and incompatible contrasts. The experience of the sojourner is potentially more valuable than that of the tourist, both for societies and for individuals, since the state of the world is such that societies and individuals have no alternative but proximity, interaction and relationship as the conditions of existence. Societies benefit from more harmonious co-existence, and individuals gain an understanding of others and of themselves which makes them more conscious of their humanity and more able to reflect upon and question the social conditions in which they live. Where the tourist remains essentially unchanged, the sojourner has the opportunity to learn and be educated, acquiring the capacity to critique and improve their own and others' conditions. (1997: 1-2)

⁷ A sojourner is someone who temporarily stays somewhere

Briefly, Byram describes ‘intercultural communicative competence’ (ICC) as “the qualities required of the sojourner” (1997: 3) and focusing on the contribution of foreign language teaching (FLT) to the development of the qualities required of a sojourner, he indicates that:

FLT has a central aim of enabling learners to use that language to interact with people for whom it is their preferred and ‘natural’ medium of experience, those we call ‘native speakers’, as well as in lingua franca situations [...] FLT is therefore concerned with communication but this has to be understood as more than the exchange of information and sending of messages, which has dominated ‘communicative language teaching’ in recent years. (1997: 3)

Byram discusses the concept of ‘communicative competence’, which “was developed in the Anglophone world by Hymes’ critique of Chomsky and in the germanophone literature by Hebermas.” (1997: 7) he summarizes Hymes’ argument as “linguists wishing to understand first language acquisition, need to pay attention to the way in which not only grammatical competence but also the ability to use language appropriately is acquired. He thus put emphasis on sociolinguistic competence ...” He mentions that with the transfer of Hymes’ description of first language acquisition and communication among native speakers in to the description of the aims and objectives of foreign language teaching and learning, the concept of ‘communicative competence’ was fundamental to the development of communicative language teaching. While discussing the interpretation of the concept for FLT, he argues why this transfer is misleading and why the native speaker should not be taken as a model in FLT in the following lines:

This transfer is misleading because it implicitly suggests that foreign language learners should model themselves on first language speakers, ignoring the significance of the social identities and cultural competence of the learner in any intercultural interaction. [...] Hymes was not writing for the FLT profession and did not pay specific attention to cross-cultural communication; he was concerned to analyse social interaction and communication within a social group using one language. [...] There are two kinds of reason for criticising the use of the native speaker as a model ... The first is a pragmatic educational one ... The requirement that learners have the same mastery over a language as an (educated) native speaker ignores the conditions under which learners and native speakers learn and

acquire a language. The second ... is that, even were it possible, it would create the wrong kind of competence. It would imply that a learner should be linguistically schizophrenic, abandoning one language in order to blend into another linguistic environment, becoming accepted as a native speaker by other native speakers. This linguistic schizophrenia also suggests separation from one's own culture and the acquisition of a native sociocultural competence, and a new sociocultural identity. The strains involved in this process, even if it were desirable and possible, are related to the psychological stress of 'culture shock' and could be permanently damaging. (1997: 8-12)

By indicating that "the more desirable outcome is a learner with the ability to see and manage the relationships between themselves and their own cultural beliefs, behaviours and meanings, as expresses in a foreign language, and those of their interlocutors, expressed in the same language – or even a combination of languages – which may be the interlocutors' native language, or not" (1997: 12), he introduces "the concept of the 'intercultural speaker' to describe interlocutors involved in intercultural communication and interaction." (1997: 32)

According to him, someone with some degree of intercultural competence is someone who is able to see relationships between different cultures – both internal and external to a society – and is able to mediate, that is interpret each in terms of the other, either for themselves or for other people. It is also someone who has a critical or analytical understanding of (parts of) their own and other cultures – someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural. (Byram 2000: 10)

Upon introducing the concept of the 'intercultural speaker' in his study, Byram (1997: 48-53) identifies the components of his ICC Model. Figure 6 shows the components of Byram's ICC model and he explains these components as follows:

- *linguistic competence*: the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language;

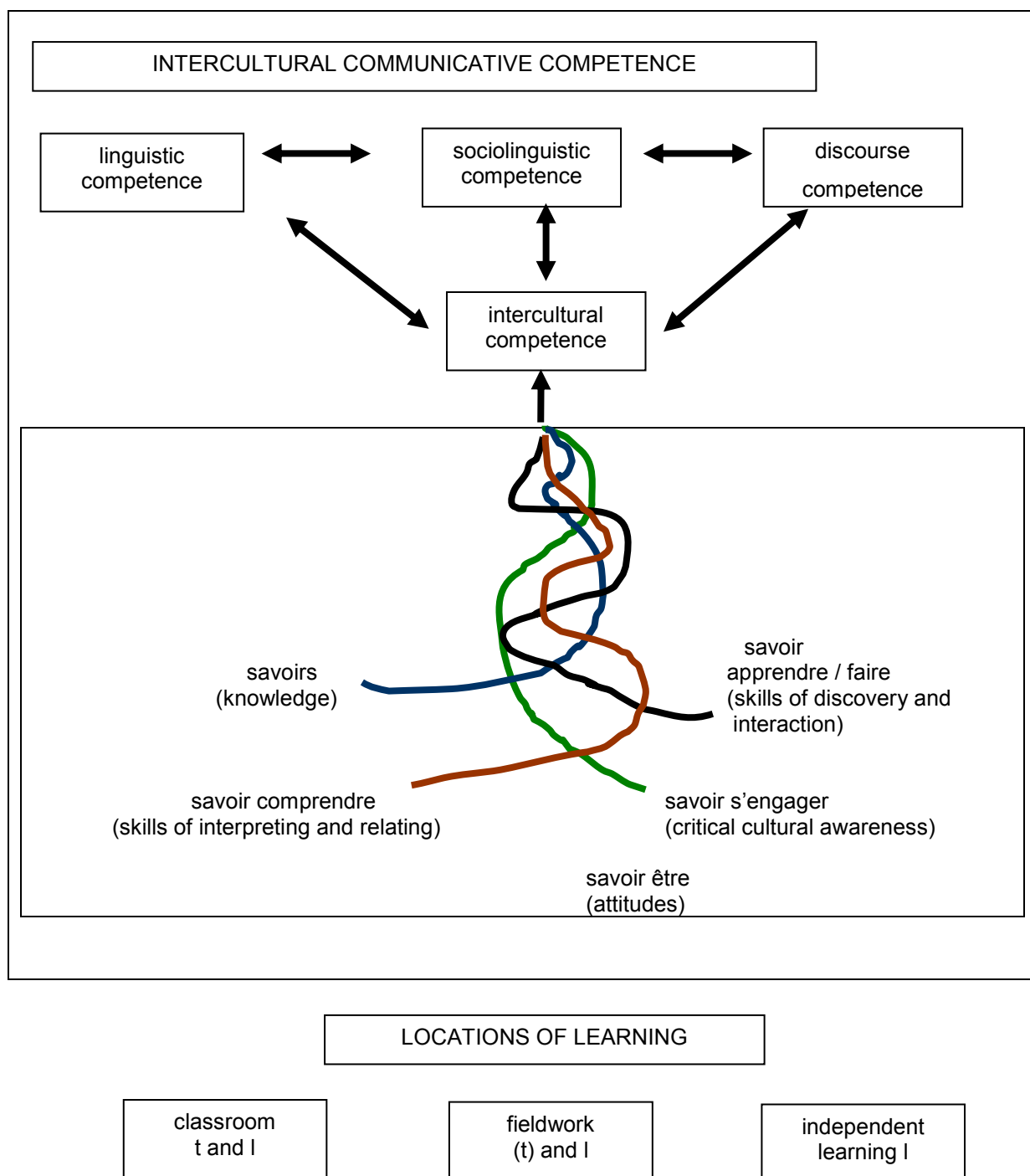


Figure 6: Michael Byram's Intercultural Communicative Competence (ICC) Model (M. Byram 1997: 73)

- *sociolinguistic competence*: the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated or made explicit with the interlocutor;
- *discourse competence*: the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes.
- *Intercultural competence*: In his terms, by referring to intercultural competence, omitting reference to communication, he indicates the emphasis on skills, knowledge and attitudes other than those which are primarily linguistic. He states that it will be evident that the skill of 'interaction' is communicative in a broader sense, and that any comprehensive account of teaching and assessing ICC must include all the competences discussed.

In his model, Intercultural Competence (IC) includes five factors involved in intercultural communication as attitudes (*savoir être*), knowledge (*savoirs*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), and critical cultural awareness/political education (*savoir s'engager*). Table 5 shows the factors involved and the relationships among them:

	Skills interpret and relate (<i>savoir comprendre</i>)	
Knowledge of self and other ; of interaction: individual and societal (<i>saviors</i>)	Education political education critical cultural awareness (<i>savoir s'engager</i>)	Attitudes relativising self valuing other (<i>savoir être</i>)
	Skills discover and / or interact (<i>savoir apprendre / faire</i>)	

Table 5: Factors in intercultural communication (M. Byram 1997: 34)

He describes these five factors and discusses them in terms of 'objectives' as a refinement of definitions. He uses the term 'objectives' to designate a range of skills, knowledge and attitudes which may not necessarily be the outcome of learning directly related to language learning, since they may include phenomena already present in the learner before language learning begins. Furthermore, he states, the objectives need not necessarily be formulated as observable and measurable behaviours or changes in behaviour. Finally, objectives are not limited to describing the intentions of the teacher or even of the learner in engaging in a process of language learning.

The five factors and the objectives involved in each factor are as follows:

Attitudes (*savoir être*): *curiosity and openness, readiness to suspend disbelief about other cultures and disbelief about one's own.*

Objectives:

- willingness to seek out or take up opportunities to engage with otherness in a relationship of equality; this should be distinguished from attitudes of seeking out the exotic or of seeking to profit from others;
- interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;
- willingness to question the values and presuppositions in cultural practices and products in one's own environment;
- readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence;
- readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction

Knowledge (*savoirs*): *of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.*

Objectives (knowledge about / of):

- historical and contemporary relationships between one's own and one's interlocutor's countries
- the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from and the institutions which facilitate contact or help resolve problems
- the types of cause and process of misunderstanding between interlocutors of different cultural origins
- the national memory of one's own country and how its events are related to and seen from the perspective of one's interlocutor's country
- the national memory of one's interlocutor's country and the perspective on it from one's own
- the national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries
- the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own
- the processes and institutions of socialization in one's own and one's interlocutor's country
- social distinctions and their principal markers, in one's own country and one's interlocutor's
- institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them
- the processes of social interaction in one's interlocutor's country.

Skills of interpreting and relating (*savoir comprendre*): *ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.*

Objectives (ability to):

- identify ethnocentric perspectives in a document or event and explain their origins;
- identify areas of misunderstanding and dysfunction⁸ in an interaction and explain them in terms of each of the cultural systems present;
- mediate between conflicting interpretations of phenomena

Skills of discovery and interaction (*savoir apprendre/faire*): *ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.*

Objectives (ability to):

- elicit from an interlocutor the concepts and values of documents or events and to develop an explanatory system susceptible of application to other phenomena;
- identify significant references within and across cultures and elicit their significance and connotations;
- identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances;
- use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country and culture and the extent of difference between one's own and the other;
- identify contemporary and past relationships between one's own and the other culture and country;

⁸ dysfunction: a consequence of a social activity or structure that undermines a social system

- identify and make use of public and private institutions which facilitate contact with other countries and cultures;
- use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture.

Critical cultural awareness/political education (*savoir s'engager*): *an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.*

Objectives (ability to):

- identify and interpret explicit and implicit values in documents and events in one's own and other cultures;
- make an evaluative analysis of the documents and events which refers to an explicit perspective and criteria;
- interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes.

As it is clearly seen from the explanations above, the components of ICC identified in CEF and the components of ICC are almost the same, and only the terminology used in some components are different. It is also worth mentioning here that the content of differently termed parts in two models overlaps in many respects although the terms are different. For instance, Byram's Intercultural Competence is termed as General Competences in the CEF and the contents of both are almost the same. Another example is that Byram prefers to use the term Discourse Competence as the third sub-group of Communicative Competences whereas it is named as Pragmatic Competences, which also includes Discourse Competence as one of its parts.

In this study, we will adopt an approach which is a blend of the components stated both in the CEF and in Byram's ICC model. Figure 7 shows the components of our adopted model of ICC and the components of our adopted model of ICC and their content can be stated in the following way:

Components of the ICC model adopted in this study:

This model adopted is based on the classification made in Common European Framework of Reference for Languages (CEF) and Byram's ICC Model (1997). In an intercultural teaching and learning environment linguistic and cultural aspects must be taken into account together. In this respect, ICC in FLT has 4 components as:

- 1) Linguistic Competence,
- 2) Sociolinguistic Competence,
- 3) Pragmatic Competences, and
- 4) Intercultural Competence.

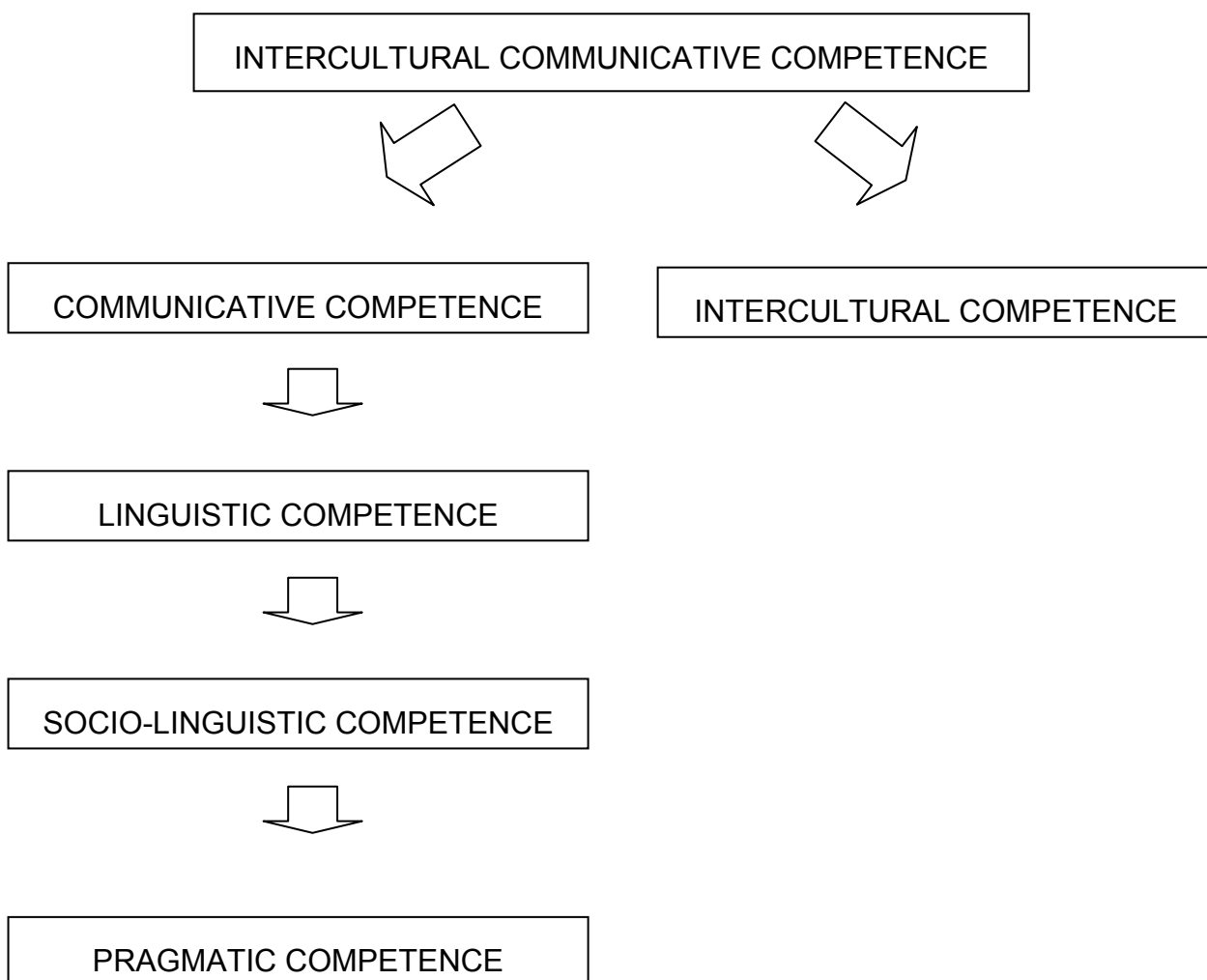


Figure 7: The components of the ICC model adopted in this study

1) Linguistic Competence is the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language. It includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competences.

2) Sociolinguistic Competence is the ability to give to the language produced by an interlocutor - whether native speaker or not - meanings which are taken for granted by the interlocutor or which are negotiated or made explicit with the interlocutor. It is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use such as linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent, and etc.

3) Pragmatic Competences are concerned with the user/learner's knowledge of the principles according to which messages are:

- a) organised, structured and arranged ('discourse competence');
- b) used to perform communicative functions ('functional competence');
- c) sequenced according to interactional and transactional schemata ('design competence').

a) Discourse competence is the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes. It includes knowledge of and ability to control the ordering of sentences in terms of flexibility, turntaking, thematic development, coherence and cohesion.

b) Functional competence is concerned with the use of spoken discourse and written texts in communication for particular functional purposes. Conversational competence is not simply a matter of knowing which particular functions (microfunctions) are expressed by which language forms. Participants are engaged in an interaction, in which each initiative leads to a response and

moves the interaction further on, according to its purpose, through a succession of stages from opening exchanges to its final conclusion. Competent speakers have an understanding of the process and skills in operating it. A macrofunction is characterised by its interactional structure. More complex situations may well have an internal structure involving sequences of macrofunctions, which in many cases are ordered according to formal or informal patterns of social interaction (schemata).

c) *Interaction schemata*: Functional competence also includes knowledge of and ability to use the schemata (patterns of social interaction) which underlie communication, such as verbal exchange patterns.

4) *Intercultural Competence* indicates the emphasis on skills, knowledge and attitudes other than those which are primarily linguistic. In the models developed to cover IC, the following dimensions are commonly referred and found useful to apply in FLT, too:

- a) Attitude involving the terms such as *openness, curiosity, empathy, tolerance and flexibility*,
- b) Knowledge
- c) Awareness
- d) Respect
- e) Interaction
- f) Role behaviour involving also task role behaviours, relational role behaviours and individualistic role behaviours.

It is worth noting that language skills are critical to developing intercultural competence. The skill of 'interaction' is communicative in a broader sense, and any comprehensive account of teaching and assessing ICC must include all the competences discussed above.

II.5.4 Intercultural Communicative Competence in Language Teaching Materials

“A study of language solely as an abstract system would not equip learners to use it in the real world” (Cunningsworth 1995: 86; cited in Skopinskaja 2003:55) It is for sure that the primary aim of the material instruction in foreign language (FL) is to facilitate language learning, however, it cannot simply be done only with linguistic elements “since language learning is inseparable from its cultural context” (Skopinskaja 2003: 55). Skopinskaja (2003:55) also points out that “many documents analysed by Byram (1993; quoted Cortazzi and Jin 1999:197) highlight three general goals of FL instruction:

- the development of communicative competence for use in situations the learners might expect to encounter;
- the development of an awareness of the target language;
- the development of insight into the foreign culture and positive attitudes toward foreign people.

These three aims should be integrated.”

Hence, the main issue here is to decide what students should learn about a foreign culture to be able to function in that culture. After that, the kind of materials to be used regarding intercultural awareness should be chosen. It should be noted that such kind of material should include analysis, comparison and contrast to make the students be aware of the cultural differences and be able to function in that culture in an appropriate and acceptable way.

II.5.4.1 Inclusion and Presentation of Intercultural Communicative Competence in Language Teaching Materials

According to Skopinskaja (2003:63), teaching materials in foreign language learning and teaching should include "presentation of content through attitudinal perspective, that is, development of tolerance and empathy towards otherness as well as a feeling of the national identity; challenging the learners' existing

stereotypes; arousing curiosity about otherness; and preparing students for an adequate behaviour in the target language."

Alptekin (1993: 141; cited in Devos 1995: 355) states that "FL writers should try to build conceptual bridges between the culturally familiar and the unfamiliar in order not to give rise to conflicts the learner's 'fit' as he or she acquires the foreign language."

In Skopinskaja (2003:58-59) several classifications of teaching materials in terms of the cultural nature of foreign language textbooks are presented. These classifications are mentioned below:

Dunnet, Dubin, and Lezberg (1986) differentiate between the two types of textbooks as:

- One-dimensional textbooks: This group includes materials that focus on the target language culture and leave few possibilities for comparison.
- Two-dimensional textbooks: The textbooks in this group encourage intercultural understanding. They treat culture-related themes from two different perspectives, thus simulating both comparison and contrast between the target and the source culture.

Cortazzi and Jin (1999:204) distinguish further between the three types of cultural information to be presented in foreign language teaching materials as:

- source culture materials that draw on learners' own culture;
- target culture materials that refer to the culture of the country where a foreign language is used as a first language;
- international target culture materials that employ a variety of cultures where the target language is used as an international language, namely lingua franca.

According to Newby (1997:7) and Freebairn (2000:5), most foreign language materials that are currently being employed in secondary education in various European countries fall into two categories as:

- International / global textbooks: This group of textbooks involves instructional materials that are produced for an international market and are therefore appealing to world marketing considerations. Globally designed materials may emphasize either culture-specific or culture-general orientation.
- Local / locally produced textbooks: This group of textbooks is usually produced either by or together with non-native speaking authors. As a rule, these materials conform closely with the requirements of the national curriculum. Being firmly located within the educational context of that country, they tend to introduce the local perspective into foreign language instruction and exhibit features associated with that culture. Local textbooks encourage the development of learner awareness of their own cultural identity. Yet, unlike the source culture materials, they include texts and activities which promote students' awareness of the target language culture as well.

In her presentation of a methodological approach to improve the communicative and intercultural competence of the foreign language speaker, Devos (1995: 361) takes account of communication blocks, i.e. obstructions in the communicative process, and explains them in three groups as in the following way:

- 1) Blocks on the receptive level: These can be due to the following reasons;
 - a) vocabulary problems
 - b) flaws in the mastery of reading and listening strategies
 - c) text strategies that are highly culture specific and that need special attention in multicultural contexts
 - d) unawareness of what to expect from what the learner hears or reads, which is an extra-linguistic aspect
 - e) misinterpretation of the body language of the speaker, which is another example of extra-linguistic aspects

- 2) Blocks on productive level: Productive blocks may be due to all kinds of factors. The causes may be psychological, social or cultural.
- 3) Performance flaws causing a communication block: These difficulties are due to;
 - a) linguistic problems such as pronunciation errors on a phonological level or intonation, stress and pauses,
 - b) culture specific habits of foreign language speakers,
 - c) misinterpretation of the competence of a foreign language speaker by the native speaker on the basis of grammatical accuracy and pronunciation.

Devos (1995) points out that “intercultural foreign language methodology ought to provide strategies that enable students from various cultural backgrounds to function in every intercultural situation,” (p.355) “these strategies should foster the receptive and productive use of the target language,” (p.356) “foreign language learners must be guided to function on both the receptive level and on the productive level,” (p. 356) “an intercultural communicative methodology” and the materials “should also greatly reduce receptive and productive communication blocks”, which were mentioned above.

It can be inferred from Hauge in her analysis of the texts (1992: 3ff; cited in Korbo 1995:178) that texts in foreign language teaching materials should

- be semantically coherent,
- have formal coherence,
- have textual connections,
- be structured and natural,
- be authentic because they contain the text elements.

With respect to authentic materials, it is possible to use them at each level choosing the appropriate ones according to the level. Hauge (1992; cited in Korbo 1995:178) suggests the use of authentic texts – on the elementary level for instance advertising leaflets. Korbo (1995:178) explains that “you cannot

understand the authentic expressions of another language until you know a few scraps of that language [the target language]. The question is, however, whether one may not relatively quickly learn how to “read” authentic, illustrated texts by using top-down comprehension strategies, such as “world knowledge” and the broad textual context.”

II.5.4.2 Teaching Material Evaluation from an Intercultural Communicative Perspective

According to Weinbrenner (1992:23; cited in Sercu 2000:246), in the field of foreign language teaching as well as of other subjects, such as social studies or history, three major approaches to researching textbooks have been developed as;

- a process-oriented approach,
- a product-oriented approach,
- a reception-oriented approach.

Sercu (2000:246) additionally points out that;

Various authors regard the process-oriented textbook research as either being geared to the life cycle of the textbook or to be interaction triangle of teacher-textbook-pupil. The product-oriented approach is agreed upon to research the textbook per se, i.e. as a teaching medium with particular contents, didactic features and visual characteristics. The reception- or effect-approach examines textbooks from the point of view of the effects they have on either the learning of pupils or the teaching of teachers.

Skopinskaja’s literature review in textbook evaluation and several suggestions for checklists of evaluation criteria can be listed in two main groups as follows (2003:60-62):

The checklists of textbook evaluation reflecting the interest in culture but not focusing on the intercultural dimension:

- 1) Cunningsworth (1984:75-79) draws attention to the cultural skills as well as cultural knowledge by asking whether the culture is content specific or

non-culture specific; whether it is subordinate to language learning or not; and whether the cultural contexts help learners in perceiving and categorising social situations they may find themselves in. In his updated version, Cunningsworth (1995:92) also queries whether the social and cultural contexts are, in fact, comprehensible to the learners.

- 2) In his checklist, Sheldon (1988:244) highlights the materials' appropriateness, authenticity and cultural bias. He further encourages teachers to ask whether the coursebook presents any stereotyped images of gender, race, social class and nationality; and whether different uncomfortable social realities such as unemployment, poverty, family breakdowns or racism are omitted from textbooks.
- 3) Skierso (1991:444-452) emphasises the existence of different aims of cultural acquisition – cross-cultural/global awareness or acculturation. Her checklist includes points, such as the cultural sensitivity and integration of the subject matter; stereotyped-free content of exercises and activities as well as of the artwork.
- 4) In his questionnaire study of EFL teachers' attitudes to the cultural content of reading materials, Gray (2000) identifies a number of areas where cultural content is adapted (or even censored) by teachers, and advocates the need to recognise the ELT coursebook's status as a cultural artefact.
- 5) Garant (1997) in his PhD dissertation uses Sheldon's evaluation checklist in combination with Hofstede's "4-D model of cultural difference" in order to analyse EFL textbooks currently used in Finnish and Japanese comprehensive school courses.

The checklists of textbook evaluation criteria from the intercultural perspective:

- 1) Damen (1987:272-276) emphasises the incorporation of historical dimension; the presence of evaluative comment, either direct or implied, underlying the cultural content as well as the development of intercultural communicative skills.

2) Byram (1994:51-52) examines the extent and manner in which textbooks include a focus on each of the following areas:

- social identity and social groups: social class, regional identity, etc;
- social interaction at differing levels of formality;
- belief and behaviour: daily routines and moral, religious beliefs;
- socio-political institutions: state institutions, health care, law and order, etc.;
- socialisation and the life cycle: families, schools, employment, religion, etc.;
- national history: historical and contemporary events seen as markers of national identity;
- national geography: geographical factors seen as being significant by members of the target language community;
- national cultural heritage: cultural artefacts perceived as emblems of the national culture;
- stereotypes and national identity: symbols of national stereotypes.

Another Byram's (1991: 173-184) textbook assessment model comprises four dimensions of analysis:

- analysis at the micro-social level of the social identity of textbook characters;
- analysis at the macro-social level of socio-economic, geographic and historical representations;
- analysis of the viewpoint taken by the author;
- analysis at the intercultural level of mutual representations of foreign and native cultures.

- 3) Risager (1991) has used similar criteria to examine elementary EFL textbooks employed in Scandinavian schools.

It is worth mentioning Risager's model here in a bit more detailed way. Risager's model (cited in Sercu 2000:254) proposes to investigate the extent to which and the way in which micro-level societal phenomena, macro-level societal phenomena and international and intercultural issues are represented in a textbook. According to Risager's model (1991:182-183; cited in Sercu 2000:254):

- On *the micro-level* the model demands real people, with real emotions, attitudes, values and perceived problems, represented in natural interactions and in an environment that can be perceived as real,
- On *the macro-level* the representation should present broad social facts about contemporary society and broad socio-political problems, preferably in their historical contexts,
- The inclusion of issues such as mutual representations, images and stereotypes, and intercultural and international issues, such as international conflicts and co-operation, too, are essential for achieving a realistic presentation of a foreign country's culture and people.

Evaluation of foreign language teaching materials may proceed in two directions as:

- 1) Predictive evaluation (Ellis 1997:36; cited in Skopinskaja 2003:59), or evaluation-for-selection (Byrd 2001:415; cited in Skopinskaja 2003:59), which is designed to make a decision regarding what materials to select;
- 2) Retrospective evaluation (Ellis 1997:36; cited in Skopinskaja 2003:59), which is designed to examine materials that have actually been used in the classroom.

A retrospective evaluation is more preferable because such evaluation provides teachers, writers, etc., with information necessary for modifying, supplementing

or adapting the existing materials to make them culturally more acceptable. In addition, a retrospective evaluation also serves as “a means of testing the validity of a predictive evaluation, and may point to ways in which the predictive instruments can be improved” (Ellis 1997:37; cited in Skopinskaja 2003:59).

Skopinskaja (2003:59) points out the three phases in the evaluation of classroom materials, which were identified by Breen (1998; cited in Rea-Dickens and Germaine 1992:30-32). These three phases are:

- 1) materials-as-workplan, which refers to the theoretical value, namely construct validity of materials;
- 2) materials-in-process, which generates information about how these teaching materials actually work in class,
- 3) outcomes from materials, which represents the relative achievement of learners.

While assessing the textbooks in terms of degree to which they contain intercultural learning tasks in her research, Sercu (2000:258) examines whether and to what extent textbooks contain tasks inviting pupils

- to collect information on cultures;
- to report on their experiences with foreign cultures;
- to compare cultures;
- to empathise with foreign points of view,
- to reflect on their own cultural frame of reference, their culture processing categories, the function of stereotypes for identity formation, the linguistic causes of intercultural misunderstandings,
- to take on multiple perspectives on an issue;
- to address the affective side of intercultural contacts.

She adds that “textbooks not assisting pupils in acquiring intercultural learning skills, such as the ones mentioned above, will be assessed low in potential for

promoting the acquisition of intercultural communicative competence” (2000:258).

Finally, another point which is considered while evaluating foreign language textbooks is the textbook’s underlying assumptions and textbook authors’ bias in interpreting the world. According to Jeismann (1982:8; cited in Sercu 2000:254);

Investigating such unconscious pre-suppositions – ‘underlying assumptions’ – is a new approach and poses a new challenge to textbook research. For, ‘underlying assumptions’ can slip undetected into the image one has of one’s own country and make this image into a norm judging circumstances and processes in other countries.

Sercu (2000:254) makes the following comments on Jeismann’s statement:

When textbook authors take on a monocultural, nationalistic, ethnocentric or still otherwise (ideologically) biased perspective on the world, this may prohibit intercultural learning, as that is dependent on the understanding of the naturalness of other points of view and on the ability to construct new meaning in the encounter of what is (kn)own and what is foreign. Whereas Risager formulated her demand for internationalism and interculturalism in terms realism, this demand can also be understood as one for a presentation of world which is free of monocultural, monoperspectival ethnocentric nationalistic bias [that is, multiperspectivity instead of monoperspectivity is favourable].

CHAPTER III. METHODOLOGY

III.1 OVERVIEW

The purpose of this dissertation is to investigate the potential of a Turkish Teaching set for foreign adult learners with respect to promoting Intercultural Communicative Competence (ICC) in teaching Turkish as a foreign language. The teaching material chosen is called HİTİT Turkish Teaching set, and the second series of this set, namely HİTİT 2 Turkish Teaching set (coursebook, workbook, and audio cassettes/CDs), has been evaluated in terms of its potential of promoting Communicative Language Competences on one hand and its potential of promoting Intercultural Competences on the other.

This is a descriptive study since the mode of the investigation is descriptive. This study is “designed primarily to describe what is going on or what exists” (Trochim 2001:5), thus descriptive.

This is a systematic-analytical-evaluative study because it inquires into the extent to which HİTİT 2 Turkish Teaching set presents intercultural communicative information and envisage intercultural communicative learning. “Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object.” (Trochim 2001:30) This study also analyses the teaching material systematically to evaluate it with regard to its potential of promoting ICC, so this is a systematic-analytical-evaluative study. In terms of evaluation procedures explained in II.5.5.2., this study proceeds in a retrospective evaluation direction since it is designed to examine HİTİT 2 Turkish Teaching set that has actually been used in the classroom and the study is designed to evaluate such kind of teaching material.

From the three major approaches to researching textbooks mentioned in II.5.5.2., this study takes the format of a product-oriented textbook research because the aim is to research the teaching material as a teaching medium with particular contents and didactic features with regard to ICC. With the aim of

obtaining certain indicators as to whether HİTİT 2 Turkish Teaching set is appropriate in terms of developing Intercultural Communicative Competence, this study evaluates the material in the second phase of the evaluation of classroom materials, listed in II.5.5.2., namely materials-in-process since this study examines the teaching material which has been in use for five years and aims to generate information about how this teaching material actually works.

This study combines the quantitative and qualitative research in the sense that it makes use of both quantitative and qualitative data and measures. This combination of quantitative and qualitative data used in this research is well explained by Trochim (2001:154,157) in the following lines:

It may seem odd that I would argue that there is little difference between qualitative and quantitative data. After all, qualitative data typically consists of words whereas quantitative data consists of numbers. Aren't these fundamentally different? I don't think so, for the following reasons:

- All qualitative data can be coded quantitatively.
- All quantitative data is based on qualitative judgment.

(...) All numerical information involves numerous judgments about what the number means. The bottom line here is that quantitative and qualitative data are, at some level, virtually inseparable. (...) To do good search, you need to use both the qualitative and the quantitative measurements.

This is a quantitative research because the data collected through two evaluation scales, namely Communicative Language Competences Scale and Intercultural Competences Scale, have been analysed statistically. In the analysis of the answers given to the question groups, descriptive statistical techniques were used. The other statistical techniques used in the study, which will be discussed in detail in the following chapter (Chapter IV), are one-way ANOVA and Tukey test.

This is a qualitative research because it attempts to make use of written responses in the form of open-ended questions and informal unstructured interviews as qualitative measures. (Trochim 2001:152) It is qualitative, at least, in the sense that it involves the researcher's judgments about what the numbers mean. In addition, this study is a field research with respect to qualitative

research in the sense that the researcher goes into the field to describe and evaluate the natural state of the teaching material, namely HİTİT 2 Turkish Teaching set, which is in line with the definition of field research stated by Trochim (2001:160).

This study can also be taken as the presentation of an evaluation research report to give feedback to the institution, the teachers teaching Turkish there and the writers of the book about the potential of supporting Intercultural Communicative Competence of HİTİT 2 Turkish Teaching set in teaching Turkish as a foreign language.

In the following parts of this chapter, these topics in order shown will be presented: general description of the teaching material under examination; teaching material evaluation tools used in the study; participants of the study; data collection and procedure; and the limitations of the study.

III.2 DESCRIPTION OF THE TEACHING MATERIAL UNDER EXAMINATION

The Turkish teaching material subject to examination in this study is used at Ankara University TÖMER, where the application process of the study has been completed. A Turkish course at Ankara University TÖMER is given to groups of five to sixteen foreign students coming from all over the world. They form a heterogeneous intercultural group. There is no real homogeneity in age, their age varying from 15 to sometimes 60 or over and there is no social homogeneity. What is common among the students is that they all have a high school degree. The classes are formed according to proficiency after an entrance placement test. There are three levels distinguished to attend from beginners to advanced, each level includes four sub-levels, which makes totally twelve levels, i.e. 4 Basic, 4 Intermediate, 4 Advanced Levels. The learners complete each level in 80 or 96 hours depending on their choice as a one-month or two-month course.

In this study, one of the series of HİTİT Turkish Teaching Set has been analysed. HİTİT Turkish Teaching set was written by the teachers and the staff of Ankara University TÖMER (Turkish and Foreign Language Application and Research Center) and published in 2002. This set has been chosen for the analysis because it is one of the contemporary Turkish teaching sets written in the past decade and has been in use for 5 years. From this set, HİTİT 2 Turkish Teaching Set (course book, workbook, audio cassettes/CDs) has been chosen to analyse because this is the second series of the set and it is used at the intermediate levels of the course system, which includes 4 sub-levels as Intermediate 1, Intermediate 2, Intermediate 3 and Intermediate 4. HİTİT 2 Turkish Teaching Set is composed of a coursebook, a workbook and Audio Cassettes/CDs but it does not have a teacher's book. The set includes totally 16 units and 4 units are taught in each Intermediate course level. Thus, this set is used for four intermediate levels. The distribution of the units at each level is shown in Figure 1:

LEVEL	UNITS
Intermediate 1	1-4
Intermediate 2	5-8
Intermediate 3	9-12
Intermediate 4	13-16

Figure 1: The distribution of units at each level in HİTİT 2 Turkish Teaching Set

This second set has been chosen since this is the equivalent level to B1 established in European Language Portfolio (ELP) and in the Common European Framework (CEF), and this level is called as the Threshold level. Thus, when the learners finish Intermediate 4 of Turkish courses, they are said to reach level B1 of ELP and CEF, i.e. Threshold level.

III.3 TEACHING MATERIAL EVALUATION TOOLS USED IN THE STUDY

In this dissertation, two scales have been used. One of the scales is Communicative Language Competences Scale, which has been designed to evaluate the potential of HİTİT 2 Turkish Teaching set with regard to promoting

communicative language competences in teaching Turkish as a foreign language. The other is Intercultural Competences Scale, which has been designed to evaluate the potential of HİTİT 2 Turkish Teaching set with regard to promoting intercultural competences in teaching Turkish as a foreign language.

In both of the scales, response choices have been presented in a 5-point rating scale from 0 to 4, where “0” corresponds to “not at all”, “1” to “not really”, “2” to “to some extent”, “3” to “to a large extent”, and “4” to “completely”.

III.3.1 Teaching Material Evaluation: Communicative Language Competences Scale

This scale has been developed by the researcher taking the criteria stated in Common European Framework of Reference for Languages (CEF) into account, which were explained in detail in II.5.3.3.1. Please refer to Appendix I to see the original criteria established in the CEF.

Taking account of these criteria, a 132-item questionnaire was developed, 71 of the items attempting to evaluate linguistic competences, 26 of them socio-linguistic competences and 35 of them pragmatic competences.

The questions developed to evaluate the relevant competence are presented under each related group below. In addition, some sub-groups of the questions are formed under each group, each group evaluating a different perspective. The questions will be indicated as Q (which stands for Question) followed by its group reference number. For instance, **Q A-a) 1a** would indicate that it is question 1a of a) Lexical competences of A) Linguistic competences. Please refer to Appendix II for the Turkish version and Appendix III for the English version of the Communicative Language Competences Scale.

A) Linguistic Competences: the knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated.

In this part there are totally 71 items and 5 sub-groups of linguistic competences.

- a) *Lexical competence*, knowledge of, and ability to use, the vocabulary of a language.

In this part, there are totally 9 items and 3 groups of questions. The first group evaluates to what extent it is identified which lexical items listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 1: Lexical 1- Qs A-a) 1a, 1b, and 1c

1. To what extent is it identified in HiTIT 2 which lexical elements the learner will need/ be equipped/be required to recognise and/or use at this level? Please tick for each item below.					
a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent these lexical items listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 2: Lexical 2 - Qs A-a) 2a, 2b, and 2c

2. To what extent are these identified lexical elements taught in HiTIT 2? Please tick for each item below.					
a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent these lexical items listed are selected and ordered with the aim and level in the textbook. The questions investigating this are as follows:

Table 3: Lexical 3 - Qs A-a) 3a, 3b, and 3c

3. To what extent are these lexical elements selected and ordered in accordance with the aim and level in HiTIT 2? Please tick for each item below.					
a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

- b) *Grammatical competence*, knowledge of, and ability to use, the grammatical structures of a language.

In this part, there are totally 29 items and 6 groups of questions. There is only one question in the first group which evaluates to what extent it is identified on which theory of grammar the work in the textbook has been based. The question investigating this is as follows:

Table 4: Grammatical 1 - Q A-b) 1

1. To what extent is it identified on which theory of grammar the work in HİTİT 2 has been based?	4	3	2	1	0
	☐	☐	☐	☐	☐

The second group evaluates to what extent it is identified these grammatical groups listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 5: Grammatical 2 - Qs A-b) 2a, 2b, 2c, 2d, 2e, and 2f

2. To what extent is it identified which grammatical groups below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent these grammatical groups listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 6: Grammatical 3 - Qs A-b) 3a, 3b, 3c, 3d, 3e, and 3f

3. To what extent are these identified grammatical groups taught in HİTİT 2? Please tick for each item below.					
a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fourth group evaluates to what extent these grammatical groups listed are selected and ordered with the aim and level in the textbook. The questions investigating this are as follows:

Table 7: Grammatical 4 - Qs A-b) 4a, 4b, 4c, 4d, 4e, and 4f

4. To what extent are these grammatical groups selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.					
a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fifth group evaluates to what extent it is identified these morphological elements and processes listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 8: Grammatical 5 - Qs A-b) 5a, 5b, 5c, 5d, and 5e

5. To what extent is it identified which morphological elements and processes below will be handled at this level in HiTIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) roots, stems, affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) inflectional affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) derivational affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) word forming affixes (simple, complex, compound words)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) irregular and exceptional forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The sixth group evaluates to what extent these morphological elements and processes listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 9: Grammatical 6 - Qs A-b) 6a, 6b, 6c, 6d, and 6e

6. To what extent are these identified morphological elements and processes taught in HiTIT 2? Please tick for each item below.					
a) roots, stems, affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) inflectional affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) derivational affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) word forming affixes (simple, complex, compound words)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) irregular and exceptional forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

c) *Semantic competence*, the learner's awareness and control of the organisation of meaning.

In this part, there are totally 12 items and 3 groups of questions. The first group evaluates to what extent it is identified these kinds of semantic relation listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 10: Semantic 1 - Qs A-c) 1a, 1b, 1c, and 1d

1. To what extent is it identified which kinds of semantic relation below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent these kinds of semantic relation listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 11: Semantic 2 - Qs A-c) 2a, 2b, 2c, and 2d

2. To what extent are these identified kinds of semantic relation taught in HİTİT 2? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent these kinds of semantic relation listed are selected and ordered with the aim and level in the textbook. The questions investigating this are as follows:

Table 12: Semantic 3 - Qs A-c) 3a, 3b, 3c, and 3d

3. To what extent are these kinds of semantic relation selected and ordered in accordance with the aim and level in HiTIT 2? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

d) *Phonological competence*, knowledge of, skill in the perception and production of the sounds and phonetic features of a language.

In this part, there are totally 18 items and 4 groups of questions. The first group evaluates to what extent it is identified these phonological and phonetic elements/skills listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 13: Phonological 1 - Qs A-d) 1a, 1b, 1c, 1d and 1e

1. To what extent is it identified which phological and phonetic elements/skills below will be handled at this level in HiTIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent these phonological and phonetic elements/skills listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 14: Phonological 2 - Qs A-d) 2a, 2b, 2c, 2d and 2e

2. To what extent are these phological and phonetic elements/skills taught in HiTIT 2? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent these phonological and phonetic elements/skills listed are selected and ordered with the aim and level in the textbook. The questions investigating this are as follows:

Table 15: Phonological 3 - Qs A-d) 3a, 3b, 3c, 3d and 3e

3. To what extent are these phological and phonetic elements/skills selected and ordered in accordance with the aim and level in HiTIT 2? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fourth group evaluates to what extent phonetic accuracy and fluency objectives are presented in the textbook at this level. The questions investigating this are as follows:

Table 16: Phonological 4, 5, 6 - Qs A-d) 4, 5, and 6

4. To what extent are phonetic accuracy and fluency an early learning objective in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent are phonetic accuracy and fluency developed as a longer term objective in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these phonetic accuracy and fluency objectives presented in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

e) *Orthographic and Orthoepic competences*, knowledge of, and skills in the perception and production of written and spoken texts.

In this part, there are totally 3 items and one group of questions. This group evaluates to what extent it is identified what orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties will take place in the textbook at this level. The questions investigating this are as follows:

Table 17: Orthographic / Orthoepic 1,2,3 - Qs A-e) 1, 2, and 3

1. To what extent are the orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties of language identified at this level in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent are these spoken and written varieties of language taught in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the needs of learners to convert text from spoken to written form and vice versa met in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

B) *Sociolinguistic Competence*: knowledge and skills required to deal with the social dimension of language use.

In this part there are totally 26 items and 7 groups of questions. The first group evaluates to what extent it is identified these sociolinguistic features listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 18: Sociolinguistic 1 - Qs B-1a, 1b, 1c, and 1d

1. To what extent is it aimed at this level in HiTIT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.					
a) choice of greetings	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) choice of address forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) conventions for turntaking	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) use and choice of expletives	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent these sociolinguistic features listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 19: Sociolinguistic 2 - Qs B-2a, 2b, 2c, and 2d

2. To what extent are these aimed expressions taught in HiTIT 2? Please tick for each item below.					
a) choice of greetings	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) choice of address forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) conventions for turntaking	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) use and choice of expletives	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent it is identified which politeness conventions/forms will take place/be taught in the textbook at this level. The questions investigating this are as follows:

Table 20: Sociolinguistic 3,4,5 - Qs B-3, 4, 5 and 6

3. To what extent is it identified at this level in HiTIT 2 which politeness conventions the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are these politeness conventions taught in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent is it identified at this level in HiTIT 2 which forms of politeness the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these forms of politeness taught in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fourth group evaluates to what extent it is identified these sociolinguistic features listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 21: Sociolinguistic 7 - Qs B-7a, 7b, 7c, and 7d

7. To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.					
a) proverbs	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressions of folk wisdom	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) clichés	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) idioms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fifth group evaluates to what extent these sociolinguistic features listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 22: Sociolinguistic 8 - Qs B-8a, 8b, 8c, and 8d

8. To what extent are these expressions taught in HİTİT 2? Please tick for each item below.					
a) proverbs	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressions of folk wisdom	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) clichés	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) idioms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The sixth group evaluates to what extent it is identified which registers will take place/be taught in the textbook at this level. The questions investigating this are as follows:

Table 23: Sociolinguistic 9, 10 - Qs B-9 and 10

9. To what extent is it identified at this level in HİTİT 2 which registers the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent are these registers taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The seventh group evaluates to what extent it is identified which social groups in the communities stated will take place/be taught in the textbook at this level. The questions investigating this are as follows:

Table 24: Sociolinguistic 11, 12 - Qs B-11a, 11b, 12a and 12b

11. To what extent is it identified at this level in HİTİT 2 which social groups in the following communities the learners should need/be equipped/be required to recognise by their use of language? Please tick for each item below.	4	3	2	1	0
a) in Turkish community	☐	☐	☐	☐	☐
b) in an international community	☐	☐	☐	☐	☐
12. To what extent are these features taught in HİTİT 2? Please tick for each item below.	4	3	2	1	0
a) in Turkish community	☐	☐	☐	☐	☐
b) in an international community	☐	☐	☐	☐	☐

C) Pragmatic Competences: knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'), used to perform communicative functions ('functional competence') and sequenced according to interactional and transactional schemata ('design competence').

In this part there are totally 35 items and 8 groups of questions. The first group evaluates to what extent it is identified these discourse features listed will take

place in the textbook at this level. The questions investigating this are as follows:

Table 25: Pragmatic 1 - Qs C-1a, 1b, 1c, 1d, 1e, 1f, and 1g

1. To what extent is it identified at this level in HITIT 2 what discourse features the learners are equipped/required to control in order to form meaningful and acceptable utterances? Please tick for each item below.					
a) thematic organisation	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) coherence and cohesion	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) logical ordering	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) style and register	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) rhetorical effectiveness	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) the co-operative principle (quality, quantity, relevance, manner)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
g) knowledge of how written and spoken texts are formed	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent these discourse features listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 26: Pragmatic 2 - Qs C-2a, 2b, 2c, 2d, 2e, 2f, and 2g

2. To what extent are these discourse features taught in HITIT 2? Please tick for each item below.					
a) thematic organisation	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) coherence and cohesion	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) logical ordering	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) style and register	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) rhetorical effectiveness	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) the co-operative principle (quality, quantity, relevance, manner)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
g) knowledge of how written and spoken texts are formed	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The third group evaluates to what extent it is identified which macrofunctions will take place/be taught in the textbook at this level. The questions investigating this are as follows:

Table 27: Pragmatic 3, 4 - Qs C-3and 4

3. To what extent is it identified at this level in HiTIT 2 which macrofunctions the learners are equipped/required to produce? (Macrofunctions are categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences,, for example, description, narration, commentary, exposition, explanation, argumentation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are these macrofunctions taught in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fourth group evaluates to what extent it is identified these microfunctions listed will take place in the textbook at this level. The questions investigating this are as follows:

Table 28: Pragmatic 5 - Qs C-5a, 5b, 5c, 5d, 5e, and 5f

5. To what extent is it identified at this level in HiTIT 2 which microfunctions the learners are equipped/required to produce? (Microfunctions are categories for the functional use of single (usually short) utterances, usually as turns in an interaction.) Please tick for each item below.					
a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) structuring discourse (opening, turntaking, closing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) communication repair	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The fifth group evaluates to what extent these microfunctions listed are taught in the textbook at this level. The questions investigating this are as follows:

Table 29: Pragmatic 6 - Qs C-6a, 6b, 6c, 6d, 6e, and 6f

6. To what extent are these microfunctions taught in HiTIT 2? Please tick for each item below.					
a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) structuring discourse (opening, turntaking, closing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) communication repair	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The sixth group evaluates to what extent it is identified according to what principles macro- and microfunctions are selected and ordered in the textbook at this level. The questions investigating this are as follows:

Table 30: Pragmatic 7,8 - Qs C-7and 8

7. To what extent is it identified at this level in HiTIT 2 according to what principles macro- and microfunctions are selected and ordered?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent are these macro- and microfunctions selected and ordered accordingly at this level in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The seventh group evaluates to what extent it is identified what interaction schemata will take place/be taught in the textbook at this level. The questions investigating this are as follows:

Table 31: Pragmatic 9, 10, 11 - Qs C-9, 10 and 11

9. To what extent is it identified at this level in HiTIT 2 what interaction schemata are needed by/required of the learners? (asking-answering, statement-agreement/disagreement, request/offer/apology-acceptance/non-acceptance, greeting-response, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent is it identified at this level in HiTIT 2 what interaction schemata are assumed to be controlled by the learners and which to be taught to the learners?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
11. To what extent are these interaction schemata taught in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The eighth group evaluates to what extent it is identified how qualitative progress in the pragmatic component can be characterised and presented in the textbook at this level. The questions investigating this are as follows:

Table 32: Pragmatic 12,13 - Qs C-12 and 13

12. To what extent is it identified at this level in HiTIT 2 how qualitative progress in the pragmatic component can be characterised?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
13. To what extent are these criteria of qualitative progress in the pragmatic component presented in HiTIT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

At the end of the scale, another section as part D “Personal Evaluation” has been designed in the form of open-ended questions with the aim of allowing the informants to make their further comments and suggestions under each group in the scale.

III.3.2 Teaching Material Evaluation: Intercultural Competences Scale

This scale has been translated and adapted from Skopinskaja's Teaching Materials Evaluation Guide (2003:75-85). Please refer to Appendix IV for the original Teaching Materials Evaluation Guide by Skopinskaja.

Taking account of 'the checklists of textbook evaluation reflecting the interest in culture but not focusing on the intercultural dimension' and 'the checklists of textbook evaluation criteria from the intercultural perspective' listed in II.5.5.2., Skopinskaja developed a 36-item-questionnaire, stating her aim as "the present overview of various textbook evaluation checklists provides us with a sound basis for establishing our own evaluation checklist of FL TM from an intercultural perspective, which was one of our objectives." (Skopinskaja 2003:62). In the questionnaire, 7 of the items are designed to evaluate the rationale, i.e. aims, goals and interests of the teaching materials, the following 7 items cultural content, the next 10 items knowledge, the other 6 items attitude, two of them intercultural awareness and the 4 of them culture and language.

The questions in the scale used in this study have been translated and adapted to Turkish language culture. Please refer to Appendix V for the Turkish version and Appendix VI for the English version of the Intercultural Competences Scale. The questions to evaluate the relevant competence are presented under each related group below after Skopinskaja's own explanation for each group is cited. The questions will be indicated as Q (which stands for Question) followed by its group reference number. For instance, **Q A-1** would indicate that it is question 1 of A) Rationale: aims, goals and interests of the teaching materials.

Skopinskaja (2003: 62-63) explains the aim of each part in the scale in the following way:

SECTION A. RATIONALE: AIMS, GOALS AND INTERESTS OF THE TEACHING MATERIALS: rationale behind FL teaching materials' design, namely correspondence between the aims and goals of the TM and the students' conceptual framework; correspondence between the aims of the TM and the students' needs and goals; topics suitability as determined by students' age,

gender, environment and social setting; and explicit/implicit statement of the goal of cultural instruction;

In this part there are totally 7 items and 3 groups of questions. The first group evaluates to what extent the aims and goals of the textbook are geared to the conceptual framework of the learners. The questions investigating this are as follows:

Table 33: Rationale 1, 2 - Qs A- 1 and 2

1. To what extent are the aims and goals of HiTIT 2 geared to the conceptual framework of the students (as determined by their age, social class, cultural background)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the aims and goals of HiTIT 2 correspond to the needs and goals of the students?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group evaluates to what extent the textbook covers a variety of topics as determined by the items listed. The questions investigating this are as follows:

Table 34: Rationale 3 - Qs A- 3a, 3b, 3c, and 3d

3. To what extent do HiTIT 2 cover a variety of topics suitable to the interests of the students, as determined by					
a) their age (the appropriateness of the topics to the target age group)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sex (female/male) (whether the topics address to both sexes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) environment (whether the topics exemplify both rural and urban life)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) social setting (whether the topics exemplify characters coming from different social setting such as middle class, working class, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

This question in the third group evaluates the goal of the cultural instruction stated in the textbook. The question investigating this is as follows:

Table 35: Rationale 4 - Q A- 4

4. To what extent is the goal of the cultural instruction stated (for example, if it is primary to other goals, give a 3 or 4, if secondary, give a 1 or 0)?	4	3	2	1	0
	☐	☐	☐	☐	☐

SECTION B. CULTURAL CONTENT: cultural content of the TM, that is culturally sensitive versus tourism-oriented portrayal of the cultural character of the foreign society; integration of the cultural content into the FL course; and the nature of the TM character representation with regard to its age, social class, interests, mentality and family situation;

In this part there are totally 7 items and 3 groups of questions. This question evaluates the cultural character of Turkish community stated in the textbook. The question investigating this is as follows:

Table 36: Cultural Content 1 - Q B- 1

1. To what extent do HiTİT 2 reflect the cultural character of Turkish community (for example, if they also include negative or problematic social or cultural aspects, give a 3 or 4, but if they only incorporate tourism-oriented situations, give a 1 or 0 depending on the amount and type of information)?	4	3	2	1	0
	☐	☐	☐	☐	☐

This question evaluates the cultural content integrated in the course. The question investigating this is as follows:

Table 37: Cultural Content 2 - Q B- 2

2. To what extent is the cultural content integrated in the course (for example, if it is presented in context, give a 3 or 4, if only as isolated facts, give a 1 or 0)?	4	3	2	1	0
	☐	☐	☐	☐	☐

This group evaluates the characters of Turkish culture presented in the textbook. The questions investigating this are as follows:

Table 38: Cultural Content 3 - Qs B- 3a, 3b, 3c, 3d, and 3e

3. To what extent are the characters in HİTİT 2 representative of Turkish culture with regard to,					
a) their age (are characters from all age groups represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) their social class (are different social classes exemplified?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) their interests (are the interests of Turkish people represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) their mentality (towards incidents, situations, etc.?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) their family life (is the traditional Turkish family represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

SECTION C. PRESENTATION OF CONTENT: KNOWLEDGE: presentation of content through cultural knowledge, that is inclusion of the historical, geographical, political, ideological, religious and creative arts perspectives to explain the national identity of the target language community; portrayal of different ethnic origins and sub-cultural groups; presentation of socio-political problems, socially acceptable or taboo topics as well as cultural/racial/gender stereotypes; and reference to the learners' own culture.

In this part there are totally 10 items and 2 groups of questions. The first group of questions evaluates the perspectives regarding history, geography, ideology and creative arts of Turkish language culture presented in the textbook. The questions investigating this are as follows:

Table 39: Knowledge 1, 2, 3, 4 - Qs C – 1, 2, 3, and 4

1. To what extent is the historical perspective present in HİTİT 2 to explain the national identity of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent is the geographical perspective present HİTİT 2 to explain certain features of the national character of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the ideological (political, religious, etc.) perspectives of Turkish language culture taken into consideration in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do HİTİT 2 offer insight into the creative arts of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

The second group of questions evaluates the perspectives regarding cultural and sub-cultural varieties of Turkish language culture presented in the textbook. The questions investigating this are as follows:

Table 40: Knowledge 5, 6, 7, 8, 9, 10 - Qs C – 5, 6, 7, 8, 9, and 10

5. To what extent do HİTİT 2 offer insight into a variety of cultures (for example, immigrants, ethnic groups, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do HİTİT 2 offer insight into a variety of subcultural groups (for example, professions)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. To what extent do HİTİT 2 offer insight into the socially acceptable or taboo topics of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent do HİTİT 2 offer insight into the cultural/racial/gender stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. To what extent do HİTİT 2 offer insight into the students' own culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent do HİTİT 2 offer insight into socio-political problems of Turkish language culture (unemployment, pollution, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

SECTION D. PRESENTATION OF CONTENT: ATTITUDES: presentation of content through attitudinal perspective, that is development of tolerance and empathy towards otherness as well as a feeling of the national identity; challenging the learners' existing stereotypes; arousing curiosity about otherness; and preparing students for an adequate behaviour in the target language;

In this part there are totally 6 items and 1 group of questions. This group of questions evaluates the topics studied under attitudes such as tolerance, empathy, challenging stereotypes, etc presented in the textbook. The questions investigating this are as follows:

Table 41: Attitudes 1, 2, 3, 4, 5, 6 - Qs D – 1, 2, 3, 4, 5, and 6

1. To what extent do HiTIT 2 develop tolerance towards other people coming from a different culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HiTIT 2 develop empathy towards other people coming from a different culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do HiTIT 2 challenge the students' existing stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do HiTIT 2 develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent do HiTIT 2 encourage curiosity about the other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do HiTIT 2 prepare students to behave adequately when in contact with the members of other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

SECTION E. PRESENTATION OF CONTENT: INTERCULTURAL AWARENESS:

presentation of content through intercultural perspective, that is encouraging learners to compare the foreign culture with their own; and offering mutual representations, images and stereotypes of the students' own and the foreign culture;

In this part there are totally 2 items and 1 group of questions. This group of questions evaluates the intercultural awareness presented in the textbook. The questions investigating this are as follows:

Table 42: Intercultural Awareness 1, 2 - Qs E – 1 and 2

1. To what extent do HiTIT 2 encourage students to compare the foreign culture with their own (namely, to observe and analyse similarities and differences between their own and the foreign culture)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HiTIT 2 offer mutual representations, images and stereotypes of the students' own and the foreign culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

SECTION F. PRESENTATION OF CONTENT: CULTURE AND LANGUAGE:

presentation of content through culture-and-language perspective, that is development of students' linguistic as well as paralinguistic awareness; teaching

appropriate register; and authenticity of the material used in the texts, exercises, tapes, etc.

In this part there are totally 4 items and 1 group of questions. This group of questions evaluates the cultural and linguistic issues presented in the textbook. The questions investigating this are as follows:

Table 43: Culture and Language 1, 2, 3, 4 - Qs F – 1, 2, 3, and 4

1. To what extent does the cultural context of HİTİT 2 develop students' awareness of different linguistic means to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HİTİT 2 develop students' awareness of the different paralinguistic means (such as gestures and mimics, facial expressions and tone of the voice) to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do HİTİT 2 teach the register appropriate to the students' needs (for example, if mostly formal-informal, slang, regional idioms, etc. are presented, give a 3 or 4, if mostly standard language use is presented, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent is the material used in the texts, exercises, tapes, etc., authentic? (for example, if mostly materials taken from newspapers, radio and television programs are presented, give a 3 or 4, if mostly fictitious materials prepared for special needs are presented, give a 1 or 0)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

At the end of the scale, another section as part G “Personal Evaluation” has been designed in the form of open-ended questions with the aim of allowing the informants to make their further comments and suggestions under each group in the scale.

III.4 PARTICIPANTS

In this dissertation, there are three groups of informants as participants: 1) the teacher informants, 2) the teacher informants as raters, and 3) the researcher.

The first group of informants involves the teachers teaching Turkish as a foreign language to adults in 3 branches of Ankara University TÖMER. Totally 41 teacher informants, 35 of whom are female (87,50%) and 5 of whom are male (12,50%), have responded to two scales. The ages of the teachers range from 23 to 44.

In addition to the response choices evaluating the potential of the teaching material for promoting communicative and intercultural competences, a personal information questionnaire has been issued to the teachers. In this questionnaire, the teachers have been asked to response to some items searching for their personal, educational and teaching backgrounds. Figure 2 shows the distribution of the personal, educational and teaching background information about the teacher informants according to the variables asked in the questionnaire.

According to the information in Figure 2, the profile of the teacher informants participated in the study can be summarized as follows:

- 1) Of 41 of the teachers, 22% have 0-3 years' experience of teaching Turkish, 7% have 4-5 years' experience of teaching Turkish, and 71% have 6 or more years' experience of teaching Turkish, which forms the majority.
- 2) Of 41 of the teachers, 7% have used HİTİT 2 for 0-1 year, 15% have used HİTİT 2 for 1-3 years, and 78% have used HİTİT 2 for 3-5 years, which forms the majority.
- 3) Of 41 of the teachers, 98% have taught Intermediate 1, 95% have taught Intermediate 2, 85% have taught Intermediate 3, and 88% have taught Intermediate 4, which means that the majority of the teachers know the teaching material well.
- 4) Of 41 of the teachers, 10% don't know any language, 44% know 1 language which forms the majority, 37% know 2 languages, and 10% know 3 or more languages.
- 5) Of 41 of the teachers, 22% have studied Linguistics, 39% have studied Turkish Language and Literature and Turkish Dialects which forms the majority, 25% have studied Western Languages and Literature & Language Teaching, and 14% have studied Eastern Languages and Literature.

(1)	0-3 years	4-5 years	6+ years	SUM TOTAL
The length of time the teacher informants have taught Turkish	9	3	29	41
%	22%	7%	71%	100%

(2)	0-1 year	1-3 years	3-5 years	SUM TOTAL
The length of time the teacher informants have used HİTİT 2 Turkish Teaching set	3	6	32	41
%	7%	15%	78%	100%

(3)	INT 1	INT 2	INT 3	INT 4	SUM TOTAL
Whether the teacher informants have taught Turkish at intermediate levels	40	39	35	36	41
%	98%	95%	85%	88%	100%

(4)	0 language	1 language	2 languages	3+ languages	SUM TOTAL
The number of the language the teacher informants know	4	18	15	4	41
%	10%	44%	37%	10%	100%

(5)	Linguistics	Turkish Language and Literature & Turkish Dialects	Western Languages and Literature & Language Teaching	Eastern Languages and Literature	SUM TOTAL
The department the teacher informants graduated from	8	14	9	5	36
%	22%	39%	25%	14%	100%

Figure 2: The distribution of the personal, educational and teaching background information about the teacher informants.

The second group of informants in this study is the teacher informants who have been selected and used as raters in the analysis. It was decided before the application of the study that 2 or 3 of the teacher informants would be chosen as raters to compare their responses with the other teachers'. For this purpose, before the application, the following criteria to choose the appropriate raters were established in order to be objective while choosing them. The criteria were:

- 1) The rater must have been teaching Turkish at least for 6 years or more,
- 2) The rater must have been teaching HİTİT 2 at least for 3 years or more,
- 3) The rater must have taught at least all the basic and intermediate levels,
- 4) The rater must have specialized in or studied the following subjects preferably in the order shown: Linguistics; Western Languages and Literature and Language Teaching; Eastern Languages and Literature; and Turkish Language and Literature and Turkish Dialects.
- 5) The rater must have experienced learning and / or teaching foreign languages,
- 6) The rater must have attended to the seminar organized by the researcher in case the teacher informants are unfamiliar with the terminology used in the scales.

Two teachers were chosen as raters because they met most of the criteria stated above. Figure 3 shows the profile of two raters with regard to their personal, educational and teaching background information, which proves that they met the criteria established.

From Figure 3, the profile of the raters can be summarized as follows:

- 1) Both of them have 6 or more years' of experience of teaching Turkish,
- 2) Both of them have used HİTİT for 3-5 years,
- 3) Both of them have taught Turkish at all basic and intermediate levels,
- 4) One of them knows two languages and the other one knows 3 or more languages,

(1)	0-3 years	4-5 years	6+ years	SUM TOTAL
The length of time the raters have taught Turkish	0	0	2	2
%	0%	0%	100%	100%

(2)	0-1 year	1-3 years	3-5 years	SUM TOTAL
The length of time the raters have used HiTIT 2 Turkish Teaching set	0	0	2	2
%	0%	0%	100%	100%

(3)	BASIC 1	BASIC 2	BASIC 3	BASIC 4	SUM TOTAL
Whether the raters have taught Turkish at basic levels	2	2	2	2	2
%	100%	100%	100%	100%	100%
	INT 1	INT 2	INT 3	INT 4	SUM TOTAL
Whether the raters have taught Turkish at intermediate levels	2	2	2	2	2
%	100%	100%	100%	100%	100%

(4)	0 language	1 language	2 languages	3+ languages	SUM TOTAL
The number of the language the raters know	0	0	1	1	2
%	0%	0%	50%	50%	100%

(5)	Linguistics	Turkish Language and Literature & Turkish Dialects	Western Languages and Literature & Language Teaching	Eastern Languages and Literature	SUM TOTAL
The department the raters graduated from	0	1	1	0	2
%	0%	50%	50%	0%	100%

Figure 3: The profile of the personal, educational and teaching background information about the raters.

- 5) One of them has studied Turkish Language and Literature, and the other has studied Western Languages and Literature.

The third group of informants is the researcher. She has been into the subject for over three years since she has been making research and studying on Intercultural Communicative Competence both in a European project and for her PhD studies.

The process of selecting the teacher informants falls into the category of nonprobability sampling. The informants were purposefully selected, and the sampling group was formed from the teachers teaching HİTİT 2 Turkish Teaching set in 3 branches of Ankara University TÖMER, which are the ones having more teachers than the other branches. Therefore, the sampling type used in this study is expert sampling, which is one of the purposive sampling under the category of nonprobability sampling (according to the classification of Trochim 2001:55-58; and Merriam 1988:48 cited in Sercu 2000:80).

III.5 DATA COLLECTION AND PROCEDURE

Having been completed by the researcher, both of the scales, namely Communicative Language Competences Scale and Intercultural Competences Scale, were read by the members of the Dissertation Steering Committee (DSC) and some necessary amendments were made in accordance with the comments and suggestions from the members.

After agreeing on the evaluation criteria in the scales, it was discussed and foreseen that the teachers may not have been familiar with the terminology used in both scales. For this reason, it was decided in one of the Dissertation Steering Committees that it would be a good idea if the researcher prepared a seminar to present the content of both scales, explained what was intended in each question and mutually discussed the issues with the teacher informants. It was also planned to hand out the scales to the teachers at the end of the seminar to collect their responses at once.

A 2-hour seminar was organized by the researcher to inform the participants about the content of the scales in two branches of Ankara University TÖMER, one in Ankara and one in İstanbul, in two different dates. It was announced long before enough; however, the participation in the seminars was far less than expected. The parts of the scales were introduced and some concepts which the participants may have needed further explanation about were presented and discussed through the power point presentation. At the end of each seminar, the informants said that they didn't want to respond to the questions at once and they needed some time to answer the questions because there were a lot of terms which were either new to them or necessary to think over them before responding. The scales were given to the informants and they were allowed 2 weeks to complete and turn them back to the researcher.

Because the participation in the seminar was less than expected, it was eventually decided to issue the scales to those who were not able to participate in the seminar, and, by this way, to compare the results that would be collected from these two groups. Totally 65 scales were issued to the teachers in three branches at Ankara University TOMER. As stated earlier while explaining the participants in the study, these 3 branches of Ankara University TÖMER have been selected because these branches are the ones having more teachers than the other branches. Only 41 of them turned back to the researcher, much later than expected, which caused the application period of the study to last longer than expected. Of the 41 responses, 20 (48,78%) were from the teachers who participated in the seminar and 21 (51,22%) were from those who could not participate.

In addition to the response choices evaluating the potential of the teaching material for promoting communicative and intercultural competences, a personal information questionnaire has been issued to the teachers in order to collect some information about their personal, educational and teaching backgrounds, which is thought to be useful in explaining the results of the analysis, the variables of which explained in more detail in III.4. of this section.

Organizing a seminar was a spontaneous but lucky decision of the Committee because this gave the researcher the opportunity to have informal interviews with the teacher informants on the subject as well as the opportunity to compare the results obtained from these two groups. In addition to the data obtained from the scales and personal questionnaires which the teacher informants responded, some informal interviews with the teachers have been done during the seminar and at times, which formed the qualitative data of the research.

The responses collected from the informants, i.e. the quantitative data, have been analysed statistically. In the analysis of the answers given to the question groups, descriptive statistical techniques were used. The other statistical techniques used in the study, which will be discussed in detail in the following chapter (Chapter IV), are one-way ANOVA and Tukey test.

Each scale includes a section at the end to let the teacher informants write their personal evaluation as comments and suggestions. Originally, it was planned to analyse these comments and suggestions, which are in the form of open-ended questions, using content analysis. However, only very few of the informants answered these questions, which was not enough to carry out a content analysis. So, content analysis section was skipped from the study and personal comments and/or suggestions, which were very few, were translated into English and quoted directly in the next section of the study while analyzing the qualitative data. In this way, the results of the study were subjected to both quantitative and qualitative data collection and analysis techniques.

A chart was prepared with the purpose of seeing the general overview of the method used in the study and presenting it as a whole. Figure 4 on the next page shows this overview of the method used in the study.

METHOD OF THE STUDY			
PARTICIPANTS	PROCEDURE	ASPECT	MEASURES
Teachers	Material Assessment	Linguistic	Communicative Language Competences Scale, including linguistic, sociolinguistic and pragmatic aspects, has been developed using the criteria in the CEF and scored on a 0-4 continuum. The teacher informants have evaluated the material using this scale. The results have been compared with the results obtained from the researcher and the raters.
		Intercultural	The Intercultural Competences Scale, translated and adapted from Skopinskaja's (2003:75-85) "Teaching Materials Evaluation Guide", has been used, and the informant teachers have evaluated the material according to this scale. The results have been compared with the results obtained from the researcher and the raters.
Researcher and Raters	Material Assessment	Linguistic	The same questionnaire developed using the criteria in the CEF has been used. The researcher and raters have evaluated the material using this scale and the results have been compared with the results obtained from the teachers.
		Intercultural	The same scale from Skopinskaja's (2003:75-85) has been used and the researcher and raters have evaluated the material according to this scale. The results have been compared with the results obtained from the teachers.

Figure 4: Overview of the method used in the study.

III.6 LIMITATIONS OF THE STUDY

The limitations of the study can be listed as follows:

- As mentioned earlier, Intercultural Communicative Competence (ICC) in Foreign Language Teaching (FLT) has been studied in many relevant fields such as material assessment, learners' performance assessment, curriculum development, language teacher training, etc., and each area is subject to a detailed investigation of its own. Being aware of the fact that teaching material assessment alone is not enough to evaluate the whole process of a language course, this study has been limited only to teaching material assessment because of the fact that each relevant area needs to be investigated in detail.
- In this study, learners' performance has not been taken into consideration, which would be a good way of collecting the real outcomes of the teaching material to provide further evidence for the research. However, due to the practical reasons, the scope of this study has been limited to only teaching material evaluation. One of the main reasons is that the profile of the learners attending Turkish courses at Ankara University TÖMER reveals that the groups are not homogeneous. The learner groups are not homogeneous, first of all, because some of the learners in the group at a specific level may be attending from the previous courses whereas the others may be attending to this group for the first time after the replacement test, which makes us consider the fact that the learners' Turkish learning periods are different from each other. Depending on the first reason, secondly, some of the learners have been living in Turkey for some time because of different reasons such as marriage, work, attending university, etc., while the others just attend the courses for a short period of time, even only for a month. This brings us to the fact that there aren't the same learners at each level, which makes it impossible to observe the same learners for a period of time. On the other hand, as a third reason, the learners use the target language,

i.e. Turkish, and have some cultural contacts in other settings in Turkish culture, apart from the classroom setting, which would make it impossible to make sure whether the learners have reached to that level in Turkish only in the classroom setting.

- On the other hand, the role of the teacher and his performance has not been taken into account, which is another field deserving a detailed study on its own.
- Through the implementation of the study, most of the teachers reported that they were unfamiliar with the terminology used in the scales and that they had difficulty in answering them, even that they sometimes were not sure of their responses. Upon this, a seminar was organized in Ankara and Istanbul branches of Ankara University TÖMER to help the teacher informants capture what is meant by each item in the scales. Despite the seminar, the informants reported that the terminology was still difficult for them and they needed time to answer the items in the scales. Totally, 65 scales were issued to the teacher informants in three branches of Ankara University TÖMER and 41 of them turned back.
- Although content analysis was originally planned for the analyses of the open-ended questions given at the end of each scale, only the responses to the 5-point questions in the scales were analysed because there were not enough responses to the open-ended questions.

CHAPTER IV. ANALYSIS OF THE DATA

IV.1 QUANTITATIVE ANALYSIS OF THE DATA

The responses obtained from each informant, including scales and questionnaire, were prepared as an electronic database. Before the responses in the scales were analysed through descriptive statistics, the relevant questions were grouped together where necessary under each group and sub-group, since these questions were searching for different items of the same category. For instance, in Communicative Language Competences Scale, the first group of Linguistic Competences is Lexical Competences. The first question investigates 'to what extent it is identified which lexical items listed as a, b and c under this question will take place in the textbook at this level'. So, these choices were grouped as a single question and this first group was called as Lexical 1- Qs A-a) 1a, 1b, and 1c, which means these questions belong to the first group of a) Lexical competences of A) Linguistic competences. There were only 4 questions left as a single question because it was not possible to combine them as they are investigating a single certain aspect of the relevant category. These questions were Grammatical Competence 1 - Q A-b) 1, Rationale 4 - Q A- 4, Cultural Content 1 - Q B- 1 and Cultural Content 2 -Q B- 2. In short, totally 43 question groups, out of 168 items from two scales, were formed either as a single question or a group of questions.

Because this is a descriptive study which aims to describe the existing potential of the teaching material, as a first step, the percentages of each single question and question groups given to rating scale (which is a 5-point rating scale from 0 to 4, where "0" corresponds to "not at all", "1" to "not really", "2" to "to some extent", "3" to "to a large extent", and "4" to "completely") were averaged to see the percentage distribution of the total responses given to them. In addition to the percentages of the total responses, the percentages of the responses obtained from the informants who participated in the seminar ('seminar

participants' from now on) and the percentages of the responses obtained from the informants who could not participate in the seminar ('seminar non-participants' from now on) were averaged, too. The percentages of the second and the third group were averaged to see the difference because it was thought that participating in the seminar would make a difference in the responses given.

As a second step, the total responses given for each question and question groups were entered as the data according to each point in the scale in order to see the average scores visually in column charts. The same procedure was performed for seminar participants and non-participants.

The percentages of the results obtained from seminar participants and seminar non-participants showed that there is a significant difference between the responses of these two groups. Upon seeing the difference, the results were analysed using descriptive statistics and the mean scores of each question and question groups given in both groups (i.e. participant and non-participant) were calculated through descriptive statistics. In addition to the single questions and question groups, the mean scores of each group/sub-group of competences were calculated as Lexical, Grammatical, Semantic, etc., to see the total averages of each group as a whole.

In the questionnaire attached to the scales, the aim was to collect information about the teachers' personal, educational and teaching background. In the questionnaire, the following items were asked as personal, educational and vocational factors:

- The age of the teacher
- The gender of the teacher
- The length of time the teacher has taught Turkish
- The length of time the teacher has used HİTİT 2 Turkish Teaching set
- Whether the teacher has taught Turkish at intermediate levels
- The number of the language the teacher knows
- The department the teacher graduated from

The age and gender were investigated to give a general description of the informants participating in the study. The other items were issued in order to investigate whether these factors affect the responses the informants gave to the questions in the scales.

Therefore, besides the descriptive statistics of participation and non-participation in the seminar, for each factor above, the mean scores of each question and question group were calculated both for seminar participants and seminar non-participants. Furthermore, as the third group, the mean scores of the raters, who were selected from the informants according to the criteria set before and as explained in III.4. (Participants), and the researcher were calculated together in order to compare the results obtained from the informants with them. The average scores obtained from the responses of the third group including two raters and the researcher were used as an answer key in the study.

Having obtained the mean scores of questions in the scales according to three groups (participants, non-participants and raters) for each factor above through descriptive statistics, it was aimed to investigate the differences between the level scores of each factor for each question group. For this purpose, the mean scores were analysed using one-way ANOVA. If the p value obtained from one-way ANOVA was less than 0.05 ($p < 0.05$), Tukey test was used to see the mutual differences between the group scores of each sub-group, namely between participant versus non-participant, participant versus raters, and non-participant versus raters.

Although the factor “the length of time the teacher has used HİTİT 2 Turkish Teaching set” was listed above, it was seen from the responses to the questionnaire that all the teachers used this set to teach Turkish during the period they worked at Ankara University TÖMER. Because the results obtained from the factor “the length of time the teacher has taught Turkish” would involve the results for the former factor, this factor was not included in one-way ANOVA and consequently in Tukey test. In addition, because it was not possible to have

their averages statistically, the single questions, which do not belong to any group, were not analysed through one-way ANOVA and Tukey test.

Furthermore, another factor in the list above is “whether the teacher has taught Turkish at intermediate levels” and this factor was designed considering all four levels at intermediate level as Intermediate 1, Intermediate 2, Intermediate 3 and Intermediate 4. All the intermediate levels were analysed with descriptive statistics. In addition to this, it was also intended to perform one-way ANOVA and if possible Tukey test. However, this was possible only for Intermediate 3 and 4 because the numbers obtained at Intermediate 1 and 2 were not enough statistically to calculate the average scores in each participant group to be able to compare them. For this reason, one-way ANOVA and Tukey test were only performed at Intermediate 3 and 4.

To sum up, as it was also mentioned earlier in this chapter, upon seeing these differences in the percentages of the responses among the informant groups, and even sometimes between the members of each group, it was felt necessary to perform some further statistical analyses to see whether we can explain these differences statistically. Through descriptive statistics, 1) the mean scores of each question and question groups for seminar participant and non-participant groups; 2) the mean scores of each group/sub-group of competences; 3) the mean scores of each question and question group both for seminar participants and non-participants according to each factor searching for personal, educational and teaching background of the informants; and 4) the mean scores of the raters (including the researcher, too) were calculated in order to use these mean scores in one-way ANOVA and Tukey test. The mean scores were analysed using one-way ANOVA to see the differences between the level scores of each factor for each question group. If the p value obtained from one-way ANOVA was less than 0.05 ($p < 0.05$), Tukey test was used to see the mutual differences between the group scores of each sub-group, namely between participant versus non-participant, participant versus raters, and non-participant versus raters.

Having been examined statistically, results revealed two main groups as:

- 1) The one in which results are statistically significant
- 2) The one in which results are statistically not significant

In the second group, because the results were found statistically insignificant in one-way ANOVA having the p value more than 0.05 ($p > 0.05$), further statistical analyses were not performed with these questions since they could not be found meaningful statistically; i.e. any relationship could not be found statistically between the responses given to question groups by the informants and the factors stated.

In the first group, however, the results revealed two sub-groups as:

- a) the one which includes statistically significant difference in results, that is, having examined the results using one-way ANOVA and Tukey test, it was seen that the difference in the result was significant because the p value was less than 0.05 ($p < 0.05$),
- b) the one which includes statistically insignificant difference in results, that is, having examined the results using one-way ANOVA and Tukey test, it was seen that the difference in the result was insignificant because the p value was more than 0.05 ($p > 0.05$).

In the following parts of this chapter, the results obtained from the statistical analyses performed will be presented under the title of each scale. The results obtained from the questions will be presented under each relevant sub-group of competences in the order shown below:

- First, the percentages of the total responses to the questions will be presented in column charts, the results obtained will be described and additionally the percentages of participant, non-participant and rater groups will be explained,
- Next, the results obtained from descriptive statistics, one-way ANOVA and Tukey test will be presented. Because of the spatial reasons, the results which are statistically insignificant because the p value was more than 0.05 ($p > 0.05$) after one-way ANOVA will not be presented, and the other results in this group will be presented in 2 sub-groups as:

- a) statistically significant difference in results having the p value less than 0.05 ($p < 0.05$) after Tukey test
- b) statistically insignificant difference in results having the p value more than 0.05 ($p > 0.05$) after Tukey test.

In the following section, only column charts of the total responses including the distribution of the percentages will be shown. Please refer to;

- Appendix VII for the percentage distribution of the total results according to each item in the rating scale obtained from Communicative Language Competences Scale,
- Appendix VIII for the percentage distribution of the total results according to each item in the rating scale obtained from Intercultural Competences Scale,
- Appendix IX for the distribution of the percentages of the results obtained from seminar participants and seminar non-participants for Communicative Language Competences Scale,
- Appendix X for the distribution of the percentages of the results obtained from seminar participants and seminar non-participants for Intercultural Competences Scale,
- Appendix XI for the scores of the informants obtained through descriptive statistics for each question and competence group according to seminar participation and raters, and
- Appendix XII for the distribution of the percentages of the average results obtained from two raters and the researcher in Communicative Language Competences Scale and the Intercultural Competences Scale.

By presenting the column charts for question groups, the aim is just to give the general description of percentage distributions obtained from the responses given by the informants. In this chapter, only the results obtained from the statistical analyses will be presented. The discussion will be carried out in Chapter V (Discussion). In addition, the researcher's responses will be

presented in detail in the next Chapter (Chapter V Discussion) while discussing the results obtained from the analysis of the study.

In the presentation of the quantitative results below, the values of the 5-point rating scale can be interpreted as follows:

- 0 (not at all) and 1 (not really) implies that the teaching material does not have the potential for promoting the relevant competences according to its rate;
- 3 (to a large extent) and 4 (completely) implies that the teaching material has the potential for promoting the relevant competences according to its rate;
- 2 (to some extent) implies that the teaching material has some potential for promoting the relevant competences but still it needs to be revised in some respects.

IV.1.1 Quantitative Analysis of the Communicative Language Competences Scale

IV.1.1.1 Linguistic Competences

The distribution of the percentages of the total responses obtained from the first question group of Lexical competences is shown in Table 1:

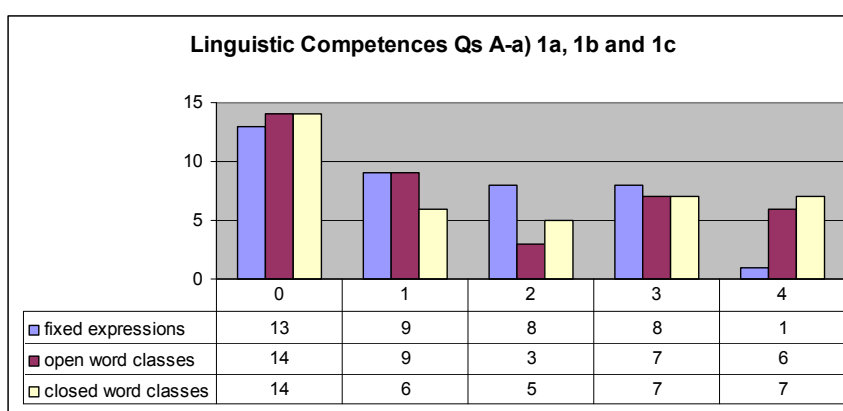


Table 1: The distribution of the percentages of Lexical 1- Qs A-a) 1a, 1b and 1c obtained from Linguistic Competences

The figures in Table 1 show that a majority of teachers rate 'to what extent it is identified which lexical items listed will take place in the textbook at this level' as 0 (not at all) and the percentages are: Q1a - fixed expressions is 33,33%; Q1b & c – open word classes and closed word classes are 35,90%. However, seminar participants rate these questions as 0 (not at all) for fixed expressions 61,11%; for open word classes and closed word classes 66,67% whereas seminar non-participants rate them as 0 (not at all) for all these lexical items 9,52%. On the other hand, the average percentage of the raters (including the researcher, too) shows that they mark these questions as 0 (not at all) 100%.

The distribution of the percentages of the total responses obtained from the second question group of Lexical competences is shown in Table 2:

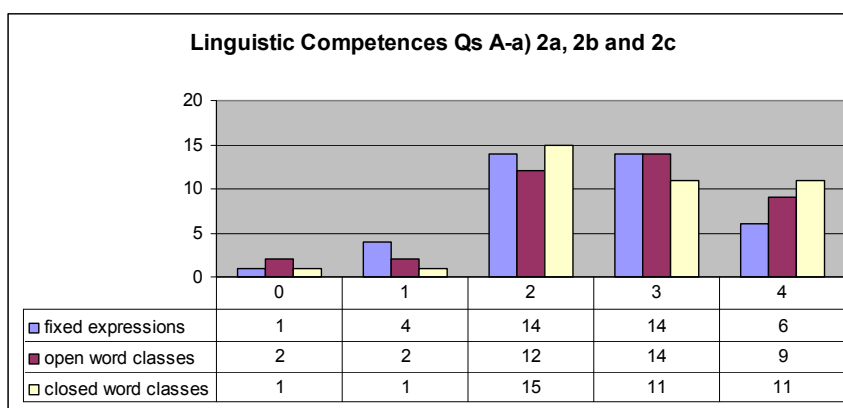


Table 2: The distribution of the percentages of Lexical 2 - Qs A-a) 2a, 2b, and 2c obtained from Linguistic Competences

The figures in Table 2 show that a majority of teachers rate 'to what extent these lexical items listed are taught in the textbook at this level' almost equally as either 2 (to some extent) or 3 (to a large extent) and the percentages are: Q2a - fixed expressions is 35,90% for 2 and 3; Q2b – open word classes is 30,77% for 2 and 35,90% for 3; and Q2c - closed word classes is 38,46% for 2 and 28,21%. Seminar participants rate these questions as 2 (to some extent) for fixed expressions 50,00%; for open word classes as 2 (to some extent) 44,44%; and for closed word classes as 2 (to some extent) 50,00% whereas seminar non-participants rate them as 3 (to a large extent) for fixed expressions 38,10%; for open word classes 38,10%; and as 4 (completely) for closed word classes

38,10%. On the other hand, the average percentage of the raters shows that they mark fixed expressions and open word classes as 2 (to some extent) 100%; and closed word classes as 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Lexical competences is shown in Table 3:

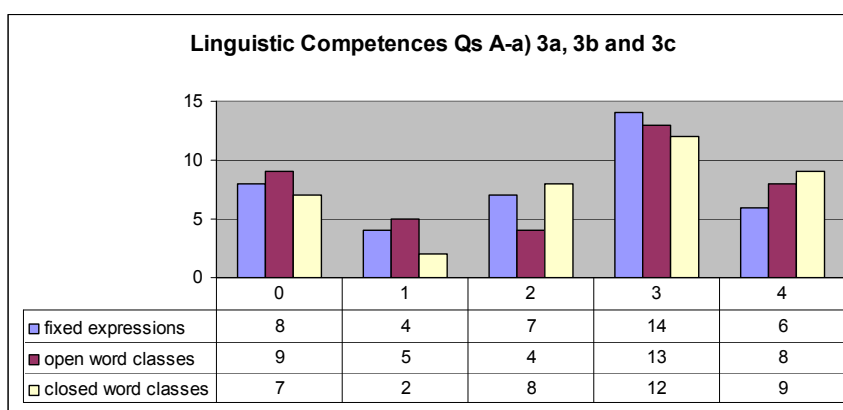


Table 3: The distribution of the percentages of Lexical 3 - Qs A-a) 3a, 3b, and 3c obtained from Linguistic Competences

The figures in Table 3 show that a majority of teachers rate 'to what extent these lexical items listed are selected and ordered with the aim and level in the textbook' as 3 (to a large extent) the percentages are: Q3a - fixed expressions is 35,90%; Q3b – open word classes is 33,33%; and Q3c - closed word classes is 31,58%. Seminar participants rate these questions surprisingly equally for almost all the questions in this group as either 0 (not at all) or 3 (to a large extent): for fixed expressions as 0 (not at all) 38,89% and as 3 (to a large extent) 38,89%; for open word classes as 0 (not at all) 44,44% and as 3 (to a large extent) 33,33%; and for closed word classes as 0 (not at all) 38,89% and as 3 (to a large extent) 27,78% whereas seminar non-participants rate them as almost equally either 3 (to a large extent) or 4 (completely): for fixed expressions as 3 (to a large extent) 33,33% and as 4 (completely) 28,57%; for open word classes as 3 (to a large extent) 33,33% and as 4 (completely) 38,10%; and for closed word classes as 3 (to a large extent) and 4 (completely) both 35,00%. On the other hand, the average percentage of the raters shows that they mark fixed expressions as 3 (to a large extent) 66,67%, open word

classes as 2 (to some extent) 66,67%; and closed word classes as 3 (to a large extent) 100%%.

The distribution of the percentages of the total responses obtained from the first question group of Grammatical competences is shown in Table 4:

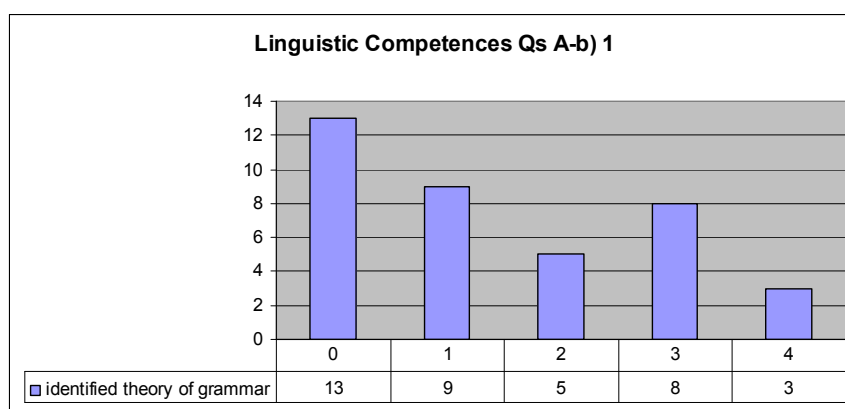


Table 4: The distribution of the percentages of Grammatical 1 - Q A-b) 1 obtained from Linguistic Competences

The figures in Table 4 show that a majority of teachers rate 'to what extent it is identified on which theory of grammar the work in the textbook has been based' as 0 (not at all) and the percentage is 34,21%. Seminar participants rate this question as 0 (not at all) 55,56 whereas seminar non-participants rate it as 3 (to a large extent) 30,00%. On the other hand, the average percentage of the raters shows that they mark this question as 1 (not really) 66,67%.

The distribution of the percentages of the total responses obtained from the second question group of Grammatical competences is shown in Table 5:

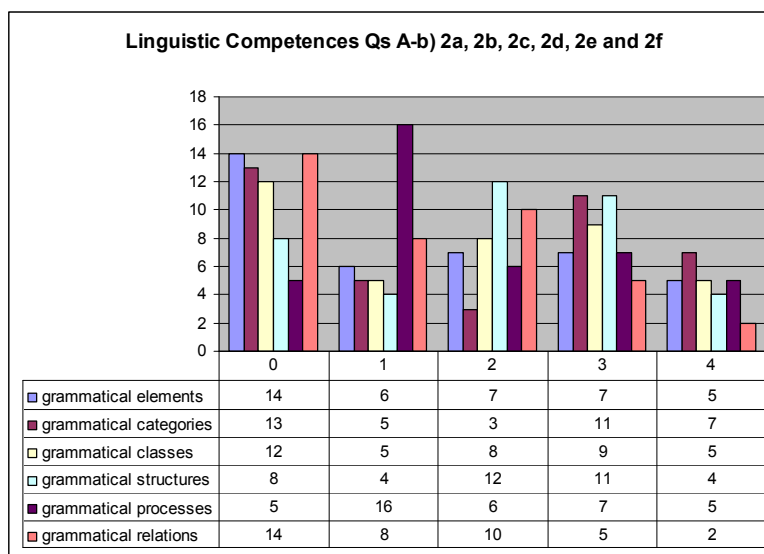


Table 5: The distribution of the percentages of Grammatical 2 - Qs A-b) 2a, 2b, 2c, 2d, 2e, and 2f obtained from Linguistic Competences

The figures in Table 5 show the responses to the main question 'to what extent it is identified these grammatical groups listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q2a – grammatical elements is 0 (not at all) 35,90%; Q2b – grammatical categories is 0 (not at all) 33,33%; Q2c – grammatical classes is 0 (not at all) 30,77%; Q2d – grammatical structures is 2 (to some extent) 30,77%; Q2e- grammatical processes is 1 (not really) 41,03%; and Q2f – grammatical relations is 0 (not at all) 35,90%. A majority of seminar participants rate these questions as: grammatical elements is 0 (not at all) 55,56%; grammatical categories and 2c – grammatical classes are 0 (not at all) 50,00%; 2d – grammatical structures is 2 (to some extent) 44,44%; 2e- grammatical processes is 1 (not really) 55,56%; and 2f – grammatical relations is 0 (not at all) 50,00% whereas seminar non-participants rate grammatical elements as 3 (to a large extent) 33,33%; grammatical categories as 4 (completely) 33,33%; grammatical classes as 3 (to a large extent) 28,57%; grammatical structures as 3 (to a large extent) 38,10%; grammatical processes as 1 (not really) 28,57%; and grammatical relations equally as 0 (not at all), 2 (to some extent) and 3 (to a large extent) 23,81%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the third question group of Grammatical competences is shown in Table 6:

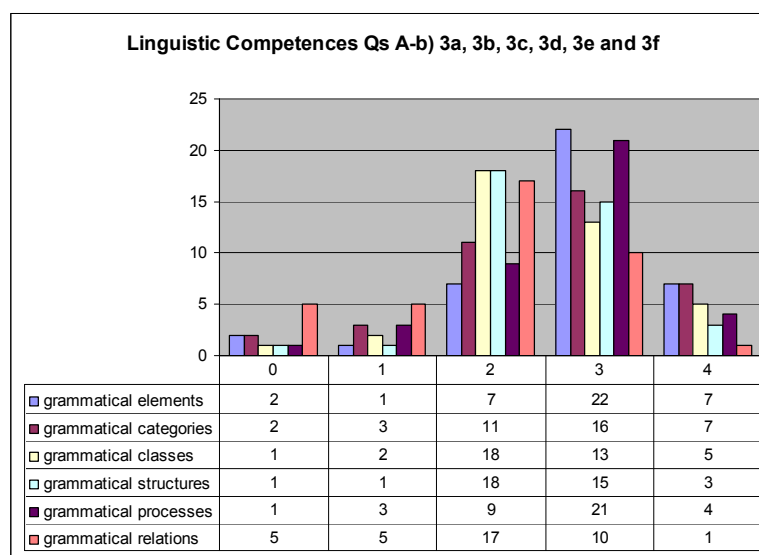


Table 6: The distribution of the percentages of Grammatical 3 - Qs A-b) 3a, 3b, 3c, 3d, 3e, and 3f obtained from Linguistic Competences

The figures in Table 6 show the responses to the main question ‘to what extent these grammatical groups listed are taught in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: grammatical elements is 3 (to a large extent) 56,41%; grammatical categories is 3 (to a large extent) 41,03%; grammatical classes is 2 (to some extent) 46,15%; grammatical structures is 2 (to some extent) 47,37%; grammatical processes is 3 (to a large extent) 55,26%; and grammatical relations is 2 (to some extent) 44,74%. A majority of seminar participants rate these questions as: grammatical elements is 3 (to a large extent) 77,78%; grammatical categories is 3 (to a large extent) 44,44%; grammatical classes is 2 (to some extent) 55,56%; grammatical structures is 2 (to some extent) 55,56%; grammatical processes is 3 (to a large extent) 77,78%; and grammatical relations is 2 (to some extent) 38,89% whereas seminar non-participants rate grammatical elements as 3 (to a large extent) 38,10%; grammatical categories as 3 (to a large extent) 38,10%; grammatical classes as 2 (to some extent) 38,10%; grammatical structures

equally as 2 (to some extent) 40,00% and 3 (to a large extent) 40,00%; grammatical processes as 3 (to a large extent) 35,00%; and grammatical relations is 2 (to some extent) 50,00%. On the other hand, the average percentage of the raters shows that they mark grammatical elements as 2 (to some extent) 66,67%; grammatical categories as 3 (to a large extent) 66,67%; grammatical classes as 2 (to some extent) 100,00%; surprisingly grammatical structures equally as 1 (not really), 2 (to some extent) and 4 (completely) 33,33%; grammatical processes as 3 (to a large extent) 100,00%; and grammatical relations is 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the fourth question group of Grammatical competences is shown in Table 7:

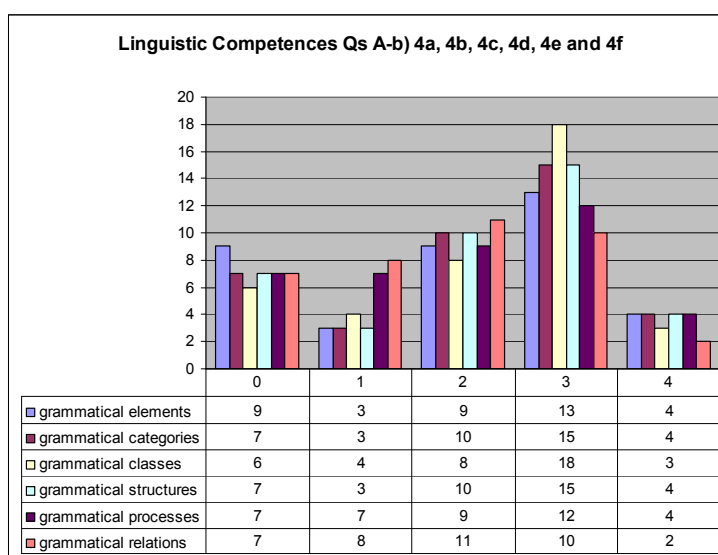


Table 7: The distribution of the percentages of Grammatical 4 - Qs A-b) 4a, 4b, 4c, 4d, 4e, and 4f obtained from Linguistic Competences

The figures in Table 7 show the responses to the main question 'to what extent these grammatical groups listed are selected and ordered with the aim and level in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: grammatical elements is 3 (to a large extent) 34,21%; grammatical categories is 3 (to a large extent) 38,46%; grammatical classes is 3 (to a large extent) 46,15%; grammatical structures is 3 (to a large extent) 38,46%; grammatical processes is 3 (to a large extent) 30,77%; and grammatical relations is 2 (to some extent) 28,95%. In their close responses

surprisingly again a majority of seminar participants rate these questions as: grammatical elements is either 0 (not at all) 38,89% or 3 (to a large extent) 33,33%; grammatical categories is either 0 (not at all) 33,33% or 3 (to a large extent) 44,44%; grammatical classes is either 0 (not at all) 33,33% or 3 (to a large extent) 50,00%; grammatical structures is either 0 (not at all) 33,33% or 3 (to a large extent) 44,44%; grammatical processes is either 0 (not at all) 33,33% or 3 (to a large extent) 38,89%; and the most surprisingly grammatical relations is 0 (not at all) 27,78%, 1 (not really) 27,78% or 3 (to a large extent) 33,33% whereas seminar non-participants rate grammatical elements as 3 (to a large extent) 35,00%; grammatical categories as 2 (to some extent) 38,10%; grammatical classes as 3 (to a large extent) 42,86%; grammatical structures as 2 (to some extent) 38,10%; grammatical processes as 2 (to some extent) 38,10%; and grammatical relations is 2 (to some extent) 45,00%. On the other hand, the average percentage of the raters shows that they mark grammatical elements, grammatical classes, grammatical processes and grammatical relations as 3 (to a large extent) 66,67%; and grammatical categories and grammatical structures as 3 (to a large extent) 100,00%.

The distribution of the percentages of the total responses obtained from the fifth question group of Grammatical competences is shown in Table 8:

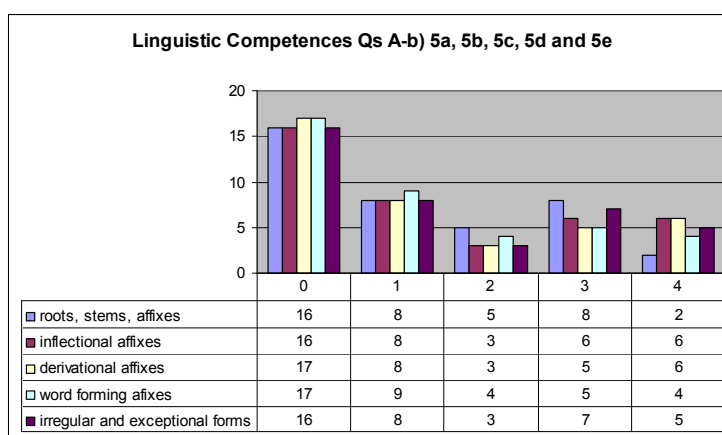


Table 8: The distribution of the percentages of Grammatical 5 - Qs A-b) 5a, 5b, 5c, 5d, and 5e obtained from Linguistic Competences

The figures in Table 8 show the responses to the main question ‘to what extent it is identified these morphological elements and processes listed will take place in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: Q5a – roots, stems, affixes is 0 (not at all) 41,03%; Q5b – inflectional affixes is 0 (not at all) 41,03%; Q5c – derivational affixes is 0 (not at all) 43,59%; Q5d – word forming affixes is 0 (not at all) 43,59%; and Q5e- irregular and exceptional forms is 0 (not at all) 41,03%. A majority of seminar participants rate these questions as: roots, stems, affixes is 0 (not at all) 55,56%; inflectional affixes is 0 (not at all) 55,56%; derivational affixes is 0 (not at all) 61,11%; word forming affixes is 0 (not at all) 61,11%; and irregular and exceptional forms is 0 (not at all) 55,56% whereas seminar non-participants rate roots, stems, affixes as 3 (to a large extent) 33,33%; inflectional affixes as equally 0 (not at all) and 4 (completely) 28,57%; derivational affixes as equally 0 (not at all) and 4 (completely) 28,57%; word forming affixes as 0 (not at all) 28,57%; and irregular and exceptional forms as equally 0 (not at all) and 3 (to a large extent) 28,57%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the sixth question group of Grammatical competences is shown in Table 9:

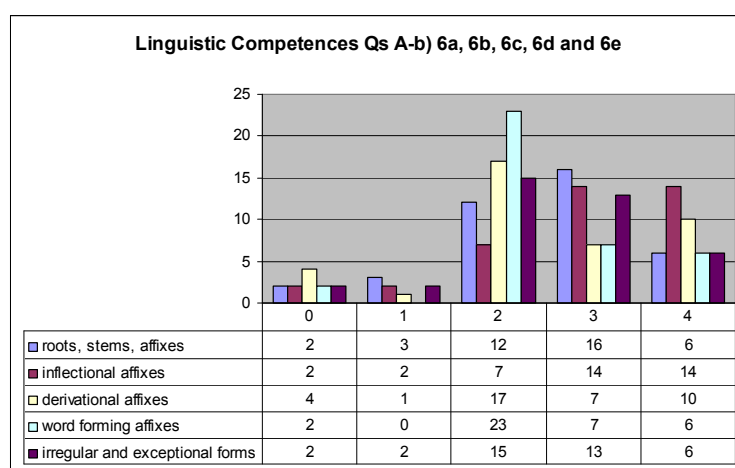


Table 9: The distribution of the percentages of Grammatical 6 - Qs A-b) 6a, 6b, 6c, 6d, and 6e obtained from Linguistic Competences

The figures in Table 9 show the responses to the main question ‘to what extent these morphological elements and processes listed are taught in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: roots, stems, affixes is 3 (to a large extent) 41,03%; inflectional affixes is (to a large extent) 35,90%; derivational affixes is 2 (to some extent) 43,59%; word forming affixes is 2 (to some extent) 60,53%; and irregular and exceptional forms is 2 (to some extent) 39,47%. A majority of seminar participants rate these questions as: roots, stems, affixes is 3 (to a large extent) 50,00%; inflectional affixes is 4 (completely) 38,89%; derivational affixes is 2 (to some extent) 50,00%; word forming affixes is 2 (to some extent) 72,22%; and irregular and exceptional forms is 3 (to a large extent) 50,00% whereas seminar non-participants rate roots, stems, affixes as 3 (to a large extent) 33,33%; inflectional affixes as 3 (to a large extent) 38,10%; derivational affixes as 2 (to some extent) 38,10%; word forming affixes as 2 (to some extent) 50,00%; and irregular and exceptional forms as equally 2 (to some extent) 40,00%. On the other hand, the average percentage of the raters shows that they mark roots, stems, affixes as 2 (to some extent) 66,67%; inflectional affixes as 3 (to a large extent) 66,67%; derivational affixes as 2 (to some extent) 66,67%; word forming affixes as 2 (to some extent) 66,67%; and irregular and exceptional forms as equally 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the first question group of Semantic competences is shown in Table 10:

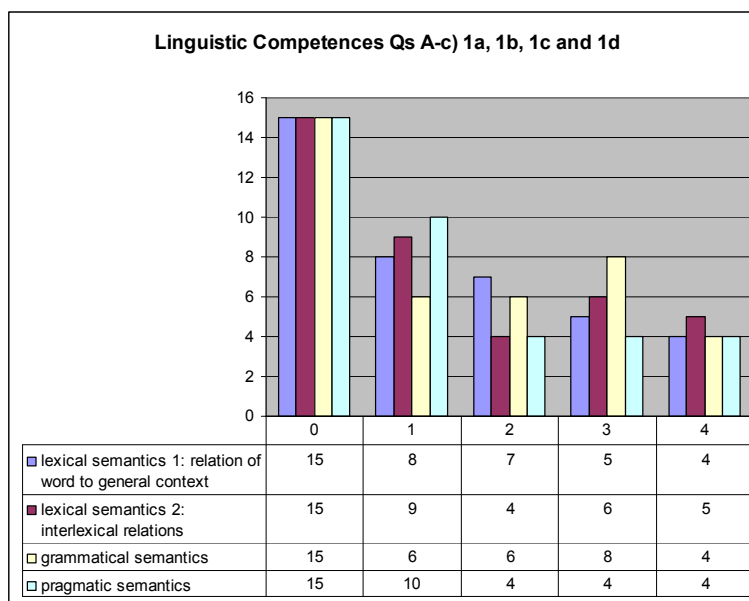


Table 10: The distribution of the percentages of Semantic 1 - Qs A-c) 1a, 1b, 1c, and 1d obtained from Linguistic Competences

The figures in Table 10 show the responses to the main question 'to what extent it is identified these kinds of semantic relation listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1a – relation of words to general context is 0 (not at all) 38,46%; Q1b – interlexical relations is 0 (not at all) 38,46%; Q1c – grammatical semantics is 0 (not at all) 38,46%; and Q1d – pragmatic semantics is 0 (not at all) 40,54%. A majority of seminar participants rate these questions as: relation of words to general context is 0 (not at all) 55,56%; interlexical relations is 0 (not at all) 55,56%; grammatical semantics is 0 (not at all) 55,56%; and pragmatic semantics is 0 (not at all) 55,56% whereas seminar non-participants rate relation of words to general context as 0 (not at all) 23,81%; interlexical relations surprisingly as 0 (not at all), 3 (to a large extent) and 4 (completely) equally 23,81%; grammatical semantics as 3 (to a large extent) 28,57%; and pragmatic semantics equally as 0 (not at all) and 1 (not really) 26,32%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the second question group of Semantic competences is shown in Table 11:

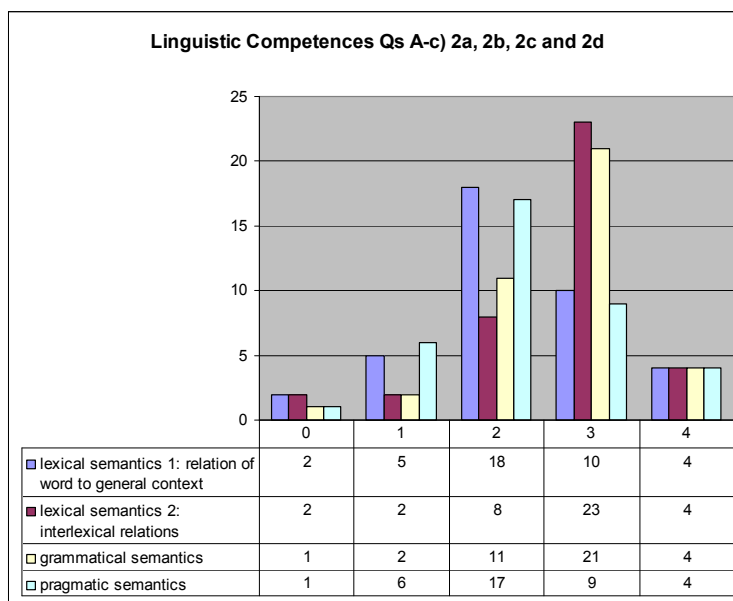


Table 11: The distribution of the percentages of Semantic 2 - Qs A-c) 2a, 2b, 2c, and 2d obtained from Linguistic Competences

The figures in Table 11 show the responses to the main question 'to what extent these kinds of semantic relation listed are taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: relation of words to general context is 2 (to some extent) 46,15%; interlexical relations is 3 (to a large extent) 58,97%; grammatical semantics is 3 (to a large extent) 53,85%; and pragmatic semantics is 2 (to some extent) 45,95%. A majority of seminar participants rate these questions as: relation of words to general context is 2 (to some extent) 66,67%; interlexical relations is 3 (to a large extent) 66,67%; grammatical semantics is 3 (to a large extent) 66,67%; and pragmatic semantics is 2 (to some extent) 72,22% whereas seminar non-participants rate relation of words to general context as 3 (to a large extent) 33,33%; interlexical relations as 3 (to a large extent) 52,38%; grammatical semantics as 3 (to a large extent) 42,86%; and pragmatic semantics as 3 (to a large extent) 31,58%. On the other hand, the average percentage of the raters shows that they mark relation of words to general context as 2 (to some extent) 66,67%; interlexical relations as 3 (to a large

extent) 100,00%; grammatical semantics as 3 (to a large extent) 100,00%; and pragmatic semantics equally as 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Semantic competences is shown in Table 12:

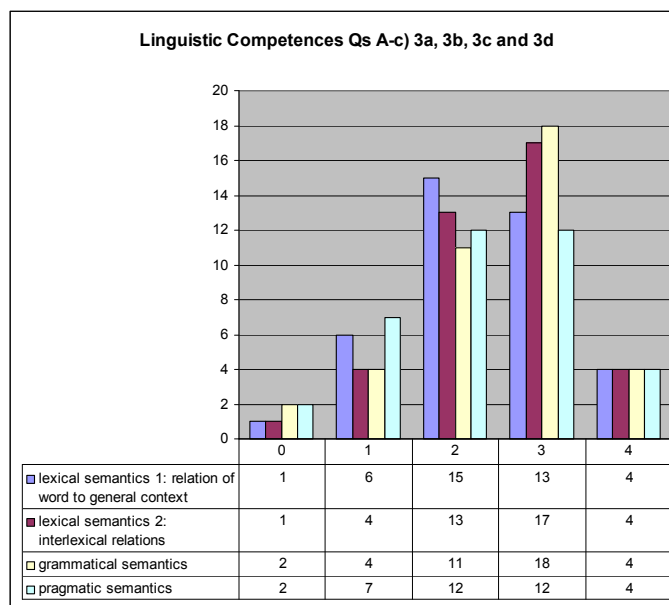


Table 12: The distribution of the percentages of Semantic 3 - Qs A-c) 3a, 3b, 3c, and 3d obtained from Linguistic Competences

The figures in Table 12 show the responses to the main question 'to what extent these kinds of semantic relation listed are selected and ordered with the aim and level in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: relation of words to general context is 2 (to some extent) 38,46%; interlexical relations is 3 (to a large extent) 43,59%; grammatical semantics is 3 (to a large extent) 46,15%; and pragmatic semantics is 2 (to some extent) 32,43%. A majority of seminar participants rate these questions as: relation of words to general context is 3 (to a large extent) 44,44%; interlexical relations is 3 (to a large extent) 55,56%; grammatical semantics is 3 (to a large extent) 66,67%; and pragmatic semantics is 3 (to a large extent) 44,44% whereas seminar non-participants rate relation of words to general context as 2 (to some extent) 38,10%; interlexical relations as 3 (to a

large extent) 33,33%; grammatical semantics as 2 (to some extent) 33,33%; and pragmatic semantics equally as 2 (to some extent) 26,32%. On the other hand, the average percentage of the raters shows that they mark relation of words to general context as 3 (to a large extent) 66,67%; interlexical relations as 3 (to a large extent) 100,00%; grammatical semantics as 3 (to a large extent) 100,00%; and pragmatic semantics equally as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the first question group of Phonological competences is shown in Table 13:

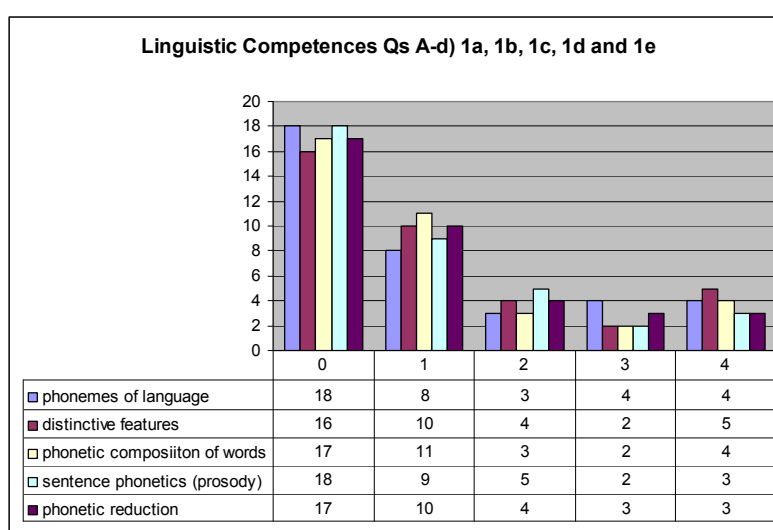


Table 13: The distribution of the percentages of Phonological 1 - Qs A-d) 1a, 1b, 1c, 1d and 1e obtained from Linguistic Competences

The figures in Table 13 show the responses to the main question 'to what extent it is identified these phonological and phonetic elements/skills listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1a – phonemes of language is 0 (not at all) 48,65%; Q1b – distinctive features is 0 (not at all) 43,24%; Q1c – phonetic composition of words is 0 (not at all) 45,95%; Q1d – sentence phonetics is 0 (not at all) 48,65%; and Q1e- phonetic reduction is 0 (not at all) 45,95%. A majority of seminar participants rate these questions as: phonemes of language is 0 (not at all) 66,67%; distinctive features is 0 (not at all) 61,11%; phonetic composition of words is 0 (not at all) 66,67%; sentence phonetics is 0 (not at all)

66,67%; and phonetic reduction is 0 (not at all) 66,67% whereas seminar non-participants rate phonemes of language as 0 (not at all) 31,56%; distinctive features equally as 0 (not at all) and 4(completely) 26,32%; phonetic composition of words equally as 0 (not at all) and 1 (not really) 26,32%; sentence phonetics as 0 (not at all) 31,58%; and phonetic reduction as 0 (not at all) 26,32%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the second question group of Phonological competences is shown in Table 14:

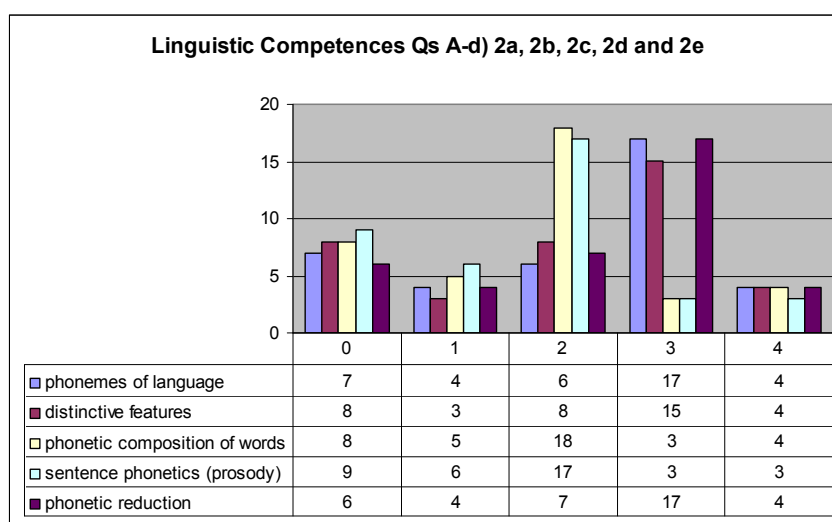


Table 14: The distribution of the percentages of Phonological 2 - Qs A-d) 2a, 2b, 2c, 2d and 2e obtained from Linguistic Competences

The figures in Table 14 show the responses to the main question 'to what extent these phonological and phonetic elements/skills listed are taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: phonemes of language is 3 (to a large extent) 44,74%; distinctive features is 3 (to a large extent) 39,47%; phonetic composition of words is 2 (to some extent) 47,37%; sentence phonetics is 2 (to some extent) 44,74%; and phonetic reduction is 3 (to a large extent) 44,74%. A majority of seminar participants rate these questions as: phonemes of language is 3 (to a large extent) 55,56%; distinctive features is 3 (to a large extent) 55,56%;

phonetic composition of words is 2 (to some extent) 61,11%; sentence phonetics is 2 (to some extent) 55,56%; and phonetic reduction is 3 (to a large extent) 55,56% whereas seminar non-participants rate phonemes of language as 3 (to a large extent) 35,00%; distinctive features equally as 2 (to some extent) and 3 (to a large extent) 25,00%; phonetic composition of words as 2 (to some extent) 35,00%; sentence phonetics as 2 (to some extent) 35,00%; and phonetic reduction as 3 (to a large extent) 35,00%. On the other hand, the average percentage of the raters shows that they mark phonemes of language as 3 (to a large extent) 66,67%; distinctive features equally as 3 (to a large extent) 66,67%; phonetic composition of words as 2 (to some extent) 66,67%; sentence phonetics as 0 (not at all), 1 (not really) and 2 (to some extent) 33,00%; and phonetic reduction as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Phonological competences is shown in Table 15:

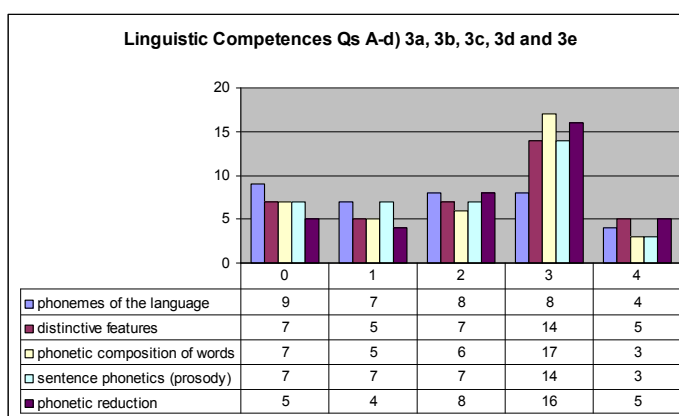


Table 15: The distribution of the percentages of Phonological 3 - Qs A-d) 3a, 3b, 3c, 3d and 3e obtained from Linguistic Competences

The figures in Table 15 show the responses to the main question 'to what extent these phonological and phonetic elements/skills listed are selected and ordered with the aim and level in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: phonemes of language is 0 (not at all) 25,00%; distinctive features is 3 (to a large extent) 36,84%; phonetic composition of words is 3 (to a large extent) 44,74%; sentence phonetics is 3 (to a large extent) 36,84%; and phonetic reduction is 3 (to a large extent)

42,11%. A majority of seminar participants rate these questions as: phonemes of language is 0 (not at all) 35,29%; distinctive features is 3 (to a large extent) 50,00%; phonetic composition of words is 3 (to a large extent) 55,56%; sentence phonetics is 3 (to a large extent) 50,00%; and phonetic reduction is 3 (to a large extent) 55,56% whereas seminar non-participants rate phonemes of language as 2 (to some extent) 26,32%; distinctive features equally as 2 (to some extent), 3 (to a large extent) and 4 (completely) 25,00%; phonetic composition of words as 3 (to a large extent) 35,00%; sentence phonetics equally as 2 (to some extent) and 3 (to a large extent) 25,00%; and phonetic reduction as 3 (to a large extent) 30,00%. On the other hand, the average percentage of the raters shows that they mark phonemes of language as 3 (to a large extent) 66,67%; distinctive features equally as 3 (to a large extent) 66,67%; phonetic composition of words equally as 1 (not really), 2 (to some extent) and 3 (to a large extent) 33,33%; sentence phonetics equally as 0 (not at all), 1 (not really) and 3 (to a large extent) 33,00%; and phonetic reduction as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the fourth question group of Phonological competences is shown in Table 16:

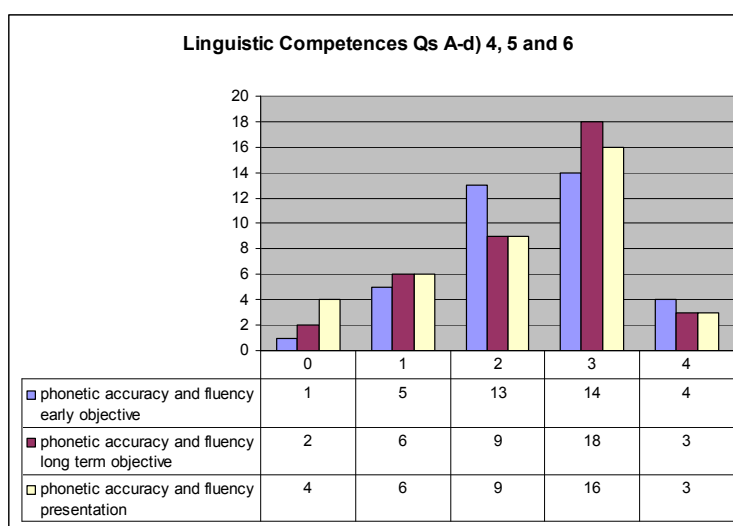


Table 16: The distribution of the percentages of Phonological 4, 5, 6 - Qs A-d) 4, 5, and 6 obtained from Linguistic Competences

The figures in Table 16 show the responses to the main question ‘to what extent phonetic accuracy and fluency objectives are presented in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: Q4 – phonetic accuracy and fluency as an early objective is 3 (to a large extent) 37,84%; Q5 – phonetic accuracy and fluency as a long term objective is 3 (to a large extent) 47,37% and Q6 – phonetic accuracy and fluency presentation is 3 (to a large extent) 42,11%. A majority of seminar participants rate these questions as: phonetic accuracy and fluency as an early objective is 3 (to a large extent) 44,44%; phonetic accuracy and fluency as a long term objective is 3 (to a large extent) 55,56% and phonetic accuracy and fluency presentation is 3 (to a large extent) 47,06% whereas seminar non-participants rate phonetic accuracy and fluency as an early objective as 2 (to some extent) 38,10%; phonetic accuracy and fluency as a long term objective as 3 (to a large extent) 40,00% and phonetic accuracy and fluency presentation as 3 (to a large extent) 38,10%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the question group of Orthographic / Orthoepic competences is shown in Table 17:

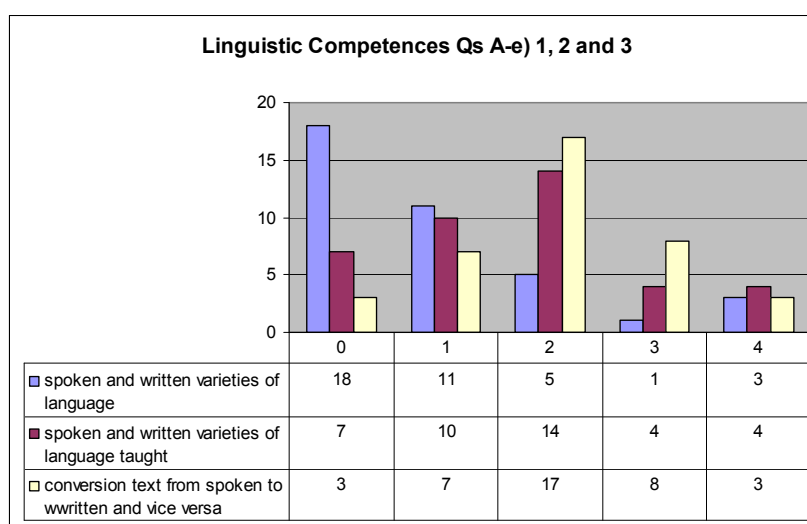


Table 17: The distribution of the percentages of Orthographic / Orthoepic 1,2,3 - Qs A-e) 1, 2, and 3 obtained from Linguistic Competences

The figures in Table 17 show the responses to the main question 'to what extent it is identified what orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – spoken and written varieties of language is 0 (not at all) 47,37%; Q2 – spoken and written varieties of language taught is 2 (to some extent) 35,90% and Q3 – conversion text from written to spoken and vice versa is 2 (to some extent) 44,74%. A majority of seminar participants rate these questions as: spoken and written varieties of language is 0 (not at all) 66,67%; spoken and written varieties of language taught is 1 (not really) 44,44% and conversion text from written to spoken and vice versa is 2 (to some extent) 55,56% whereas seminar non-participants rate spoken and written varieties of language as 0 (not at all) 30,00%; spoken and written varieties of language taught as 2 (to some extent) 42,86% and conversion text from written to spoken and vice versa as 2 (to some extent) 35,00%. On the other hand, the average percentage of the raters shows that they mark spoken and written varieties of language as 0 (not at all) 100,00%; spoken and written varieties of language taught as 2 (to some extent) 66,67% and conversion text from written to spoken and vice versa as 2 (to some extent) 66,67%.

Regarding the results obtained from the statistical analyses performed for Linguistic Competences, as it was mentioned earlier, only statistically significant results after one-way ANOVA and Tukey test having the p value less than 0.05 ($p < 0.05$) will be presented here because of the spatial reasons. Figure 1 shows the distribution of the results obtained from the statistical analyses for Linguistic Competences in coloured boxed, in which yellow indicates statistically significant difference in results, green indicates statistically insignificant difference in results and grey indicates statistically insignificant results.

The following question and competence groups in Linguistic Competences were found having statistically significant difference in results:

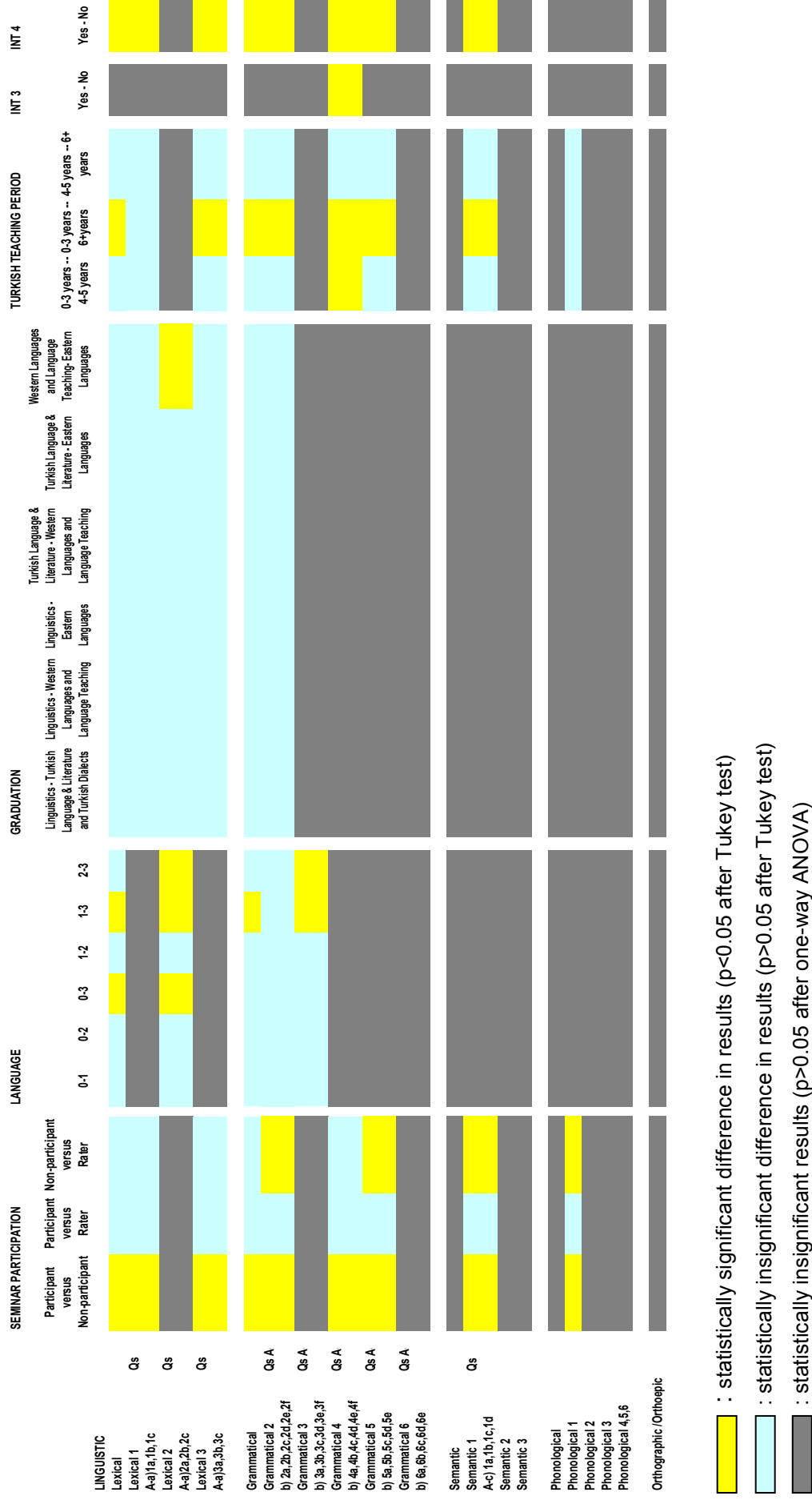


Figure 1: The distribution of the results obtained from the statistical analyses for Linguistic Competences in coloured boxes.

According to seminar participation:

Participant versus Non-participant: Lexical 1 Qs A-a) 1a,1b,1c; Lexical 3 Qs A-a) 3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d and Phonological 1.

Non-participant versus Rater: Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d; Phonological 1.

According to Language:

0 language versus 3 languages: Lexical; Lexical 2 Qs A-a) 2a,2b,2c

1 language versus 3 languages: Lexical; Lexical 2 Qs A-a) 2a,2b,2c; Grammatical; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.

2 languages versus 3 languages: Lexical 2 Qs A-a) 2a,2b,2c; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.

According to Graduation:

Western Languages and Language Teaching- Eastern Languages: Lexical 2 Qs A-a) 2a,2b,2c.

According to Turkish Teaching Period:

0-3 years versus 4-5 years: Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f

0-3 years versus 6+ years: Lexical; Lexical 3 Qs A-a) 3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d.

According to Intermediate Levels 3 & 4:

Intermediate 3: Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f.

Intermediate 4: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b)4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d.

The following question groups were found having statistically insignificant difference in results:

Participant versus Rater: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d; Phonological 1.

Non-participant versus Rater: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical ; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f.

According to Language:

0 language versus 1 language: Lexical; Lexical 2 Qs A-a)2a,2b,2c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

0 language versus 2 languages: Lexical; Lexical 2 Qs A-a)2a,2b,2c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.

0 language versus 3 languages: Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.

1 language versus 2 languages: Lexical; Lexical 2 Qs A-a)2a,2b,2c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f

1 language versus 3 languages: Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f

2 languages versus 3 languages: Lexical, Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

According to Graduation:

Linguistics versus Turkish Language & Literature and Turkish Dialects: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 2 Qs A-a)2a,2b,2c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

Linguistics versus Western Languages and Language Teaching: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 2 Qs A-a)2a,2b,2c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

Linguistics versus Eastern Languages: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 2 Qs A-a)2a,2b,2c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

Turkish Language & Literature versus Western Languages and Language Teaching: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 2 Qs A-a)2a,2b,2c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

Turkish Language & Literature versus Eastern Languages: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 2 Qs A-a)2a,2b,2c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

Western Languages and Language Teaching versus Eastern Languages: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f.

According to Turkish Teaching Period:

0-3 years versus 4-5 years: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d

0-3 years versus 6+ years: Lexical 1 Qs A-a)1a,1b,1c.

4-5 years versus 6+ years: Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d.

IV.1.1.2 Sociolinguistic Competences

The distribution of the percentages of the total responses obtained from the first question group of Sociolinguistic competences is shown in Table 18:

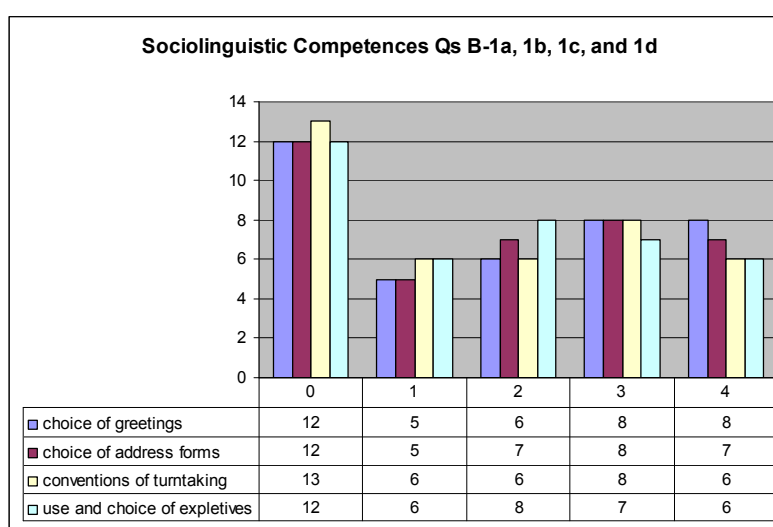


Table 18: The distribution of the percentages of Sociolinguistic 1 - Qs B-1a, 1b, 1c, and 1d obtained from Sociolinguistic Competences

The figures in Table 18 show the responses to the main question 'to what extent it is identified these sociolinguistic features listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1a – choice of greetings is 0 (not at all) 30,77%; Q1b – choice of address forms is 0 (not at all) 30,77%; Q1c – conventions of turn-taking is 0 (not at all) 33,33%; and Q1d – use and choice of expletives is 0 (not at all) 30,77%. A majority of seminar participants rate these questions as: choice of greetings is 0 (not at all) 44,44%; choice of address forms is 0 (not at all) 38,89%; conventions of turn-taking is 0 (not at all) 44,44%; and use and

choice of expletives is 0 (not at all) 38,89% whereas seminar non-participants rate choice of greetings as 4 (completely) 38,10%; choice of address forms as 4 (completely) 33,33%; conventions of turn-taking equally as 3 (to a large extent) and 4 (completely) 28,57%; and use and choice of expletives surprisingly equally as 0 (not at all), 2 (to some extent), 3 (to a large extent) and 4 (completely) 23,81%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all), choice of greetings and choice of address forms 66,67%, conventions of turn-taking and use and choice of expletives 100,00%.

The distribution of the percentages of the total responses obtained from the second question group of Sociolinguistic competences is shown in Table 19:

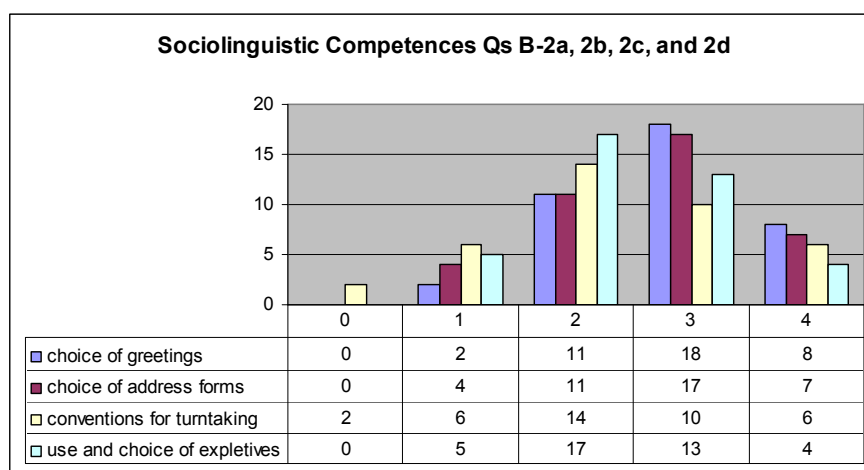


Table 19: The distribution of the percentages of Sociolinguistic 2 - Qs B-2a, 2b, 2c, and 2d obtained from Sociolinguistic Competences

The figures in Table 19 show the responses to the main question 'to what extent it is identified these sociolinguistic features listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: choice of greetings is 3 (to a large extent) 46,15%; choice of address forms is 3 (to a large extent) 43,59%; conventions of turn-taking is 2 (to some extent) 36,84%; and use and choice of expletives is 2 (to some extent) 43,59%. A majority of seminar participants rate these questions as: choice of greetings is 3 (to a large extent) 50,00%; choice of address forms is 3 (to a

large extent) 50,00%; conventions of turn-taking is 2 (to some extent) 52,94%; and use and choice of expletives is 3 (to a large extent) 44,44% whereas seminar non-participants rate choice of greetings as 3 (to a large extent) 42,86%; choice of address forms as 3 (to a large extent) 38,10%; conventions of turn-taking equally as 3 (to a large extent) and 4 (completely) 28,57%; and use and choice of expletives as 2 (to some extent) 47,62%. On the other hand, the average percentage of the raters shows that they mark choice of greetings as 3 (to a large extent) 66,67%; choice of address forms as 3 (to a large extent) 66,67%; conventions of turn-taking as 2 (to some extent) 66,67%; and use and choice of expletives equally as 0 (not at all) and 2 (to some extent) 50,00% since one of the raters did not response to this question..

The distribution of the percentages of the total responses obtained from the third question group of Sociolinguistic competences is shown in Table 20:

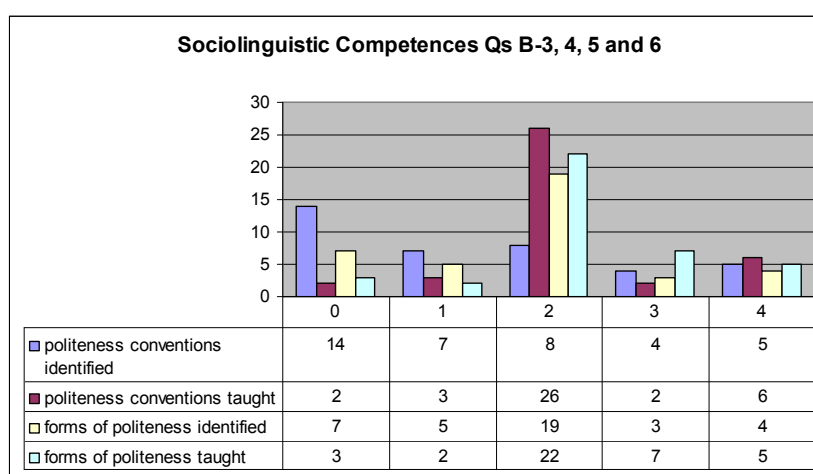


Table 20: The distribution of the percentages of Sociolinguistic 3,4,5,6- Qs B-3, 4, 5 and 6 obtained from Sociolinguistic Competences

The figures in Table 20 show the responses to the main question ‘to what extent it is identified which politeness conventions/forms will take place/be taught in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: Q3 – politeness conventions identified is 0 (not at all) 36,84%; Q4 - politeness conventions taught is 2 (to some extent)

66,67%; Q5 – forms of politeness identified of words is 2 (to some extent) 50,00%; and Q6 - forms of politeness taught is 2 (to some extent) 56,42%. A majority of seminar participants rate these questions as: politeness conventions identified is 0 (not at all) 47,06%; politeness conventions taught is 2 (to some extent) 88,89%; forms of politeness identified of words is 2 (to some extent) 50,00%; and forms of politeness taught is 2 (to some extent) 88,89% whereas seminar non-participants rate politeness conventions identified equally as 0 (not at all) and 2 (to some extent) 28,57%; politeness conventions taught as 2 (to some extent) 47,62%; forms of politeness identified of words as 2 (to some extent) 50,00%; and forms of politeness taught as 3 (to a large extent) 33,33%. On the other hand, the average percentage of the raters shows that they mark politeness conventions identified equally as 0 (not at all) 100,00%; politeness conventions taught as 2 (to some extent) 66,67%; forms of politeness identified of words as 0 (not at all) 66,67%; and forms of politeness taught as 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the fourth question group of Sociolinguistic competences is shown in Table 21:

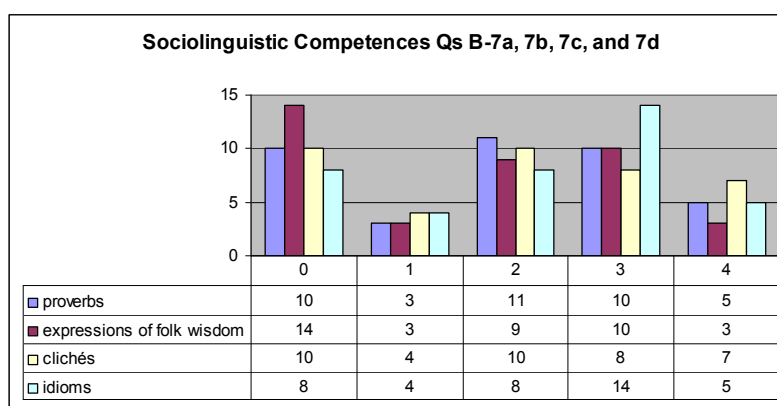


Table 21: The distribution of the percentages of Sociolinguistic 7 - Qs B-7a, 7b, 7c, and 7d obtained from Sociolinguistic Competences

The figures in Table 21 show the responses to the main question 'to what extent it is identified these sociolinguistic features listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the

sub-questions are: Q1a – proverbs is 2 (to some extent) 28,21%; Q1b – expressions of folk wisdom is 0 (not at all) 35,90%; Q1c – clichés is 0 (not at all) and 2 (to some extent) equally 25,64%; and Q1d – idioms is 3 (to a large extent) 35,90%. A majority of seminar participants rate these questions as: proverbs is equally 0 (not at all) and 2 (to some extent) 38,89%; expressions of folk wisdom is 0 (not at all) 50,00%; clichés is 0 (not at all) and 2 (to some extent) equally 38,89%; and idioms is equally 0 (not at all) and 3 (to a large extent) 27,78% whereas seminar non-participants rate proverbs as 3 (to a large extent) 38,10%; expressions of folk wisdom as 3 (to a large extent) 38,10%; clichés as 4 (completely) 33,33%; and idioms as 3 (to a large extent) 42,86%. On the other hand, the average percentage of the raters shows that they mark proverbs equally as 0 (not at all), 1 (not really) and 2 (to some extent) 33,33%; expressions of folk wisdom as 0 (not at all) 66,67%; clichés equally as 0 (not at all), 1 (not really) and 2 (to some extent) 33,33%; and idioms equally as 0 (not at all), 1 (not really) and 3 (to a large extent) 33,33%.

The distribution of the percentages of the total responses obtained from the fifth question group of Sociolinguistic competences is shown in Table 22:

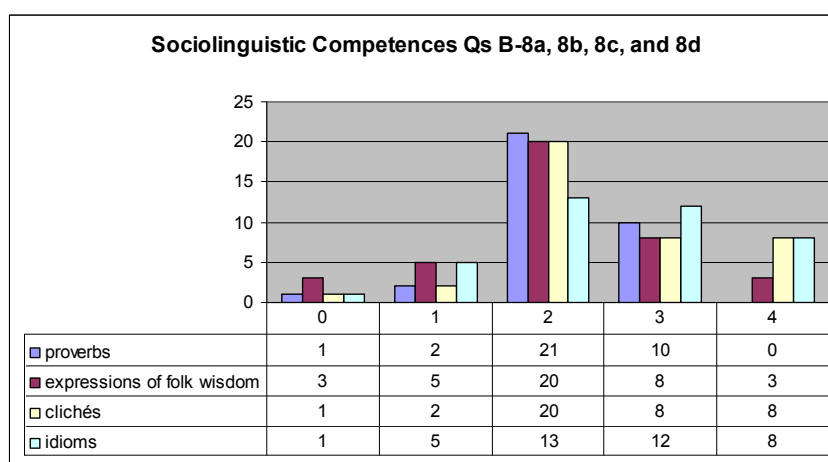


Table 22: The distribution of the percentages of Sociolinguistic 8 - Qs B-8a, 8b, 8c, and 8d obtained from Sociolinguistic Competences

The figures in Table 22 show the responses to the main question ‘to what extent these sociolinguistic features listed are taught in the textbook at this level’. The

rates and the percentages of a majority of teachers for the sub-questions are: proverbs is 2 (to some extent) 61,76%; expressions of folk wisdom is 2 (to some extent) 51,28%; clichés is 2 (to some extent) 51,28%; and idioms is 2 (to some extent) 33,33%. A majority of seminar participants rate these questions as: proverbs is 2 (to some extent) 66,67%; expressions of folk wisdom is 2 (to some extent) 61,11%; clichés is 2 (to some extent) 72,22%; and idioms is 2 (to some extent) 38,89% whereas seminar non-participants rate proverbs as 2 (to some extent) 56,25%; expressions of folk wisdom as 2 (to some extent) 42,86%; clichés either as 2 (to some extent) or 3 (to a large extent) 33,33%; and idioms as 3 (to a large extent) 33,33%. On the other hand, the average percentage of the raters shows that they mark proverbs as 2 (to some extent) 66,67%; expressions of folk wisdom equally as 0 (not at all), 1 (not really) and 2 (to some extent) 33,33%; clichés as 2 (to some extent) 66,67%; and idioms equally as 1 (not really), 2 (to some extent) and 3 (to a large extent) 33,33%.

The distribution of the percentages of the total responses obtained from the sixth question group of Sociolinguistic competences is shown in Table 23:

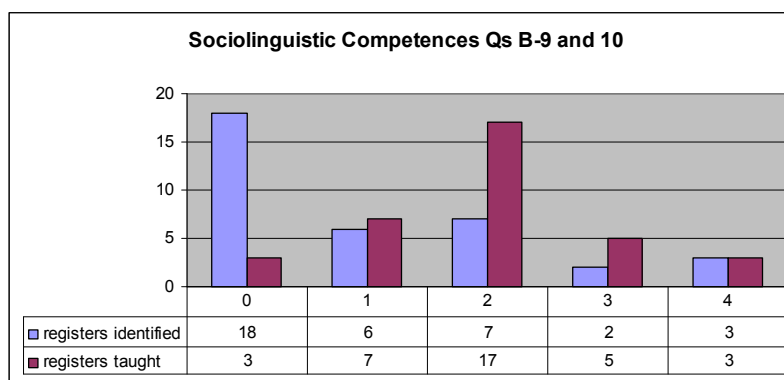


Table 23: The distribution of the percentages of Sociolinguistic 9, 10 - Qs B-9 and 10 obtained from Sociolinguistic Competences

The figures in Table 23 show the responses to the main question 'to what extent it is identified which registers will take place/be taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q9 – registers identified is 0 (not at all) 50,00%; and Q10 -

registers taught is 2 (to some extent) 48,57%. A majority of seminar participants rate these questions as: registers identified is 0 (not at all) 72,22%; and registers taught is 2 (to some extent) 50,00% whereas seminar non-participants rate registers identified equally as 0 (not at all) and 2 (to some extent) 28,78%; and registers taught as 2 (to some extent) 47,06%. On the other hand, the average percentage of the raters shows that they mark registers identified equally as 0 (not at all) 100,00% over two raters since one did not respond; and registers taught equally as 1 (not really) and 2 (to some extent) 50,00% over two raters because one did not respond.

The distribution of the percentages of the total responses obtained from the seventh question group of Sociolinguistic competences is shown in Table 24:

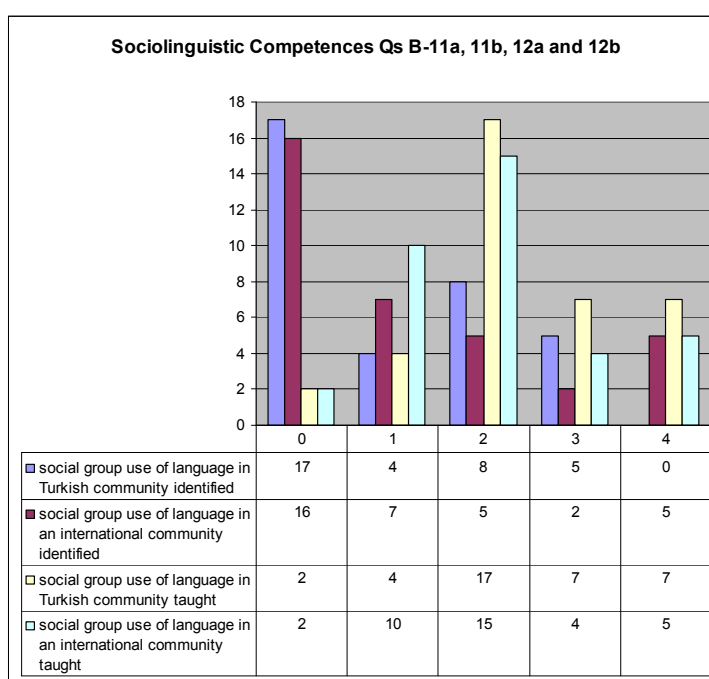


Table 24: The distribution of the percentages of Sociolinguistic 11, 12 - Qs B-11a, 11b, 12a and 12b obtained from Sociolinguistic Competences

The figures in Table 24 show the responses to the main question ‘to what extent it is identified which social groups in the communities stated will take place/be taught in the textbook at this level’. The rates and the percentages of a majority

of teachers for the sub-questions are: Q11a – social group use of language in Turkish community identified is 0 (not at all) 50,00%; Q11b – social group use of language in an international community identified is 0 (not at all) 45,71%; Q12a – social group use of language in Turkish community taught is 2 (to some extent) 45,95%; and Q12b – social group use of language in an international community taught is 2 (to some extent) 41,67%. A majority of seminar participants rate these questions as: social group use of language in Turkish community identified is 0 (not at all) 61,11%; social group use of language in an international community identified is 0 (not at all) 64,71%; social group use of language in Turkish community taught is 2 (to some extent) 55,56%; and social group use of language in an international community taught is equally 1 (not really) and 2 (to some extent) 44,44% whereas seminar non-participants rate social group use of language in Turkish community identified as 0 (not at all) 37,50%; social group use of language in an international community identified surprisingly equally as 0 (not at all) and 4 (completely) 27,78 %; social group use of language in Turkish community taught equally as 2 (to some extent) and 4 (completely) 36,84%; and social group use of language in an international community taught as 2 (to some extent) 38,89%. On the other hand, the average percentage of the raters shows that they mark social group use of language in Turkish community identified as 0 (not at all) 100,00%; social group use of language in an international community identified as 0 (not at all) 100,00 %; social group use of language in Turkish community taught as 2 (to some extent) 66,67%; and social group use of language in an international community taught as 2 (to some extent) 66,67%.

Regarding the results obtained from the statistical analyses performed for Sociolinguistic Competences, as it was mentioned earlier, only statistically significant results after one-way ANOVA and Tukey test having the p value less than 0.05 ($p < 0.05$) will be presented here because of the spatial reasons. Figure 2 shows the distribution of the results obtained from the statistical analyses for Sociolinguistic Competences in coloured boxed, in which yellow indicates statistically significant difference in results, green indicates statistically

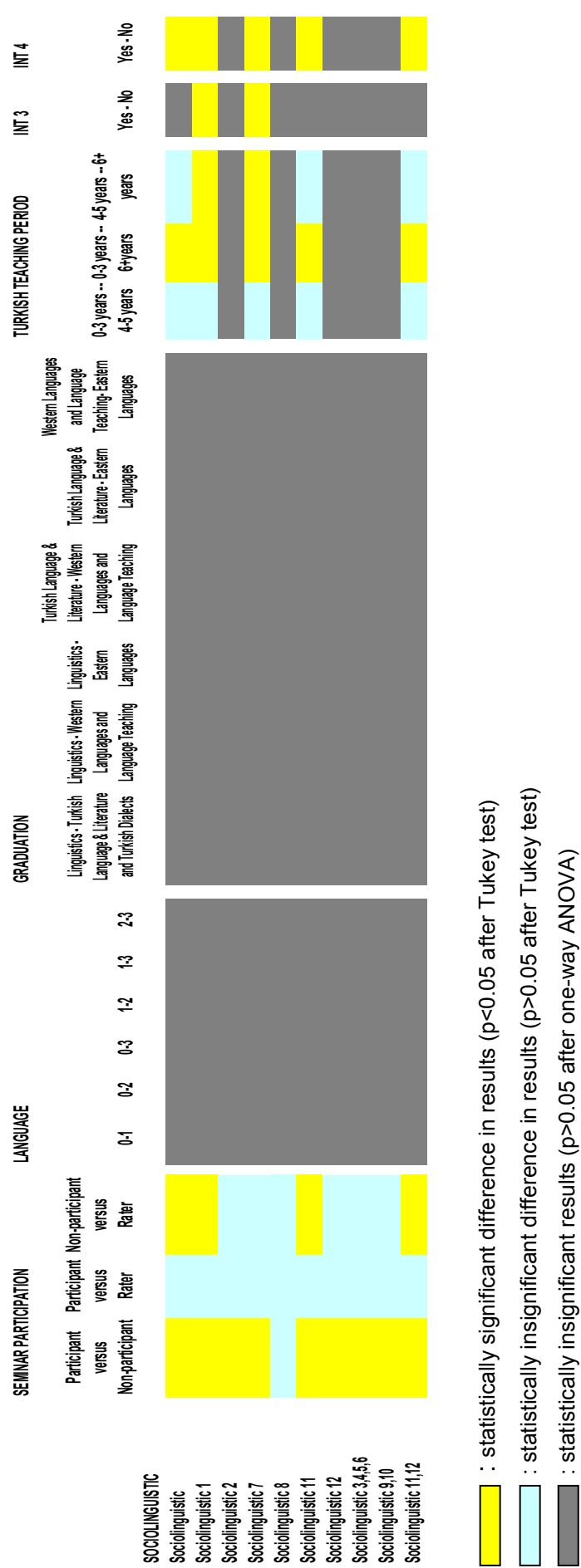


Figure 2: The distribution of the results obtained from the statistical analyses for Sociolinguistic Competences in coloured boxes.

insignificant difference in results and grey indicates statistically insignificant results.

The following question and competence groups in Sociolinguistic Competences were found having statistically significant difference in results:

According to seminar participation:

Participant versus Non-participant: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 2; Sociolinguistic 3,4,5,6; Sociolinguistic 7; Sociolinguistic 9,10; Sociolinguistic 11; Sociolinguistic 12; Sociolinguistic 11,12.

Non-participant versus Rater: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 11; Sociolinguistic 11,12.

According to Turkish teaching Period:

0-3 years versus 6+ years: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 7; Sociolinguistic 11; Sociolinguistic 11,12.

4-5 years versus 6+ years: Sociolinguistic 1; Sociolinguistic 7.

According to Intermediate Levels 3 & 4:

Intermediate 3: Sociolinguistic 1; Sociolinguistic 7.

Intermediate 4: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 7; Sociolinguistic 11; Sociolinguistic 11,12.

The following question groups were found having statistically insignificant difference in results:

According to Seminar participation:

Participant versus Non-participant: Sociolinguistic 8

Participant versus Rater: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 2; Sociolinguistic 3,4,5,6; Sociolinguistic 7; Sociolinguistic 8; Sociolinguistic 9,10; Sociolinguistic 11; Sociolinguistic 12; Sociolinguistic 11,12.

Non-participant versus Rater: Sociolinguistic 2; Sociolinguistic 3,4,5,6; Sociolinguistic 7; Sociolinguistic 8; Sociolinguistic 9,10; Sociolinguistic 12.

According to Turkish Teaching Period:

0-3 years versus 4-5 years: Sociolinguistic; Sociolinguistic 1; Sociolinguistic 7; Sociolinguistic 11; Sociolinguistic 11,12.

4-5 years versus 6+ years: Sociolinguistic; Sociolinguistic 11; Sociolinguistic 11,12.

IV.1.1.3 Pragmatic Competences

The distribution of the percentages of the total responses obtained from the first question group of Pragmatic competences is shown in Table 25:

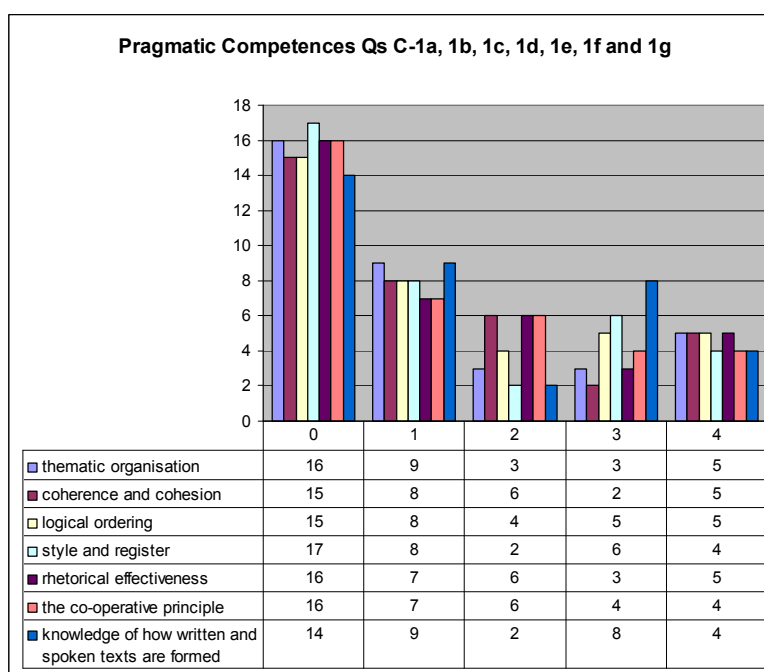


Table 25: The distribution of the percentages of Pragmatic 1 - Qs C-1a, 1b, 1c, 1d, 1e, 1f, and 1g obtained from Pragmatic Competences

The figures in Table 25 show the responses to the main question 'to what extent it is identified these discourse features listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1a – thematic organisation is 0 (not at all) 44,44%; Q1b – coherence and cohesion is 0 (not at all) 41,67%; Q1c – logical ordering is 0 (not at all) 40,54%; Q1d – style and register is 0 (not at all) 45,95%; Q1e- rhetorical effectiveness is 0 (not at all) 43,24%; Q1f – the co-operative principle is 0 (not at all) 43,24%; and Q1g – knowledge of how written and spoken text are formed is 0 (not at all) 37,84%. A majority of seminar participants rate these questions as: thematic organisation is 0 (not at all) 55,56%; coherence and cohesion is 0 (not at all) 55,56%; logical ordering is 0 (not at all) 55,56%; style and register is 0 (not at all) 61,11%; rhetorical effectiveness is 0 (not at all) 61,11%; the co-operative principle is 0 (not at all) 61,11%; and knowledge of how written and spoken text are formed is 0 (not at all) 55,56% whereas seminar non-participants rate thematic organisation as 0 (not at all) 33,33%; coherence and cohesion equally as 0 (not at all), 2 (to some extent) and 4 (completely) 27,78%; logical ordering as 1 (not really) and 4 (completely) 26,32%; style and register as 0 (not at all) 31,58%; rhetorical effectiveness as equally as 0 (not at all), 2 (to some extent) and 4 (completely) 26,32%; the co-operative principle as equally as 0 (not at all) and 2 (to some extent) 26,32%; and knowledge of how written and spoken text are formed as 3 (to a large extent) 31,58%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the second question group of Pragmatic competences is shown in Table 26:

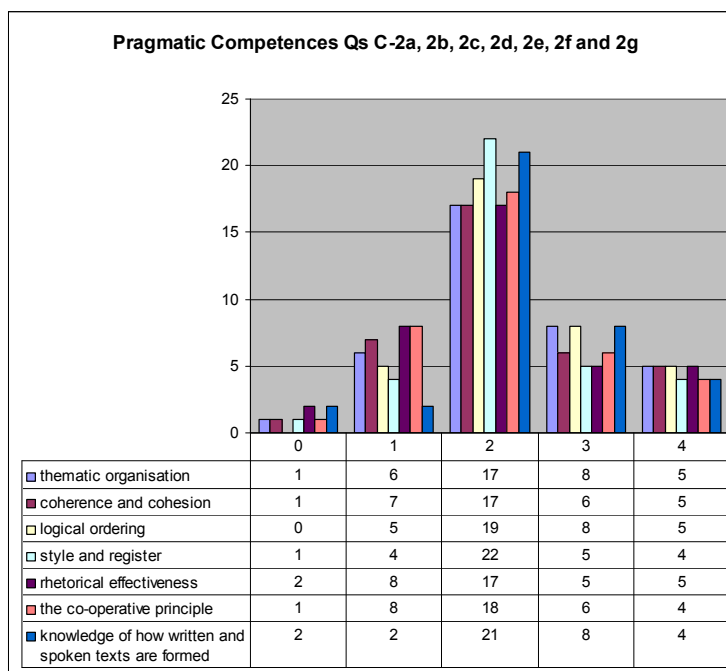


Table 26: The distribution of the percentages of Pragmatic 2 - Qs C-2a, 2b, 2c, 2d, 2e, 2f, and 2g obtained from Pragmatic Competences

The figures in Table 26 show the responses to the main question 'to what extent these discourse features listed are taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: thematic organisation is 2 (to some extent) 45,94%; coherence and cohesion is 2 (to some extent) 47,22%; logical ordering is 2 (to some extent) 51,35%; style and register is 2 (to some extent) 61,11%; rhetorical effectiveness is 2 (to some extent) 45,95%; the co-operative principle is 2 (to some extent) 48,65%; and knowledge of how written and spoken text are formed is 2 (to some extent) 56,76%. A majority of seminar participants rate these questions as: thematic organisation is 2 (to some extent) 50,00%; coherence and cohesion is 2 (to some extent) 38,89%; logical ordering is 2 (to some extent) 61,11%; style and register is 2 (to some extent) 83,33%; rhetorical effectiveness is 2 (to some extent) 55,56%; the co-operative principle is 2 (to some extent) 66,67%; and knowledge of how written and spoken text are formed is 2 (to some extent) 83,33% whereas seminar non-participants rate thematic organisation as 2 (to

some extent) 42,11%; coherence and cohesion as 2 (to some extent) 55,56%; logical ordering as 2 (to some extent) 42,11%; style and register as 2 (to some extent) 38,89%; rhetorical effectiveness as 2 (to some extent) 36,84%; the co-operative principle as 2 (to some extent) 31,58%; and knowledge of how written and spoken text are formed as 3 (to a large extent) 36,84%. On the other hand, the average percentage of the raters shows that they mark thematic organisation, coherence and cohesion and logical ordering as 2 (to some extent) 66,67%; style and register and rhetorical effectiveness equally as 0 (not at all), 1 (not really) and 2 (to some extent) 33,33%; the co-operative principle and knowledge of how written and spoken text are formed as 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Pragmatic competences is shown in Table 27:

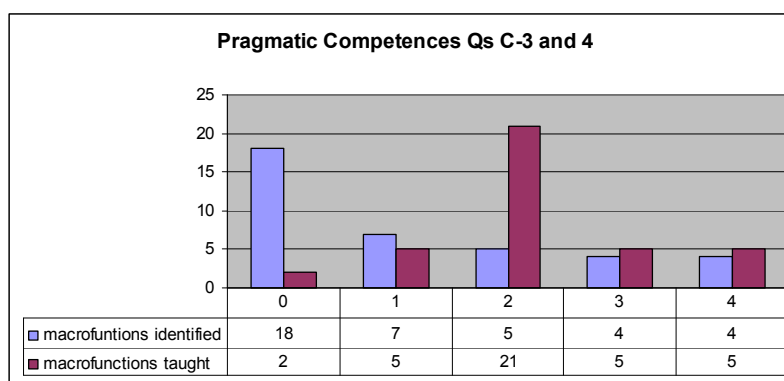


Table 27: The distribution of the percentages of Pragmatic 3, 4 - Qs C-3 and 4 obtained from Pragmatic Competences

The figures in Table 27 show the responses to the main question 'to what extent it is identified which macrofunctions will take place/be taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q3 – macrofunctions identified is 0 (not at all) 47,37%; and Q4 – macrofunctions taught is 2 (to some extent) 55,26%. A majority of seminar participants rate these questions as: macrofunctions identified is 0 (not at all) 72,22%; and macrofunctions taught is 2 (to some extent) 77,78% whereas

seminar non-participants rate macrofunctions identified equally as 0 (not at all) and 2 (to some extent) 25,00%; and macrofunctions taught as 2 (to some extent) 35,00%. On the other hand, the average percentage of the raters shows that they mark macrofunctions identified equally as 0 (not at all) 100,00%; and macrofunctions taught as 2 (to some extent) 66,67%.

The distribution of the percentages of the total responses obtained from the fourth question group of Pragmatic competences is shown in Table 28:

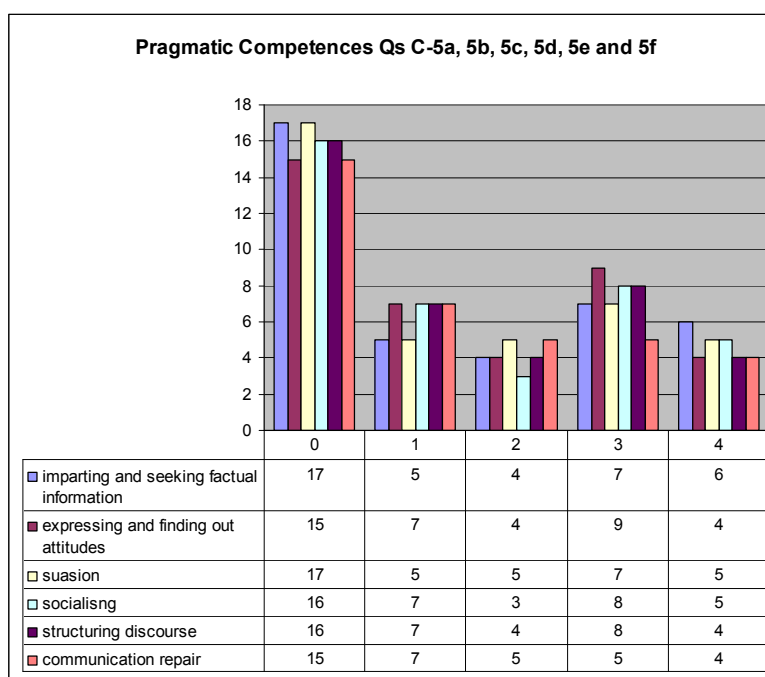


Table 28: The distribution of the percentages of Pragmatic 5 - Qs C-5a, 5b, 5c, 5d, 5e, and 5f obtained from Pragmatic Competences

The figures in Table 28 show the responses to the main question 'to what extent it is identified these microfunctions listed will take place in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q5a – imparting and seeking factual information is 0 (not at all) 43,59%; Q5b – expressing and finding out attitudes is 0 (not at all) 38,46%; Q5c – suasion is 0 (not at all) 43,59%; Q5d – socialising is 0 (not at all) 41,03%; Q5e- structuring discourse is 0 (not at all) 41,03%; and Q5f – communication repair is 0 (not at all) 41,67%. A majority of seminar participants rate these questions as: imparting and seeking factual information is 0 (not at all) 72,22%;

expressing and finding out attitudes is 0 (not at all) 66,67%; suasion is 0 (not at all) 72,22%; socialising is 0 (not at all) 72,22%; structuring discourse is 0 (not at all) 66,67%; and communication repair is 0 (not at all) 66,67% whereas seminar non-participants rate imparting and seeking factual information as 3 (to a large extent) 28,57%; expressing and finding out attitudes as 2 (to some extent) 38,10%; suasion as 2 (to some extent) 28,57%; socialising as 2 (to some extent) 28,57%; structuring discourse as 2 (to some extent) 28,57%; and communication repair equally as 0 (not at all) and 2 (to some extent) 23,81%. On the other hand, the average percentage of the raters shows that they mark all the sub-questions here as 0 (not at all) 100,00%.

The distribution of the percentages of the total responses obtained from the fifth question group of Pragmatic competences is shown in Table 29:

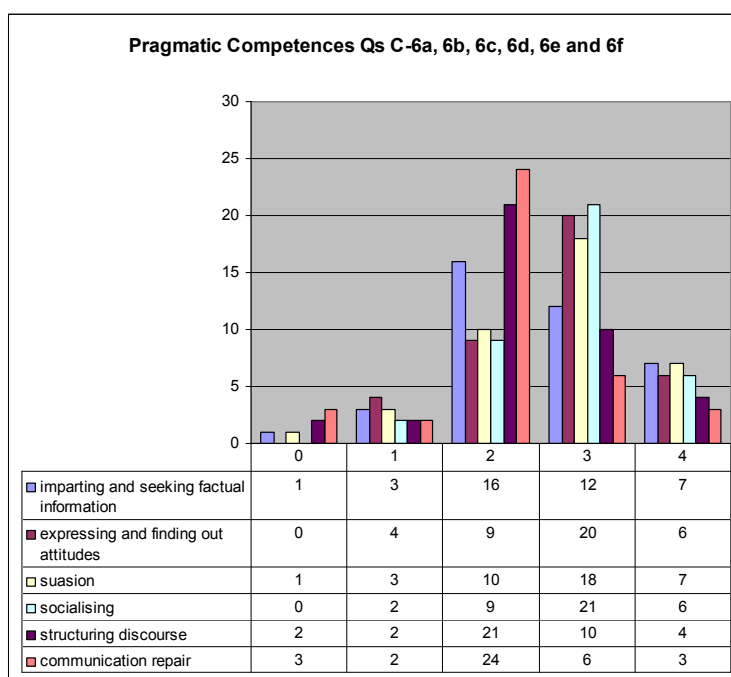


Table 29: The distribution of the percentages of Pragmatic 6 - Qs C-6a, 6b, 6c, 6d, 6e, and 6f obtained from Pragmatic Competences

The figures in Table 29 show the responses to the main question 'to what extent these microfunctions listed are taught in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: imparting and seeking factual information is 2 (to some extent) 41,03%;

expressing and finding out attitudes is 3 (to a large extent) 51,28%; suasion is 3 (to a large extent) 46,15%; socialising is 3 (to a large extent) 55,26%; structuring discourse is 2 (to some extent) 53,85%; and communication repair is 2 (to some extent) 63,16%. A majority of seminar participants rate these questions as: imparting and seeking factual information is 2 (to some extent) 50,00%; expressing and finding out attitudes is 3 (to a large extent) 66,67%; suasion is 3 (to a large extent) 66,67%; socialising is 3 (to a large extent) 77,78%; structuring discourse is 2 (to some extent) 72,22%; and communication repair is 2 (to some extent) 72,22% whereas seminar non-participants rate imparting and seeking factual information as 2 (to some extent) and 4 (completely) 33,33%; expressing and finding out attitudes as 3 (to a large extent) 38,10%; suasion as 4 (completely) 33,33%; socialising as 3 (to a large extent) 35,00%; structuring discourse as 2 (to some extent) 38,10%; and communication repair as 2 (to some extent) 55,00%. On the other hand, the average percentage of the raters shows that they mark imparting and seeking factual information as 2 (to some extent) 100,00%; expressing and finding out attitudes, suasion and socialising as 3 (to a large extent) 66,67%; structuring discourse and communication repair equally as 0 (not at all) , 2 (to some extent) and 3 (to a large extent) 33,33%.

The distribution of the percentages of the total responses obtained from the sixth question group of Pragmatic competences is shown in Table 30:

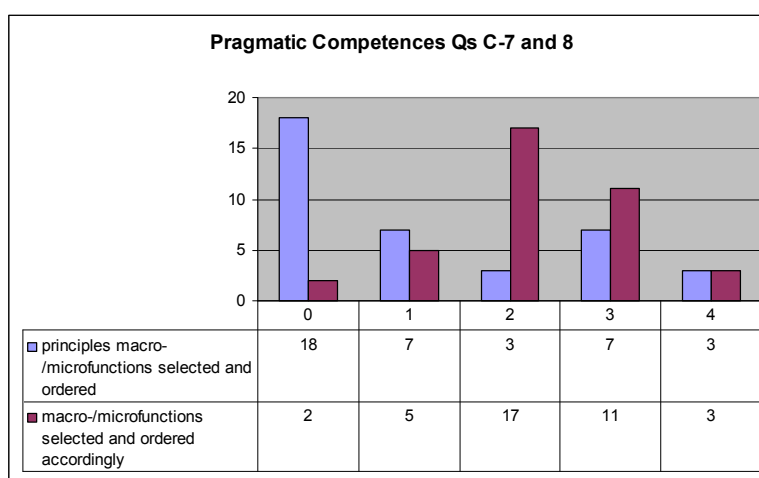


Table 30: The distribution of the percentages of Pragmatic 7,8 - Qs C-7and 8 obtained from Pragmatic Competences

The figures in Table 30 show the responses to the main question ‘to what extent it is identified according to what principles macro- and microfunctions are selected and ordered in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: Q7 – principles macro- / microfunctions selected and ordered is 0 (not at all) 47,37%; and Q8 – principles macro- / microfunctions selected and ordered accordingly is 2 (to some extent) 44,74%. A majority of seminar participants rate these questions as: principles macro- / microfunctions selected and ordered is 0 (not at all) 72,22%; and principles macro- / microfunctions selected and ordered accordingly is 2 (to some extent) 66,67% whereas seminar non-participants rate principles macro- / microfunctions selected and ordered as 3 (to a large extent) 30,00%; and principles macro- / microfunctions selected and ordered accordingly as 3 (to a large extent) 40,00%. On the other hand, the average percentage of the raters shows that they mark principles macro- / microfunctions selected and ordered as 0 (not at all) 100,00%; and principles macro- / microfunctions selected and ordered accordingly as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the seventh question group of Pragmatic competences is shown in Table 31:

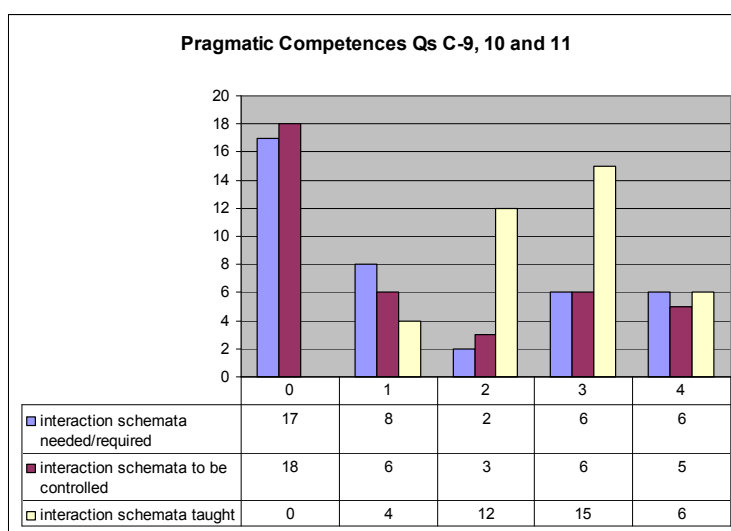


Table 31: The distribution of the percentages of Pragmatic 9, 10, 11 - Qs C-9, 10 and 11 obtained from Pragmatic Competences

The figures in Table 31 show the responses to the main question ‘to what extent it is identified what interaction schemata will take place/be taught in the textbook at this level’. The rates and the percentages of a majority of teachers for the sub-questions are: Q9 – interaction schemata needed/required is 0 (not at all) 43,59%; Q10 – interaction schemata to be controlled is 0 (not at all) 47,37%; and Q11 – interaction schemata taught is 3 (to a large extent) 40,54%. A majority of seminar participants rate these questions as: interaction schemata needed/required is 0 (not at all) 77,78%; interaction schemata to be controlled is 0 (not at all) 72,22; and interaction schemata taught is 3 (to a large extent) 52,94% whereas seminar non-participants rate interaction schemata needed/required equally as 1 (not really) and 4 (completely) 28,57%; interaction schemata to be controlled equally as 0 (not at all) and 4 (completely) 25,00%; and interaction schemata taught equally as 3 (to a large extent) and 4 (completely) 30,00%. On the other hand, the average percentage of the raters shows that they mark interaction schemata needed/required and interaction schemata to be controlled as 0 100,00%; and interaction schemata taught equally as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the eighth question group of Pragmatic competences is shown in Table 32:

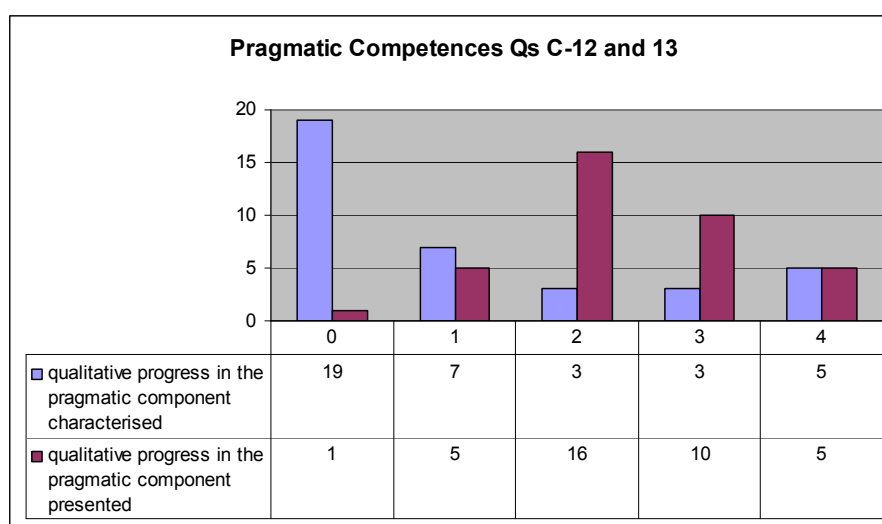


Table 32: The distribution of the percentages of Pragmatic 12,13 - Qs C-12 and 13 obtained from Pragmatic Competences

The figures in Table 32 show the responses to the main question 'to what extent it is identified how qualitative progress in the pragmatic component can be characterised and presented in the textbook at this level'. The rates and the percentages of a majority of teachers for the sub-questions are: Q12 – qualitative progress in the pragmatic component characterised is 0 (not at all) 51,35%; and Q13 – qualitative progress in the pragmatic component presented is 2 (to some extent) 43,24%. A majority of seminar participants rate these questions as: qualitative progress in the pragmatic component characterised is 0 (not at all) 77,78%; and qualitative progress in the pragmatic component presented is 2 (to some extent) 55,56% whereas seminar non-participants rate qualitative progress in the pragmatic component characterised equally as 0 (not at all) and 4 (completely) 26,32%; and qualitative progress in the pragmatic component presented equally as 3 (to a large extent) and 4 (completely) 26,32%. On the other hand, the average percentage of the raters shows that they mark qualitative progress in the pragmatic component characterised equally as 0 (not at all) 100,00%; and qualitative progress in the pragmatic component presented equally as 2 (to some extent) 66,67%.

Regarding the results obtained from the statistical analyses performed for Pragmatic Competences, as it was mentioned earlier, only statistically significant results after one-way ANOVA and Tukey test having the p value less than 0.05 ($p < 0.05$) will be presented here because of the spatial reasons. Figure 3 shows the distribution of the results obtained from the statistical analyses for Pragmatic Competences in coloured boxed, in which yellow indicates statistically significant difference in results, green indicates statistically insignificant difference in results and grey indicates statistically insignificant results.

The following question and competence groups in Pragmatic Competences were found having statistically significant difference in results:

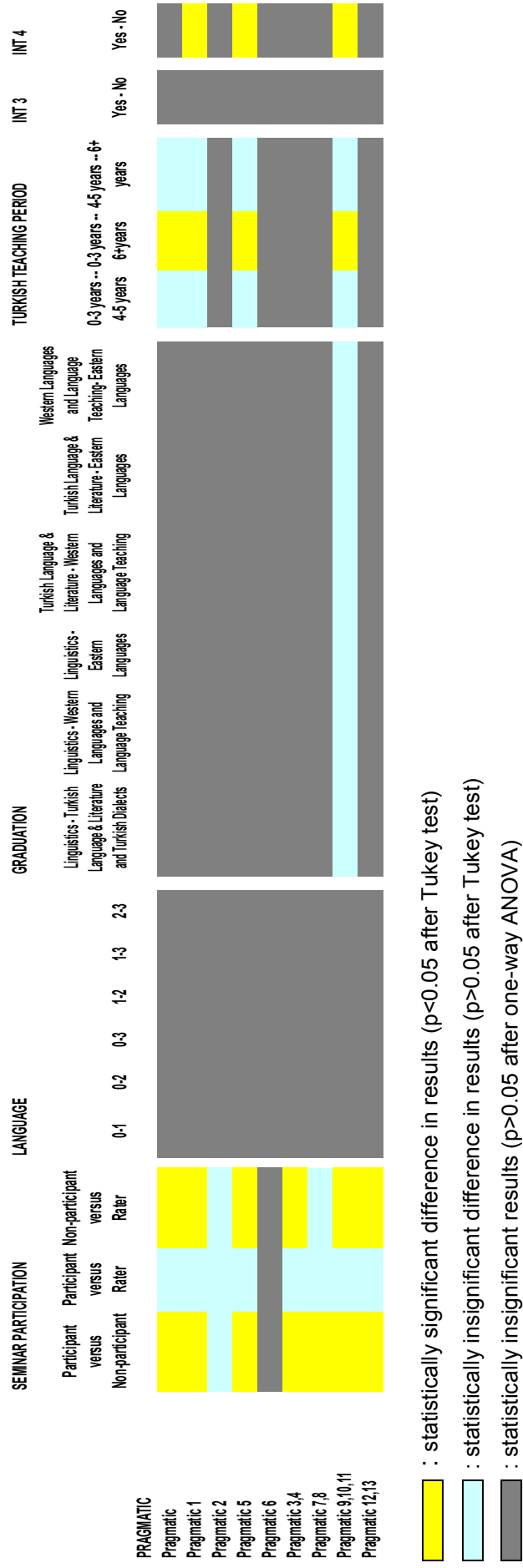


Figure 3: The distribution of the results obtained from the statistical analyses for Pragmatic Competences in coloured boxes.

According to seminar participation:

Participant versus Non-participant: Pragmatic; Pragmatic 1; Pragmatic 3,4; Pragmatic 5; Pragmatic 7,8; Pragmatic 9,10,11; Pragmatic 12,13.

Non-participant versus Rater: Pragmatic; Pragmatic 1; Pragmatic 3,4; Pragmatic 5; Pragmatic 9,10,11; Pragmatic 12,13. According to Turkish Teaching Period:

0-3 years versus 6+ years: Pragmatic; Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.

According to Intermediate Levels 3 & 4:

Intermediate 4: Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.

The following question groups were found having statistically insignificant difference in results:

According to Seminar participation:

Participant versus Non-participant: Pragmatic 2.

Participant versus Rater: Pragmatic; Pragmatic 1; Pragmatic 3,4; Pragmatic 5; Pragmatic 7,8; Pragmatic 9,10,11; Pragmatic 12,13.

Non-participant versus Rater: Pragmatic 2; Pragmatic 7,8.

According to Graduation:

Linguistics versus Turkish Language & Literature and Turkish Dialects: Pragmatic 9,10,11.

Linguistics versus Western Languages and Language Teaching: Pragmatic 9,10,11.

Linguistics versus Eastern Languages: Pragmatic 9,10,11.

Turkish Language & Literature versus Western Languages and Language Teaching: Pragmatic 9,10,11.

Turkish Language & Literature versus Eastern Languages: Pragmatic 9,10,11.

Western Languages and Language Teaching versus Eastern Languages: Pragmatic 9,10,11.

According to Turkish Teaching Period:

0-3 years versus 4-5 years: Pragmatic; Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.

4-5 years versus 6+ years: Pragmatic; Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.

IV.1.2 Quantitative Analysis of the Intercultural Competences Scale

IV.1.2.1 Rationale

The distribution of the percentages of the total responses obtained from the first question group of Rationale is shown in Table 33:

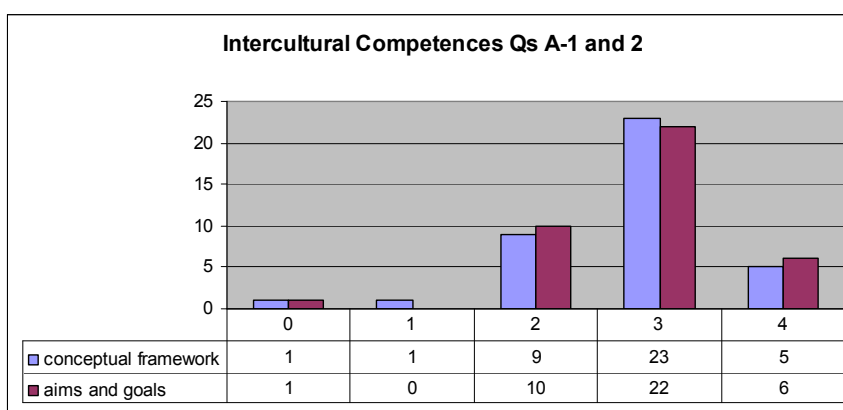


Table 33: The distribution of the percentages of Rationale 1, 2 - Qs A-1 and 2 obtained from Intercultural Competences

The figures in Table 33 show the responses to the main question ‘to what extent the aims and goals of the textbook are geared to the conceptual framework of the learners’. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – conceptual framework is 3 (to a large extent) 58,97%; and Q2 – aims and goals is 3 (to a large extent) 56,41%. A majority of seminar participants rate these questions as: conceptual framework is 3 (to a large extent) 66,67%; and aims and goals is 3 (to a large extent) 61,11% whereas seminar non-participants rate conceptual framework and aims and goals as 3 (to a large extent) 52,38%. On the other hand, the average percentage of the raters shows that they mark conceptual framework and aims and goals as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the second question group of Rationale is shown in Table 34:

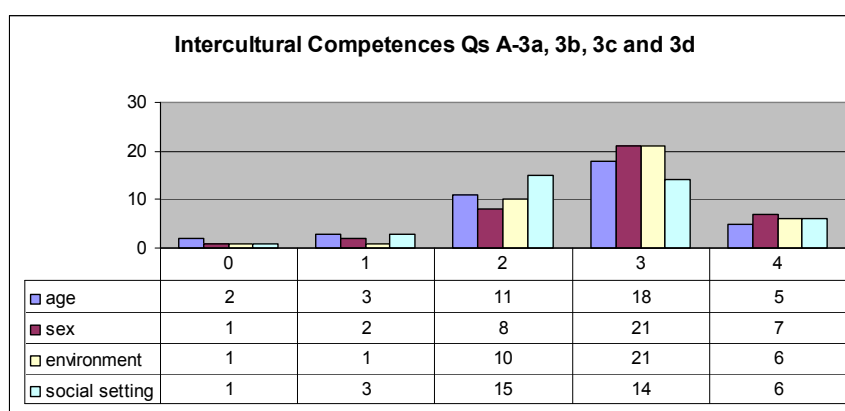


Table 34: The distribution of the percentages of Rationale 3 - Qs A- 3a, 3b, 3c, and 3d obtained from Intercultural Competences

The figures in Table 34 show the responses to the main question ‘to what extent the textbook covers a variety of topics as determined by the items listed’. The rates and the percentages of a majority of teachers for the sub-questions are:

Q3a – age is 3 (to a large extent) 46,15%; Q3b – sex is 3 (to a large extent) 53,85%; Q3c – environment is 3 (to a large extent) 53,85%; and Q3d – social setting is 2 (to some extent) 38,46%. A majority of seminar participants rate these questions as: age is 3 (to a large extent) 44,44%; sex is 3 (to a large extent) 50,00%; environment is 3 (to a large extent) 61,11%; and social setting is 2 (to some extent) 50,00% whereas seminar non-participants rate age as 3 (to a large extent) 47,62%; sex as 3 (to a large extent) 57,14%; environment as 3 (to a large extent) 47,62%; and social setting as 3 (to a large extent) 33,33%. On the other hand, the average percentage of the raters shows that they mark all questions in this group as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Rationale is shown in Table 35:

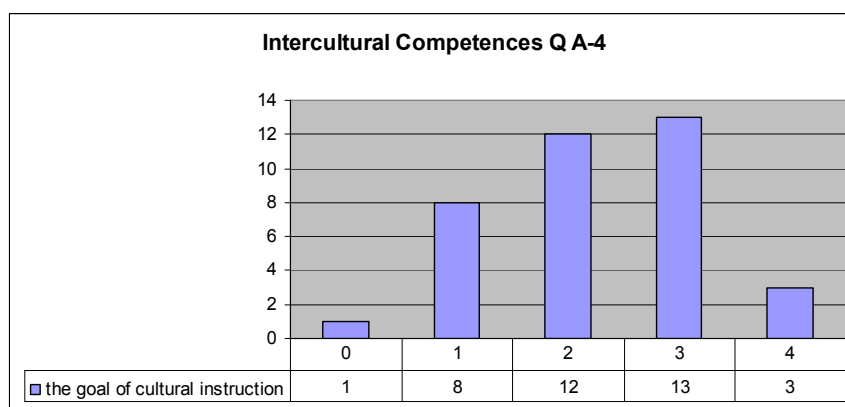


Table 35: The distribution of the percentages of Rationale 4 - Q A- 4 obtained from Intercultural Competences

The figures in Table 35 show the responses to the ‘the goal of the cultural instruction stated in the textbook’. The rates and the percentages of a majority of teachers for this question is: Q4 – the goal of cultural instruction is 3 (to a large extent) 35,14%. A majority of seminar participants rate this question as 2 (to some extent) 44,44% whereas seminar non-participants rate it as 3 (to a

large extent) 31,58%. On the other hand, the average percentage of the raters shows that they mark this question as 1 (not really) 66,67%.

IV.1.2.2 Cultural Content

The distribution of the percentages of the total responses obtained from the first question group of Cultural Content is shown in Table 36:

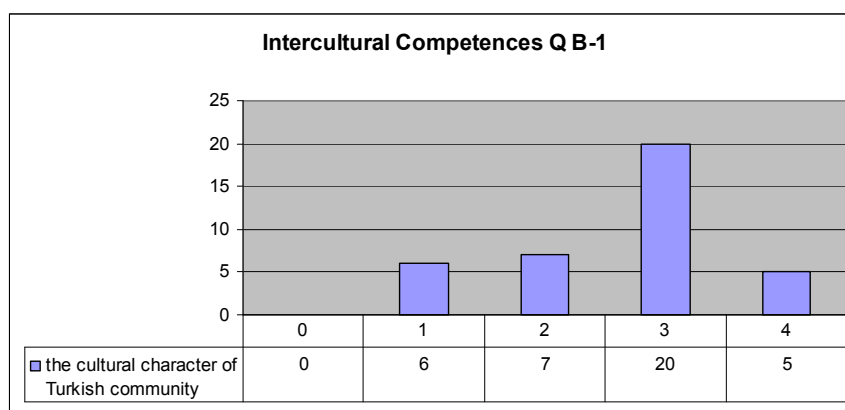


Table 36: The distribution of the percentages of Cultural Content 1 - Q B- 1 obtained from Intercultural Competences

The figures in Table 36 show the responses to the 'the cultural character of Turkish community stated in the textbook'. The rates and the percentages of a majority of teachers for this question is: Q1 – the cultural character of Turkish community is 3 (to a large extent) 52,63%. A majority of seminar participants rate this question as 3 (to a large extent) 61,11% whereas seminar non-participants rate it as 3 (to a large extent) 45,00%. On the other hand, the average percentage of the raters shows that they mark this question as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the second question group of Cultural Content is shown in Table 37:

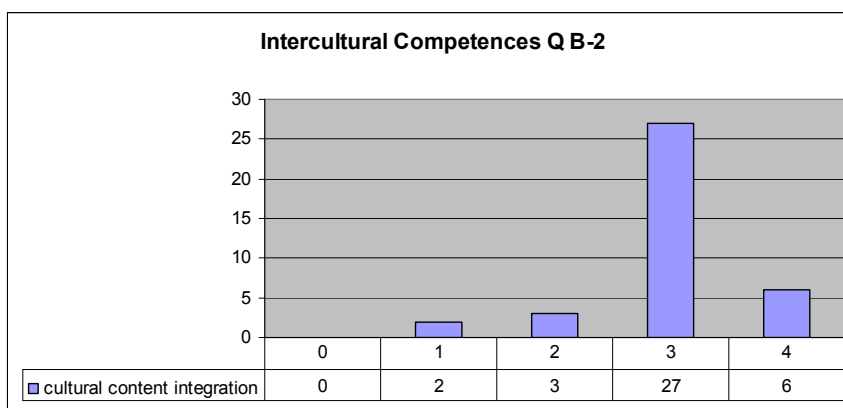


Table 37: The distribution of the percentages of Cultural Content 2 - Q B- 2 obtained from Intercultural Competences

The figures in Table 37 show the responses to the 'the cultural content integrated in the course'. The rates and the percentages of a majority of teachers for this question is: Q2 – the cultural content integration is 3 (to a large extent) 71,05%. A majority of seminar participants rate this question as 3 (to a large extent) 77,78% whereas seminar non-participants rate it as 3 (to a large extent) 65,00%. On the other hand, the average percentage of the raters shows that they mark this question as 3 (to a large extent) 66,67%.

The distribution of the percentages of the total responses obtained from the third question group of Cultural Content is shown in Table 38:

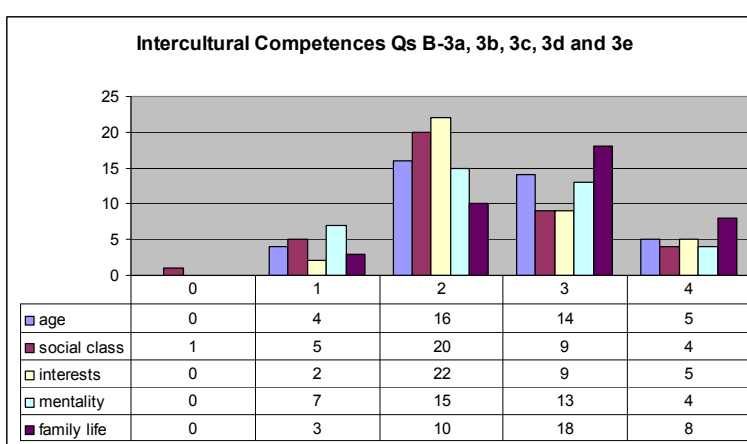


Table 38: The distribution of the percentages of Cultural Content 3 - Qs B- 3a, 3b, 3c, 3d, and 3e obtained from Intercultural Competences

The figures in Table 38 show the responses to ‘the characters of Turkish culture presented in the textbook’. The rates and the percentages of a majority of teachers for the sub-questions are: Q3a – age is 2 (to some extent) 41,03%; Q3b – social class is 2 (to some extent) 51,28%; Q3c – interests is 2 (to some extent) 57,89%; Q3d – mentality is 2 (to some extent) 38,46%; and Q3e – family life is 3 (to a large extent) 46,15%. A majority of seminar participants rate these questions as: age is 2 (to some extent) 55,56%; social class is 2 (to some extent) 66,67%; interests is 2 (to some extent) 70,59%; mentality is 2 (to some extent) 44,44%; and family life is 3 (to a large extent) 50,00% whereas seminar non-participants rate age as 3 (to a large extent) 38,10%; social class as 2 (to some extent) 38,10%; interests as 2 (to some extent) 47,62%; mentality equally as 2 (to some extent) and 3 (to a large extent) 33,33%; and family life as 3 (to a large extent) 42,86%. On the other hand, the average percentage of the raters shows that they mark age, social class, interests and mentality as 2 (to some extent) and family life as 3 (to a large extent) 66,67%.

IV.1.2.3 Knowledge

The distribution of the percentages of the total responses obtained from the first question group of Knowledge is shown in Table 39:

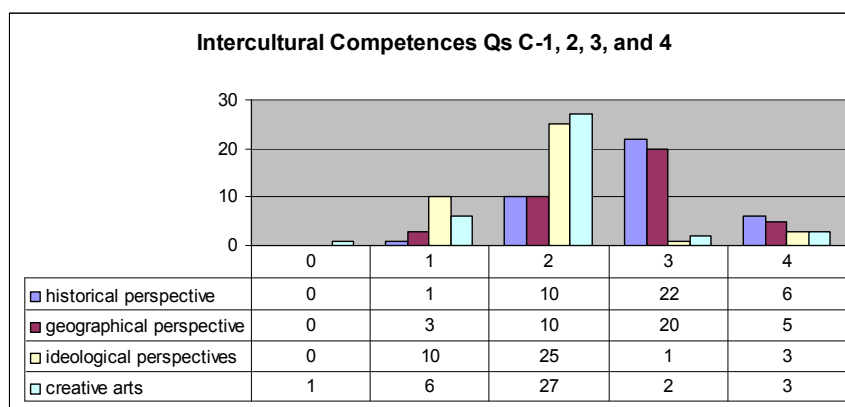


Table 39: The distribution of the percentages of Knowledge 1, 2, 3, 4 - Qs C – 1, 2, 3, and 4 obtained from Intercultural Competences

The figures in Table 39 show the responses to ‘the perspectives regarding history, geography, ideology and creative arts of Turkish language culture presented in the textbook’. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – historical perspective is 3 (to a large extent) 55,56%; Q2 – geographical perspective is 3 (to a large extent) 55,56%; Q3 – ideological perspective is 2 (to some extent) 77,78%; and Q4 – creative arts is 2 (to some extent) 72,22%. A majority of seminar participants rate these questions as: historical perspective is 3 (to a large extent) 55,56%; geographical perspective is 3 (to a large extent) 55,56%; ideological perspective is 2 (to some extent) 77,78%; and creative arts is 2 (to some extent) 72,22% whereas seminar non-participants rate historical perspective as 3 (to a large extent) 57,14%; geographical perspective as 3 (to a large extent) 50,00%; ideological perspective as 2 (to some extent) 52,38%; and creative arts as 2 (to some extent) 66,67%. On the other hand, the average percentage of the raters shows that they mark historical perspective and geographical perspective as 3 (to a large extent) 100,00%; ideological perspective as 1 (not really) 66,67%; and creative arts as 2 (to some extent) 100,00%.

The distribution of the percentages of the total responses obtained from the second question group of Knowledge is shown in Table 40:

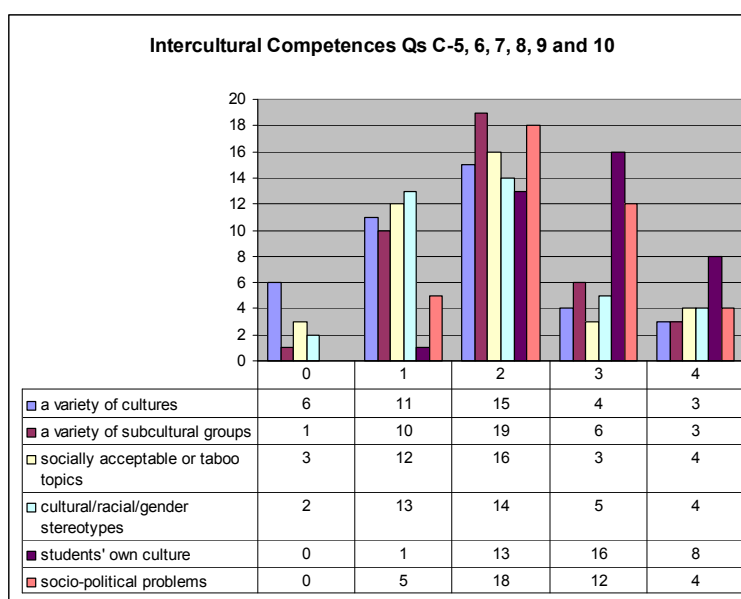


Table 40: The distribution of the percentages of Knowledge 5, 6, 7, 8, 9, 10 - Qs C – 5, 6, 7, 8, 9, and 10 obtained from Intercultural Competences

The figures in Table 40 show the responses to 'the perspectives regarding cultural and sub-cultural varieties of Turkish language culture presented in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: Q5 – a variety of cultures is 2 (to some extent) 38,46%; Q6 – a variety of sub-cultural groups is 2 (to some extent) 48,72%; Q7 – socially acceptable and taboo topics is 2 (to some extent) 42,11%; Q8 – cultural/racial/gender stereotypes is 2 (to some extent) 36,84%; Q9 – students' own culture is 3 (to a large extent) 42,11%; and Q10 – socio-political problems is 2 (to some extent) 46,15%. A majority of seminar participants rate these questions as: a variety of cultures is 1 (not really) 38,89%; a variety of sub-cultural groups is 2 (to some extent) 50,00%; socially acceptable and taboo topics is 2 (to some extent) 52,94%; cultural/racial/gender stereotypes is 2 (to some extent) 41,18%; students' own culture is 3 (to a large extent) 44,44%; and socio-political problems is 2 (to some extent) 50,00% whereas seminar non-participants rate a variety of cultures as 2 (to some extent) 52,38%; a variety of sub-cultural groups as 2 (to some extent) 47,62%; socially acceptable and taboo topics as 1 (not really) 38,10%; cultural/racial/gender stereotypes equally as 1 (not really) and 2 (to some extent) 33,33%; students' own culture as 3 (to a large extent) 40,00%; and socio-political problems as 2 (to some extent) 42,86%. On the other hand, the average percentage of the raters shows that they mark a variety of cultures, a variety of sub-cultural groups, socially acceptable and taboo topics, cultural/racial/gender stereotypes and socio-political problems as 2 (to some extent) and students' own culture as 3 (to a large extent) 66,67%.

IV.1.2.4 Attitudes

The distribution of the percentages of the total responses obtained from this question group of Attitudes is shown in Table 41:

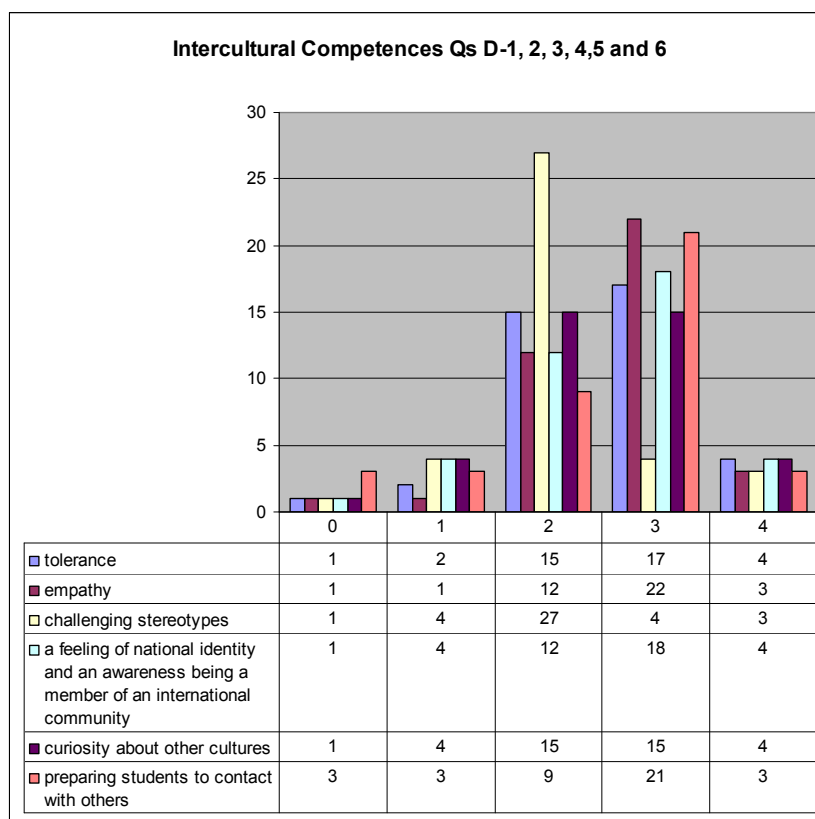


Table 41: The distribution of the percentages of Attitudes 1, 2, 3, 4, 5, 6 - Qs D – 1, 2, 3, 4, 5, and 6 obtained from Intercultural Competences

The figures in Table 41 show the responses to 'the topics studied under attitudes such as tolerance, empathy, challenging stereotypes, etc presented in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – tolerance is 3 (to a large extent) 43,59%; Q2 – empathy is 3 (to a large extent) 56,41%; Q3 – challenging stereotypes is 2 (to some extent) 69,23%; Q4 – a feeling of national identity and an awareness being a member of an international community is 3 (to a large extent) 46,15%; Q5 – curiosity about other cultures is equally 2 (to some extent) and 3 (to a large extent) 38,46%; and Q6 – preparing students to contact with others is 3 (to a large extent) 53,85%. A majority of seminar participants rate these questions as: tolerance is 3 (to a large extent) 50,00%; empathy is 3 (to a large extent) 66,67%; challenging stereotypes is 2 (to some extent) 77,78%; a feeling of national identity and an awareness being a member of an international

community is 3 (to a large extent) 61,11%; curiosity about other cultures is 3 (to a large extent) 44,44%; and preparing students to contact with others is 3 (to a large extent) 61,11% whereas seminar non-participants rate tolerance as 3 (to a large extent) 38,10%; empathy as 3 (to a large extent) 47,62%; challenging stereotypes as 2 (to some extent) 61,90%; a feeling of national identity and an awareness being a member of an international community equally as 2 (to some extent) and 3 (to a large extent) 33,33%; curiosity about other cultures as 2 (to some extent) 42,86%; and preparing students to contact with others as 3 (to a large extent) 47,62%. On the other hand, the average percentage of the raters shows that they mark tolerance, empathy, a feeling of national identity and an awareness being a member of an international community, curiosity about other cultures, and preparing students to contact with others as 3 (to a large extent), and challenging stereotypes as 2 (to some extent) 66,67%.

IV.1.2.5 Intercultural Awareness

The distribution of the percentages of the total responses obtained from this question group of Intercultural Awareness is shown in Table 42:

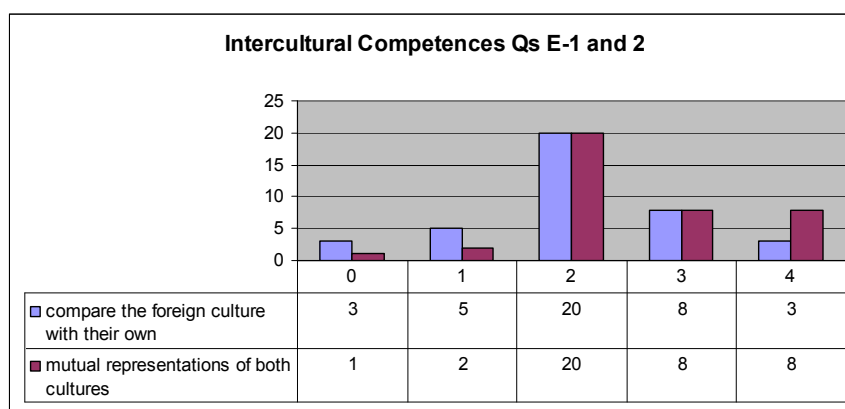


Table 42: The distribution of the percentages of Intercultural Awareness 1, 2 - Qs E – 1 and 2 obtained from Intercultural Competences

The figures in Table 42 show the responses to ‘the intercultural awareness presented in the textbook’. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – compare the foreign culture with their own is 3 (to a large extent) 41,03%; and Q2 – mutual representations of both cultures is 2 (to some extent) 61,54%. A majority of seminar participants rate these questions as: compare the foreign culture with their own is 2 (to some extent) 50,00%; and mutual representations of both cultures is 2 (to some extent) 66,67% whereas seminar non-participants rate compare the foreign culture with their own as 3 (to a large extent) 38,10%; and mutual representations of both cultures as 2 (to some extent) 57,14%. On the other hand, the average percentage of the raters shows that they mark compare the foreign culture with their own as 2 (to some extent) 66,67%; but mutual representations of both cultures equally as 1 (not really) and 2 (to some extent) 50,00%, over two raters because one of the raters did not respond to this question.

IV.1.2.6 Culture and Language

The distribution of the percentages of the total responses obtained from this question group of Culture and Language is shown in Table 43:

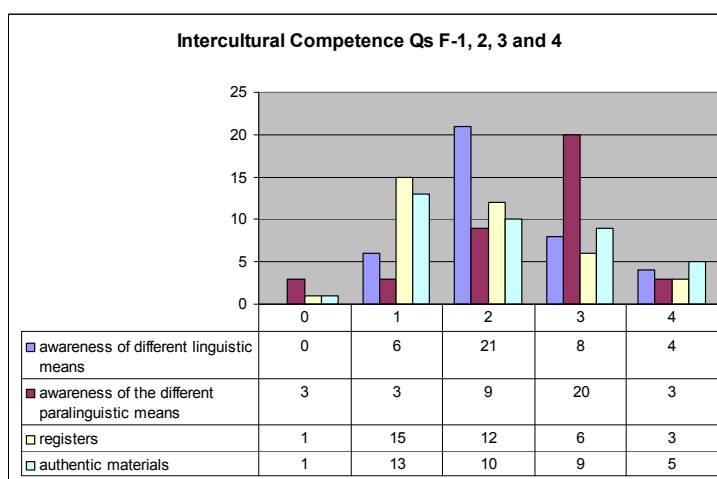


Table 43: The distribution of the percentages of Culture and Language 1, 2, 3, 4 - Qs F – 1, 2, 3, and 4 obtained from Intercultural Competences

The figures in Table 43 show the responses to 'the cultural and linguistic issues presented in the textbook'. The rates and the percentages of a majority of teachers for the sub-questions are: Q1 – awareness of different linguistic means is 2 (to some extent) 53,85%; Q2 – awareness of different paralinguistic means is 3 (to a large extent) 52,63%; Q3 – registers is 1 (not really) 40,54%; and Q4 – authentic materials is 1 (not really) 34,21%. A majority of seminar participants rate these questions as: awareness of different linguistic means is 2 (to some extent) 88,89%; awareness of different paralinguistic means is 3 (to a large extent) 61,11%; registers is 2 (to some extent) 38,89%; and authentic materials is 1 (not really) 41,18% whereas seminar non-participants rate awareness of different linguistic means as 3 (to a large extent) 38,10%; awareness of different paralinguistic means as 3 (to a large extent) 45,00%; registers as 1 (not really) 47,37%; and authentic materials equally as 1 (not really) and 3 (to a large extent) 28,57%. On the other hand, the average percentage of the raters shows that they mark awareness of different linguistic means as 2 (to some extent) 66,67%; awareness of different paralinguistic means equally as 1 (not really), 2 (to some extent) and 3 (to a large extent) 33,33%; registers as 1 (not really) 66,67%; and authentic materials equally as 1 (not really) 66,67%.

Regarding the results obtained from the statistical analyses performed for Intercultural Competences, as it was mentioned earlier, only statistically significant results after one-way ANOVA and Tukey test having the p value less than 0.05 ($p < 0.05$) will be presented here because of the spatial reasons. Figure 4 shows the distribution of the results obtained from the statistical analyses for Intercultural Competences in coloured boxed, in which yellow indicates statistically significant difference in results, green indicates statistically insignificant difference in results and grey indicates statistically insignificant results.

The following question and competence groups in Intercultural Competences were found having statistically significant difference in results:

	SEMINAR PARTICIPATION		LANGUAGE					GRADUATION				TURKISH TEACHING PERIOD				INT 3	INT 4
	Participant versus Non-participant	Participant versus Non-participant	0-1	0-2	0-3	1-2	1-3	2-3	Linguistics - Turkish Language & Literature and Turkish Dialects	Linguistics - Western Languages and Language Teaching	Linguistics - Eastern Languages	Turkish Language & Literature - Western Languages and Language Teaching	Turkish Language & Literature - Eastern Languages	Western Languages and Language Teaching	0-3 years -- 0-3 years -- 4-5 years -- 6+ years	Yes - No	Yes - No
	Non-participant Rater	Participant Rater															
RATIONALE Rationale 3																	
CULTURAL CONTENT Cultural Content 3 Cultural Content 1,2																	
KNOWLEDGE																	
ATTITUDES																	
INTERCULTURAL AWARENESS																	
CULTURE AND LANGUAGE																	

 : statistically significant difference in results  : statistically insignificant difference in results

 : statistically insignificant results

Figure 4: The distribution of the results obtained from the statistical analyses for Intercultural Competences in coloured boxes.

According to Language:

0 language versus 1 language: Attitudes.

1 language versus 3 languages: Rationale 3

According to Graduation:

Turkish Language & Literature versus Eastern Languages: Rationale; Rationale 3.

Western Languages and Language Teaching versus Eastern Languages: Rationale; Rationale 3.

The following question groups were found having statistically insignificant difference in results:

According to Language:

0 language versus 1 language: Rationale 3.

0 language versus 2 languages: Rationale 3; Attitudes.

0 language versus 3 languages: Rationale 3; Attitudes.

1 language versus 2 languages: Rationale 3; Attitudes.

1 language versus 3 languages: Attitudes.

2 languages versus 3 languages: Rationale 3; Attitudes.

According to Turkish Teaching Period:

0-3 years versus 4-5 years: Intercultural awareness.

0-3 years versus 6+ years: Intercultural awareness.

4-5 years versus 6+ years: Intercultural awareness.

IV.2 QUALITATIVE ANALYSIS OF THE DATA

As mentioned earlier in Chapter III, this is a qualitative research as well as a quantitative one. With this purpose in mind, 'personal evaluation' part was

prepared and attached as a final section at the end of each scale. The aim was to collect the informants' further comments and suggestions about the relevant topics regarding the teaching material. This section was prepared in the form of open-ended questions to let the informants write their further comments and suggestions.

Originally, in this study, content analysis, which is one of the three types of unobtrusive measurement (Trochim 2001:164) was planned to be used in the analysis of the open-ended questions (Trochim 2001:155). It was aimed to carry out thematic analysis of the written responses, which is one of the types of content analysis. However, only very few of the informants answered these questions, which was not enough to carry out a content analysis. So, content analysis section was skipped from the study and personal comments and/or suggestions, which were very few, were translated into English and quoted directly below. The following numbers to informants were given only for this section for reference purposes if needed. In addition, the pronoun 'he' was used not to repeat the double genders:

Informant 1 (seminar participant):

"In my opinion, HİTİT 2 Turkish Teaching set is sufficient to promote lexical and grammatical competences but it has shortcomings in developing the other competences."

"Because HİTİT 2 Turkish Teaching set does not have a Teacher's Book, the questions including "to what extent is it identified ..." have been rated as 0 (not at all)."

Informant 2 (seminar participant):

"Because the content has not been identified in HİTİT 2, all of the relevant questions have been rated as 0 (not at all)."

"Because the studies on pragmatic competences are new, I think we should consider the shortcomings of HİTİT 2 normal."

"I think some of the criteria in intercultural competences section go beyond a limit regarding that we are talking about a language teaching coursebook. In my

opinion, a language teaching book should not have the responsibility to represent the ethnic groups, for instance. For me, the criteria for intercultural awareness are forcing. One may feel that some of these criteria have some ideological background behind them.”

Informant 3 (seminar non-participant):

“In the scales, the role of the teacher has not been taken into consideration. So, the responses given to the questions may not be evaluating.”

Informant 4 (seminar non-participant):

“In our classes, we have students from different countries. For this reason, it is possible to make a comparison on any subject in terms of intercultural issues although the coursebook does not have such a topic. For instance, racism, marriage, etc.”

Informant 5 (seminar participant):

“It is believed that socio-political problems should be presented without exaggerating (while preparing a new material set).”

“Insight into a variety of cultures is reflected sufficiently in HİTİT 2. Especially, regarding ethnic groups, because the languages of these groups are different, I think it is not necessary to represent them in detail in a coursebook which teaches Turkish.”

Informant 6 (seminar participant):

“The topics are not identified sufficiently in HİTİT 2. In my opinion, HİTİT, which was prepared in a very short period of time after many years, fills a big gap even in its existing potential.”

Additionally, informal interviews with the informants were performed during the seminars and in the course of the study. These interviews were in the form of unstructured interviewing in Trochim’s (2001:161) words.

During the informal interviews with the teacher informants, almost every one of them said that, in some ways, they include some of the criteria established in the scales while preparing their own supplementary teaching materials to use in

their classes although they do this being unaware of this fact but being aware of their students' needs.

As also one of the informants wrote as a further comment which was stated above, most of the informants stated that the teacher's role in the classroom was ignored in the scales. The researcher explained that the scope of this study was restricted to the evaluation of the teaching material only although it is a well-known fact that the teacher plays an important role in the classroom in foreign language teaching. The researcher also added that the role of the teacher and his performance could be the subject of another study which should be planned and examined in detail, and that the performance of the students and the teacher in the class should also be observed to obtain healthy and comprehensive results and comments about a complete foreign language course as well as a detailed study in the curriculum. Upon the researcher's reminding the fact that this study aimed to evaluate only the teaching material, the teacher informants agreed that they could not say the material alone included all the criteria stated in the scales.

Furthermore, most of the teachers reported that they were unfamiliar with the terminology used in the scales and that they would have difficulty in answering them. They also said that, despite the seminar, the terminology was still difficult for them and they needed time to answer the items in the scales.

CHAPTER V. DISCUSSION

V.1 DISCUSSION OF THE RESULTS OBTAINED FROM THE STUDY

V.1.1 Discussion of the Potential of Teaching Material for Promoting Intercultural Communicative Competence

In this section, the discussion of the potential of teaching material for promoting Intercultural Communicative Competence (ICC) will be presented from the researcher's point of view.

The discussion of the potential of HİTİT 2 for promoting ICC will be carried out in the following framework stated in Table 1.

- Location: Title of book, page, unit, subsection - Communicative Language Competences: - Linguistic Competences - Socio-linguistic Competences - Pragmatic Competences - Intercultural Competences - Characters: Age of characters, gender of character, situation of interaction of characters			
Cultural dimensions represented			
Culture(s) addressed / Dimensions of culture addressed	micro level	macro level	international and intercultural issues
Own culture	x	x	x
Foreign culture	x	x	x
Countries presented Intercultural contacts: Type of intercultural contact, type of background for intercultural contact, type of intercultural situation - Didactic approach: Point of view of authors - Text-types used: Text-types, visuals - Task types: Educational potential of tasks, main objective of tasks, level of co-operation required, other task characteristics such as prior knowledge about the foreign culture, attitude towards the foreign culture, own cultural frame of reference.			

Table 1: The framework of the discussion of the potential of HİTİT 2 for promoting Intercultural Communicative Competences. (Adapted from Sercu 2000:263-264)

HİTİT 2 Turkish Teaching Set is composed of a coursebook, a work book and audio cassettes/CDs. The coursebook has 176 pages and consists of 16 units. The workbook has 125 pages and consists of 16 units, too.

Regarding the general design of HİTİT 2, the following points can be stated:

- Each unit starts with either an introductory dialogue or text which introduces the grammatical point to be taught and followed by grammar exercises,
- Then we see either a listening text or a reading text, which are followed by another explanation of a piece of grammar. Each listening and/or reading text seems to be produced to include the related grammatical item and be used to introduce this grammatical item,
- Speaking exercises in the real sense do not exist. A discussion topic is given in one or two lines and it is not stated which speaking skill is being practiced, nor the students are guided. Since it is not intended, even not stated, to make students do pair work or group work, it cannot be said that the material uses communicatively oriented methods for speaking exercises,
- Writing exercises are designed in the way that the learners are given a single topic and are asked to write a composition stating their opinions about it. There seems even implicitly to be no intention to develop any writing skills of the learners with these writing activities, and the learners are not guided in writing exercises, either,
- As text types, HİTİT 2 contains mostly dialogues and small pieces of prose. There are plenty of grammar exercises in each unit. It contains pictures and drawings but they are mostly used to refer to one or two sentences either in grammar exercises or in introductory texts and/or in reading texts. Methodologically, it cannot be said that the material includes eclectic texts to address the heterogeneous characteristics of the learners coming from different backgrounds,

- The types of exercises in HİTİT 2 are mostly teacher-centered activities or individual written work. The material contains almost no exercises that facilitate spoken or written activities in pair work and/or group work. Very little time is allowed for the individual student to produce language. Additionally, there are no activities in which the students move out of the classroom and test their language skills in real-life situations.

Since the set does not have a teacher's book, it is not written anywhere explicitly which grammatical theory and/or principle and which teaching methodology the set is based on. When we look at the content of the material, it is seen that methodologically and linguistically many materials are inspired to teach the related grammatical topic in each unit and the dialogues, reading texts and listening texts are produced accordingly. So, it can be said that HİTİT 2 is based on a deductive grammatical principle.

Generally speaking, it can be stated that Turkish language teaching in HİTİT 2 is mainly directed towards the mastery of language, i.e. linguistic competence, while the teaching of the target culture is included in the culture-specific way, i.e. mostly it is aimed to teach target culture with very little space for comparison between the target culture and the learner's own culture. On the other hand, teaching partly in socio-linguistic competence, especially in pragmatic competence and in intercultural competence are on the whole non-existent.

At the Symposium of Teaching Turkish as Foreign Language in the World-7, which was organized by Ankara University TÖMER luckily before this study was completed, one of the participants, a Polish teacher teaching Turkish in Poland, indicated that her students found HİTİT Turkish Teaching Set as full of Turkish chauvinism because one could find examples of only Turkish culture heavily.

As it is a fact that the book was prepared by the Turkish teachers working at the Institution for many years, it can be said that the texts and the exercises in the teaching material are teacher produced.

When we look at HİTİT 2 in terms of Korbo's division of cultural knowledge (1995:179), it seems rather casual which cultural elements reflecting Turkish culture are chosen for consideration. In addition, these cultural elements

represent mostly folkloristic characteristics of the country, and are treated in texts and exercises almost exclusively on the cognitive level. That is to say, too much has been considered from a linguistic point of view in HİTİT 2 and to the extent that cultural elements have been the subject these have not been sufficiently oriented towards the affective and behavioural levels.

In most of the dialogues in HİTİT 2, characters are members of the target-language speech community. We find dialogues between target language-speakers and foreigners only in few of them.

Regarding the classifications of teaching materials in terms of the cultural nature of foreign language textbooks, the characteristics of HİTİT 2 Turkish Teaching set can be listed as follows:

- 1) HİTİT 2 Turkish Teaching set is a one-dimensional textbook according to Dunnet, Dubin, and Lezberg (1986)'s classification since it focuses on the target language culture, i.e. Turkish language culture, and leave few possibilities for comparison to the learners.
- 2) With respect to three types of cultural information distinguished by Cortazzi and Jin (1999:204), HİTİT 2 Turkish Teaching set presents only target culture materials that refer to the culture of the country; i.e. to Turkish culture. The set fails in meeting the need for the other types of cultural information, namely on one hand source culture materials that draw on learners' own culture, and on the other hand international target culture materials that employ a variety of cultures where the target language is used as an international language.
- 3) In terms of the way HİTİT 2 Turkish Teaching set has been produced, it falls into the category of international/global textbooks and it emphasizes culture-specific orientation according to Newby (1997:7) and Freebairn's (2000:5) categories stated in II.5.5.1.
- 4) According to Risager's formulation stated in II.5.5.2. by Sercu (2000:254), HİTİT 2 falls into monocultural perspective group in the sense that the authors mostly take on a perspective on the world from the point of view of target culture.

Finally, when HiTIT 2 is considered in terms of degree to which it contains intercultural learning tasks mentioned by Sercu (2000:258) and stated in II.5.5.2., it can be evaluated as low in potential for promoting the acquisition of Intercultural Communicative Competence (ICC). The reason for that is because HiTIT 2 only allows the learners to talk about their own culture in some speaking exercises but these exercises do not invite them to compare different cultures.

V.1.2 Discussion of the Results Obtained from the Analysis

Having discussed the potential of teaching material for promoting Intercultural Communicative Competence (ICC) from the researcher's point of view, this part mainly focuses on the discussion of the results obtained from the study. Furthermore, some recommendations for further studies in this area will be presented after the discussion of the results.

It is worth uttering a few words on the general picture of the results obtained from the quantitative analysis of the study making use of the qualitative data while explaining. Because the analyses of the responses are presented giving the percentage distribution of the results obtained through the 5-point rating scales, it seems to be a good idea to mention how each point in the scale should be interpreted. Just as a reminder, also noted in the previous chapter, in the presentation of the quantitative results, the points of the 5-point rating scale can be interpreted as follows:

- 0 (not at all) and 1 (not really) implies that the teaching material does not have the potential for promoting the relevant competences according to its rate;
- 3 (to a large extent) and 4 (completely) implies that the teaching material has the potential for promoting the relevant competences according to its rate;

- 2 (to some extent) implies that the teaching material has some potential for promoting the relevant competences but still it needs to be revised in some respects.

The results obtained from statistical analyses should be taken into consideration in accordance with the data collected, the number of the informants included, and the responses the informants have given to the questions in scales. So, the discussion of the statistical outputs should be considered as a result of these inputs. Having analysed the results statistically and looking at the general picture presented in coloured boxes in Figure 1, 2, 3, and 4 in Chapter IV, the following general results have been found out:

According to seminar participation:

- Regarding linguistic competences, there seems to be a relationship mostly between seminar participation and lexical and grammatical competences. The relationship between seminar participation and semantic and pragmatic competences is seen only in one question for each. With respect to orthographic and orthoepic competences, there seems to be no relationship at all,
- Regarding sociolinguistic competence, it seems that all the questions are related with seminar participation in a way,
- Regarding pragmatic competence, it seems that all the questions are related with seminar participation in a way, except one question,
- In intercultural issues, there seems to be no relationship between these two variables at all.

According to language factor, there seems to be a relationship between some of the lexical and grammatical items of linguistic competences and language, between very few items of intercultural competences and language, and between none of the sociolinguistic and pragmatic items and language.

According to graduation factor, there seems to be a relationship between all lexical items plus one grammatical item and graduation, between one question

of pragmatic competences plus rationale and graduation, and no relationship with the other issues.

Turkish teaching period seems to be related mostly with lexical and grammatical competences, with a few of semantic and phonological competences, with most of the sociolinguistic competences, with half of the pragmatic competences, and with almost none of the intercultural competences.

The fact whether the teacher has taught at intermediate levels 3 and 4 seems to be effective at intermediate 4 regarding some of the communicative language competences but none of the intercultural competences. At the level Intermediate 3, it seems to be only related with one issue of the grammatical competences and two of the sociolinguistic competences.

In addition to the general results obtained from the statistical analyses, another point to mention is the general tendency in the responses given by the informant groups as the whole group, the group of seminar participants, the group of seminar non-participants and the group of raters. The general tendencies in the responses of each group can be listed as follows:

The whole group:

- the ranges in the percentage distribution of the whole group regarding the minimum and maximum highest percentages obtained in each competence group has been observed as: under linguistic competences, for lexical competences, it is between 31,58%-35,90%; for grammatical competences 28,95%-56,41%; for semantic competences 32,43%-58,97%; for phonological competences 25,00%-48,65%; for orthographic/orthoepic competences 35,90%-47,37%; for sociolinguistic competences 25,64%-66,67%; for pragmatic competences 37,84%-63,16%; and for intercultural competences 34,21%-71,05%.
- there is an inconsistency in the percentages of the total responses to some of the questions,

The group of seminar participants:

- the ranges in the percentage distribution of the group of seminar participants regarding the minimum and maximum highest percentage obtained in each competence group has been observed as: under linguistic competences, for lexical competences, it is between 38,89%-66,67%; for grammatical competences 33,33%-77,78%; for semantic competences 44,44%-72,22%; for phonological competences 35,29%-66,67%; for orthographic/orthoepic competences 44,44%-66,67%; for sociolinguistic competences 27,78%-88,89%; for pragmatic competences 38,89%-83,33%; and for intercultural competences 38,89%-88,89%.
- there is an inconsistency in the percentages of the seminar participants' responses to some of the questions,

The group of seminar non-participants:

- the ranges in the percentage distribution of the group of seminar non-participants regarding the minimum and maximum highest percentage obtained in each competence group has been observed as: under linguistic competences, for lexical competences, it is between 33,33%-38,10%; for grammatical competences 23,81%-50,00%; for semantic competences 23,81%-52,38%; for phonological competences 25,00%-40,00%; for orthographic/orthoepic competences 30,00%-42,86%; for sociolinguistic competences 23,81%-56,25%; for pragmatic competences 23,81%-55,56%; and for intercultural competences 31,58%-66,67%.
- there is an inconsistency in the percentages of the seminar non-participants' responses to some of the questions,

The group of raters:

- the ranges in the percentage distribution of the group of raters regarding the minimum and maximum highest percentage obtained in each competence group has been observed as: under linguistic competences, for lexical competences, it is between 66,67%-100,00%; for grammatical competences 33,33%-100,00%; for semantic competences 66,67%-100,00%; for phonological competences 33,33%-100,00%; for

orthographic/orthoepic competences 66,67%-100,00%; for sociolinguistic competences 33,33%-100,00%; for pragmatic competences 33,33%-100,00%; and for intercultural competences 33,33%-100,00%.

- there is an inconsistency in the percentages of the raters' responses in some questions in grammatical, phonological, sociolinguistic, pragmatic and intercultural competences, (33,33% ones),

The statistical results show that seminar participation has affected the responses of the informants. It has been observed that seminar participants have given more close responses to the raters' than seminar non-participants. This shows that attending seminar has had a positive effect on the informants because it has helped them understand and familiarize themselves with the topics discussed under the competences.

In addition, regarding the ranges in the percentage distribution of the seminar participant and non-participant groups regarding the minimum and maximum highest percentage obtained in each competence group, it has been observed that the range between the minimum and maximum highest scores in seminar non-participant group is low whereas it is high in seminar participant group. This may be because seminar non-participants responded to the questions arbitrarily since they were not familiar with the notions mentioned under the competences. This is likely to be the reason because the informants reported during the informal interviews that they were unfamiliar with most of the concepts in scale. Having attended the seminar, seminar participants responded questions resulting in a high range in the percentage distribution. This is likely to be because they familiarized themselves with the concepts and responded to the questions in a more certain way not arbitrarily. Table 2 shows these ranges in the percentage distribution of the seminar participant and non-participant groups.

Competences	Seminar Participant	Seminar Non-participant
Lexical	38,89%-66,67%	33,33%-38,10%
Grammatical	33,33%-77,78%	23,81%-50,00%
Semantic	44,44%-72,22%	23,81%-52,38%
Phonological	35,29%-66,67%	25,00%-40,00%
Ortho	44,44%-66,67%	30,00%-42,86%
Socio	27,78%-88,89%	23,81%-56,25%
Pragmatic	38,89%-83,33%	23,81%-55,56%
Intercultural	38,89%-88,89%	31,58%-66,67%

Table 2: The ranges in the percentage distribution of the seminar participant and non-participant groups regarding the minimum and maximum highest percentage obtained in each competence group.

With respect to inconsistent responses, the following tendencies have been observed in each group of informants:

In the whole group, there is an inconsistency in 4 questions in communicative language competences and they are: Lexical 2a – fixed expressions, Grammatical 6b – inflectional affixes, Semantic 3d – pragmatic semantics, and Sociolinguistic 7c – fixed expressions. In intercultural competences, there is an inconsistency in only one question and it is Attitudes 5 – curiosity towards other cultures.

In the group of seminar participants, there is an inconsistency in 5 questions in communicative language competences and they are: Lexical 3a – fixed expressions, Sociolinguistic 7a – proverbs, Sociolinguistic 7c – fixed expressions, Sociolinguistics 7d – idioms and Sociolinguistic 12b – social group use of language in an international community taught. In intercultural competences, there are not any inconsistent responses.

In the group of seminar non-participants, there is an inconsistency in 32 questions in communicative language competences and they are: Phonological 1b - distinctive features, Phonological 1c - phonetic compositions of words, Phonological 1e - phonetic reduction, Phonological 2b - distinctive features, Phonological 3b - distinctive features, Phonological 3d - sentence phonetics,

Sociolinguistics 1c - conventions of turntaking, Sociolinguistics 1d - use and choice of expletives, Sociolinguistics 2c - convention for turntaking, Sociolinguistics 3 - politeness conventions identified, Sociolinguistics 8c - fixed expressions, Sociolinguistics 9 - registers identified, Sociolinguistics 11b - social group use of language in an international community identified, Sociolinguistics 12a - social group use of language in Turkish community taught, Pragmatic 1b - coherence and cohesion, Pragmatics 1c - logical ordering, Pragmatic 1e - rhetorical effectiveness, Pragmatic 1f - the co-operative principle, Pragmatic 5f - communication repair, Pragmatic 6a - imparting and seeking factual information, Pragmatic 9 - interaction schemata needed/required, Pragmatic 10 - interaction schemata to be controlled, Pragmatic 12 - qualitative progress in the pragmatic component characterised, Pragmatic 13 - qualitative progress in the pragmatic component presented. In intercultural competences, there is an inconsistency in 4 responses and they are: Cultural context 3d – mentality, Knowledge 8 – stereotypes, Attitudes 5 – national identity & intercultural community, Culture and language 4 – authentic materials.

In the group of raters, there is an inconsistency surprisingly in 14 questions in communicative language competences and they are: Grammatical 3d - grammatical structures, Phonological 2d - sentence phonetics, Phonological 3c - phonetic composition of words, Phonological 3d - sentence phonetics, Sociolinguistics 2d - use and choice of expletives, Sociolinguistics 7a – proverbs, Sociolinguistics 7c - fixed expressions, Sociolinguistics 7d – idioms, Sociolinguistics 8b - expressions of folk wisdom, Sociolinguistics 8d – idioms, Pragmatic 2d - style and register, Pragmatic 2e - rhetorical effectiveness, Pragmatic 6e - structuring discourse, and Pragmatic 6f - communication repair. In intercultural competences, there are 2 inconsistent responses and they are: Intercultural awareness 2 - mutual representations, images and stereotypes of both cultures, and Culture and language 2 – paralinguistic means.

Table 3 shows the list of the inconsistent responses in the informant groups. Looking at this list, it can be stated that inconsistency occurs mostly in phonological, sociological and pragmatic groups of communicative language competences where as there only a few inconsistent responses in lexical,

Informant Groups	Whole group	Seminar participant	Seminar non-participant	Raters
Communicative Language Competences	Lexical 2a Grammatical 6b Semantic 3d Sociolinguistic 7c	Lexical 3a Sociolinguistic 7a Sociolinguistic 7c Sociolinguistic 12b	Phonological 1b Phonological 1c Phonological 1e Phonological 2b Phonological 3b Phonological 3d Sociolinguistics 1c Sociolinguistics 1d Sociolinguistics 2c Sociolinguistics 3 Sociolinguistics 8c Sociolinguistics 9 Sociolinguistics 11b Sociolinguistics 12a Pragmatic 1b Pragmatics 1c Pragmatic 1e Pragmatic 1f Pragmatic 5f Pragmatic 6a Pragmatic 9 Pragmatic 10 Pragmatic 12 Pragmatic 13	Grammatical 3d Phonological 2d Phonological 3c Phonological 3d Sociolinguistics 2d Sociolinguistics 7a Sociolinguistics 7c Sociolinguistics 7d Sociolinguistics 8b Sociolinguistics 8d Pragmatic 2d Pragmatic 2e Pragmatic 6e Pragmatic 6f
Intercultural Competences	Attitudes 5	none	Cultural context 3d Knowledge 8 Attitudes 5 Culture and language 4	Intercultural awareness 2 Culture and language 2

Table 3: The list of the inconsistent responses in the informant groups.

grammatical and semantic groups. Regarding intercultural competences, the inconsistent responses are relatively much fewer than communicative ones.

When the groups are considered, the inconsistent responses are not in number. However, the inconsistency occurs in sociolinguistic competences and there are not any inconsistent responses in intercultural competences in the seminar participant group. The inconsistent responses in the seminar non-participant group outnumber the ones in the other groups especially in communicative language competences group and the inconsistency is mostly at phonological, sociolinguistic and pragmatic level. In the rater group, too, the inconsistency occurs mostly at phonological, sociolinguistic and pragmatic level.

Regarding the inconsistent responses which are so possible to be obtained in every statistical analysis, this is very likely to be mainly because, as Trochim (2001:157) states, “numbers in and of themselves cannot be interpreted without understanding the assumptions that underlie them”. In the way Trochim lists some judgements and assumptions that underlie in his respondent’s example, we can list the following judgements and assumptions for the informants’ inconsistent responses:

- The informants may not have understood what was meant in the relevant questions,
- The informants may not have understood correctly what is meant by each point in the rating scale,
- The informants may not have had any idea about the relevant questions and may have answered them arbitrarily,
- The informants may not have read the relevant questions carefully enough,
- The informants may not have been alert while responding to the relevant questions,
- The relevant questions may not have been presented and/or explained clearly in the process of preparing the survey.

In terms of the inconsistencies in the rater group, in addition to the possibilities mentioned above, it can also be stated that most probably the number of the raters must have been in a more proper number, that is, the number should have been more. However, as mentioned earlier, this was one of the limitations of the study that the number of the population was limited and enough number of teacher raters could not be found according to the criteria established to select the raters.

Finally, with respect to the effect of each factor stated on the informants' responses, it has been found out that the difference is statistically either significant or insignificant in some groups but mostly the results have been statistically insignificant as it was stated at the beginning of this chapter. As a reminder, it should be noted again that the results which were found statistically insignificant in one-way ANOVA, did not go into further statistical analyses since they could not be found meaningful statistically; i.e. any relationship could not be found statistically between the responses given to question groups by the informants and the factors stated.

In the results which revealed the difference as significant and insignificant, as it can also be seen in Figure 1, 2, 3, and 4 in Chapter IV clearly, the question groups which have significant difference are fewer than the ones with insignificant difference. That is to say, in most of the responses in which the results are statistically significant, it was seen after further statistics that the difference was not significant. Only a few of the question groups have been found having significant difference to discuss the relationship between the informants' responses and factors. Tables 4, 5, 6, and 7 show these relevant questions according to each factor in four competence levels.

Whereas the relationship between the other factors seem to be arbitrary, seminar participation has an effect in the results obtained from the analyses of the informants' responses especially in the questions under linguistic, sociolinguistic, and pragmatic competences, but not in the ones under intercultural competences. The difference occurs either between participants

Factor groups	Question groups
Seminar Participant versus Non-participant	Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d and Phonological 1.
Non-participant versus Rater	Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d; Phonological 1.
0 language versus 3 languages	Lexical; Lexical 2 Qs A-a)2a,2b,2c
1 language versus 3 languages	Lexical; Lexical 2 Qs A-a)2a,2b,2c; Grammatical; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.
2 languages versus 3 languages	Lexical 2 Qs A-a)2a,2b,2c; Grammatical 3 Qs A-b) 3a,3b,3c,3d,3e,3f.
Western Languages and Language Teaching versus Eastern Languages	Lexical 2 Qs A-a)2a,2b,2c.
0-3 years versus 4-5 years	Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f
0-3 years versus 6+ years	Lexical; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d.
Intermediate 3	Grammatical 4Qs A-b) 4a,4b,4c,4d,4e,4f
Intermediate 4	Lexical; Lexical 1 Qs A-a)1a,1b,1c; Lexical 3 Qs A-a)3a,3b,3c; Grammatical; Grammatical 2 Qs A-b) 2a,2b,2c,2d,2e,2f; Grammatical 4 Qs A-b) 4a,4b,4c,4d,4e,4f; Grammatical 5 Qs A-b) 5a,5b,5c,5d,5e; Semantic 1 Qs A-c) 1a,1b,1c,1d.

Table 4: The questions having significant difference according to the relevant factor in linguistic competences

Factor groups	Question groups
Participant versus Non-participant	Sociolinguistic; Sociolinguistic 1; Sociolinguistic 2; Sociolinguistic 3,4,5,6; Sociolinguistic 7; Sociolinguistic 9,10; Sociolinguistic 11; Sociolinguistic 12; Sociolinguistic 11,12.
Non-participant versus Rater	Sociolinguistic; Sociolinguistic 1; Sociolinguistic 11; Sociolinguistic 11,12.
0-3 years versus 6+ years	Sociolinguistic; Sociolinguistic 1; Sociolinguistic 7; Sociolinguistic 11; Sociolinguistic 11,12.
4-5 years versus 6+ years	Sociolinguistic 1; Sociolinguistic 7.
Intermediate 3	Sociolinguistic 1; Sociolinguistic 7
Intermediate 4	Sociolinguistic; Sociolinguistic 1; Sociolinguistic 7; Sociolinguistic 11; Sociolinguistic 11,12.

Table 5: The questions having significant difference according to the relevant factor in sociolinguistic competences

Factor groups	Question groups
Participant versus Non-participant	Pragmatic; Pragmatic 1; Pragmatic 3,4; Pragmatic 5; Pragmatic 7,8; Pragmatic 9,10,11; Pragmatic 12,13.
Non-participant versus Rater	Pragmatic; Pragmatic 1; Pragmatic 3,4; Pragmatic 5; Pragmatic 9,10,11; Pragmatic 12,13.
0-3 years versus 6+ years	Pragmatic; Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.
Intermediate 4	Pragmatic 1; Pragmatic 5; Pragmatic 9,10,11.

Table 6: The questions having significant difference according to the relevant factor in pragmatic competences

Factor groups	Question groups
0 language versus 1 language	Attitudes
1 language versus 3 languages	Rationale 3
Turkish Language & Literature versus Eastern Languages	Rationale; Rationale 3.
Western Languages and Language Teaching versus Eastern Languages	Rationale; Rationale 3

Table 7: The questions having significant difference according to the relevant factor in intercultural competences

and non-participants or between non-participants and raters, which means that attending the seminar has had the expected effect on the informants.

V.2 RECOMMENDATIONS FOR FURTHER STUDIES

V.2.1 General Remarks

It should be noted that the material alone is not enough to evaluate how successful a foreign language course is and that the teacher's role should not be ignored because it is as important as the material, even more important than the material, especially when both communicative language and intercultural aspects are taken into account. As Devos (1995:370) states "the challenge for a foreign language teacher in a multicultural classroom remains considerable and he will certainly meet other difficulties than when teaching a group of students all having the same native language."

As Trompette (1983:150; cited in Devos 1995:361) points out "the ideal teacher should have an explicit awareness of his own culture but should also be able to analyse the perception each student may have of the new cultural items." According to Devos (1995:361), "the real foreign language teacher may fail in both. First of all, he may have an unconscious rather than a conscious awareness of his own cultural identity." This may be the case especially if the teacher hasn't thought about the notions in his own culture because he has never met or been in a situation to be aware of his own culture and compare it to the other cultures. For instance, he may have not experienced learning a foreign language himself, which widely gives a person an opportunity for the awareness of cultural differences provided that it is an ideally designed and applied foreign language course in intercultural communicative terms. The teacher may fail in having an explicit awareness of his own culture because of the fact that "the average native teacher [may] take everything that represents" his own culture "as the universal yardstick." (Devos 1995: 361) If the teacher has never thought and reflected upon what notions his own culture includes, he will unconsciously presume that his own notions of his own culture is the

universal one. Devos (1995: 361) also explains that “a foreign language teacher may also fail if he is not able to predict or interpret the cultural perception of each separate student present in his multicultural classroom.” Of course, it is not possible for a teacher to know exactly how each member of the intercultural group will perceive and respond to the cultural aspects of the target culture and of others’ present in the classroom. Thus, “the pedagogical consequence for the teacher in the multicultural classroom will be that he will not only have to function as a teacher but also as a learner, with the apparent advantage that a multicultural dialogue will become possible.” (Devos 1995:363)

In order to create such an atmosphere in the classroom, the teacher should have some kind of material in hand which has the potential to direct the teacher and to initiate ideas for the teacher to both teach and learn himself.

V.2.2 Recommendations for Material Development

Because the focus of this study is on the evaluation of the teaching material, i.e. HİTİT 2 Turkish Teaching Set, teacher prepared other materials being used in the class are not taken into consideration while collecting data and in the analysis. Thus, having examined the teaching material, we only have the results about the quality of the teaching set, but not about the quality of the other materials used in the class. At this stage, we have no ideas about whether these kinds of materials to be suggested below have already been used by the teachers or not. For this reason, the following comments stated below to take account of while choosing, preparing and revising the materials should be taken as suggestions.

Skopinskaja (2003:69) suggests to:

- omit and replace material if the cultural content is inappropriate;
- adapt topics and activities to suit the cultural goals of a lesson;
- add material, either in the form of texts or exercises, if there is inadequate or insufficient coverage of the topic;

- modify material to make it culturally more appropriate.

The recommendations for the teaching material are stated in three groups below with respect to 1) making use of the current teaching material involving intercultural aspects in teaching; 2) revising the teaching material and preparing new teaching materials; and 3) choosing supplementary teaching materials.

1) *Making use of the current teaching material:*

Because it seems to be lengthwise and not easy to have appropriate teaching materials at once, it will be realistic and wise to start with using the teaching material in hand but presenting it in an intercultural and critical perspective. The suggestions stated by Byram, Gribkova and Starkey (2002: 16-17) in this respect are as follows:

- It is a good way to start from the theme and content in the textbook, which can lead themselves to development in an intercultural and critical perspective, and then to encourage learners to ask further questions and make comparisons. The objective is to get learners to compare the theme in a familiar situation with examples from an unfamiliar context. For instance, such themes as sport, food, homes, school, tourism, leisure, etc. can be examined from many perspectives as gender, age, region, religion, racism, etc.
- Grammatical exercises can reinforce prejudice and stereotypes or challenge them. The learners can be encouraged to comment on such prejudicial and stereotypical statements and to challenge them.
- Learners can be asked to devise further exercises themselves starting from the exercises presented in the textbook, reinforcing the same grammatical structures, but using a different range of context and examples in order to change and work on examples provided by other learners later on.
- The inclusion of vocabulary including terms such as human rights, equality, dignity, gender, bias, prejudice, stereotype, racism, ethnic minority, etc. can help learners talk about cultural diversity.

- The teacher can find or the learners can be asked to find and bring additional authentic materials to the class such as newspapers with different political or cultural perspectives and campaigning material from a variety of organisations, etc.

2) *Revising the teaching material and preparing new teaching materials:*

Byram, Gribkova and Starkey (2002: 18-19) indicate that it is important to use authentic material, including audio recordings and a variety of written documents and visuals such as maps, photographs, diagrams and cartoons. The activities should include understanding, discussing, and writing in the target language. Materials from different origins with different perspectives should be used together to enable learners to compare and to analyze the material critically. It is more important that learners acquire skills of analysis than factual information. It is also important to ensure that learners understand the context, e.g. the type of publication, the intended readership or audience, likely political, religious or cultural viewpoints, etc., and the intention, e.g. to persuade, to argue, to entertain, to advertise, etc., of the authentic material.

For the presentation of the foreign teaching materials, Devos (1995:365-370) suggests the following phases, each including further sub-groups for suggestions in the order shown below:

1) Instruction phase

- a) functional notional dialogue, which is for the introduction of the theme,
- b) text, which should be presented with some formal, visual and schematic backing both on the vocabulary level and on the grammatical levelling order to foster the learning process,
- c) linked grammar, which may be brought to the attention in conjunction with the text,
- d) multi-cultural dialogue, which can be started in the classroom and which makes it possible for the students to talk about their own cultural aspects

2) Assimilation phase

a) by exercising, in which assimilation exercises should be diverse, appealing to different learning styles and encouraging the natural use of the language,

b) covering the four skills as reading, listening, writing and speaking.

3) *Choosing supplementary teaching materials:*

Gaston (1992; cited in Camillieri 2002: 27) explains and illustrates experiential education as an approach to learner education for affective co-orientation. He suggests a four-stage procedure which allows the teacher and the learners to focus their attention in a methodological way on specific skills and attitudes that collectively lead toward intercultural competence. These stages are:

- 1) Recognition
- 2) Reaction
- 3) Empathy
- 4) Respect

Camillieri (2002:27-30) makes some suggestions regarding the teacher's choice of materials in each stage. These suggestions stated for each stage below may be helpful while revising the existing material:

- 1) Recognition: This stage is one that allows for quiet time to simply watch and observe 'others' doing things differently. She suggests following types of materials for this stage;
 - A lot of visual aids, preferably very short film and television excerpts to show to students,
 - A database of anecdotes could help to point towards areas of differences,
 - The required sequences might be filmed for the situations such as eating/dining habits, travelling, meeting strangers and making acquaintances, etc.

- 2) Reaction: This stage points to the importance for learners to become aware that 'strange' behaviour often gives rise to a variety of reactions. For this stage, the kind of materials which will lead the learners to a discussion may be helpful because it makes sense to talk about how it feels to see others and eventually to act in different ways from one's own once the learners learn to notice difference. She suggests that either the teacher or the learners should show a painting or make the class listen to a piece of one's favourite music as a starter at this stage.
- 3) Empathy: On starting to come to terms with difference in an intercultural situation, we develop a set of skills that allow us to empathize. This requires a willingness to go beyond our exclusive identification with our native culture and to embrace a widened identity. At this point she suggests materials which will allow the learners to see how they expect strangers to behave when faced with differences in their own native culture, to what extent they expect them to behave like them, and in what ways they are allowed 'to make mistakes'. Anecdotes may be helpful to discover how others have fared in the learners' own cultural environment.
- 4) Respect: At this stage, the learners are able to value and appreciate not only their own cultural roots, but also that of others. This brings them nearer to cultural understanding while still allowing for disagreement. The important thing is to show respect for another way of doing things, thinking, feeling and behaving. She suggests asking the learners to list a number of important differences like religion, ethnic origin, region, and then to make clear the difficulties that these differences create among them.

V.2.3 Recommendations for Teachers

Although the main purpose of this study is to evaluate the teaching material, the analysis of the data has brought up a subsidiary issue which is worth mentioning.

Devos (1995:364) sums up the advantages of multicultural interaction in the classroom as:

- 1) It helps the learner to understand and to adapt new prototypes and concepts of the target language,
- 2) It leads the teacher to a better awareness of his own prototypes, which in turn will lead him to a better presentation of a particular topic as he will have discovered elements he had previously never thought of,
- 3) Multicultural interaction is a means of intercultural understanding and gives the teacher the opportunity to prove his respect for social, moral and religious concepts deviating from his own. Respect for each other's culture is absolutely essential to build bridges and to counter negative stereotypes and other prejudices towards the target culture.

Devos (1995:365-366) also suggests foreign language teachers some techniques to bring about the multicultural dialogue in the classroom. These techniques are:

- 1) to teach the students to make inferences, a technique usually used as a reading strategy when dealing with new concepts and then confronting these with the native's reality, i.e. the teacher's in the classroom,
- 2) to let the students formulate questions for the teacher (and/or the other students) to answer on data from their own culture.

It may be a good idea to plan and implement in-service teacher training programmes in order to let the teacher improve their vocational skills while teaching Turkish. There are some good training modules suggested by some scholars especially with respect to intercultural communicative competence in foreign language teaching, for instance Doğançay-Aktuna (2005), Goethals (1995) and Guénova et al. (2000).

This in-service teacher training can be in the form of a series of workshops, each workshop having a special topic of a subgroup from the Intercultural Communicative Competences. In these workshops, after having plenary sessions to introduce the topic and theoretical framework and the basis, the aim

should be to allow the participants to have a collaborative work in small groups and prepare some sample materials regarding the relevant topics of the workshop for teaching Turkish as a foreign language. The groups can be formed according to the language skills (listening, reading, spoken interaction, spoken production and writing) for which the sample materials will be developed. These sample materials can be taken as models to be developed and adapted later on according to the different levels and with different content.

CHAPTER VI. CONCLUSION

Supporting the view that language is the most important means of human communication and communication is the most important function of language, the term 'communicative competence' was introduced into the field of foreign language teaching with the emerge of 'communicative approach'. This approach views language as communication and, therefore, the aim in language teaching is to develop communicative competence, which was originally introduced by Hymes as a means of describing the knowledge language users need in addition to the grammatical forms of the language. While proposing the term, Hymes was taking the native speakers of a language into account. However, the term was misleadingly adopted by the foreign language teaching communities with the introduction of communicative approach into the field, which includes four components as (1) Grammatical Competence, (2) Discourse Competence (3) Sociolinguistic Competence and (4) Strategic Competence.

Since the mid to late 1980s, there is a new tendency in the field and the term "intercultural approach" has been uttered as a further development of communicative approach. As an extension, intercultural approach has brought up some topics such as awareness, attitudes, openness, respect, tolerance, the discussion of cross-cultural experiences, curiosity towards other cultures, challenging stereotypes, etc. with this approach, the focus in language teaching has shifted from teaching to learning. In other words, the studies have focused on how learners learn foreign languages rather than how to teach. Therefore, integrating individual differences such as different learning styles and linguistic and socio-cultural backgrounds, and individual needs of the learners in language teaching has been one of the main focuses.

In the course of time, a lot of work and research have been done in the field. One of the most important developments in language teaching is Common European Framework of Reference for Languages (CEF), which is a tool developed by the European Council to provide a common basis for teaching

European languages as a foreign language. In line with the same aim, another product developed by the Council of Europe is the European Language Portfolio (ELP). Both CEF and ELP try to establish general objectives, descriptions and reference levels for European languages. However, a close research into these two tools shows that mostly communicative language competence has been described in detail. Cultural issues and/or general competences which are primarily non-linguistics have been mentioned and described but reference levels have not been established for these aspects.

After further studies, the terms such as “intercultural competence”, “intercultural speaker”, “intercultural competence” and “intercultural communicative competence” have been used by many scholars in the field. One of them is Michael Byram and he developed his own model of Intercultural Communicative Competence (ICC) in foreign language teaching. In his model, there are four competence levels as 1) Linguistic Competences, 2) Sociolinguistic Competences, 3) Discourse Competences, and 4) Intercultural Competences.

With regard to these developments, in every relevant field of foreign language teaching, similar studies are carried out from developing curriculum to assessing the learner’s competences. One of these areas is foreign language teaching materials and the studies in this field are performed from preparing teaching materials, evaluating the materials, to revising them. The latest expectation from language teaching materials is that they should promote Intercultural Communicative Competence (ICC) in language teaching, which means the teaching materials should be prepared integrating both linguistic and intercultural issues into the content.

Teaching Turkish as a foreign language also deserves such studies regarding the intercultural and communicative issues. Since teaching Turkish as a foreign language hasn’t been discovered widely and there is a lack of studies carried on this topic, there is a lot to be researched and discovered in every relevant field. One of the areas to be investigated is Turkish teaching materials in use.

With this aim, we have tried to evaluate a set of contemporary Turkish teaching materials. As an example material, HİTİT 2 Turkish teaching set, which was

prepared by Ankara University TÖMER and has been used since 2002, has been chosen. The reason to choose this set is that it has been used to teach Turkish as a foreign language to foreign adults at Ankara University TÖMER, which has developed its own ELP and has adapted its system in accordance with the criteria established in CEF and ELP. This set was prepared and published before the ELP was accredited and before the system was adapted to its requirements. Thus, there was a need to evaluate the teaching materials to see whether these materials are in line with the aims established in CEF and ELP.

Thus, this study aims to describe and evaluate HiTİT 2 Turkish Teaching Set (coursebook, workbook, audio cassettes/CDs) with respect to its potential for promoting Intercultural Communicative Competence (ICC) to teach Turkish as a foreign language to adults. For this purpose, the criteria and descriptors established in CEF and in M. Byram's ICC model have been taken into consideration and the components of the ICC used in this study have been stated as 1) Linguistic Competences, 2) Sociolinguistic Competences, 3) Pragmatic Competences, and 4) Intercultural Competences.

After a careful literature review, two scales have been developed to evaluate the potential of HiTİT 2 for promoting Intercultural Communicative Competence (ICC). It can be stated that ICC is composed of mainly two competence groups as Communicative Language Competences including, linguistic, sociolinguistic and pragmatic competences, and Intercultural Competences. As a result, Communicative Language Competences Scale and Intercultural Competences Scale have been developed to evaluate the teaching material. Communicative Language Competences Scale has been developed by the researcher using the criteria established in CEF for communicative competences, and Intercultural Competences Scale has been translated and adapted from Skopinskaja's (2003) Teaching Material Evaluation Guide.

In addition to the questions investigating the ICC potential of the teaching material in two scales, there are two more groups of questions. The first group is attached at the beginning of each scale and aims to collect some information

about the informants' personal, educational and teaching backgrounds. The second group is attached at the end of each scale and aims to collect the informants' personal evaluation notes about the teaching material in relevant competence levels.

Having agreed on the scales, the data were collected in three branches of Ankara University TÖMER. The informants are the teachers who teach Turkish to foreign adults. Because the informants have been selected purposefully, the study makes use of purposive sampling. More specifically, expert sampling of nonprobability is used in this study.

Before issuing the scales to the informants, a seminar has been organised and presented by the researcher because it has been thought that the informants may be unfamiliar with the terminology used in the scales. The seminar was held in two branches of Ankara University TÖMER, one in Istanbul and one in Ankara.

The responses given to the questions by the informants have been used as the data of the study and they have been analysed through descriptive statistics, one-way ANOVA and Tukey test. Thus, this is a quantitative study. Through statistical analysis, the personal, educational and teaching background factors have taken into consideration in the analysis as well as the analyses of the responses given by the informants to the questions in the scales. It has been investigated whether there is a relationship between these factors and the informants' responses.

In addition to quantitative data, qualitative data have also been collected through unstructured informal interviews with the informants. Originally, the personal evaluation section in each scale was planned to collect qualitative data from the informants and analyse them using content analysis. However, only a few informants have responded to these questions. That's why content analysis has been skipped from the study and their personal notes, which were only a few, have been translated and presented directly in the study.

Besides, this is a descriptive study since the mode of the investigation is descriptive. This is a systematic-analytical-evaluative study and takes the format of a product-oriented textbook research.

Having examined the results obtained from statistical analyses, four informant groups have been formed as the whole group, seminar participants, seminar non-participants and the raters (i.e. two raters selected from the teacher informants according to the criteria established before and the researcher). It has been found out that the relationship between the personal, educational, and teaching background factors and the responses given by the informants is arbitrary. However, it has been discovered that attending the seminar has made an expected effect on the informants because there has been a difference between the responses given by the seminar participants and non-participants. In other words, the responses given by the seminar participants are closer to the responses given by the raters.

When the potential of the teaching material for promoting linguistic, sociolinguistic, pragmatic and intercultural competences in teaching Turkish as a foreign language to adults is considered, it has been found out that the teaching material mostly promotes lexical and grammatical competences with respect to linguistic competences. In addition, it has been observed that cultural issues are integrated into the material mostly to promote the target language culture. In this respect, the teaching material has some shortcomings in promoting especially sociolinguistic, pragmatic and intercultural competences and to be revised.

Regarding the classifications of teaching materials in terms of the cultural nature of foreign language textbooks, the characteristics of HİTİT 2 Turkish Teaching set can be listed as follows:

- 1) HİTİT 2 Turkish Teaching set is a one-dimensional textbook according to Dunnet, Dubin, and Lezberg (1986)'s classification since it focuses on the target language culture, i.e. Turkish language culture, and leave few possibilities for comparison to the learners.

- 2) With respect to three types of cultural information distinguished by Cortazzi and Jin (1999:204), HİTİT 2 Turkish Teaching set presents only target culture materials that refer to the culture of the country; i.e. to Turkish culture. The set fails in meeting the need for the other types of cultural information, namely on one hand source culture materials that draw on learners' own culture, and on the other hand international target culture materials that employ a variety of cultures where the target language is used as an international language.
- 3) In terms of the way HİTİT 2 Turkish Teaching set has been produced, it falls into the category of international/global textbooks and it emphasizes culture-specific orientation according to Newby (1997:7) and Freebairn's (2000:5) categories stated in II.5.5.1.
- 4) According to Risager's formulation, HİTİT 2 falls into monocultural perspective group in the sense that the authors mostly take on a perspective on the world from the point of view of target culture.
- 5) When HİTİT 2 is considered in terms of degree to which it contains intercultural learning tasks, it can be evaluated as low in potential for promoting the acquisition of Intercultural Communicative Competence (ICC). The reason for that is because HİTİT 2 only allows the learners to talk about their own culture in some speaking exercises but these exercises do not invite them to compare different cultures.

Since teaching Turkish as a foreign language itself hasn't been discovered widely and there is a lack of studies carried on this topic, there seems to be a lot more to be discovered in the field of teaching Turkish as a foreign language which is based on Intercultural Communicative approach. Because evaluating only the teaching material used is not enough to make comments on the success and appropriateness of a foreign language course, some other work should be done in complementary fields of foreign language teaching such as studies on and with teachers; studies on supplementary materials; studies on course design; studies on syllabus; studies on student performance, etc.

As further studies, the following research topics can be recommended:

- In addition to materials-in-process evaluation, HİTİT Turkish Teaching Set should also be evaluated in terms of materials-as-workplan and outcomes from materials. That is to say, its theoretical value, namely construct validity of the material, should be evaluated. In addition, a further study is essential to observe the achievement of learners in order to evaluate the outcomes from the teaching material set,
- Studies of teachers' attitudes to intercultural content of Turkish teaching materials should be carried out,
- Further research on multicultural and/or intercultural classrooms while teaching Turkish to foreigners should be made in order to make it possible that a higher percentage of students coming from such classrooms may function and fully integrate in the target culture and in an intercultural setting.

All the considerations stated above bring us to the following final remark that this is a field which deserves much further research integrating all the necessary elements.

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APPENDIX 1

The original criteria stated in Common European Framework of References for Languages (CEF) which are used to develop Communicative Language Competences Scale for the material evaluation

Communicative Language Competences:

1) Linguistic Competences

a) Lexical competence

Users of the Framework may wish to consider and where appropriate state:

- which lexical elements (fixed expressions and single word forms) the learner will need/ be equipped/be required to recognise and/or use;
- how they are selected and ordered.

b) Grammatical competence

Users of the Framework may wish to consider and where appropriate state:

- on which theory of grammar they have based their work;
- which grammatical elements, categories, classes, structures, processes and relations are learners, etc. equipped/required to handle.

Users of the Framework may wish to consider and where appropriate state:

- what morphological elements and processes the learner will need/be equipped/required to handle.

Users of the Framework may wish to consider and where appropriate state:

- what grammatical elements, categories, classes, structures, processes and relations learners will need/be equipped/required to handle.

c) Semantic competence

Users of the Framework may wish to consider and where appropriate state:

- what kinds of semantic relation learners are equipped/required to build up/demonstrate.

d) Phonological competence

Users of the Framework may wish to consider and where appropriate state:

- what new phonological skills are required of the learner;
- what is the relative importance of sounds and prosody;
- whether phonetic accuracy and fluency are an early learning objective or developed as a longer term objective.

e) Orthographic competence

f) Orthoepic competence

Users of the Framework may wish to consider and where appropriate state:

- the orthographic and Orthoepic needs of learners in relation to their use of spoken and written varieties of language, and their need to convert text from spoken to written form and vice versa.

2) Sociolinguistic Competence

Users of the Framework may wish to consider and where appropriate state:

- what range of greetings, address forms and expletives learners should need/be equipped/be required to a) recognise b) evaluate sociologically c) use themselves;
- which politeness conventions learners should need/be equipped/be required to a) recognise and understand b) use themselves;
- which forms of politeness learners should need/be equipped/be required to a) recognise and understand b) use themselves and in which situations to do so;
- which proverbs, clichés and folk idioms learners should need/be equipped/be required to a) recognise and understand b) use themselves;
- which registers learners should need/be equipped/be required to a) recognise b) use;
- which social groups in the target community and, perhaps, in the international community the learner should need/be equipped/be required to recognise by their use of language.

3) Pragmatic Competences

Users of the Framework may wish to consider and where appropriate state:

- what discourse features the learner is equipped/required to control;
- which macrofunctions the learner is equipped/required to produce;
- which microfunctions the learner is equipped/required to produce;
- what interaction schemata are needed by/required of the learner;
- which he/she is assumed to control and which are to be taught;
- according to what principles macro- and microfunctions are selected and ordered;
- how qualitative progress in the pragmatic component can be characterised.

APPENDIX 2**ÖĞRETİM MATERYALİNİ İLETİŞİMSEL DİL YETERLİLİKLERİ AÇISINDAN
DEĞERLENDİRME ÖLÇEĞİ**

**ÖĞRETİM MATERYALİNİ *İLETİŞİMSEL DİL YETERLİLİKLERİ*
AÇISINDAN DEĞERLENDİRME ÖLÇEĞİ**
(Ders Kitabı, Alıştırma Kitabı, Ses Kasetleri/CDleri)

Öğretim Materyali Hakkında Genel Bilgi

Öğretim Materyalinin adı : HİTİT Yabancılar için Türkçe 2 (HİTİT 2)

Yazarı : Ali ÇİÇEK, Ayşegül ASLAN, Bedia Kartal AYDOĞAN, Canan Can ÖZDEMİR,
Cemil KURT, Dr. Erol BARIN, Hacer ALTAŞ, Handan BENHÜR, Mesut
DURSUN, Mehmet Hadi BENHÜR, Neslihan BALTACIOĞLU, Özkan GÜNGÖR,
Selen DOĞAN.

Basım tarihi ve yeri : Ocak 2002, Ankara Üniversitesi Basımevi

Öğretim Elemanı Hakkında Genel Bilgi

♦ Lütfen çektiğiniz numarayı yazınız (uygulamanın tekrarlanması gereği doğması durumunda sonuçların karşılaştırılabilmesi amacıyla gerekmektedir, lütfen bu numarayı not etmeyi unutmayınız) : _____

♦ Yaş: _____ ♦ Cinsiyet: Kadın ☐ Erkek ☐

♦ Ne kadar süredir Türkçe öğretiyorsunuz? _____ yıl _____ ay

♦ Ne kadar süredir A.Ü. TÖMER’de Türkçe okutmanı olarak çalışıyorsunuz? _____ yıl _____ ay

♦ Ne kadar süredir bu öğretim materyalini kullanıyorsunuz? _____ yıl _____ ay

♦ A.Ü. TÖMER’de hangi kurlara Türkçe ders verdiniz, işaretleyiniz: Temel Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Orta Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Yüksek Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

♦ Mezun olduğunuz üniversite ve bölüm: _____

♦ Bildiğiniz yabancı dil var mı? Evet ☐ Hayır ☐

♦ Evet ise aşağıdaki tabloya hangi yabancı dil(ler)i biliyorsunuz yazınız ve bu dil(ler)deki beceri düzeylerini işaretleyiniz.

Bildiğiniz yabancı dil	Beceri Düzeyi				
	Dinleme	Okuma	Karşılıklı Konuşma	Sözlü Anlatım	Yazılı Anlatım
1) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
2) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
3) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
4) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐

♦ Bildiğiniz bu dilleri ne şekilde öğrendiniz? (Diğer ise belirtiniz. Gerekirse madde ekleyebilirsiniz.)

Bildiğiniz yabancı dil	Ne şekilde öğrendiniz?
1) _____	☐ Okulda ☐ Kursta ☐ Dilin konuşulduğu ülkede yaşayarak ☐ Diğer: _____
2) _____	☐ Okulda ☐ Kursta ☐ Dilin konuşulduğu ülkede yaşayarak ☐ Diğer: _____
3) _____	☐ Okulda ☐ Kursta ☐ Dilin konuşulduğu ülkede yaşayarak ☐ Diğer: _____
4) _____	☐ Okulda ☐ Kursta ☐ Dilin konuşulduğu ülkede yaşayarak ☐ Diğer: _____

Lütfen aşağıdaki ölçeği kullanarak ilgili bölümlerde uygun seçeneği işaretleyiniz.

Ölçek:

☐ 4 Tamamen ☐ 3 Büyük ölçüde ☐ 2 Bir ölçüde ☐ 1 Tam değil ☐ 0 Hiç değil

A. DİLSEL YETERLİLİK

a) Sözcüksel yeterlilik (dildeki sözcük varlığı bilgisi ve kullanabilme becerisi)					
1. HİTİT 2’de bu düzeyde hangi sözcüksel öğelere gereksinim duyulacağı ve hangilerinin öğretilmesi / bilinmesi gerektiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) kalıplaşmış ifadeler (selamlaşma kalıpları, atasözleri, deyimler, vb.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcük türleri (isim, sıfat, fiil, zarf)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları (adılar, bağlaçlar, takılar, soru sözcükleri, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2’de tanımlanan bu sözcüksel öğelerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) kalıplaşmış ifadeler (selamlaşma kalıpları, atasözleri, deyimler, vb.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcük türleri (isim, sıfat, fiil, zarf)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları (adılar, bağlaçlar, takılar, soru sözcükleri, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. HİTİT 2’de yer alan sözcüksel öğeler ne ölçüde amacına / düzeye uygun olarak seçilmiş ve sıralanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) kalıplaşmış ifadeler (selamlaşma kalıpları, atasözleri, deyimler, vb.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcük türleri (isim, sıfat, fiil, zarf)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları (adılar, bağlaçlar, takılar, soru sözcükleri, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

b) Dilbilgisel yeterlilik (dildeki dilbilgisi yapıları bilgisi ve kullanabilme becerisi)					
1. HİTİT 2’de bu çalışmanın hangi dilbilgisi kuramına dayandırıldığı ne ölçüde tanımlanmıştır?					
	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2’de bu düzeyde aşağıdaki dilbilgisi gruplarından hangilerinin ele alınacağı ve bu başlıklar altında nelerin öğretilmesi / bilinmesi gerektiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dilbilgisel öğeler (biçimbirimler [morfem], ek ve kökler, sözcükler, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) dilbilgisel ümlar (tekil çoğul, ad durumu, soyut/somut, zaman çekimleri, görünüş, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel sınıflar (kelime çekimleri, sözcük türleri,	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları, v.b.)					
d) dilbilgisel yapılar (basit ve bileşik yapılar, öbekler, tümceleme yapıları, v.b.)	4 □	3 □	2 □	1 □	0 □
e) dilbilgisel aşamalar (adlaştırma, çekimleme, derecelendirme, dönüştürme, devrikleştirme, v.b.)	4 □	3 □	2 □	1 □	0 □
f) dilbilgisel ilişkiler (yönetme, bağlama, uyumlama, v.b.)	4 □	3 □	2 □	1 □	0 □
3. HİTİT 2’de tanımlanan bu dilbilgisel grupların öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dilbilgisel öğeler (biçimbirimler [morfem], ek ve kökler, sözcükler, v.b.)	4 □	3 □	2 □	1 □	0 □
b) dilbilgisel ulamlar (tekil çoğul, ad durumu, soyut/somut, zaman çekimleri, görünüş, v.b.)	4 □	3 □	2 □	1 □	0 □
c) dilbilgisel sınıflar (kelime çekimleri, sözcük türleri, dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları, v.b.)	4 □	3 □	2 □	1 □	0 □
d) dilbilgisel yapılar (basit ve bileşik yapılar, öbekler, tümceleme yapıları, v.b.)	4 □	3 □	2 □	1 □	0 □
e) dilbilgisel aşamalar (adlaştırma, çekimleme, derecelendirme, dönüştürme, devrikleştirme, v.b.)	4 □	3 □	2 □	1 □	0 □
f) dilbilgisel ilişkiler (yönetme, bağlama, uyumlama, v.b.)	4 □	3 □	2 □	1 □	0 □
4. HİTİT 2’de yer alan bu dilbilgisi grupları ne ölçüde amacına / düzeye uygun olarak seçilmiş ve sıralanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dilbilgisel öğeler (biçimbirimler [morfem], ek ve kökler, sözcükler, v.b.)	4 □	3 □	2 □	1 □	0 □
b) dilbilgisel ulamlar (tekil çoğul, ad durumu, soyut/somut, zaman çekimleri, görünüş, v.b.)	4 □	3 □	2 □	1 □	0 □
c) dilbilgisel sınıflar (kelime çekimleri, sözcük türleri, dilbilgisel ya da anlamsal işlevi olan diğer sözcük grupları, v.b.)	4 □	3 □	2 □	1 □	0 □
d) dilbilgisel yapılar (basit ve bileşik yapılar, öbekler, tümceleme yapıları, v.b.)	4 □	3 □	2 □	1 □	0 □
e) dilbilgisel aşamalar (adlaştırma, çekimleme, derecelendirme, dönüştürme, devrikleştirme, v.b.)	4 □	3 □	2 □	1 □	0 □
f) dilbilgisel ilişkiler (yönetme, bağlama, uyumlama, v.b.)	4 □	3 □	2 □	1 □	0 □
5. HİTİT 2’de bu düzeyde aşağıdaki biçimsel (morfolojik) öge ve süreçlerden hangilerine gereksinim duyulacağı ve bu başlıklar altında nelerin öğretilmesi / bilinmesi gerektiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) ek-kök ilişkisi	4 □	3 □	2 □	1 □	0 □
b) çekim ekleri	4 □	3 □	2 □	1 □	0 □
c) türetme ekleri	4 □	3 □	2 □	1 □	0 □
d) sözcük türetme yolları (basit, karmaşık, birleşik sözcükler)	4 □	3 □	2 □	1 □	0 □
e) düzensiz ve istisna biçimler	4 □	3 □	2 □	1 □	0 □
6. HİTİT 2’de tanımlanan bu biçimsel öğelerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) ek-kök ilişkisi	4 □	3 □	2 □	1 □	0 □
b) çekim ekleri	4 □	3 □	2 □	1 □	0 □
c) türetme ekleri	4 □	3 □	2 □	1 □	0 □
d) sözcük türetme yolları (basit, karmaşık, birleşik sözcükler)	4 □	3 □	2 □	1 □	0 □
e) düzensiz ve istisna biçimler	4 □	3 □	2 □	1 □	0 □

c) Anlambilimsel yeterlilik (anlamsal ilişkileri kavrama ve kullanabilme becerisi)					
1. HİTİT 2’de bu düzeyde aşağıdaki anlambilimsel ilişkilerin hangilerinin ele alınacağı ve bu başlıklar altında nelerin öğretilmesi / bilinmesi gerektiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) sözcüksel anlambilim 1: sözcüklerin genel bağlamla ilişkilendirilmesi (gönderim, yan anlamlılık, bağlaşıklık, bağdaşıklık, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcüksel anlambilim 2: sözcüklerin birbirleriyle ilişkilendirilmesi (eş anlam/zıt anlamlılık, alt anlamlılık, eşdizimlilik [birliktelik], v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel anlambilim: dilbilgisel öğeler, ulamlar, yapılar ve süreçlerin anlamlandırılması	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) edimbilimsel (pragmatik) anlambilim: mantıksal ilişkilendirme (içerme, önvarsayım, sezdirim, çıkarım, açıklama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2’de tanımlanan bu anlambilimsel ilişkilerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) sözcüksel anlambilim 1: sözcüklerin genel bağlamla ilişkilendirilmesi (gönderim, yan anlamlılık, bağlaşıklık, bağdaşıklık, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcüksel anlambilim 2: sözcüklerin birbirleriyle ilişkilendirilmesi (eş anlam/zıt anlamlılık, alt anlamlılık, eşdizimlilik [birliktelik], v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel anlambilim: dilbilgisel öğeler, ulamlar, yapılar ve süreçlerin anlamlandırılması	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) edimbilimsel (pragmatik) anlambilim: mantıksal ilişkilendirme (içerme, önvarsayım, sezdirim, çıkarım, açıklama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. HİTİT 2’de yer alan anlambilimsel ilişkiler ne ölçüde amacına / düzeye uygun olarak seçilmiş ve sıralanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) sözcüksel anlambilim 1: sözcüklerin genel bağlamla ilişkilendirilmesi (gönderim, yan anlamlılık, bağlaşıklık, bağdaşıklık, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sözcüksel anlambilim 2: sözcüklerin birbirleriyle ilişkilendirilmesi (eş anlam/zıt anlamlılık, alt anlamlılık, eşdizimlilik [birliktelik], v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) dilbilgisel anlambilim: dilbilgisel öğeler, ulamlar, yapılar ve süreçlerin anlamlandırılması	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) edimbilimsel (pragmatik) anlambilim: mantıksal ilişkilendirme (içerme, önvarsayım, sezdirim, çıkarım, açıklama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

d) Sesbilimsel yeterlilik (dildeki sesler ve sesletim bilgisi ve kullanabilme becerisi)					
1. HİTİT 2’de bu düzeyde aşağıdaki sesbilimsel ve sesletimsel öğeler/becerilerden hangilerinin kazandırılmasının hedeflendiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dildeki sesbirimlerin bilgisi	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) ayırıcı sesbilgisel özellikler (ötümlüleşme, yuvarlaklaşma, genizsileşme, patlama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) sözcüklerin sesbilgisel oluşumları (hece yapısı, sesbirimlerin dizilişi, kelime vurgusu, tonlama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) tümcesel sesbilgisi [bürünbilim] (tümce vurgusu, durak,	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

süre, titrem, tonlama, v.b. ses olayları)					
e) sesbilgisel değişimler (ünlü daralması, vurgulu ve vurgusuz sesletimler, benzeşme, ses düşmesi, ses birleşmesi, v.b.)	4 □	3 □	2 □	1 □	0 □
2. HİTİT 2’de tanımlanan bu sesbilimsel ve sesletimsel öğeler/becerilerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dildeki sesbirimlerin bilgisi	4 □	3 □	2 □	1 □	0 □
b) ayırıcı sesbilgisel özellikler (ötümlüleşme, yuvarlaklaşma, genizsileşme, patlama, v.b.)	4 □	3 □	2 □	1 □	0 □
c) sözcüklerin sesbilgisel oluşumları (hece yapısı, sesbirimlerin dizilişi, kelime vurgusu, tonlama, v.b.)	4 □	3 □	2 □	1 □	0 □
d) tümcesel sesbilgisi [bürünbilim] (tümce vurgusu, durak, süre, titrem, tonlama, v.b. ses olayları)	4 □	3 □	2 □	1 □	0 □
e) sesbilgisel değişimler (ünlü daralması, vurgulu ve vurgusuz sesletimler, benzeşme, ses düşmesi, ses birleşmesi, v.b.)	4 □	3 □	2 □	1 □	0 □
3. HİTİT 2’de yer alan sesbilimsel ve sesletimsel öğeler/beceriler ne ölçüde amacına / düzeye uygun olarak seçilmiş ve sıralanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) dildeki sesbirimlerin bilgisi	4 □	3 □	2 □	1 □	0 □
b) ayırıcı sesbilgisel özellikler (ötümlüleşme, yuvarlaklaşma, genizsileşme, patlama, v.b.)	4 □	3 □	2 □	1 □	0 □
c) sözcüklerin sesbilgisel oluşumları (hece yapısı, sesbirimlerin dizilişi, kelime vurgusu, tonlama, v.b.)	4 □	3 □	2 □	1 □	0 □
d) tümcesel sesbilgisi [bürünbilim] (tümce vurgusu, durak, süre, titrem, tonlama, v.b. ses olayları)	4 □	3 □	2 □	1 □	0 □
e) sesbilgisel değişimler (ünlü daralması, vurgulu ve vurgusuz sesletimler, benzeşme, ses düşmesi, ses birleşmesi, v.b.)	4 □	3 □	2 □	1 □	0 □
4. HİTİT 2’de sesbilimsel doğruluk ve akıcılık ne ölçüde öncelikli bir hedef olarak görülmektedir?					
	4 □	3 □	2 □	1 □	0 □
5. HİTİT 2’de sesbilimsel doğruluk ve akıcılık ne ölçüde zaman içinde, uzun dönemde geliştirilecek bir beceri olarak görülmektedir?					
	4 □	3 □	2 □	1 □	0 □
6. HİTİT 2’de tanımlanan bu sesbilimsel doğruluk ve akıcılık hedeflerine ne ölçüde yer verilmiştir?					
	4 □	3 □	2 □	1 □	0 □

e) Yazımsal / Sesletimsel yeterlilik (dildeki öğeleri yazabilme/sesletebilme bilgisi ve kullanabilme becerisi)					
1. HİTİT 2’de öğrencilerin yazımsal ve sesletimsel ihtiyaçları doğrultusunda Türkçe’nin yazılı ve sözlü dil çeşitliliğine (şive farklılıkları, günlük konuşma dilindeki farklılıklar, v.b.) ne şekilde yer verileceği ne ölçüde tanımlanmıştır?	4 □	3 □	2 □	1 □	0 □
2. HİTİT 2’de tanımlanan bu yazımsal ve sesletimsel çeşitliliğin öğretimine ne ölçüde yer verilmiştir?	4 □	3 □	2 □	1 □	0 □
3. HİTİT 2’de sözlü metni yazılıya ya da yazılı metni sözlüye aktarma gereksinimini karşılayacak çalışmalara ne ölçüde yer verilmiştir?	4 □	3 □	2 □	1 □	0 □

B. TOPLUMSAL-DİLSEL YETERLİLİK

(toplumsal dil kullanımı bilgisi ve kullanabilme becerisi)

1. HİTİT 2’de bu düzeyde aşağıdaki toplumsal-dilsel özelliklerden hangilerinin doğru ve uygun bir şekilde kullanımının öğrenciye kazandırılması hedeflenmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) selamlaşma biçimleri	4 □	3 □	2 □	1 □	0 □
b) hitap şekilleri	4 □	3 □	2 □	1 □	0 □
c) konuşma kuralları (konuşma sırası, konuyu ele alma,	4 □	3 □	2 □	1 □	0 □

konuyu deęiřtirme, v.b.)					
d) dolgu szcklerin kullanımı (tek başına anlamı olmayıp boşluk doldurmak için kullanılan ve cümle içinde anlam kazanan sözceler)	4 □	3 □	2 □	1 □	0 □
2. HİTİT 2’de tanımlanan bu ifadelerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) selamlaşma biçimleri	4 □	3 □	2 □	1 □	0 □
b) hitap şekilleri	4 □	3 □	2 □	1 □	0 □
c) konuşma kuralları (konuşma sırası, konuyu ele alma, konuyu deęiřtirme, v.b.)	4 □	3 □	2 □	1 □	0 □
d) dolgu szcklerin kullanımı (tek başına anlamı olmayıp boşluk doldurmak için kullanılan ve cümle içinde anlam kazanan sözceler)	4 □	3 □	2 □	1 □	0 □
3. HİTİT 2’de bu düzeyde öğrenciye hangi nezaket kurallarının kazandırılması gerektięi ne ölçüde tanımlanmıştır?	4 □	3 □	2 □	1 □	0 □
4. HİTİT 2’de tanımlanan bu nezaket kurallarının öğretimine ne ölçüde yer verilmiştir?	4 □	3 □	2 □	1 □	0 □
5. HİTİT 2’de bu düzeyde öğrenciye hangi nezaket ifadelerinin kazandırılması gerektięi ne ölçüde tanımlanmıştır?	4 □	3 □	2 □	1 □	0 □
6. HİTİT 2’de tanımlanan bu nezaket ifadelerinin öğretimine ne ölçüde yer verilmiştir?	4 □	3 □	2 □	1 □	0 □
7. HİTİT 2’de bu düzeyde aşağıdaki toplumsal-dilsel özelliklerden hangilerinin doğru ve uygun bir şekilde kullanımının öğrenciye kazandırılması hedeflenmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) atasözleri	4 □	3 □	2 □	1 □	0 □
b) halk deyiřleri	4 □	3 □	2 □	1 □	0 □
c) kalıplařmış ifadeler	4 □	3 □	2 □	1 □	0 □
d) deyimler	4 □	3 □	2 □	1 □	0 □
8. HİTİT 2’de tanımlanan bu ifadelerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) atasözleri	4 □	3 □	2 □	1 □	0 □
b) halk deyiřleri	4 □	3 □	2 □	1 □	0 □
c) kalıplařmış ifadeler	4 □	3 □	2 □	1 □	0 □
d) deyimler	4 □	3 □	2 □	1 □	0 □
9. HİTİT 2’de bu düzeyde öğrenciye hangi dil deęiřkelerinin kazandırılması gerektięi ne ölçüde tanımlanmıştır?	4 □	3 □	2 □	1 □	0 □
10. HİTİT 2’de tanımlanan bu dil deęiřkelerinin öğretimine ne ölçüde yer verilmiştir?	4 □	3 □	2 □	1 □	0 □
11. HİTİT 2’de bu düzeyde öğrenciye hangi sosyal grupların dil kullanım özelliklerinin kazandırılması gerektięi ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) Türk toplumunda	4 □	3 □	2 □	1 □	0 □
b) uluslararası bir toplulukta	4 □	3 □	2 □	1 □	0 □
12. HİTİT 2’de tanımlanan bu özelliklerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) Türk toplumunda	4 □	3 □	2 □	1 □	0 □
b) uluslararası bir toplulukta	4 □	3 □	2 □	1 □	0 □

C. EDİMSSEL (PRAGMATİK) YETERLİLİK

(iletilerin düzenlenmesi, yapılandırılması [söylemsel], iletişimin gerçekleştirilmesi [işlevsel], ve etkileşim bilgisi ve becerisi)

1. HİTİT 2’de bu düzeyde anlamlı ve kabul edilir sözceler oluşturabilmek için aşağıdaki söylemsel (discourse) özelliklerden hangilerinin kazandırılması gerektiği ne ölçüde tanımlanmıştır? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) konusal düzenleme / ilişkilendirme	4 □	3 □	2 □	1 □	0 □
b) bağdaşıklık / bağlaşıklık	4 □	3 □	2 □	1 □	0 □
c) mantıksal sıralama	4 □	3 □	2 □	1 □	0 □
d) dilsel biçimler (üslup) ve dilsel değişkeler (register)	4 □	3 □	2 □	1 □	0 □
e) sözbilimsel (retorik) etkililik	4 □	3 □	2 □	1 □	0 □
f) işbirliği ilkesi (iletişimde nitelik, nicelik, ilgi, tavır)	4 □	3 □	2 □	1 □	0 □
g) yazılı ve sözlü metinlerin oluşturulması bilgisi	4 □	3 □	2 □	1 □	0 □
2. HİTİT 2’de tanımlanan bu söylemsel özelliklerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) konusal düzenleme / ilişkilendirme	4 □	3 □	2 □	1 □	0 □
b) bağdaşıklık / bağlaşıklık	4 □	3 □	2 □	1 □	0 □
c) mantıksal sıralama	4 □	3 □	2 □	1 □	0 □
d) dilsel biçimler (üslup) ve dilsel değişkeler (register)	4 □	3 □	2 □	1 □	0 □
e) sözbilimsel (retorik) etkililik	4 □	3 □	2 □	1 □	0 □
f) işbirliği ilkesi (iletişimde nitelik, nicelik, ilgi, tavır)	4 □	3 □	2 □	1 □	0 □
g) yazılı ve sözlü metinlerin oluşturulması bilgisi	4 □	3 □	2 □	1 □	0 □
3. HİTİT 2’de bu düzeyde öğrenciye hangi büyük ölçekli işlevlerin (macrofunctions) kazandırılması gerektiği ne ölçüde tanımlanmıştır? (Büyük ölçekli işlevler, sözlü ya da yazılı dilde tümceler arasında belli bir ilişkiyi kurarak metni anlamlandıran ulamlardır; örn. tanımlama, anlatım, yorum, eleştiri, açıklama, tartışma, v.b.)					
	4 □	3 □	2 □	1 □	0 □
4. HİTİT 2’de tanımlanan bu büyük ölçekli işlevlerin öğretimine ne ölçüde yer verilmiştir?					
	4 □	3 □	2 □	1 □	0 □
5. HİTİT 2’de bu düzeyde öğrenciye aşağıdaki küçük ölçekli işlevlerden (microfunctions) hangilerinin kazandırılması gerektiği ne ölçüde tanımlanmıştır? (Küçük ölçekli işlevler, genellikle iletişimde karşılıklı söz alarak kullanılan kısa sözcelerdir.) Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) gerçek bilgiyi sorgulama ve ortaya çıkarma (belirleme, raporlama, düzeltme, soru sorma, yanıtlama, v.b.)	4 □	3 □	2 □	1 □	0 □
b) tutum ve bakış açısı ifade etme (fikre katılma/katılmama, bilme/bilmeme, hatırlama/unutma, olasılık, kesinlik, zorunluluk, gereklilik, istek, tercih, his, özür dileme, onay, pişmanlık, v.b. dile getirme)	4 □	3 □	2 □	1 □	0 □
c) ikna etme (öneri, rica, uyarı, öğüt, cesaretlendirme, yardım isteme, davet, teklif, v.b.)	4 □	3 □	2 □	1 □	0 □
d) sosyalleşme (dikkat çekme, hitap etme, selamlama, tanışma, vedalaşma, v.b.)	4 □	3 □	2 □	1 □	0 □
e) söylemin yapılandırılması (konuşmayı başlatma, sözü devralma/devretme, konuşmayı bitirme, v.b.)	4 □	3 □	2 □	1 □	0 □
f) iletişimde olabilecek aksaklıkları giderme	4 □	3 □	2 □	1 □	0 □
6. HİTİT 2’de tanımlanan bu küçük ölçekli işlevlerin öğretimine ne ölçüde yer verilmiştir? Aşağıdaki alt başlıkların her biri için işaretleyiniz.					
a) gerçek bilgiyi sorgulama ve ortaya çıkarma (belirleme, raporlama, düzeltme, soru sorma, yanıtlama, v.b.)	4 □	3 □	2 □	1 □	0 □
b) tutum ve bakış açısı ifade etme (fikre katılma/katılmama, bilme/bilmeme, hatırlama/unutma, olasılık, kesinlik, zorunluluk, gereklilik, istek, tercih, his, özür dileme, onay,	4 □	3 □	2 □	1 □	0 □

pişmanlık, v.b. dile getirme)					
c) ikna etme (öneri, rica, uyarı, öğüt, cesaretlendirme, yardım isteme, davet, teklif, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sosyalleşme (dikkat çekme, hitap etme, selamlama, tanışma, vedalaşma, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) söylemin yapılandırılması (konuşmayı başlatma, sözü devralma/devretme, konuşmayı bitirme, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) iletişimde olabilecek aksaklıkları giderme	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. HİTİT 2’de büyük ve küçük ölçekli işlevlerin hangi ilkelere göre seçildiği ve sıralandığı ne ölçüde tanımlanmıştır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. HİTİT 2’de bu tanımlanan büyük ve küçük ölçekli işlevlerin seçimine ve sıralanmasına ne ölçüde dikkat edilmiştir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. HİTİT 2’de bu düzeyde öğrencinin hangi etkileşim yapılarına ihtiyaç duyabileceği ne ölçüde tanımlanmıştır? (soru-cevap, ifade etme-katılma/katılmama, rica/teklif/özür-kabul etme/etmeme, selamlama-yanıtlama, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. HİTİT 2’de öğrencinin hangi etkileşim yapılarını bilmesi gerektiği ve hangilerinin öğretileceği ne ölçüde tanımlanmıştır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
11. HİTİT 2’de bu tanımlanan etkileşim yapılarına ne ölçüde yer verilmiştir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
12. HİTİT 2’de öğrencinin edimsel yeterlilik açısından ilerleme gösterip göstermediğinin nasıl ve neye göre belirlenebileceği ne ölçüde tanımlanmıştır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
13. HİTİT 2’de bu tanımlanan edimsel yeterlilik ölçütlerine ne ölçüde yer verilmiştir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

D. KİŞİSEL DEĞERLENDİRME

Lütfen yukarıdaki seçeneklerde değinilmeyen ve sizin eklemek istediğiniz noktalar varsa aşağıda belirtiniz:

1) Dilsel Yeterlilik:

a) Kişisel tespitler:

b) Öneriler:

2) Toplumsal-Dilsel Yeterlilik:

a) Kişisel tespitler:

b) Öneriler:

3) Edimsel (Pragmatik) Yeterlilik:

a) Kişisel tespitler:

b) Öneriler:

4) Diğer görüşler ve öneriler:

APPENDIX 3

TEACHING MATERIAL EVALUATION: COMMUNICATIVE LANGUAGE COMPETENCES SCALE

TEACHING MATERIALS EVALUATION GUIDE: COMMUNICATIVE LANGUAGE COMPETENCES SCALE (Coursebook, Workbook, Audio Cassettes/CDs)

General descriptive information about the teaching material

Name of the teaching material	: HİTİT Yabancılar için Türkçe 2 (HİTİT 2) (HİTİT Turkish for Foreigners 2)
Author(s)	: Ali ÇİÇEK, Ayşegül ASLAN, Bedia Kartal AYDOĞAN, Canan Can ÖZDEMİR, Cemil KURT, Dr. Erol BARIN, Hacer ALTAŞ, Handan BENHÜR, Mesut DURSUN, Mehmet Hadi BENHÜR, Neslihan BALTACIOĞLU, Özkan GÜNGÖR, Selen DOĞAN.
Date/place of publication	: January 2002, Ankara University Press

General information about the language teacher

◆ Please note the number you draw. (provided the application is repeated, it is necessary to note down this number in order to be able to compare the results, so please don't forget to note this number) : _____

◆ Age: _____ ◆ Gender: Female ☐ Male ☐

◆ How long have you been teaching Turkish? _____ year(s) _____ month(s)

◆ How long have been working as a Turkish teacher at A.Ü. TÖMER? _____ year(s) _____ month(s)

◆ How long have you been using this teaching material? _____ year(s) _____ month(s)

◆ Which levels have you taught Turkish at A.Ü. TÖMER, please select all that apply: Temel Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Orta Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Yüksek Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

◆ The university and the department you graduated from:

◆ Do you know a foreign language? Yes ☐ No ☐

◆ If yes, in the table below, please write what language(s) you know and select the skill levels that apply.

Language	Skill level					
	Listening	Reading	Spoken Interaction	Spoken Production	Writing	
1) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
2) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
3) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐
4) _____	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐	A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐

◆ How have you learned these languages? (If other, please specify. If needed, you can add more items.)

Language	How have you learned?
1) _____	☐ School ☐ Language course ☐ Living in the country where the language is spoken ☐ Other: _____
2) _____	☐ School ☐ Language course ☐ Living in the country where the language is spoken ☐ Other: _____
3) _____	☐ School ☐ Language course ☐ Living in the country where the language is spoken ☐ Other: _____
4) _____	☐ School ☐ Language course ☐ Living in the country where the language is spoken ☐ Other: _____

Please use the following rating scale and select the one that applies.

Rating Scale:

☐ 4 Completely ☐ 3 To a large extent ☐ 2 To some extent ☐ 1 Not really ☐ 0 Not at all

A. LINGUISTIC COMPETENCES

a) Lexical competence (knowledge of, and ability to use, the vocabulary of a language)

1. To what extent is it identified in HİTİT 2 which lexical elements the learner will need/ be equipped/be required to recognise and/or use at this level? Please tick for each item below.

a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

2. To what extent are these identified lexical elements taught in HİTİT 2? Please tick for each item below.

a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

3. To what extent are these lexical elements selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.

a) fixed expressions (greetings, proverbs, idioms, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) open word classes (noun, adjective, verb, adverb)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

b) Grammatical competence (knowledge of, and ability to use, the grammatical structures of a language)

1. To what extent is it identified on which theory of grammar the work in HİTİT 2 has been based?

2. To what extent is it identified which grammatical groups below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.

a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are these identified grammatical groups taught in HİTİT 2? Please tick for each item below.					
a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are these grammatical groups selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.					
a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical classes (conjugations, declensions, open and closed word classes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) grammatical relations (government, concord, valency, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent is it identified which morphological elements and processes below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) roots, stems, affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) inflectional affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) derivational affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) word forming affixes (simple, complex, compound words)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) irregular and exceptional forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these identified morphological elements and processes taught in HİTİT 2? Please tick for each item below.					
a) roots, stems, affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) inflectional affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) derivational affixes	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

d) word forming affixes (simple, complex, compound words)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) irregular and exceptional forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

c) Semantic competence (the learner's awareness and control of the organisation of meaning)					
1. To what extent is it identified which kinds of semantic relation below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent are these identified kinds of semantic relation taught in HİTİT 2? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are these kinds of semantic relation selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.					
a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

d) Phonological competence (knowledge of, skill in the perception and production of the sounds and phonetic features of a language)					
1. To what extent is it identified which phological and phonetic elements/skills below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

forms, assimilation, elision, etc.)	☐	☐	☐	☐	☐
2. To what extent are these phonological and phonetic elements/skills taught in HİTİT 2? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are these phonological and phonetic elements/skills selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.					
a) phonemes of the language	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) distinctive features (voicing, rounding, nasality, plosion, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are phonetic accuracy and fluency an early learning objective in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent are phonetic accuracy and fluency developed as a longer term objective in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these phonetic accuracy and fluency objectives presented in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

e) Orthographic / Orthoepic competence (knowledge of, and skills in the perception and production of written and spoken texts)					
1. To what extent are the orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties of language identified at this level in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent are these spoken and written varieties of language taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the needs of learners to convert text from spoken to written form and vice versa met in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

B. SOCIOLINGUISTIC COMPETENCE

(knowledge and skills required to deal with the social dimension of language use)

1. To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.					
a) choice of greetings	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) choice of address forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) conventions for turntaking	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

d) use and choice of expletives	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent are these aimed expressions taught in HİTİT 2? Please tick for each item below.					
a) choice of greetings	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) choice of address forms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) conventions for turntaking	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) use and choice of expletives	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent is it identified at this level in HİTİT 2 which politeness conventions the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are these politeness conventions taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent is it identified at this level in HİTİT 2 which forms of politeness the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these forms of politeness taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.					
a) proverbs	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressions of folk wisdom	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) clichés	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) idioms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent are these expressions taught in HİTİT 2? Please tick for each item below.					
a) proverbs	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressions of folk wisdom	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) clichés	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) idioms	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. To what extent is it identified at this level in HİTİT 2 which registers the learners should need/be equipped/be required to recognise and use?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent are these registers taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
11. To what extent is it identified at this level in HİTİT 2 which social groups in the following communities the learners should need/be equipped/be required to recognise by their use of language? Please tick for each item below.					
a) in Turkish community	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) in an international community	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

12. To what extent are these features taught in HİTİT 2? Please tick for each item below.					
a) in Turkish community	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) in an international community	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

C. PRAGMATIC COMPETENCE

(knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'), used to perform communicative functions ('functional competence') and sequenced according to interactional and transactional schemata ('design competence'))

1. To what extent is it identified at this level in HİTİT 2 what discourse features the learners are equipped/required to control in order to form meaningful and acceptable utterances? Please tick for each item below.					
a) thematic organisation	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) coherence and cohesion	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) logical ordering	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) style and register	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) rhetorical effectiveness	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) the co-operative principle (quality, quantity, relevance, manner)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
g) knowledge of how written and spoken texts are formed	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent are these discourse features taught in HİTİT 2? Please tick for each item below.					
a) thematic organisation	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) coherence and cohesion	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) logical ordering	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) style and register	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) rhetorical effectiveness	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) the co-operative principle (quality, quantity, relevance, manner)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
g) knowledge of how written and spoken texts are formed	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent is it identified at this level in HİTİT 2 which macrofunctions the learners are equipped/required to produce? (<i>Macrofunctions</i> are categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences,, for example, description, narration, commentary, exposition, explanation, argumentation, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent are these macrofunctions taught in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

5. To what extent is it identified at this level in HĪTĪT 2 which microfunctions the learners are equipped/required to produce? (<i>Microfunctions</i> are categories for the functional use of single (usually short) utterances, usually as turns in an interaction.) Please tick for each item below.					
a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) structuring discourse (opening, turntaking, closing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) communication repair	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent are these microfunctions taught in HĪTĪT 2? Please tick for each item below.					
a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) structuring discourse (opening, turntaking, closing, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
f) communication repair	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. To what extent is it identified at this level in HĪTĪT 2 according to what principles macro- and microfunctions are selected and ordered?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent are these macro- and microfunctions selected and ordered accordingly at this level in HĪTĪT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. To what extent is it identified at this level in HĪTĪT 2 what interaction schemata are needed by/required of the learners? (asking-answering, statement-agreement/disagreement, request/offer/apology-acceptance/non-acceptance, greeting-response, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent is it identified at this level in HĪTĪT 2 what interaction schemata are assumed to be controlled by the learners and which to be taught to the learners?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
11. To what extent are these interaction schemata taught in HĪTĪT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
12. To what extent is it identified at this level in HĪTĪT 2 how qualitative progress in the pragmatic component can be characterised?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
13. To what extent are these criteria of qualitative progress in the pragmatic component presented in HĪTĪT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

D. PERSONAL EVALUATION

Please specify below your further comments which are not mentioned in the scale:

1) Linguistic Competences:

a) Personal comments:

b) Suggestions:

2) Sociolinguistic Competences:

a) Personal comments:

b) Suggestions:

3) Pragmatic Competences:

a) Personal comments:

b) Suggestions:

4) Further comments and suggestions:

APPENDIX 4

TEACHING MATERIALS EVALUATION GUIDE

(coursebooks, workbooks/activity books, cassettes, CDs, videotapes, teacher manuals)

General descriptive information

Name of the teaching material (TM): _____

Author: _____

Date/place of publication: _____

Rating scale:

- ☐ 4 Completely
- ☐ 3 To a large extent
- ☐ 2 To some extent
- ☐ 1 Not really
- ☐ 0 Not at all

please tick

A. Rationale: aims, goals and interests of the teaching materials

1. To what extent are the aims and goals of the TM (teaching materials) geared to the conceptual framework of the students (as determined by their age, social class, cultural background)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the aims and goals of the TM correspond to the needs and goals of the students?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do the TM cover a variety of topics suitable to the interests of the students, as determined					
a) by their age	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sex (female/male)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) environment (rural/urban)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) social setting (middle class/working class/farmers)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent is the goal of the cultural instruction stated (for example, if it is primary to other goals, give a 3 or 4, if secondary, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

B. Cultural content

1. To what extent do the TM reflect the cultural character of the foreign society (for example, if they also include negative or problematic social or cultural aspects, give a 3 or 4, but if they only incorporate tourism-oriented situations, give a 1 or 0 depending on the amount and type of information)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent is the cultural content integrated in the course (for example, if it is presented in context, give a 3 or 4, if only as isolated facts, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the characters in the TM representative of the foreign society with regard to,					
a) their age	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) their social class	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) their interests	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) their mentality	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) their family situation	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

C. Presentation of content: knowledge

1. To what extent is the historical perspective present to explain the national identity of the target language culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent is the geographical perspective present to explain certain features of the national character of the target language culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the political (also ideological, and religious) perspectives of the target language culture(s) taken into consideration?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do the TM offer insight into the creative arts of the target language culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent do the TM offer insight into a variety of cultures (for example, British, American, Indian, African, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do the TM offer insight into a variety of subcultural groups (namely, professions)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. To what extent do the TM offer insight into the socially acceptable or taboo topics of the target language culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent do the TM offer insight into the cultural/racial/gender stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. To what extent do the TM offer insight into the students' own culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent do the TM offer insight into socio-political problems of the target language culture(s) (unemployment, pollution, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

D. Presentation of content: attitudes

1. To what extent do the TM develop tolerance towards otherness?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the TM develop empathy towards otherness?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do the TM challenge the students' existing stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do the TM develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent do the TM encourage curiosity about the other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do the TM prepare students to behave adequately when in contact with the members of other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

E. Presentation of content: intercultural awareness

1. To what extent do the TM encourage students to compare the foreign culture with their own (namely, to observe and analyse similarities and differences between their own and the foreign culture)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the TM offer mutual representations, images and stereotypes of the students' own and the foreign culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

F. Presentation of content: culture and language

1. To what extent does the cultural context of the TM develop students' awareness of different linguistic means to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the TM develop students' awareness of the paralinguistic means to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do the TM teach the register appropriate to the students' needs (formal-informal, slang, regional idioms, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent is the material used in the texts, exercises, tapes, etc., authentic?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

APPENDIX 5**ÖĞRETİM MATERYALİNİ KÜLTÜRLERARASI YETERLİLİK AÇISINDAN DEĞERLENDİRME ÖLÇEĞİ**

**ÖĞRETİM MATERYALİNİ *KÜLTÜRLERARASI YETERLİLİK*
AÇISINDAN DEĞERLENDİRME ÖLÇEĞİ**
(Ders Kitabı, Alıştırma Kitabı, Ses Kasetleri/CDleri)

Öğretim Materyali Hakkında Genel Bilgi

Öğretim Materyalinin adı : HİTİT Yabancılar için Türkçe 2 (HİTİT 2)

Yazarı : Ali ÇİÇEK, Ayşegül ASLAN, Bedia Kartal AYDOĞAN, Canan Can ÖZDEMİR, Cemil KURT, Dr. Erol BARIN, Hacer ALTAŞ, Handan BENHÜR, Mesut DURSUN, Mehmet Hadi BENHÜR, Neslihan BALTACIOĞLU, Özkan GÜNGÖR, Selen DOĞAN.

Basım tarihi ve yeri : Ocak 2002, Ankara Üniversitesi Basımevi

Öğretim Elemanı Hakkında Genel Bilgi

♦ Lütfen çektiğiniz numarayı yazınız (uygulamanın tekrarlanması gereği doğması durumunda sonuçların karşılaştırılabilmesi amacıyla gerekmektedir, lütfen bu numarayı not etmeyi unutmayınız) : _____

♦ Yaş: _____ ♦ Cinsiyet: Kadın ☐ Erkek ☐

♦ Ne kadar süredir Türkçe öğretiyorsunuz? _____ yıl _____ ay

♦ Ne kadar süredir A.Ü. TÖMER’de Türkçe okutmanı olarak çalışıyorsunuz? _____ yıl _____ ay

♦ Ne kadar süredir bu öğretim materyalini kullanıyorsunuz? _____ yıl _____ ay

♦ A.Ü. TÖMER’de hangi kurlara Türkçe ders verdiniz, işaretleyiniz: Temel Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Orta Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

Yüksek Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

♦ Mezun olduğunuz üniversite ve bölüm: _____

♦ Bildiğiniz yabancı dil var mı? Evet ☐ Hayır ☐

♦ Evet ise aşağıdaki tabloya hangi yabancı dil(ler)i biliyorsunuz yazınız ve bu dil(ler)deki beceri düzeylerini işaretleyiniz.

Bildiğiniz yabancı dil	Beceri Düzeyi									
	Dinleme		Okuma		Karşılıklı Konuşma		Sözlü Anlatım		Yazılı Anlatım	
1)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
2)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
3)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
4)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐

♦ Bildiğiniz bu dilleri ne şekilde öğrendiniz? (Diğer ise belirtiniz. Gerekirse madde ekleyebilirsiniz.)

Bildiğiniz yabancı dil	Ne şekilde öğrendiniz?			
1) _____	☐ Okulda	☐ Kursta	☐ Dilin konuşulduğu ülkede yaşayarak	☐ Diğer: _____
2) _____	☐ Okulda	☐ Kursta	☐ Dilin konuşulduğu ülkede yaşayarak	☐ Diğer: _____
3) _____	☐ Okulda	☐ Kursta	☐ Dilin konuşulduğu ülkede yaşayarak	☐ Diğer: _____
4) _____	☐ Okulda	☐ Kursta	☐ Dilin konuşulduğu ülkede yaşayarak	☐ Diğer: _____

Lütfen aşağıdaki ölçeği kullanarak ilgili bölümlerde uygun seçeneği işaretleyiniz.

Ölçek:

☐ 4 Tamamen ☐ 3 Büyük ölçüde ☐ 2 Bir ölçüde ☐ 1 Tam değil ☐ 0 Hiç değil

A. ARKASINDA YATAN TEMEL GÖRÜŞ: ÖĞRETİM MATERYALİNİN AMAÇLARI, HEDEFLERİ VE İLGİ ALANLARI

1. HİTİT 2'nin amaç ve hedefleri yetişkin öğrencilerin kavramsal / zihinsel hazırbulunuşluk düzeyine (yaşları, sosyal sınıfları, kültürel geçmişleri göz önünde tutulduğunda) ne ölçüde hizmet etmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2'nin genel Türkçe öğretimindeki amaç ve hedefleri öğrencilerin ihtiyaç ve hedeflerine ne ölçüde cevap vermektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. Aşağıdaki kriterler göz önüne alındığında, HİTİT 2 öğrencilerin ilgi alanlarına uygun konu çeşitliliğini ne ölçüde sunmaktadır?					
a) yaş (konuların hedeflenen yaş grubuna uygunluğu)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) cinsiyet (kadın/erkek) (konuların her iki cinse de hitap edip etmediği)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) çevre (konuların hem kırsal hem de kentsel hayatı örnekleyip örneklemeyi)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) sosyal durum (konuların orta sınıf, çalışan kesim, v.b. farklı sosyal konumlardan gelen kişileri örnekleyip örneklemeyi)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. Kültürel hedefler ne ölçüde ön plana çıkarılmıştır (örneğin, kültürel hedefler diğer hedeflerden önce geliyorsa 3 veya 4, daha sonra geliyorsa 1 veya 0 şeklinde işaretleyin)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

B. KÜLTÜREL İÇERİK

1. HİTİT 2 Türk dilinin konuşulduğu toplumun kültürel özelliklerini ne ölçüde yansıtmaktadır (örneğin, verilen bilginin miktarı ve türüne göre, sosyal ve kültürel açıdan olumsuz ve sorunlu yönler de ele alınıyorsa 3 veya 4, sadece turizme yönelik durumlar ele alınıyorsa 1 veya 0 şeklinde işaretleyin)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. Kültürel içerik kursa ne ölçüde dahil edilmiştir (örneğin, kültürel öğeler bir bağlamda (context) sunulmuşsa 3 veya 4, sadece bilgi olarak verilmişse 1 veya 0 şeklinde işaretleyin)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. Aşağıdaki kriterler açısından, HİTİT 2 Türk dilinin konuşulduğu toplumun özelliklerini ne ölçüde yansıtmaktadır?					
a) yaş (her yaş grubundan karakterlere yer verilmiş midir?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

b) sosyal sınıf (farklı sosyal sınıflar örneklenmiş midir?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) ilgi alanları (Türk insanının ilgilendiği farklı uğraşlardan bahsedilmiş midir?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) bakış açısı / zihniyet (olaylara, durumlara v.b. bakış açısı örneklenmiş midir?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) aile yaşantısı (Türk aile hayatının geleneksel yapısı örneklenmiş midir?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

C. İÇERİĞİN SUNUMU: BİLGİ

1. Türk kültürünü, dilini ve ulusal kimliğini açıklayan tarihi öğelere ne ölçüde yer verilmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. Türk dili ve kültürünün belli başlı ulusal özelliklerini açıklayan coğrafi öğelere ne ölçüde yer verilmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. Türk kültürünün ideolojik (politik, dini, v.b.) değerleri ve uygulamaları ne ölçüde ele alınmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. HİTİT 2 Türk dili ve kültürünün yaratıcı sanat anlayışını ne ölçüde sunmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. HİTİT 2 kültür çeşitliliği anlayışını ne ölçüde yansıtmaktadır (örneğin, göçmenler, etnik gruplar, v.b.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. HİTİT 2 altkültür grupları çeşitliliğini ne ölçüde yansıtmaktadır (örneğin meslek grupları)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. HİTİT 2 Türk kültüründe sosyal açıdan kabul gören ya da tabu sayılan konuları ne ölçüde sunmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. HİTİT 2 klişeleşmiş kültür/ırk/cinsiyet tiplerine ne ölçüde yer vermektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. HİTİT 2 öğrencilerin kendi kültürlerinden bahsetmelerine ne ölçüde olanak sağlamaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. HİTİT 2 Türk kültürünün sosyo-politik sorunlarına (işsizlik, kirlilik, v.b.) ne ölçüde değinmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

D. İÇERİĞİN SUNUMU: TUTUM

1. HİTİT 2 öğrencilerin kendi kültüründen olmayanlara karşı hoşgörü geliştirmelerini ne ölçüde desteklemektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2 öğrencilerin kendi kültüründen olmayanlarla empati kurmasını ne ölçüde desteklemektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. HİTİT 2 öğrencileri klişeleşmiş olan tiplerini sorgulamaya ne ölçüde yönlendirmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. HİTİT 2 aynı anda hem ulusal kimlik duygusunu hem de kültürlerarası bir toplumun üyesi olma konusunda farkındalığı geliştirmeye ne ölçüde yardımcı olmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. HİTİT 2 diğer kültürlerle olan merakı ne ölçüde uyandırmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. HİTİT 2 öğrencileri diğer kültürlerin üyeleriyle iletişim kurduklarında diğer kültürün de farkında olarak davranmaya ne ölçüde hazırlanmaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

E. İÇERİĞİN SUNUMU: KÜLTÜRLERARASI FARKINDALIK

1. HİTİT 2 öğrencileri yabancı kültürle kendi kültürlerini karşılaştırmaya (yani, kendi kültürleriyle yabancı kültür arasındaki benzerlikleri ve farklılıkları gözlemleyip analiz etmeye) ne ölçüde teşvik etmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2'de öğrenci gerek kendi kültüründen gerekse hedef kültürden betimlemeleri, izlenimleri ve klişeleşmiş tiplerini ne ölçüde bulabilmektedir?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

F. İÇERİĞİN SUNUMU: KÜLTÜR VE DİL

1. HİTİT 2'de sunulan kültürel bağlam öğrencilerin kendi tutum ve bakış açılarını farklı dilsel yapılarla ifade etmeleri konusunda ne ölçüde bilgi sağlamaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. HİTİT 2 öğrencilerin bakış açılarını ifade etmek için kullanabilecekleri jest ve mimikler, yüz ifadeleri, ses tonu gibi farklı dilötesi (paralinguistic) araçların kullanımı konusunda ne ölçüde bilgi sağlamaktadır?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. HİTİT 2 öğrencilerin ihtiyaçlarına uygun dil değişkelerini ne ölçüde öğretmektedir (örneğin, daha çok resmi dil-resmi olmayan dil, argo, bölgesel deyimler, v.b. dil değişkelerine yer veriliyorsa 4 veya 3, daha çok standard dil kullanımlarına yer veriliyorsa 1 veya 0 şeklinde işaretleyin)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. Yazılı metinlerde, alıştırılmalarda, dinleme metinlerinde, v.b. kullanılan materyal ne ölçüde gerçek yaşamdan alınmıştır (örneğin, daha çok gazetelerden, radyo ve televizyon yayınlarından olduğu gibi aktarılan metinlere yer verilmişse 4 veya 3, daha çok ihtiyaca yönelik hazırlanmış kurmaca metinler yer almaktaysa 1 veya 0 şeklinde işaretleyin)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

G. KİŞİSEL DEĞERLENDİRME

Lütfen yukarıdaki seçeneklerde değinilmeyen ve sizin eklemek istediğiniz noktalar varsa aşağıda belirtiniz:

1) Arkasında yatan temel görüş: öğretim materyalinin amaçları, hedefleri ve ilgi alanları:

a) Kişisel tespitler:

b) Öneriler:

2) Kültürel İçerik:

a) Kişisel tespitler:

b) Öneriler:

3) İçeriğin Sunumu: Bilgi:

a) Kişisel tespitler:

b) Öneriler:

4) İeriğın Sunumu: Tutum:

a) Kişisel tespitler:

b) Öneriler:

5) İeriğın Sunumu: Kùltùrlerarası Farkındalık:

a) Kişisel tespitler:

b) Öneriler:

6) İeriğın Sunumu: Kùltùr Ve Dil:

a) Kişisel tespitler:

b) Öneriler:

7) Diğér görüşler ve öneriler:

APPENDIX 6

TEACHING MATERIALS EVALUATION: INTERCULTURAL COMPETENCES SCALE

TEACHING MATERIALS EVALUATION GUIDE: INTERCULTURAL COMPETENCES SCALE (Coursebook, Workbook, Audio Cassettes/CDs)

General descriptive information about the teaching material

Name of the teaching material : HİTİT Yabancılar için Türkçe 2 (HİTİT 2) (HİTİT Turkish for Foreigners 2)

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General information about the language teacher

◆ Please note the number you draw. (provided the application is repeated, it is necessary to note down this number in order to be able to compare the results, so please don't forget to note this number) : _____

◆ Age: _____ ◆ Gender: Female ☐ Male ☐

◆ How long have you been teaching Turkish? _____ year(s) _____ month(s)

◆ How long have been working as a Turkish teacher at A.Ü. TÖMER? _____ year(s) _____ month(s)

◆ How long have you been using this teaching material? _____ year(s) _____ month(s)

◆ Which levels have you taught Turkish at A.Ü. TÖMER, please select all that apply: Temel Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐
Orta Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐
Yüksek Türkçe 1 ☐ 2 ☐ 3 ☐ 4 ☐

◆ The university and the department you graduated from: _____

◆ Do you know a foreign language? Yes ☐ No ☐

◆ If yes, in the table below, please write what language(s) you know and select the skill levels that apply.

Language	Skill level									
	Listening		Reading		Spoken Interaction		Spoken Production		Writing	
1)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
2)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
3)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐
4)	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐	A1 ☐	A2 ☐
	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐	B1 ☐	B2 ☐
	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐	C1 ☐	C2 ☐

◆ How have you learned these languages? (If other, please specify. If needed, you can add more items.)

Language	How have you learned?		
1) _____	☐ School	☐ Language course	☐ Living in the country where the language is spoken
2) _____	☐ Other: _____		
3) _____	☐ School	☐ Language course	☐ Living in the country where the language is spoken
4) _____	☐ Other: _____		
	☐ School	☐ Language course	☐ Living in the country where the language is spoken
	☐ Other: _____		

Please use the following rating scale and select the one that applies.

Rating Scale:

☐ 4 Completely ☐ 3 To a large extent ☐ 2 To some extent ☐ 1 Not really ☐ 0 Not at all

A. RATIONALE: AIMS, GOALS AND INTERESTS OF THE TEACHING MATERIALS

1. To what extent are the aims and goals of HİTİT 2 geared to the conceptual framework of the students (as determined by their age, social class, cultural background)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do the aims and goals of HİTİT 2 correspond to the needs and goals of the students?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do HİTİT 2 cover a variety of topics suitable to the interests of the students, as determined by					
a) their age (the appropriateness of the topics to the target age group)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) sex (female/male) (whether the topics address to both sexes)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) environment (whether the topics exemplify both rural and urban life)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) social setting (whether the topics exemplify characters coming from different social setting such as middle class, working class, etc.)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent is the goal of the cultural instruction stated (for example, if it is primary to other goals, give a 3 or 4, if secondary, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

B. CULTURAL CONTENT

1. To what extent do HİTİT 2 reflect the cultural character of Turkish community (for example, if they also include negative or problematic social or cultural aspects, give a 3 or 4, but if they only incorporate tourism-oriented situations, give a 1 or 0 depending on the amount and type of information)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent is the cultural content integrated in the course (for example, if it is presented in context, give a 3 or 4, if only as isolated facts, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

3. To what extent are the characters in HİTİT 2 representative of Turkish culture with regard to,					
a) their age (are characters from all age groups represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
b) their social class (are different social classes exemplified?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
c) their interests (are the interests of Turkish people represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
d) their mentality (towards incidents, situations, etc.?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
e) their family life (is the traditional Turkish family represented?)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

C. PRESENTATION OF CONTENT: KNOWLEDGE

1. To what extent is the historical perspective present in HİTİT 2 to explain the national identity of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent is the geographical perspective present HİTİT 2 to explain certain features of the national character of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent are the ideological (political, religious, etc.) perspectives of Turkish language culture taken into consideration in HİTİT 2?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do HİTİT 2 offer insight into the creative arts of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent do HİTİT 2 offer insight into a variety of cultures (for example, immigrants, ethnic groups, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do HİTİT 2 offer insight into a variety of subcultural groups (for example, professions)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
7. To what extent do HİTİT 2 offer insight into the socially acceptable or taboo topics of Turkish language culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
8. To what extent do HİTİT 2 offer insight into the cultural/racial/gender stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
9. To what extent do HİTİT 2 offer insight into the students' own culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
10. To what extent do HİTİT 2 offer insight into socio-political problems of Turkish language culture (unemployment, pollution, etc.)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

D. PRESENTATION OF CONTENT: ATTITUDES

1. To what extent do HİTİT 2 develop tolerance towards other people coming from a different culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HİTİT 2 develop empathy towards other people coming from a different culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do HİTİT 2 challenge the students' existing stereotypes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent do HİTİT 2 develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
5. To what extent do HİTİT 2 encourage curiosity about the other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
6. To what extent do HİTİT 2 prepare students to behave adequately when in contact with the members of other culture(s)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

E. PRESENTATION OF CONTENT: INTERCULTURAL AWARENESS

1. To what extent do HİTİT 2 encourage students to compare the foreign culture with their own (namely, to observe and analyse similarities and differences between their own and the foreign culture)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HİTİT 2 offer mutual representations, images and stereotypes of the students' own and the foreign culture?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

F. PRESENTATION OF CONTENT: CULTURE AND LANGUAGE

1. To what extent does the cultural context of HİTİT 2 develop students' awareness of different linguistic means to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
2. To what extent do HİTİT 2 develop students' awareness of the different paralinguistic means (such as gestures and mimics, facial expressions and tone of the voice) to express their attitudes?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
3. To what extent do HİTİT 2 teach the register appropriate to the students' needs (for example, if mostly formal-informal, slang, regional idioms, etc. are presented, give a 3 or 4, if mostly standard language use is presented, give a 1 or 0)?	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐
4. To what extent is the material used in the texts, exercises, tapes, etc., authentic? (for example, if mostly materials taken from newspapers, radio and television programs are presented, give a 3 or 4, if mostly fictitious materials prepared for special needs are presented, give a 1 or 0)	4 ☐	3 ☐	2 ☐	1 ☐	0 ☐

G. PERSONAL EVALUATION

Please specify below your further comments which are not mentioned in the scale:

1) Rationale: aims, goals and interests of teaching materials:

a) Personal comments:

b) Suggestions:

2) Cultural Content:

a) Personal comments:

b) Suggestions:

3) Presentation of Content: Knowledge:

a) Personal comments:

b) Suggestions:

4) Presentation of Content: Attitudes:

a) Personal comments:

b) Suggestions:

5) Presentation of Content: Intercultural Awareness:

a) Personal comments:

b) Suggestions:

6) Presentation of content: Culture and Language:

a) Personal comments:

b) Suggestions:

7) Further comments and suggestions:

APPENDIX 7

The distribution of the percentages of the total results obtained from Teaching Materials Evaluation: Communicative Language Competences Scale

TEACHING MATERIAL EVALUATION: COMMUNICATIVE LANGUAGE COMPETENCES SCALE (Coursebook, Workbook, Audio Cassettes/CDs)

A. LINGUISTIC COMPETENCES

	0	1	2	3	4	SUM TOTAL
a) Lexical competence (knowledge of, and ability to use, the vocabulary of a language)						
1) To what extent is it identified in HITIT 2 which lexical elements the learner will need/ be equipped/be required to recognise and/or use at this level? Please tick for each item below.						
1a) fixed expressions (greetings, proverbs, idioms, etc.)	13	9	8	8	1	39
%	33,33%	23,08%	20,51%	20,51%	2,56%	100,00%
1b) open word classes (noun, adjective, verb, adverb)	14	9	3	7	6	39
%	35,90%	23,08%	7,69%	17,95%	15,38%	100,00%
1c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	14	6	5	7	7	39
%	35,90%	15,38%	12,82%	17,95%	17,95%	100,00%
2) To what extent are these identified lexical elements taught in HITIT 2? Please tick for each item below.						
2a) fixed expressions (greetings, proverbs, idioms, etc.)	1	4	14	14	6	39
%	2,56%	10,26%	35,90%	35,90%	15,38%	100,00%
2b) open word classes (noun, adjective, verb, adverb)	2	2	12	14	9	39
%	5,13%	5,13%	30,77%	35,90%	23,08%	100,00%
2c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	1	1	15	11	11	39
%	2,56%	2,56%	38,46%	28,21%	28,21%	100,00%
3) To what extent are these lexical elements selected and ordered in accordance with the aim and level in HITIT 2? Please tick for each item below.						
3a) fixed expressions (greetings, proverbs, idioms, etc.)	8	4	7	14	6	39
%	20,51%	10,26%	17,95%	35,90%	15,38%	100,00%
3b) open word classes (noun, adjective, verb, adverb)	9	5	4	13	8	39
%	23,08%	12,82%	10,26%	33,33%	20,51%	100,00%
3c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	7	2	8	12	9	38
%	18,42%	5,26%	21,05%	31,58%	23,68%	100,00%

	0	1	2	3	4	SUM TOTAL
b) Grammatical competence (knowledge of, and ability to use, the grammatical structures of a language)						
1) To what extent is it identified on which theory of grammar the work in HITIT 2 has been based?	13	9	5	8	3	38
%	34,21%	23,68%	13,16%	21,05%	7,89%	100,00%
2) To what extent is it identified which grammatical groups below will be handled at this level in HITIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
2a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	14	6	7	7	5	39
%	35,90%	15,38%	17,95%	17,95%	12,82%	100,00%
2b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	13	5	3	11	7	39
%	33,33%	12,82%	7,69%	28,21%	17,95%	100,00%
2c) grammatical classes (conjugations, declensions, open and closed word classes)	12	5	8	9	5	39
%	30,77%	12,82%	20,51%	23,08%	12,82%	100,00%
2d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	8	4	12	11	4	39
%	20,51%	10,26%	30,77%	28,21%	10,26%	100,00%
2e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	5	16	6	7	5	39
%	12,82%	41,03%	15,38%	17,95%	12,82%	100,00%
2f) grammatical relations (government, concord, valency, etc.)	14	8	10	5	2	39
%	35,90%	20,51%	25,64%	12,82%	5,13%	100,00%
3) To what extent are these identified grammatical groups taught in HITIT 2? Please tick for each item below.						
3a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	2	1	7	22	7	39
%	5,13%	2,56%	17,95%	56,41%	17,95%	100,00%
3b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	2	3	11	16	7	39
%	5,13%	7,69%	28,21%	41,03%	17,95%	100,00%
3c) grammatical classes (conjugations, declensions, open and closed word classes)	1	2	18	13	5	39
%	2,56%	5,13%	46,15%	33,33%	12,82%	100,00%
3d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	1	1	18	15	3	38
%	2,63%	2,63%	47,37%	39,47%	7,89%	100,00%
3e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	1	3	9	21	4	38
%	2,63%	7,89%	23,68%	55,26%	10,53%	100,00%
3f) grammatical relations (government, concord, valency, etc.)	5	5	17	10	1	38
%	13,16%	13,16%	44,74%	26,32%	2,63%	100,00%

4) To what extent are these grammatical groups selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.						
4a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	9	3	9	13	4	38
%	23,68%	7,89%	23,68%	34,21%	10,53%	100,00%
4b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	7	3	10	15	4	39
%	17,95%	7,69%	25,64%	38,46%	10,26%	100,00%
4c) grammatical classes (conjugations, declensions, open and closed word classes)	6	4	8	18	3	39
%	15,38%	10,26%	20,51%	46,15%	7,69%	100,00%
4d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	7	3	10	15	4	39
%	17,95%	7,69%	25,64%	38,46%	10,26%	100,00%
4e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	7	7	9	12	4	39
%	17,95%	17,95%	23,08%	30,77%	10,26%	100,00%
4f) grammatical relations (government, concord, valency, etc.)	7	8	11	10	2	38
%	18,42%	21,05%	28,95%	26,32%	5,26%	100,00%
5) To what extent is it identified which morphological elements and processes below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
5a) roots, stems, affixes	16	8	5	8	2	39
%	41,03%	20,51%	12,82%	20,51%	5,13%	100,00%
5b) inflectional affixes	16	8	3	6	6	39
%	41,03%	20,51%	7,69%	15,38%	15,38%	100,00%
5c) derivational affixes	17	8	3	5	6	39
%	43,59%	20,51%	7,69%	12,82%	15,38%	100,00%
5d) word forming affixes (simple, complex, compound words)	17	9	4	5	4	39
%	43,59%	23,08%	10,26%	12,82%	10,26%	100,00%
5e) irregular and exceptional forms	16	8	3	7	5	39
%	41,03%	20,51%	7,69%	17,95%	12,82%	100,00%
6) To what extent are these identified morphological elements and processes taught in HİTİT 2? Please tick for each item below.						
6a) roots, stems, affixes	2	3	12	16	6	39
%	5,13%	7,69%	30,77%	41,03%	15,38%	100,00%
6b) inflectional affixes	2	2	7	14	14	39
%	5,13%	5,13%	17,95%	35,90%	35,90%	100,00%
6c) derivational affixes	4	1	17	7	10	39
%	10,26%	2,56%	43,59%	17,95%	25,64%	100,00%
6d) word forming affixes (simple, complex, compound words)	2	0	23	7	6	38
%	5,26%	0,00%	60,53%	18,42%	15,79%	100,00%
6e) irregular and exceptional forms	2	2	15	13	6	38

%	5,26%	5,26%	39,47%	34,21%	15,79%	100,00%

	0	1	2	3	4	SUM TOTAL
c) Semantic competence (the learner's awareness and control of the organisation of meaning)						
1) To what extent is it identified which kinds of semantic relation below will be handled at this level in HITIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
1a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	15	8	7	5	4	39
%	38,46%	20,51%	17,95%	12,82%	10,26%	100,00%
1b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	15	9	4	6	5	39
%	38,46%	23,08%	10,26%	15,38%	12,82%	100,00%
1c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	15	6	6	8	4	39
%	38,46%	15,38%	15,38%	20,51%	10,26%	100,00%
1d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	15	10	4	4	4	37
%	40,54%	27,03%	10,81%	10,81%	10,81%	100,00%
2) To what extent are these identified kinds of semantic relation taught in HITIT 2? Please tick for each item below.						
2a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	2	5	18	10	4	39
%	5,13%	12,82%	46,15%	25,64%	10,26%	100,00%
2b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	2	2	8	23	4	39
%	5,13%	5,13%	20,51%	58,97%	10,26%	100,00%
2c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	1	2	11	21	4	39
%	2,56%	5,13%	28,21%	53,85%	10,26%	100,00%
2d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	1	6	17	9	4	37
%	2,70%	16,22%	45,95%	24,32%	10,81%	100,00%
3) To what extent are these kinds of semantic relation selected and ordered in accordance with the aim and level in HITIT 2? Please tick for each item below..						
3a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	1	6	15	13	4	39
%	2,56%	15,38%	38,46%	33,33%	10,26%	100,00%
3b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	1	4	13	17	4	39

%	2,56%	10,26%	33,33%	43,59%	10,26%	100,00%
3c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	2	4	11	18	4	39
%	5,13%	10,26%	28,21%	46,15%	10,26%	100,00%
3d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	2	7	12	12	4	37
%	5,41%	18,92%	32,43%	32,43%	10,81%	100,00%

	0	1	2	3	4	SUM TOTAL
d) Phonological competence (knowledge of, skill in the perception and production of the sounds and phonetic features of a language)						
1) To what extent is it identified which phonological and phonetic elements/skills below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
1a) phonemes of the language	18	8	3	4	4	37
%	48,65%	21,62%	8,11%	10,81%	10,81%	100,00%
1b) distinctive features (voicing, rounding, nasality, plosion, etc.)	16	10	4	2	5	37
%	43,24%	27,03%	10,81%	5,41%	13,51%	100,00%
1c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	17	11	3	2	4	37
%	45,95%	29,73%	8,11%	5,41%	10,81%	100,00%
1d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	18	9	5	2	3	37
%	48,65%	24,32%	13,51%	5,41%	8,11%	100,00%
1e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	17	10	4	3	3	37
%	45,95%	27,03%	10,81%	8,11%	8,11%	100,00%
2) To what extent are these phonological and phonetic elements/skills taught in HİTİT 2? Please tick for each item below.						
2a) phonemes of the language	7	4	6	17	4	38
%	18,42%	10,53%	15,79%	44,74%	10,53%	100,00%
2b) distinctive features (voicing, rounding, nasality, plosion, etc.)	8	3	8	15	4	38
%	21,05%	7,89%	21,05%	39,47%	10,53%	100,00%
2c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	8	5	18	3	4	38
%	21,05%	13,16%	47,37%	7,89%	10,53%	100,00%
2d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	9	6	17	3	3	38
%	23,68%	15,79%	44,74%	7,89%	7,89%	100,00%
2e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	6	4	7	17	4	38
%	15,79%	10,53%	18,42%	44,74%	10,53%	100,00%

3) To what extent are these phonological and phonetic elements/skills selected and ordered in accordance with the aim and level in HiTIT 2? Please tick for each item below.						
3a) phonemes of the language	9	7	8	8	4	36
%	25,00%	19,44%	22,22%	22,22%	11,11%	100,00%
3b) distinctive features (voicing, rounding, nasality, plosion, etc.)	7	5	7	14	5	38
%	18,42%	13,16%	18,42%	36,84%	13,16%	100,00%
3c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	7	5	6	17	3	38
%	18,42%	13,16%	15,79%	44,74%	7,89%	100,00%
3d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	7	7	7	14	3	38
%	18,42%	18,42%	18,42%	36,84%	7,89%	100,00%
3e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	5	4	8	16	5	38
%	13,16%	10,53%	21,05%	42,11%	13,16%	100,00%
4) To what extent are phonetic accuracy and fluency an early learning objective in HiTIT 2?	1	5	13	14	4	37
%	2,70%	13,51%	35,14%	37,84%	10,81%	100,00%
5) To what extent are phonetic accuracy and fluency developed as a longer term objective in HiTIT 2?	2	6	9	18	3	38
%	5,26%	15,79%	23,68%	47,37%	7,89%	100,00%
6) To what extent are these phonetic accuracy and fluency objectives presented in HiTIT 2?	4	6	9	16	3	38
%	10,53%	15,79%	23,68%	42,11%	7,89%	100,00%

	0	1	2	3	4	SUM TOTAL
e) Orthographic / Orthoepic competence (knowledge of, and skills in the perception and production of written and spoken texts)						
1) To what extent are the orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties of language identified at this level in HiTIT 2?	18	11	5	1	3	38
%	47,37%	28,95%	13,16%	2,63%	7,89%	100,00%
2) To what extent are these spoken and written varieties of language taught in HiTIT 2?	7	10	14	4	4	39
%	17,95%	25,64%	35,90%	10,26%	10,26%	100,00%
3) To what extent are the needs of learners to convert text from spoken to written form and vice versa met in HiTIT 2?	3	7	17	8	3	38
%	7,89%	18,42%	44,74%	21,05%	7,89%	100,00%

B. SOCIOLINGUISTIC COMPETENCE**(knowledge and skills required to deal with the social dimension of language use)**

	0	1	2	3	4	SUM TOTAL
1) To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.						
1a) choice of greetings	12	5	6	8	8	39
%	30,77%	12,82%	15,38%	20,51%	20,51%	100,00%
1b) choice of address forms	12	5	7	8	7	39
%	30,77%	12,82%	17,95%	20,51%	17,95%	100,00%
1c) conventions for turntaking	13	6	6	8	6	39
%	33,33%	15,38%	15,38%	20,51%	15,38%	100,00%
1d) use and choice of expletives	12	6	8	7	6	39
%	30,77%	15,38%	20,51%	17,95%	15,38%	100,00%
2) To what extent are these aimed expressions taught in HİTİT 2? Please tick for each item below.						
2a) choice of greetings	0	2	11	18	8	39
%	0,00%	5,13%	28,21%	46,15%	20,51%	100,00%
2b) choice of address forms	0	4	11	17	7	39
%	0,00%	10,26%	28,21%	43,59%	17,95%	100,00%
2c) conventions for turntaking	2	6	14	10	6	38
%	5,26%	15,79%	36,84%	26,32%	15,79%	100,00%
2d) use and choice of expletives	0	5	17	13	4	39
%	0,00%	12,82%	43,59%	33,33%	10,26%	100,00%
3) To what extent is it identified at this level in HİTİT 2 which politeness conventions the learners should need/be equipped/be required to recognise and use?	14	7	8	4	5	38
%	36,84%	18,42%	21,05%	10,53%	13,16%	100,00%
4) To what extent are these politeness conventions taught in HİTİT 2?	2	3	26	2	6	39
%	5,13%	7,69%	66,67%	5,13%	15,38%	100,00%
5) To what extent is it identified at this level in HİTİT 2 which forms of politeness the learners should need/be equipped/be required to recognise and use?	7	5	19	3	4	38
%	18,42%	13,16%	50,00%	7,89%	10,53%	100,00%
6) To what extent are these forms of politeness taught in HİTİT 2?	3	2	22	7	5	39
%	7,69%	5,13%	56,41%	17,95%	12,82%	100,00%
7) To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.						

7a) proverbs	10	3	11	10	5	39
%	25,64%	7,69%	28,21%	25,64%	12,82%	100,00%
7b) expressions of folk wisdom	14	3	9	10	3	39
%	35,90%	7,69%	23,08%	25,64%	7,69%	100,00%
7c) clichés	10	4	10	8	7	39
%	25,64%	10,26%	25,64%	20,51%	17,95%	100,00%
7d) idioms	8	4	8	14	5	39
%	20,51%	10,26%	20,51%	35,90%	12,82%	100,00%
8) To what extent are these expressions taught in HİTİT 2? Please tick for each item below.						
8a) proverbs	1	2	21	10	0	34
%	2,94%	5,88%	61,76%	29,41%	0,00%	100,00%
8b) expressions of folk wisdom	3	5	20	8	3	39
%	7,69%	12,82%	51,28%	20,51%	7,69%	100,00%
8c) clichés	1	2	20	8	8	39
%	2,56%	5,13%	51,28%	20,51%	20,51%	100,00%
8d) idioms	1	5	13	12	8	39
%	2,56%	12,82%	33,33%	30,77%	20,51%	100,00%
9) To what extent is it identified at this level in HİTİT 2 which registers the learners should need/be equipped/be required to recognise and use?	18	6	7	2	3	36
%	50,00%	16,67%	19,44%	5,56%	8,33%	100,00%
10) To what extent are these registers taught in HİTİT 2?	3	7	17	5	3	35
%	8,57%	20,00%	48,57%	14,29%	8,57%	100,00%
11) To what extent is it identified at this level in HİTİT 2 which social groups in the following communities the learners should need/be equipped/be required to recognise by their use of language? Please tick for each item below.						
11a) in Turkish community	17	4	8	5	0	34
%	50,00%	11,76%	23,53%	14,71%	0,00%	100,00%
11b) in an international community	16	7	5	2	5	35
%	45,71%	20,00%	14,29%	5,71%	14,29%	100,00%
12) To what extent are these features taught in HİTİT 2? Please tick for each item below.						
12a) in Turkish community	2	4	17	7	7	37
%	5,41%	10,81%	45,95%	18,92%	18,92%	100,00%
12b) in an international community	2	10	15	4	5	36
%	5,56%	27,78%	41,67%	11,11%	13,89%	100,00%

C. PRAGMATIC COMPETENCE

(knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'), used to perform communicative functions ('functional competence') and sequenced according to interactional and transactional schemata ('design competence'))

	0	1	2	3	4	SUM TOTAL
1) To what extent is it identified at this level in HİTİT 2 what discourse features the learners are equipped/required to control in order to form meaningful and acceptable utterances? Please						

tick for each item below.						
1a) thematic organisation	16	9	3	3	5	36
%	44,44%	25,00%	8,33%	8,33%	13,89%	100,00%
1b) coherence and cohesion	15	8	6	2	5	36
%	41,67%	22,22%	16,67%	5,56%	13,89%	100,00%
1c) logical ordering	15	8	4	5	5	37
%	40,54%	21,62%	10,81%	13,51%	13,51%	100,00%
1d) style and register	17	8	2	6	4	37
%	45,95%	21,62%	5,41%	16,22%	10,81%	100,00%
1e) rhetorical effectiveness	16	7	6	3	5	37
%	43,24%	18,92%	16,22%	8,11%	13,51%	100,00%
1f) the co-operative principle (quality, quantity, relevance, manner)	16	7	6	4	4	37
%	43,24%	18,92%	16,22%	10,81%	10,81%	100,00%
1g) knowledge of how written and spoken texts are formed	14	9	2	8	4	37
%	37,84%	24,32%	5,41%	21,62%	10,81%	100,00%
2) To what extent are these discourse features taught in HITIT 2? Please tick for each item below.						
2a) thematic organisation	1	6	17	8	5	37
%	2,70%	16,22%	45,95%	21,62%	13,51%	100,00%
2b) coherence and cohesion	1	7	17	6	5	36
%	2,78%	19,44%	47,22%	16,67%	13,89%	100,00%
2c) logical ordering	0	5	19	8	5	37
%	0,00%	13,51%	51,35%	21,62%	13,51%	100,00%
2d) style and register	1	4	22	5	4	36
%	2,78%	11,11%	61,11%	13,89%	11,11%	100,00%
2e) rhetorical effectiveness	2	8	17	5	5	37
%	5,41%	21,62%	45,95%	13,51%	13,51%	100,00%
2f) the co-operative principle (quality, quantity, relevance, manner)	1	8	18	6	4	37
%	2,70%	21,62%	48,65%	16,22%	10,81%	100,00%
2g) knowledge of how written and spoken texts are formed	2	2	21	8	4	37
%	5,41%	5,41%	56,76%	21,62%	10,81%	100,00%
3) To what extent is it identified at this level in HITIT 2 which macrofunctions the learners are equipped/required to produce? (Macrofunctions are categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences,, for example, description, narration, commentary, exposition, explanation, argumentation, etc.)	18	7	5	4	4	38
%	47,37%	18,42%	13,16%	10,53%	10,53%	100,00%
4) To what extent are these macrofunctions taught in HITIT 2?	2	5	21	5	5	38
%	5,26%	13,16%	55,26%	13,16%	13,16%	100,00%

5) To what extent is it identified at this level in HITIT 2 which microfunctions the learners are equipped/required to produce? (<i>Microfunctions</i> are categories for the functional use of single (usually short) utterances, usually as turns in an interaction.) Please tick for each item below.						
5a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	17	5	4	7	6	39
%	43,59%	12,82%	10,26%	17,95%	15,38%	100,00%
5b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	15	7	4	9	4	39
%	38,46%	17,95%	10,26%	23,08%	10,26%	100,00%
5c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	17	5	5	7	5	39
%	43,59%	12,82%	12,82%	17,95%	12,82%	100,00%
5d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	16	7	3	8	5	39
%	41,03%	17,95%	7,69%	20,51%	12,82%	100,00%
5e) structuring discourse (opening, turntaking, closing, etc.)	16	7	4	8	4	39
%	41,03%	17,95%	10,26%	20,51%	10,26%	100,00%
5f) communication repair	15	7	5	5	4	36
%	41,67%	19,44%	13,89%	13,89%	11,11%	100,00%
6) To what extent are these microfunctions taught in HITIT 2? Please tick for each item below.						
6a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	1	3	16	12	7	39
%	2,56%	7,69%	41,03%	30,77%	17,95%	100,00%
6b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	0	4	9	20	6	39
%	0,00%	10,26%	23,08%	51,28%	15,38%	100,00%
6c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	1	3	10	18	7	39
%	2,56%	7,69%	25,64%	46,15%	17,95%	100,00%
6d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	0	2	9	21	6	38
%	0,00%	5,26%	23,68%	55,26%	15,79%	100,00%
6e) structuring discourse (opening, turntaking, closing, etc.)	2	2	21	10	4	39
%	5,13%	5,13%	53,85%	25,64%	10,26%	100,00%
6f) communication repair	3	2	24	6	3	38
%	7,89%	5,26%	63,16%	15,79%	7,89%	100,00%

7) To what extent is it identified at this level in HITIT 2 according to what principles macro- and microfunctions are selected and ordered?	18	7	3	7	3	38
%	47,37%	18,42%	7,89%	18,42%	7,89%	100,00%
8) To what extent are these macro- and microfunctions selected and ordered accordingly at this level in HITIT 2?	2	5	17	11	3	38
%	5,26%	13,16%	44,74%	28,95%	7,89%	100,00%
9) To what extent is it identified at this level in HITIT 2 what interaction schemata are needed by required of the learners? (asking-answering, statement-agreement/disagreement, request/offer/apology-acceptance/non-acceptance, greeting-response, etc.)	17	8	2	6	6	39
%	43,59%	20,51%	5,13%	15,38%	15,38%	100,00%
10) To what extent is it identified at this level in HITIT 2 what interaction schemata are assumed to be controlled by the learners and which to be taught to the learners?	18	6	3	6	5	38
%	47,37%	15,79%	7,89%	15,79%	13,16%	100,00%
11) To what extent are these interaction schemata taught in HITIT 2?	0	4	12	15	6	37
%	0,00%	10,81%	32,43%	40,54%	16,22%	100,00%
12) To what extent is it identified at this level in HITIT 2 how qualitative progress in the pragmatic component can be characterised?	19	7	3	3	5	37
%	51,35%	18,92%	8,11%	8,11%	13,51%	100,00%
13) To what extent are these criteria of qualitative progress in the pragmatic component presented in HITIT 2?	1	5	16	10	5	37
%	2,70%	13,51%	43,24%	27,03%	13,51%	100,00%

APPENDIX 8

The distribution of the percentages of the total results obtained from the Intercultural Competences Scale

TEACHING MATERIALS EVALUATION GUIDE: INTERCULTURAL COMPETENCES SCALE

(Coursebook, Workbook, Audio Cassettes/CDs)

A. RATIONALE: AIMS, GOALS AND INTERESTS OF THE TEACHING MATERIALS

	0	1	2	3	4	SUM TOTAL
1) To what extent are the aims and goals of HİTİT 2 geared to the conceptual framework of the students (as determined by their age, social class, cultural background)?	1	1	9	23	5	39
%	2,56%	2,56%	23,08%	58,97%	12,82%	100,00%
2) To what extent do the aims and goals of HİTİT 2 correspond to the needs and goals of the students?	1	0	10	22	6	39
%	2,56%	0,00%	25,64%	56,41%	15,38%	100,00%
3) To what extent do HİTİT 2 cover a variety of topics suitable to the interests of the students, as determined by						
3a) their age (the appropriateness of the topics to the target age group)	2	3	11	18	5	39
%	5,13%	7,69%	28,21%	46,15%	12,82%	100,00%
3b) sex (female/male) (whether the topics address to both sexes)	1	2	8	21	7	39
%	2,56%	5,13%	20,51%	53,85%	17,95%	100,00%
3c) environment (whether the topics exemplify both rural and urban life)	1	1	10	21	6	39
%	2,56%	2,56%	25,64%	53,85%	15,38%	100,00%
3d) social setting (whether the topics exemplify characters coming from different social setting such as middle class, working class, etc.)	1	3	15	14	6	39
%	2,56%	7,69%	38,46%	35,90%	15,38%	100,00%
4. To what extent is the goal of the cultural instruction stated (for example, if it is primary to other goals, give a 3 or 4, if secondary, give a 1 or 0)?	1	8	12	13	3	37
%	2,70%	21,62%	32,43%	35,14%	8,11%	100,00%

B. CULTURAL CONTENT

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 reflect the cultural character of Turkish community (for example, if they also include negative or problematic social or cultural aspects, give a 3 or 4, but if they only incorporate tourism-oriented situations, give a 1 or 0)	0	6	7	20	5	38

depending on the amount and type of information)?						
%	0,00%	15,79%	18,42%	52,63%	13,16%	100,00%
2) To what extent is the cultural content integrated in the course (for example, if it is presented in context, give a 3 or 4, if only as isolated facts, give a 1 or 0)?	0	2	3	27	6	38
%	0,00%	5,26%	7,89%	71,05%	15,79%	100,00%
3) To what extent are the characters in HİTİT 2 representative of Turkish culture with regard to,						
3a) their age (are characters from all age groups represented?)	0	4	16	14	5	39
%	0,00%	10,26%	41,03%	35,90%	12,82%	100,00%
3b) their social class (are different social classes exemplified?)	1	5	20	9	4	39
%	2,56%	12,82%	51,28%	23,08%	10,26%	100,00%
3c) their interests (are the interests of Turkish people represented?)	0	2	22	9	5	38
%	0,00%	5,26%	57,89%	23,68%	13,16%	100,00%
3d) their mentality (towards incidents, situations, etc.?)	0	7	15	13	4	39
%	0,00%	17,95%	38,46%	33,33%	10,26%	100,00%
3e) their family life (is the traditional Turkish family represented?)	0	3	10	18	8	39
%	0,00%	7,69%	25,64%	46,15%	20,51%	100,00%

C. PRESENTATION OF CONTENT: KNOWLEDGE

	0	1	2	3	4	SUM TOTAL
1) To what extent is the historical perspective present in HİTİT 2 to explain the national identity of Turkish language culture?	0	1	10	22	6	39
%	0,00%	2,56%	25,64%	56,41%	15,38%	100,00%
2) To what extent is the geographical perspective present HİTİT 2 to explain certain features of the national character of Turkish language culture?	0	3	10	20	5	38
%	0,00%	7,89%	26,32%	52,63%	13,16%	100,00%
3) To what extent are the ideological (political, religious, etc.) perspectives of Turkish language culture taken into consideration in HİTİT 2?	0	10	25	1	3	39
%	0,00%	25,64%	64,10%	2,56%	7,69%	100,00%
4) To what extent do HİTİT 2 offer insight into the creative arts of Turkish language culture?	1	6	27	2	3	39
%	2,56%	15,38%	69,23%	5,13%	7,69%	100,00%

5) To what extent do HİTİT 2 offer insight into a variety of cultures (for example, immigrants, ethnic groups, etc.)?	6	11	15	4	3	39
%	15,38%	28,21%	38,46%	10,26%	7,69%	100,00%
6) To what extent do HİTİT 2 offer insight into a variety of subcultural groups (for example, professions)?	1	10	19	6	3	39
%	2,56%	25,64%	48,72%	15,38%	7,69%	100,00%
7) To what extent do HİTİT 2 offer insight into the socially acceptable or taboo topics of Turkish language culture?	3	12	16	3	4	38
%	7,89%	31,58%	42,11%	7,89%	10,53%	100,00%
8) To what extent do HİTİT 2 offer insight into the cultural/racial/gender stereotypes?	2	13	14	5	4	38
%	5,26%	34,21%	36,84%	13,16%	10,53%	100,00%
9) To what extent do HİTİT 2 offer insight into the students' own culture?	0	1	13	16	8	38
%	0,00%	2,63%	34,21%	42,11%	21,05%	100,00%
10) To what extent do HİTİT 2 offer insight into socio-political problems of Turkish language culture (unemployment, pollution, etc.)?	0	5	18	12	4	39
%	0,00%	12,82%	46,15%	30,77%	10,26%	100,00%

D. PRESENTATION OF CONTENT: ATTITUDES

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 develop tolerance towards other people coming from a different culture?	1	2	15	17	4	39
%	2,56%	5,13%	38,46%	43,59%	10,26%	100,00%
2) To what extent do HİTİT 2 develop empathy towards other people coming from a different culture?	1	1	12	22	3	39
%	2,56%	2,56%	30,77%	56,41%	7,69%	100,00%
3) To what extent do HİTİT 2 challenge the students' existing stereotypes?	1	4	27	4	3	39
%	2,56%	10,26%	69,23%	10,26%	7,69%	100,00%
4) To what extent do HİTİT 2 develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	1	4	12	18	4	39
%	2,56%	10,26%	30,77%	46,15%	10,26%	100,00%
5) To what extent do HİTİT 2 encourage curiosity about the other culture(s)?	1	4	15	15	4	39
%	2,56%	10,26%	38,46%	38,46%	10,26%	100,00%
6) To what extent do HİTİT 2 prepare students to behave adequately when in contact with the members of other culture(s)?	3	3	9	21	3	39
%	7,69%	7,69%	23,08%	53,85%	7,69%	100,00%

E. PRESENTATION OF CONTENT: INTERCULTURAL AWARENESS

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 encourage students to compare the foreign culture with their own (namely, to observe and analyse similarities and differences between their own and the foreign culture)?	0	2	15	16	6	39
%	0,00%	5,13%	38,46%	41,03%	15,38%	100,00%
2) To what extent do HİTİT 2 offer mutual representations, images and stereotypes of the students' own and the foreign culture?	0	3	24	9	3	39
%	0,00%	7,69%	61,54%	23,08%	7,69%	100,00%

F. PRESENTATION OF CONTENT: CULTURE AND LANGUAGE

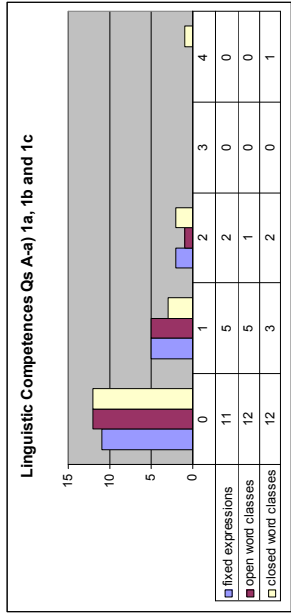
	0	1	2	3	4	SUM TOTAL
1) To what extent does the cultural context of HİTİT 2 develop students' awareness of different linguistic means to express their attitudes?	0	6	21	8	4	39
%	0,00%	15,38%	53,85%	20,51%	10,26%	100,00%
2) To what extent do HİTİT 2 develop students' awareness of the different paralinguistic means (such as gestures and mimics, facial expressions and tone of the voice) to express their attitudes?	3	3	9	20	3	38
%	7,89%	7,89%	23,68%	52,63%	7,89%	100,00%
3) To what extent do HİTİT 2 teach the register appropriate to the students' needs (for example, if mostly formal-informal, slang, regional idioms, etc. are presented, give a 3 or 4, if mostly standard language use is presented, give a 1 or 0)?	1	15	12	6	3	37
%	2,70%	40,54%	32,43%	16,22%	8,11%	100,00%
4) To what extent is the material used in the texts, exercises, tapes, etc., authentic? (for example, if mostly materials taken from newspapers, radio and television programs are presented, give a 3 or 4, if mostly fictitious materials prepared for special needs are presented, give a 1 or 0)	1	13	10	9	5	38
%	2,63%	34,21%	26,32%	23,68%	13,16%	100,00%

APPENDIX 9

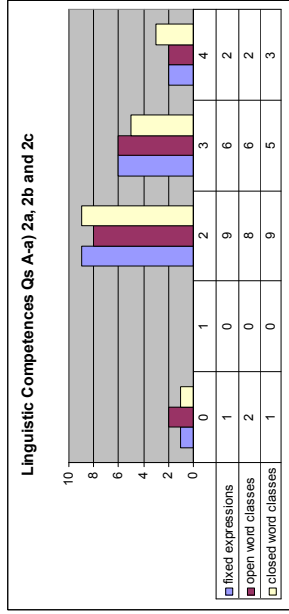
The distribution of the percentages of the results obtained from seminar participants and seminar non-participants.
Teaching Materials Evaluation: Communicative Language Competences Scale

RESULTS FROM SEMINAR PARTICIPATION

Lexical 1- Qs A-a) 1a, 1b, and 1c

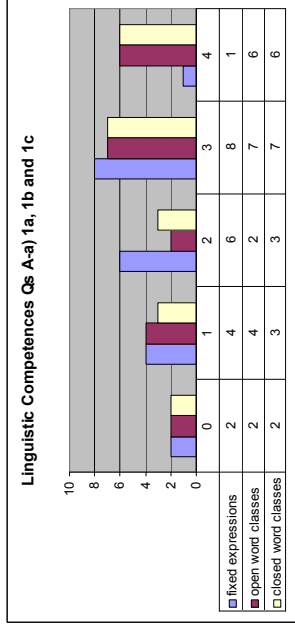


Lexical 2 - Qs A-a) 2a, 2b, and 2c

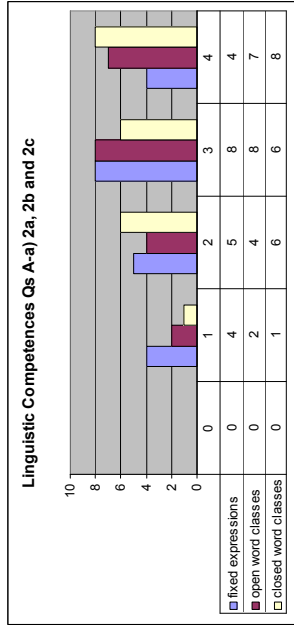


RESULTS FROM SEMINAR NON-PARTICIPATION

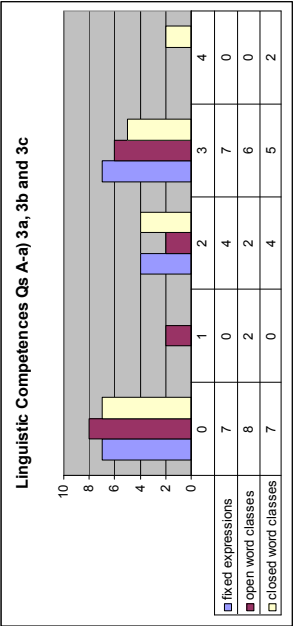
Lexical 1- Qs A-a) 1a, 1b, and 1c



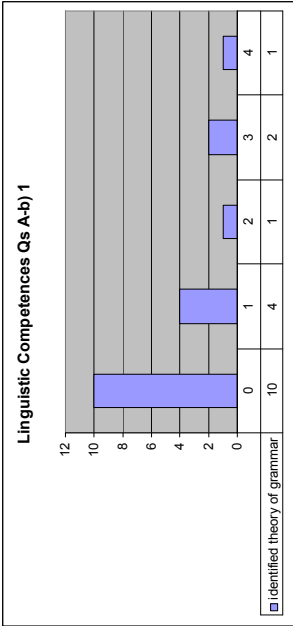
Lexical 2 - Qs A-a) 2a, 2b, and 2c



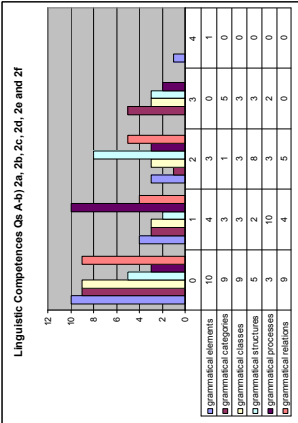
Lexical 3 - Qs A-a) 3a, 3b, and 3c



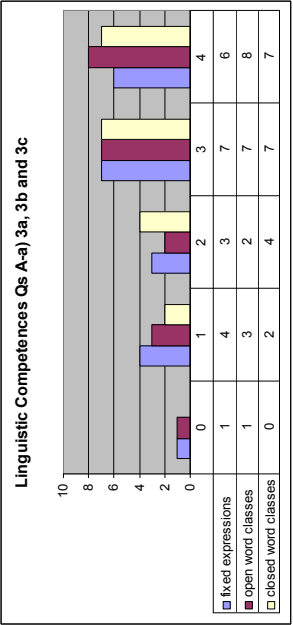
Grammatical 1 - Q A-b) 1



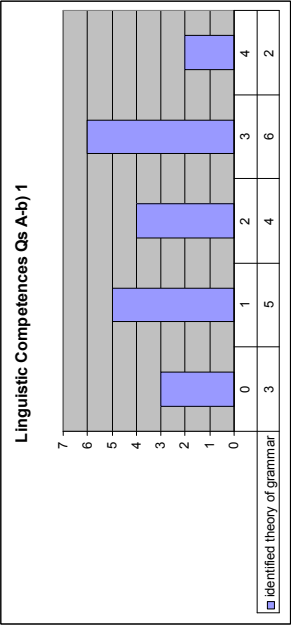
Grammatical 2-Qs A-b) 2a, 2b, 2c, 2d, 2e & 2f



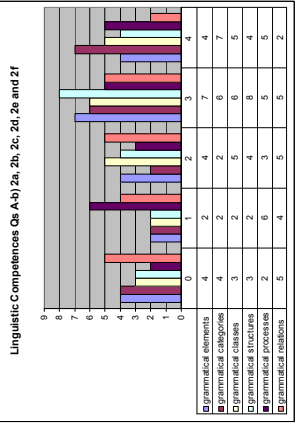
Lexical 3 - Qs A-a) 3a, 3b, and 3c



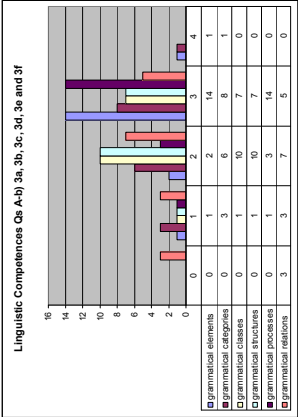
Grammatical 1 - Q A-b) 1



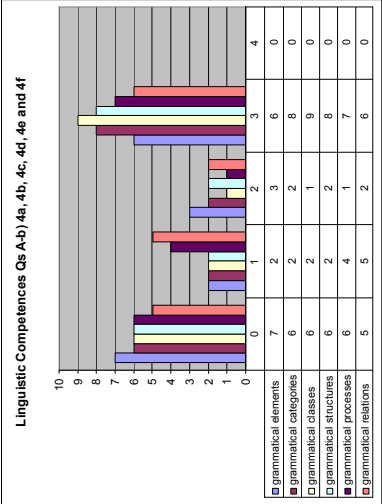
Grammatical 2-Qs A-b) 2a, 2b, 2c, 2d, 2e & 2f



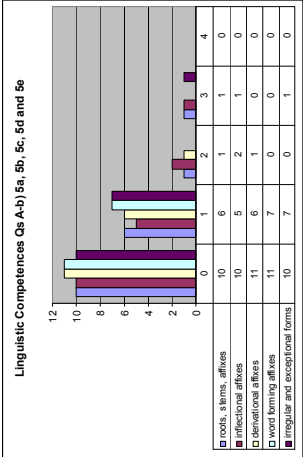
Grammatical 3-Qs A-b) 3a, 3b, 3c, 3d, 3e & 3f



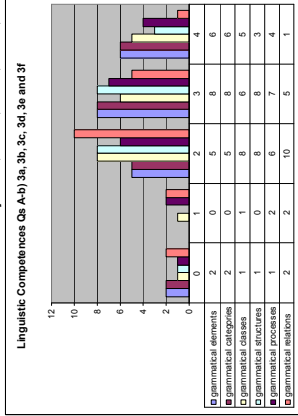
Grammatical 4-Qs A-b) 4a, 4b, 4c, 4d, 4e & 4f



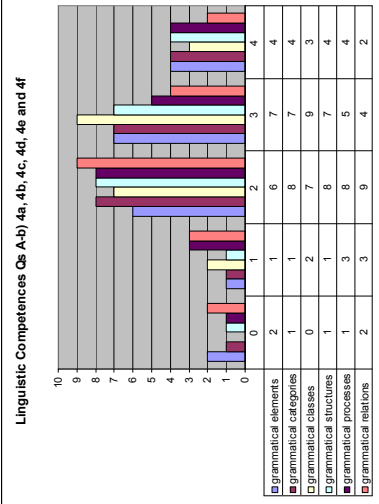
Grammatical 5 - Qs A-b) 5a, 5b, 5c, 5d, & 5e



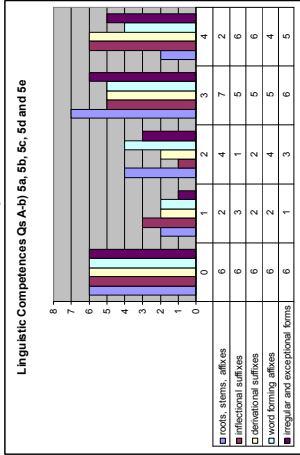
Grammatical 3-Qs A-b) 3a, 3b, 3c, 3d, 3e & 3f



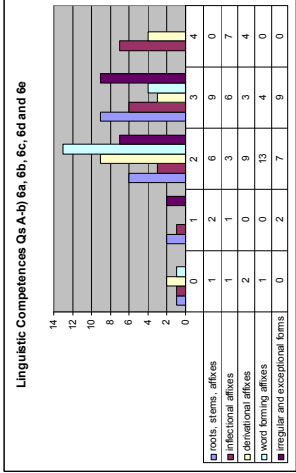
Grammatical 4-Qs A-b) 4a, 4b, 4c, 4d, 4e & 4f



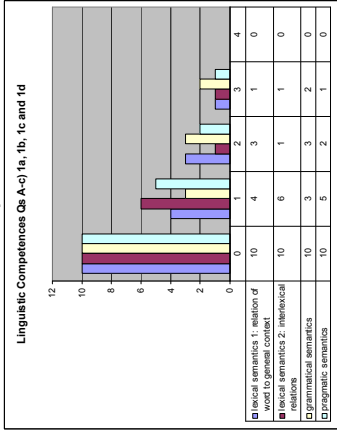
Grammatical 5 - Qs A-b) 5a, 5b, 5c, 5d, & 5e



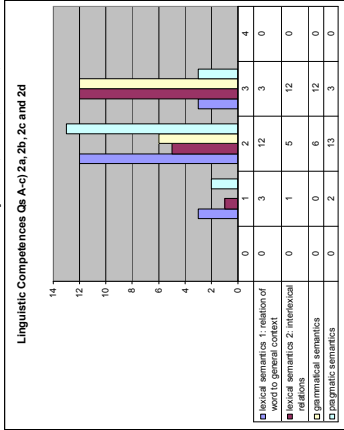
Grammatical 6 - Qs A-b) 6a, 6b, 6c, 6d, & 6e



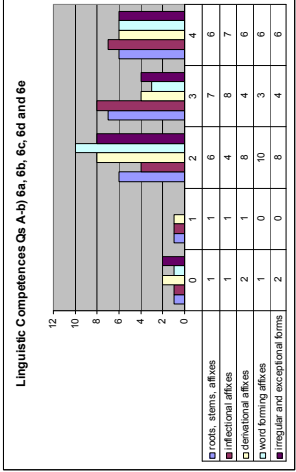
Semantic 1 - Qs A-c) 1a, 1b, 1c, and 1d



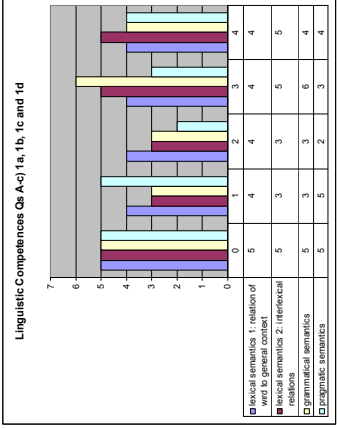
Semantic 2 - Qs A-c) 2a, 2b, 2c, and 2d



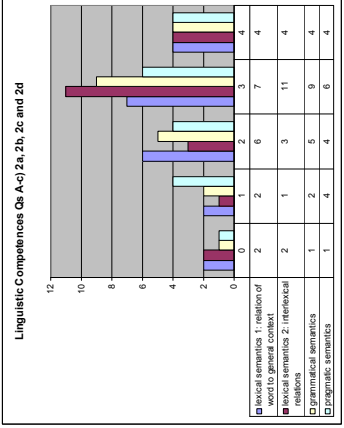
Grammatical 6 - Qs A-b) 6a, 6b, 6c, 6d, & 6e



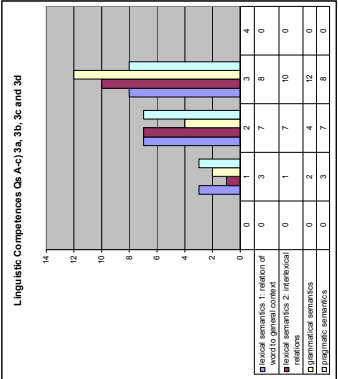
Semantic 1 - Qs A-c) 1a, 1b, 1c, and 1d



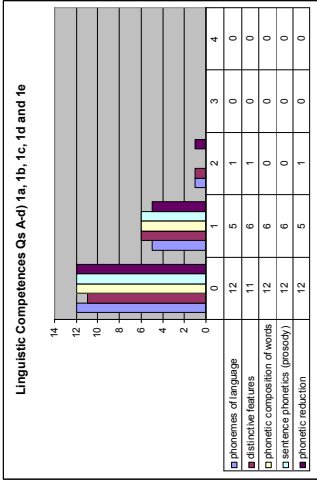
Semantic 2 - Qs A-c) 2a, 2b, 2c, and 2d



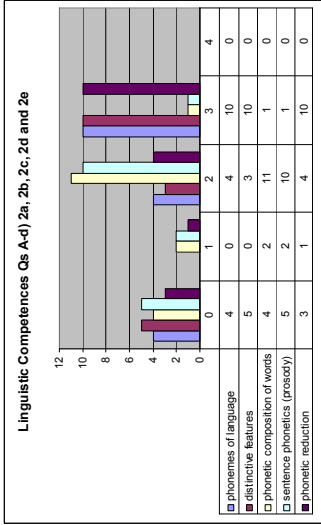
Semantic 3 - Qs A-c) 3a, 3b, 3c, and 3d



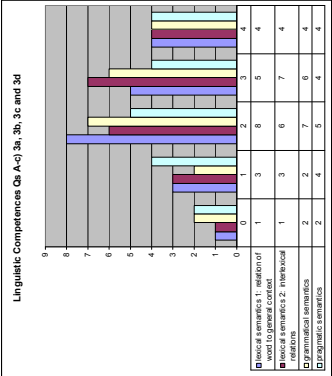
Phonological 1 - Qs A-d) 1a, 1b, 1c, 1d & 1e



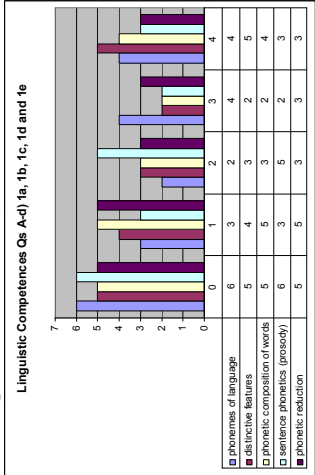
Phonological 2 - Qs A-d) 2a, 2b, 2c, 2d & 2e



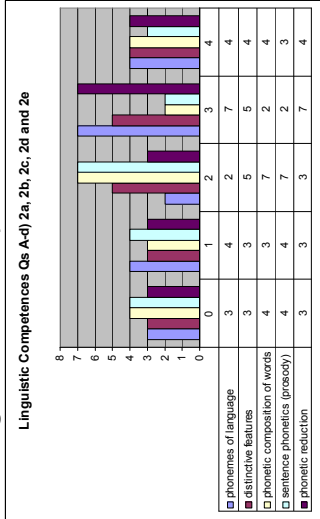
Semantic 3 - Qs A-c) 3a, 3b, 3c, and 3d



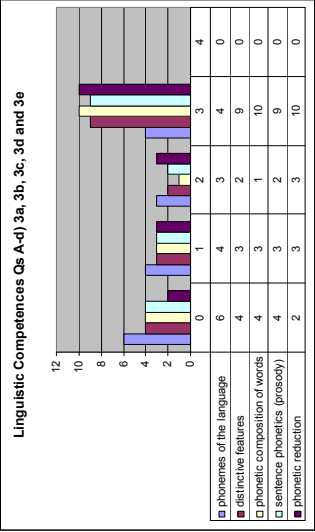
Phonological 1 - Qs A-d) 1a, 1b, 1c, 1d & 1e



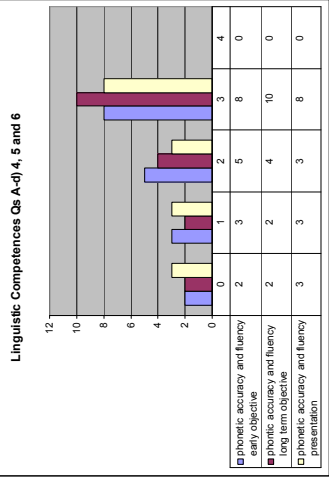
Phonological 2 - Qs A-d) 2a, 2b, 2c, 2d & 2e



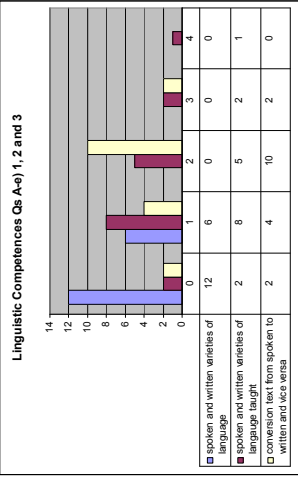
Phonological 3 - Qs A-d) 3a, 3b, 3c, 3d & 3e



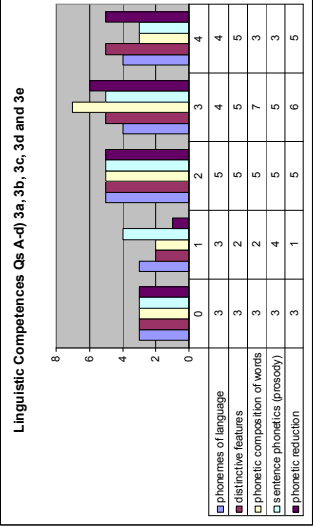
Phonological 4, 5, 6 - Qs A-d) 4, 5, and 6



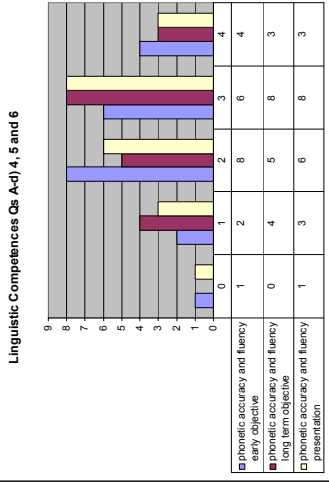
Orthographic/Orthoepic1,2,3-Qs A-e) 1, 2 & 3



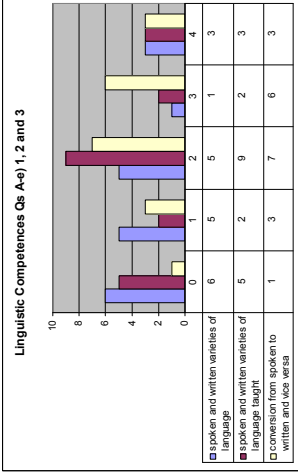
Phonological 3 - Qs A-d) 3a, 3b, 3c, 3d & 3e



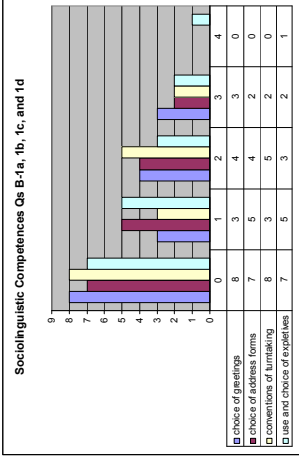
Phonological 4, 5, 6 - Qs A-d) 4, 5, and 6



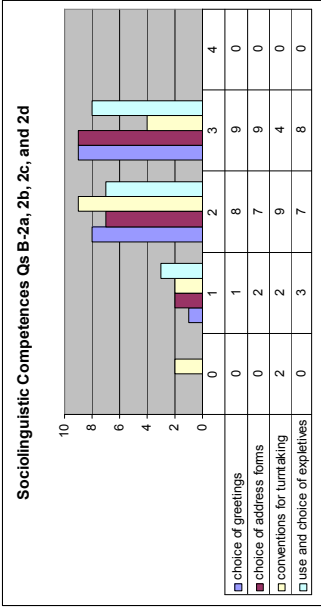
Orthographic/Orthoepic1,2,3-Qs A-e) 1, 2 & 3



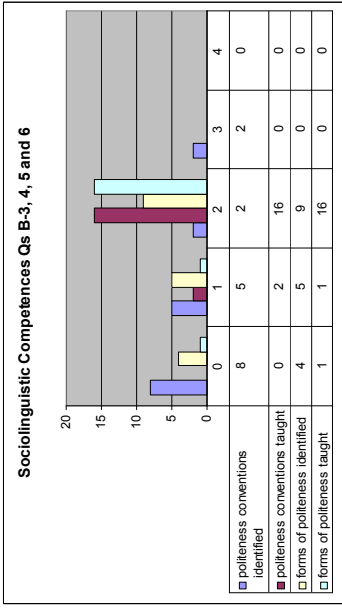
Sociolinguistic 1 - Qs B-1a, 1b, 1c, and 1d



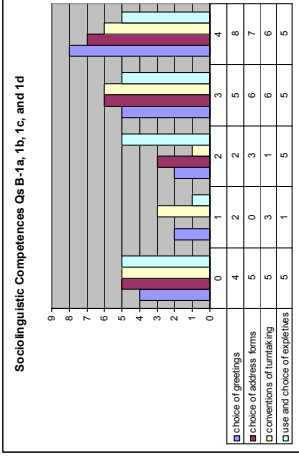
Sociolinguistic 2 - Qs B-2a, 2b, 2c, and 2d



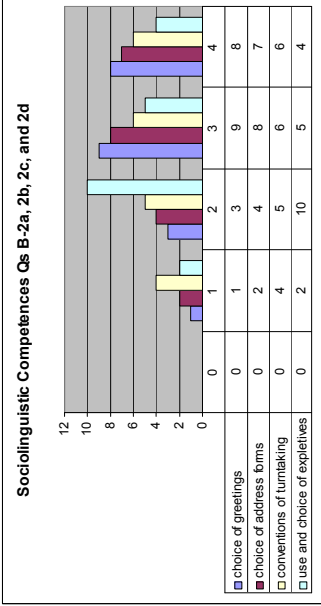
Sociolinguistic 3,4,5 - Qs B-3, 4, 5 and 6



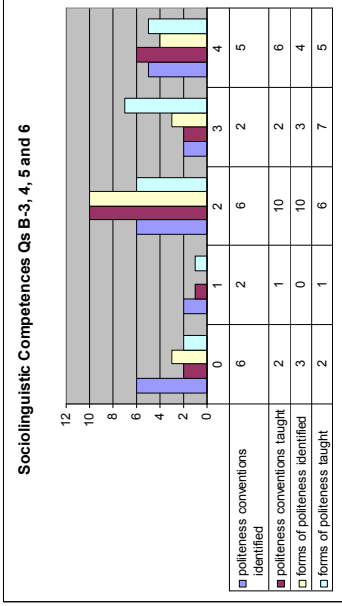
Sociolinguistic 1 - Qs B-1a, 1b, 1c, and 1d



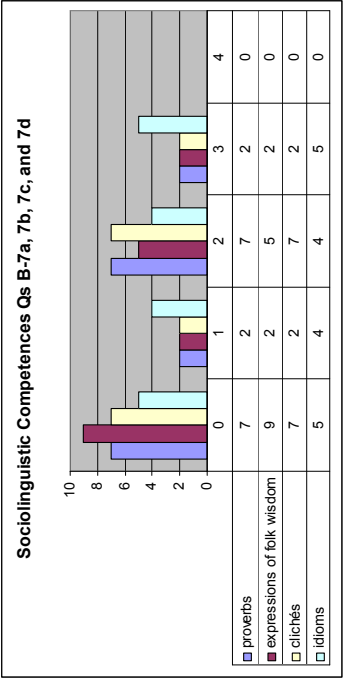
Sociolinguistic 2 - Qs B-2a, 2b, 2c, and 2d



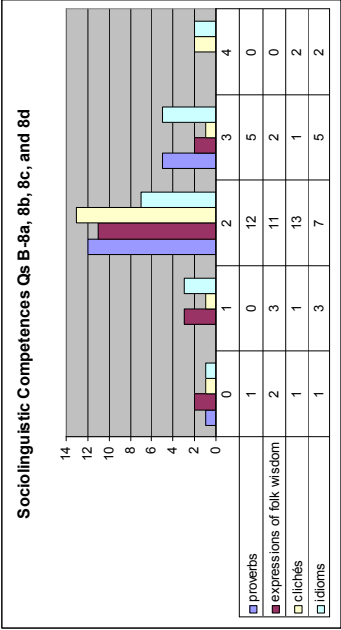
Sociolinguistic 3,4,5 - Qs B-3, 4, 5 and 6



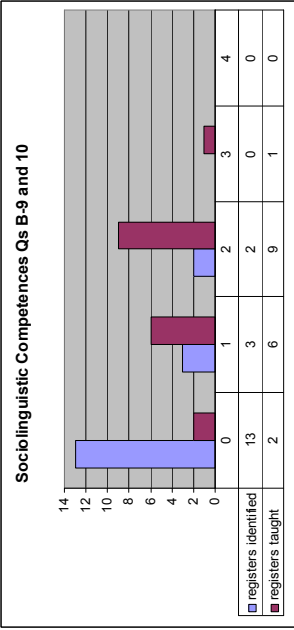
Sociolinguistic 7 - Qs B-7a, 7b, 7c, and 7d



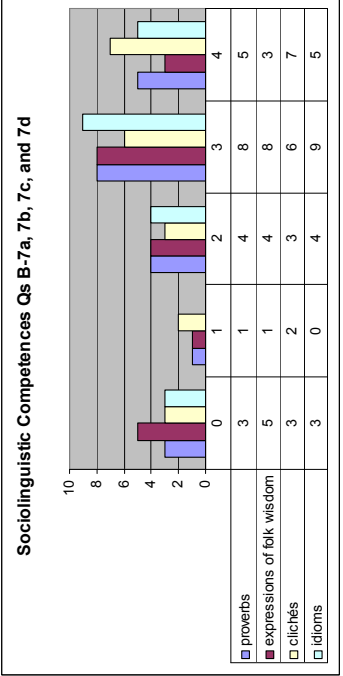
Sociolinguistic 8 - Qs B-8a, 8b, 8c, and 8d



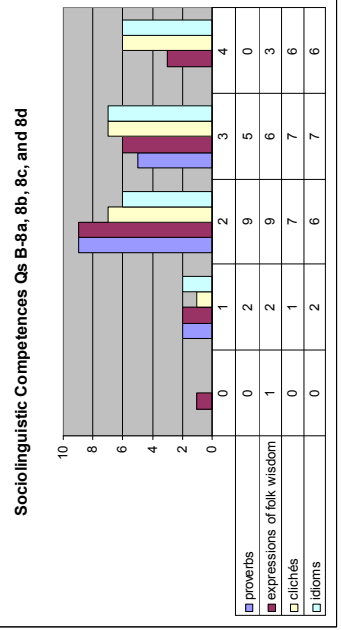
Sociolinguistic 9, 10 - Qs B-9 and 10



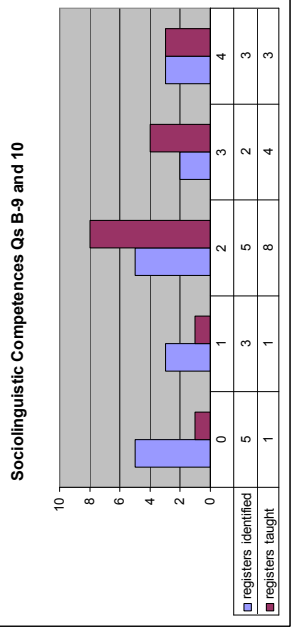
Sociolinguistic 7 - Qs B-7a, 7b, 7c, and 7d



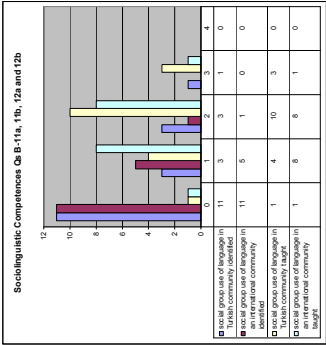
Sociolinguistic 8 - Qs B-8a, 8b, 8c, and 8d



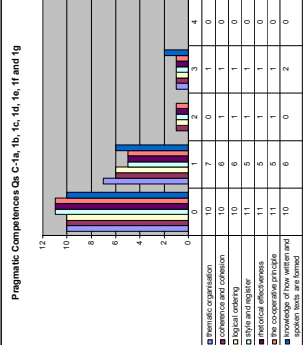
Sociolinguistic 9, 10 - Qs B-9 and 10



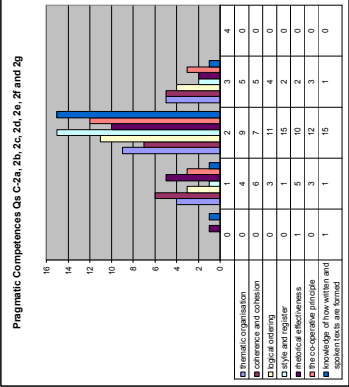
Sociolinguistic11, 12-Qs B-11a,11b,12a & 12b



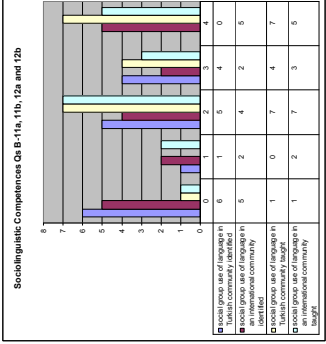
Pragmatic 1- Qs C-1a, 1b, 1c, 1d, 1e, 1f, & 1g



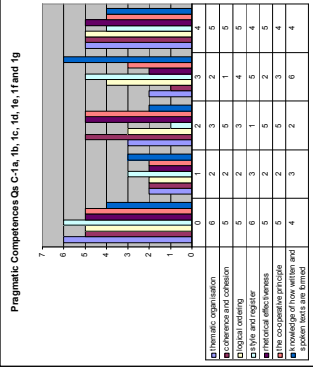
Pragmatic 2 - Qs C-2a, 2b, 2c, 2d, 2e, 2f& 2g



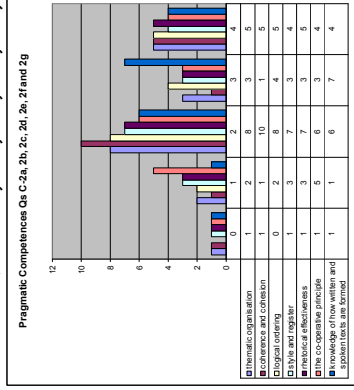
Sociolinguistic11, 12-Qs B-11a,11b,12a & 12b



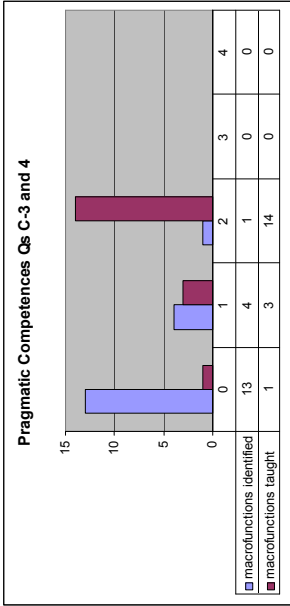
Pragmatic 1- Qs C-1a, 1b, 1c, 1d, 1e, 1f, & 1g



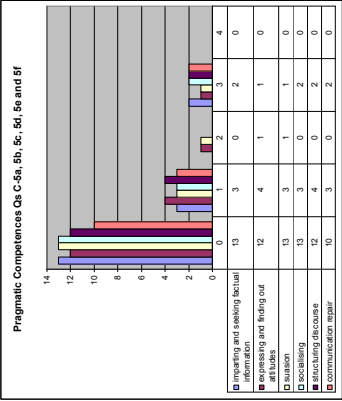
Pragmatic 2 - Qs C-2a, 2b, 2c, 2d, 2e, 2f& 2g



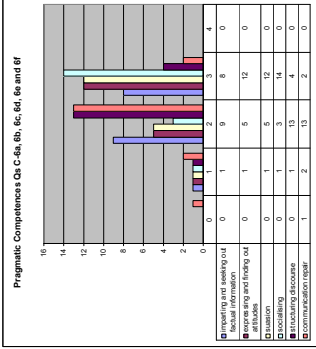
Pragmatic 3, 4 - Qs C-3and 4



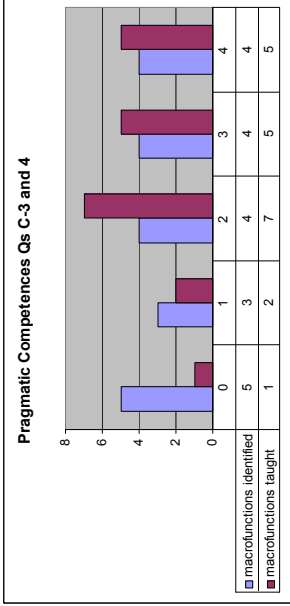
Pragmatic 5 - Qs C-5a, 5b, 5c, 5d, 5e, and 5f



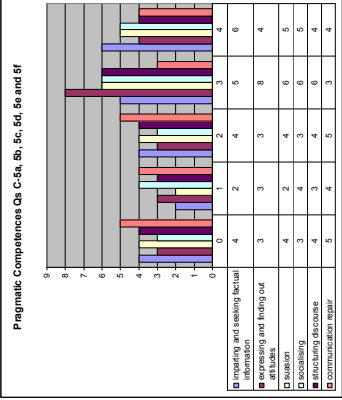
Pragmatic 6 - Qs C-6a, 6b, 6c, 6d, 6e, and 6f



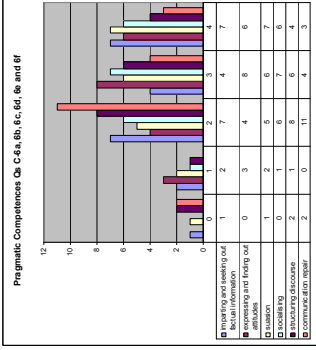
Pragmatic 3, 4 - Qs C-3and 4



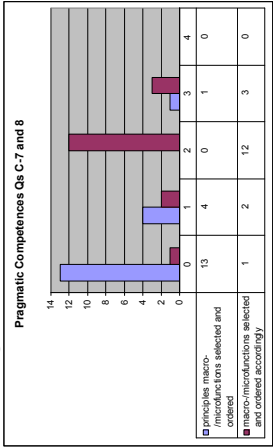
Pragmatic 5 - Qs C-5a, 5b, 5c, 5d, 5e, and 5f



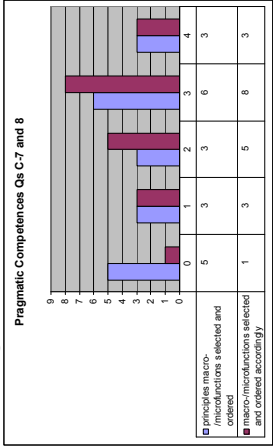
Pragmatic 6 - Qs C-6a, 6b, 6c, 6d, 6e, and 6f



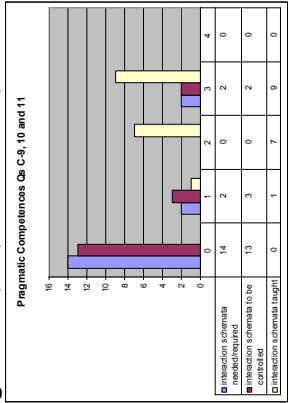
Pragmatic 7,8 - Qs C-7and 8



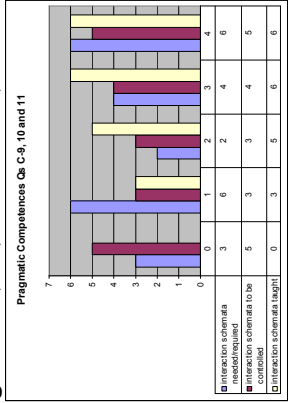
Pragmatic 7,8 - Qs C-7and 8



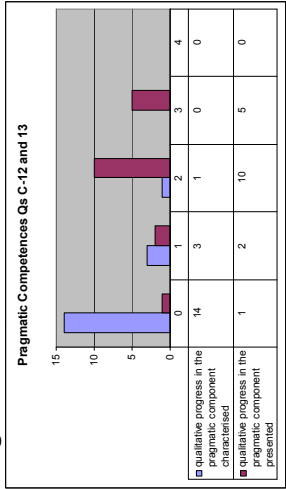
Pragmatic 9, 10, 11 - Qs C-9, 10 and 11



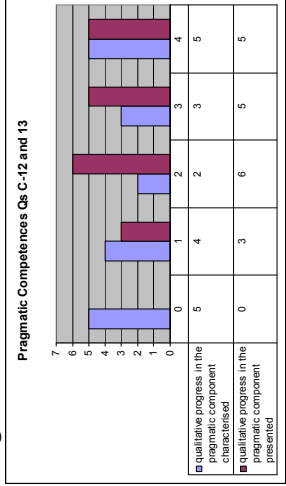
Pragmatic 9, 10, 11 - Qs C-9, 10 and 11



Pragmatic 12,13 - Qs C-12 and 13



Pragmatic 12,13 - Qs C-12 and 13

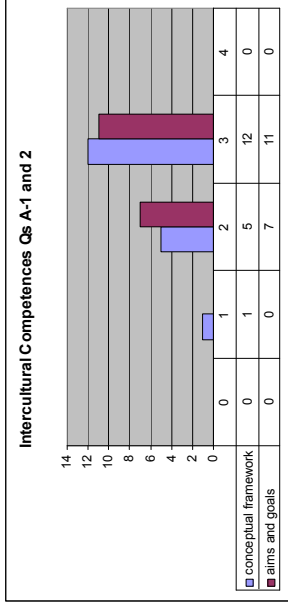


APPENDIX 10

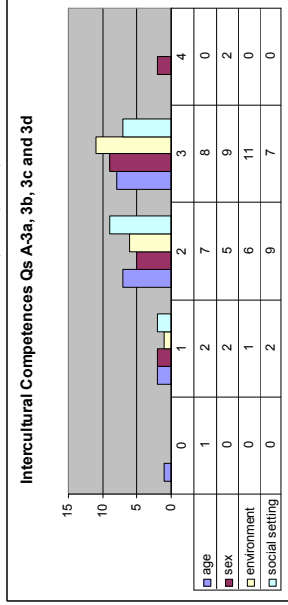
The distribution of the percentages of the results obtained from seminar participants and seminar non-participants. Teaching Materials Evaluation: Intercultural Competences Scale

RESULTS FROM SEMINAR PARTICIPATION

Rationale 1, 2 - Qs A- 1 and 2

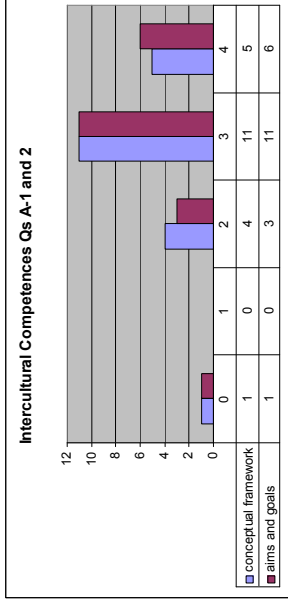


Rationale 3 - Qs A- 3a, 3b, 3c, and 3d

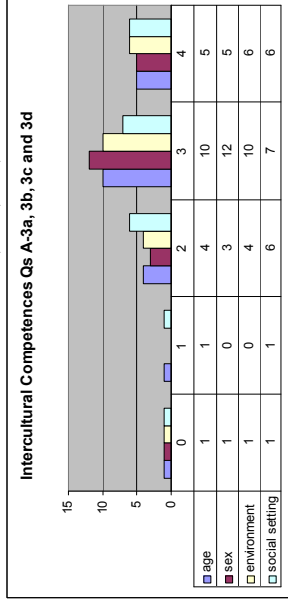


RESULTS FROM SEMINAR NON-PARTICIPATION

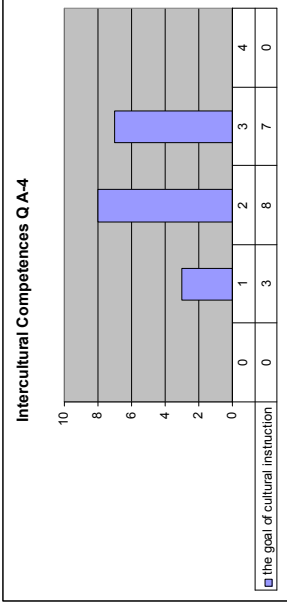
Rationale 1, 2 - Qs A- 1 and 2



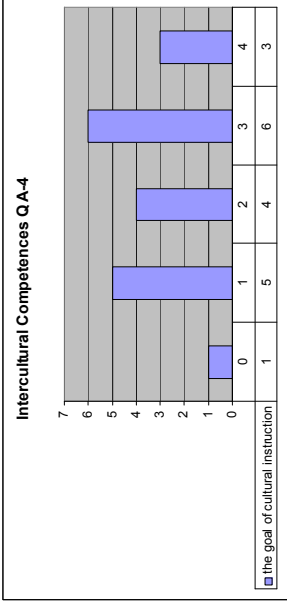
Rationale 3 - Qs A- 3a, 3b, 3c, and 3d



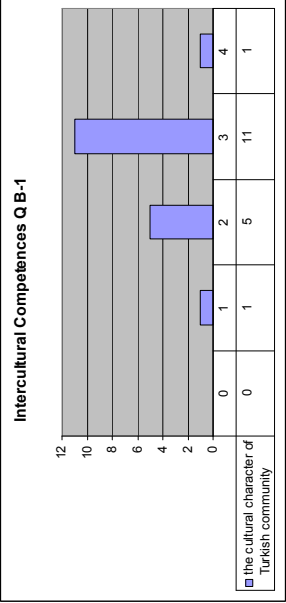
Rationale 4 - Q A- 4



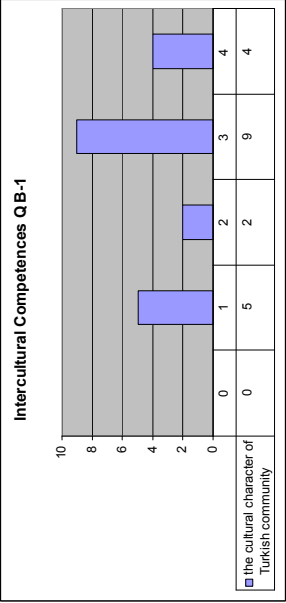
Rationale 4 - Q A- 4



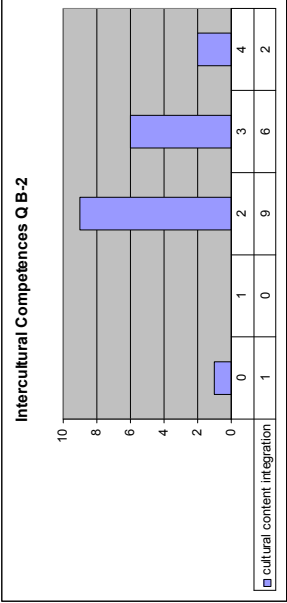
Cultural Content 1 - Q B- 1



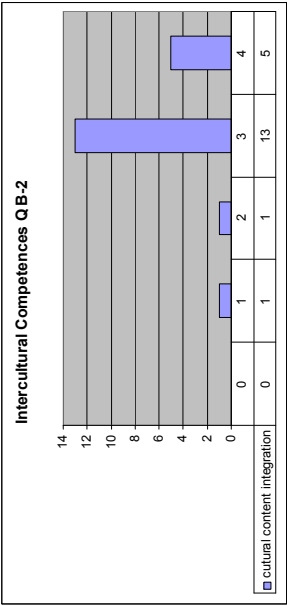
Cultural Content 1 - Q B- 1



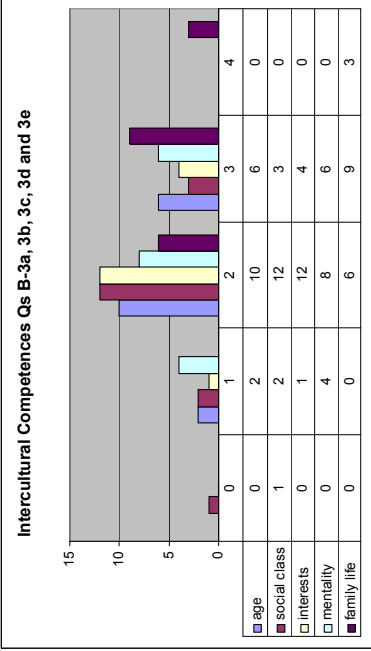
Cultural Content 2 - Q B-2



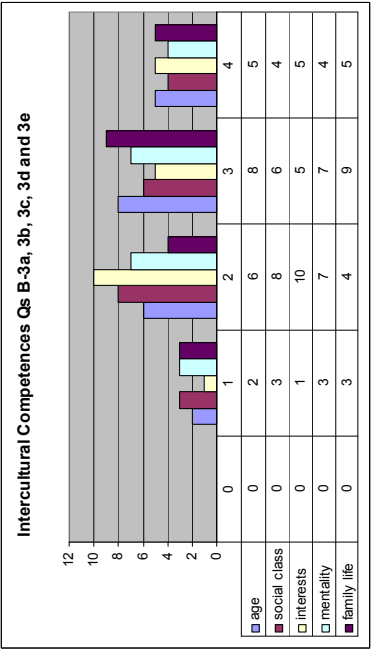
Cultural Content 2 - Q B-2



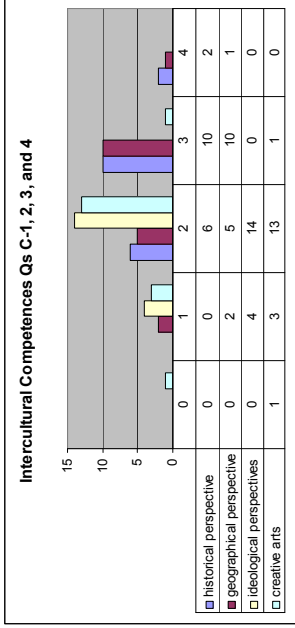
Cultural Content 3 - Qs B- 3a, 3b, 3c, 3d, and 3e



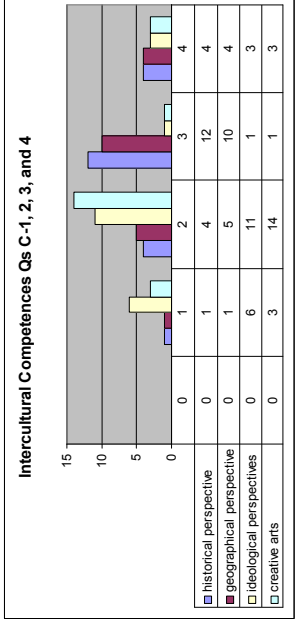
Cultural Content 3 - Qs B- 3a, 3b, 3c, 3d, and 3e



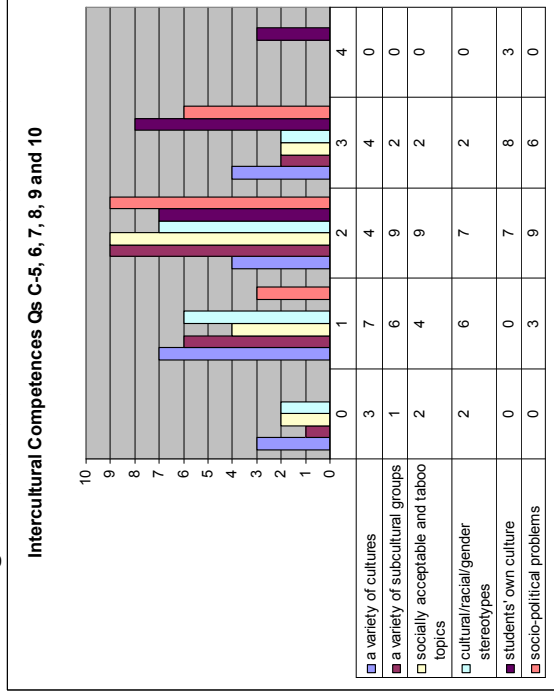
Knowledge 1, 2, 3, 4 - Qs C – 1, 2, 3, and 4



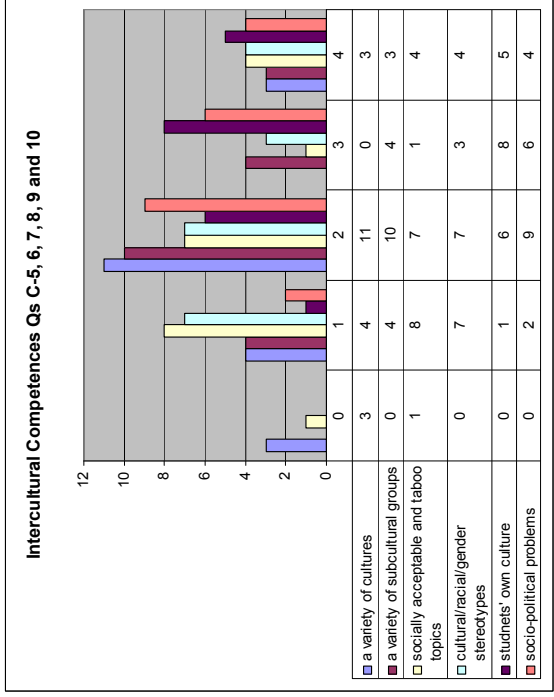
Knowledge 1, 2, 3, 4 - Qs C – 1, 2, 3, and 4



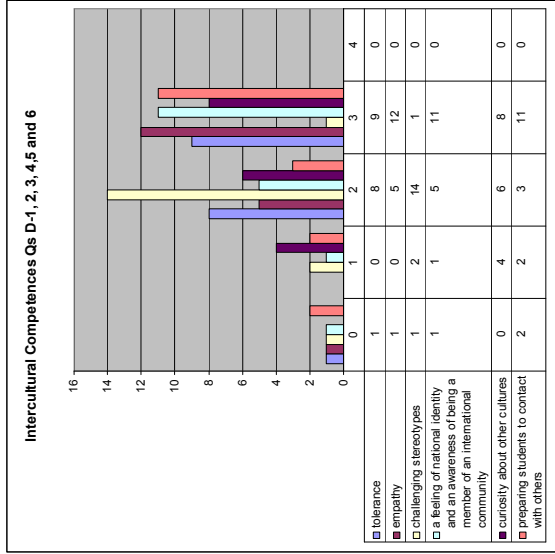
Knowledge 5, 6, 7, 8, 9, 10 - Qs C – 5, 6, 7, 8, 9, and 10



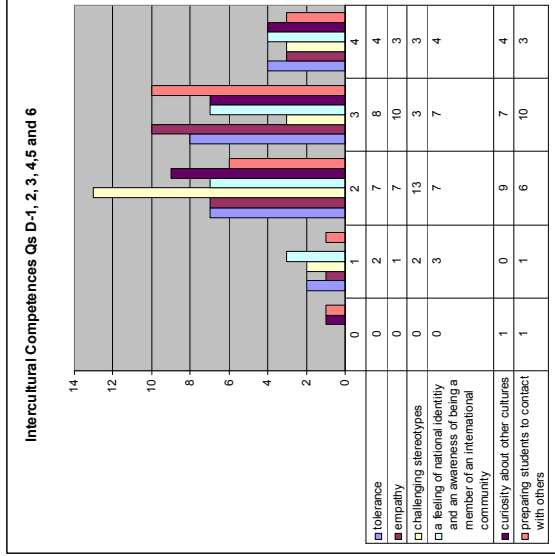
Knowledge 5, 6, 7, 8, 9, 10 - Qs C – 5, 6, 7, 8, 9, and 10



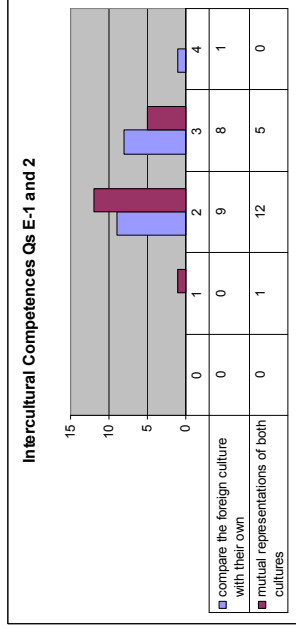
Attitudes 1, 2, 3, 4, 5, 6 - Qs D – 1, 2, 3, 4, 5, and 6



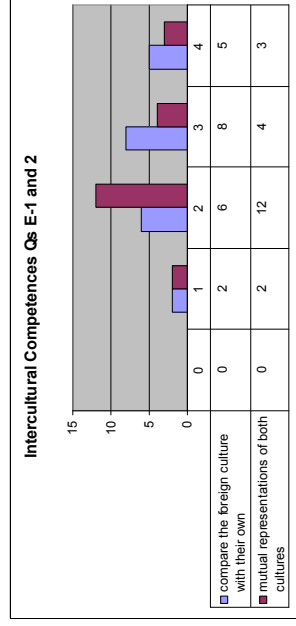
Attitudes 1, 2, 3, 4, 5, 6 - Qs D – 1, 2, 3, 4, 5, and 6



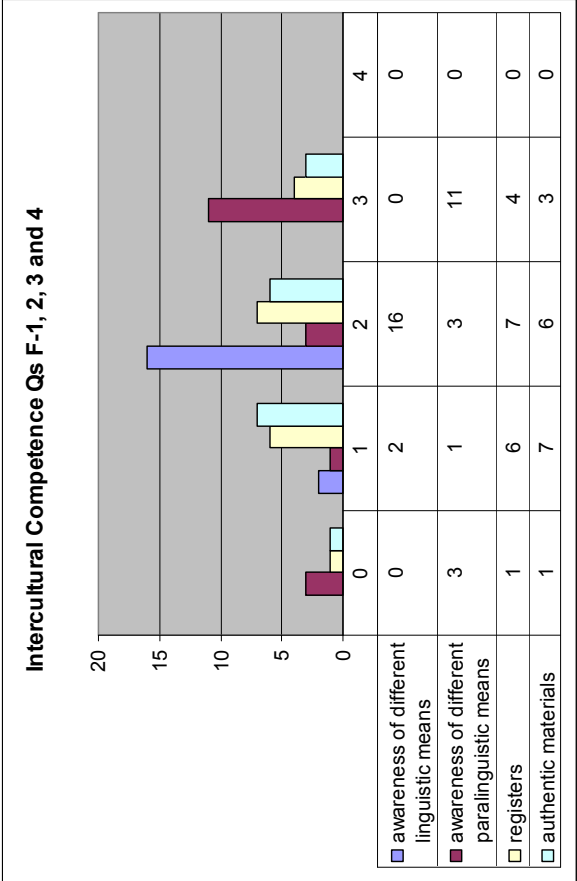
Intercultural Awareness 1, 2 - Qs E – 1 and 2



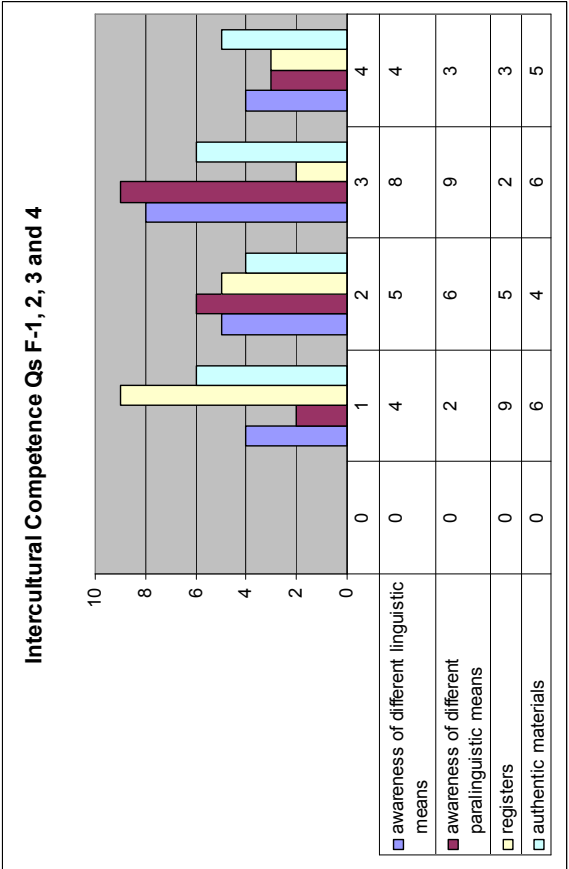
Intercultural Awareness 1, 2 - Qs E – 1 and 2



Culture and Language 1, 2, 3, 4 - Qs F – 1, 2, 3, and 4



Culture and Language 1, 2, 3, 4 - Qs F – 1, 2, 3, and 4



APPENDIX 11

The scores of the informants obtained through descriptive statistics for each question and competence group according to seminar participation and raters:

Informant numbers in the list:

1 denotes seminar participants

2 denotes seminar non-participants

3 denotes raters

Variable	Informant	N	N*	Mean	SE	Mean	StDev	Minimum	Maximum
Lexical	1	18	0	1,494	0,200	0,847	0,000000000	0,000000000	3,000
	2	21	0	2,672	0,212	0,970	0,778	0,778	3,778
	3	3	0	1,6296	0,0370	0,0642	1,5556	1,5556	1,6667
Lexical 1	1	18	0	0,500	0,169	0,716	0,000000000	0,000000000	2,000
	2	21	0	2,397	0,259	1,186	0,000000000	0,000000000	3,667
	3	3	0	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000
Lexical 2	1	18	0	2,426	0,227	0,962	0,000000000	0,000000000	4,000
	2	21	0	2,841	0,207	0,946	1,000	1,000	4,000
	3	3	0	2,222	0,222	0,385	2,000	2,000	2,667
Lexical 3	1	18	0	1,556	0,322	1,367	0,000000000	0,000000000	3,333
	2	21	0	2,778	0,250	1,147	0,333	0,333	4,000
	3	3	0	2,667	0,192	0,333	2,333	2,333	3,000
Grammatical	1	18	0	1,558	0,126	0,536	0,786	0,786	2,393
	2	21	0	2,370	0,218	1,001	0,148	0,148	3,964
	3	3	0	1,4048	0,0663	0,1148	1,3214	1,3214	1,5357
Grammatical 2	1	18	0	1,074	0,221	0,936	0,000000000	0,000000000	3,000
	2	21	0	2,246	0,287	1,314	0,000000000	0,000000000	4,000
	3	3	0	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000
Grammatical 3	1	18	0	2,398	0,137	0,581	1,000	1,000	3,333
	2	21	0	2,554	0,219	1,003	0,000000000	0,000000000	4,000
	3	3	0	2,444	0,147	0,255	2,167	2,167	2,667
Grammatical 4	1	18	0	1,574	0,308	1,306	0,000000000	0,000000000	3,000
	2	21	0	2,459	0,213	0,976	0,333	0,333	4,000
	3	3	0	2,722	0,278	0,481	2,167	2,167	3,000
Grammatical 5	1	18	0	0,533	0,153	0,647	0,000000000	0,000000000	1,800
	2	21	0	2,038	0,332	1,521	0,000000000	0,000000000	4,000
	3	3	0	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000

Variable	Informant	N	N*	Mean	SE	Mean	StDev	Minimum	Maximum
Grammatical 6	1	18	0	2,433	0,157	0,666	0,666	0,600	3,200
	2	21	0	2,638	0,243	1,115	1,115	0,00000000	4,000
	3	3	0	1,867	0,240	0,416	0,416	1,400	2,200
Semantic	1	18	0	1,8148	0,0864	0,3667	0,3667	1,0000	2,7500
	2	21	0	2,302	0,243	1,115	1,115	0,00000000	4,000
	3	3	0	1,611	0,222	0,385	0,385	1,167	1,833
Semantic 1	1	18	0	0,708	0,218	0,925	0,925	0,00000000	3,000
	2	21	0	1,984	0,321	1,470	1,470	0,00000000	4,000
	3	3	0	0,00000000	0,00000000	0,00000000	0,00000000	0,00000000	0,00000000
Semantic 2	1	18	0	2,333	0,103	0,437	0,437	1,250	3,000
	2	21	0	2,548	0,239	1,097	1,097	0,00000000	4,000
	3	3	0	2,250	0,250	0,433	0,433	1,750	2,500
Semantic 3	1	18	0	2,403	0,145	0,613	0,613	1,250	3,000
	2	21	0	2,373	0,246	1,125	1,125	0,00000000	4,000
	3	3	0	2,583	0,417	0,722	0,722	1,750	3,000
Phonological	1	18	0	1,475	0,177	0,751	0,751	0,00000000	2,333
	2	21	0	2,108	0,251	1,151	1,151	0,0556	4,000
	3	3	0	1,389	0,534	0,925	0,925	0,333	2,056
Phonological 1	1	18	0	0,378	0,125	0,531	0,531	0,00000000	1,200
	2	19	2	1,758	0,343	1,493	1,493	0,00000000	4,000
	3	3	0	0,00000000	0,00000000	0,00000000	0,00000000	0,00000000	0,00000000
Phonological 2	1	18	0	1,833	0,251	1,063	1,063	0,00000000	3,000
	2	20	1	2,100	0,292	1,305	1,305	0,00000000	4,000
	3	3	0	1,800	0,611	1,058	1,058	0,600	2,600
Phonological 3	1	18	0	1,856	0,270	1,147	1,147	0,00000000	3,000
	2	20	1	2,260	0,287	1,285	1,285	0,00000000	4,000
	3	3	0	2,000	0,721	1,249	1,249	0,600	3,000
Phonological 456	1	18	0	2,093	0,247	1,047	1,047	0,00000000	3,000
	2	21	0	2,460	0,216	0,991	0,991	0,333	4,000
	3	3	0	2,00	1,00	1,73	1,73	0,00000000	3,00
Orthographic / Orthoepic	1	18	0	1,185	0,133	0,563	0,563	0,00000000	2,333
	2	21	0	1,849	0,255	1,169	1,169	0,00000000	4,000
	3	3	0	0,889	0,444	0,770	0,770	0,00000000	1,333

Variable	Informant	N	N*	Mean	SE	Mean	StDev	Minimum	Maximum
Sociolinguistic	1	18	0	1,487	0,116	0,492	0,962	2,600	
	2	21	0	2,500	0,237	1,086	0,769	4,000	
	3	3	0	1,0769	0,0444	0,0769	1,0000	1,1538	
Sociolinguistic1	1	18	0	1,056	0,248	1,052	0,00000000	3,000	
	2	21	0	2,357	0,327	1,497	0,00000000	4,000	
	3	3	0	0,333	0,333	0,577	0,00000000	1,000	
Sociolinguistic2	1	18	0	2,241	0,122	0,516	1,333	3,000	
	2	21	0	2,821	0,188	0,863	1,000	4,000	
	3	3	0	2,000	0,500	0,866	1,000	2,500	
Sociolinguistic7	1	18	0	1,236	0,254	1,079	0,00000000	3,000	
	2	21	0	2,464	0,286	1,309	0,00000000	4,000	
	3	3	0	0,917	0,583	1,010	0,00000000	2,000	
Sociolinguistic8	1	18	0	2,056	0,169	0,715	0,250	3,500	
	2	21	0	2,679	0,191	0,877	1,500	4,000	
	3	3	0	1,583	0,417	0,722	0,750	2,000	
Sociolinguistic11	1	18	0	0,611	0,212	0,900	0,00000000	3,000	
	2	21	0	2,310	0,351	1,608	0,00000000	4,000	
	3	3	0	0,00000000	0,00000000	0,00000000	0,00000000	0,00000000	
Sociolinguistic12	1	18	0	1,667	0,162	0,686	0,00000000	3,000	
	2	21	0	2,786	0,238	1,091	0,00000000	4,000	
	3	3	0	1,500	0,500	0,866	0,500	2,000	
Sociolinguistic 3 4 5 6	1	18	0	1,486	0,119	0,503	0,250	2,250	
	2	21	0	2,306	0,272	1,248	0,00000000	4,000	
	3	3	0	1,000	0,289	0,500	0,500	1,500	
Sociolinguistic 9 10	1	18	0	0,944	0,127	0,539	0,00000000	2,000	
	2	18	3	2,056	0,277	1,174	0,00000000	4,000	
	3	2	1	0,750	0,250	0,354	0,500	1,000	
Sociolinguistic 11 12	1	18	0	1,139	0,164	0,698	0,00000000	3,000	
	2	21	0	2,548	0,286	1,312	0,00000000	4,000	
	3	3	0	0,750	0,250	0,433	0,250	1,000	
Pragmatic	1	18	0	1,305	0,117	0,498	0,714	2,571	
	2	21	0	2,366	0,256	1,173	0,343	4,000	
	3	3	0	0,829	0,286	0,495	0,257	1,114	

Variable	Informant	N	N*	Mean	SE	Mean	StDev	Minimum	Maximum
Pragmatic 1	1	18	0	0,587	0,199	0,844	0,000000000	0,000000000	3,000
	2	19	2	2,008	0,347	1,513	0,000000000	0,000000000	4,000
	3	3	0	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000
Pragmatic 2	1	18	0	1,960	0,121	0,513	0,000000000	0,714	2,857
	2	19	2	2,455	0,240	1,046	0,000000000	0,286	4,000
	3	3	0	1,238	0,625	1,082	0,000000000	0,000000000	2,000
Pragmatic 5	1	18	0	0,556	0,219	0,929	0,000000000	0,000000000	3,000
	2	21	0	2,206	0,303	1,389	0,000000000	0,000000000	4,000
	3	3	0	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000	0,000000000
Pragmatic 6	1	18	0	2,398	0,109	0,461	0,000000000	1,000	3,000
	2	21	0	2,667	0,227	1,039	0,000000000	0,500	4,000
	3	3	0	2,222	0,455	0,788	0,000000000	1,333	2,833
Pragmatic 3-4	1	18	0	1,028	0,103	0,436	0,000000000	0,000000000	2,000
	2	20	1	2,250	0,280	1,251	0,000000000	0,000000000	4,000
	3	3	0	0,833	0,167	0,289	0,000000000	0,500	1,000
Pragmatic 7-8	1	18	0	1,167	0,128	0,542	0,000000000	0,000000000	2,500
	2	20	1	2,200	0,265	1,185	0,000000000	0,000000000	4,000
	3	3	0	1,000	0,500	0,866	0,000000000	0,000000000	1,500
Pragmatic 9 10 11	1	18	0	1,120	0,146	0,620	0,000000000	0,333	2,667
	2	21	0	2,381	0,286	1,309	0,000000000	0,667	4,000
	3	3	0	0,667	0,333	0,577	0,000000000	0,000000000	1,000
Pragmatic 12-13	1	18	0	1,167	0,134	0,569	0,000000000	0,000000000	2,500
	2	19	2	2,289	0,294	1,284	0,000000000	0,500	4,000
	3	3	0	0,667	0,333	0,577	0,000000000	0,000000000	1,000
Rationale	1	18	0	2,444	0,114	0,482	0,000000000	1,143	3,000
	2	21	0	2,814	0,195	0,894	0,000000000	0,000000000	4,000
	3	3	0	2,286	0,360	0,623	0,000000000	1,571	2,714
Rationale 3	1	18	0	2,417	0,141	0,600	0,000000000	1,000	3,250
	2	21	0	2,869	0,205	0,941	0,000000000	0,000000000	4,000
	3	3	0	2,417	0,333	0,577	0,000000000	1,750	2,750
Cultural content	1	18	0	2,3915	0,0989	0,4195	0,000000000	1,3333	3,0000
	2	21	0	2,714	0,173	0,793	0,000000000	1,000	4,000
	3	3	0	2,000	0,360	0,623	0,000000000	1,286	2,429

Variable	Informant	N	N*	Mean	SE	Mean	StDev	Minimum	Maximum
Cultural content3	1	18	0	2,247	0,118	0,501	0,501	1,250	3,200
	2	21	0	2,657	0,189	0,868	0,868	1,000	4,000
	3	3	0	1,867	0,240	0,416	0,416	1,400	2,200
Cultural content 1-2	1	18	0	2,750	0,123	0,522	0,522	1,500	3,500
	2	20	1	2,850	0,185	0,829	0,829	1,000	4,000
	3	3	0	2,333	0,667	1,155	1,155	1,000	3,000
Knowledge	1	18	0	2,044	0,123	0,522	0,522	1,100	2,900
	2	21	0	2,361	0,175	0,804	0,804	1,000	4,000
	3	3	0	2,033	0,219	0,379	0,379	1,600	2,300
Attitudes	1	18	0	2,287	0,156	0,661	0,661	0,667	3,000
	2	21	0	2,587	0,172	0,790	0,790	1,167	4,000
	3	3	0	2,222	0,611	1,058	1,058	1,000	2,833
Intercultural Awareness	1	18	0	2,389	0,103	0,439	0,439	1,500	3,000
	2	21	0	2,571	0,184	0,841	0,841	1,000	4,000
	3	3	0	1,667	0,333	0,577	0,577	1,000	2,000
Culture and Language	1	18	0	1,870	0,163	0,690	0,690	0,250	2,750
	2	21	0	2,333	0,201	0,920	0,920	0,750	4,000
	3	3	0	1,583	0,363	0,629	0,629	1,000	2,250

APPENDIX 12

The distribution of the percentages of the average results obtained from two raters and the researcher in Communicative Language Competences Scale and the Intercultural Competences Scale

TEACHING MATERIAL EVALUATION: COMMUNICATIVE LANGUAGE COMPETENCES SCALE

(Coursebook, Workbook, Audio Cassettes/CDs)

A. LINGUISTIC COMPETENCES

	0	1	2	3	4	SUM TOTAL
a) Lexical competence (knowledge of, and ability to use, the vocabulary of a language)						
1) To what extent is it identified in HİTİT 2 which lexical elements the learner will need/ be equipped/be required to recognise and/or use at this level? Please tick for each item below.						
1a) fixed expressions (greetings, proverbs, idioms, etc.)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1b) open word classes (noun, adjective, verb, adverb)	3			0		3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)	3			0		3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2) To what extent are these identified lexical elements taught in HİTİT 2? Please tick for each item below.						
2a) fixed expressions (greetings, proverbs, idioms, etc.)			3			3
%	0,00%	0,00%	100,00%	0,00%	0,00%	100,00%
2b) open word classes (noun, adjective, verb, adverb)			3	0		3
%	0,00%	0,00%	100,00%	0,00%	0,00%	100,00%
2c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)			2	0	1	3
%	0,00%	0,00%	66,67%	0,00%	33,33%	100,00%
3) To what extent are these lexical elements selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.						
3a) fixed expressions (greetings, proverbs, idioms, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3b) open word classes (noun, adjective, verb, adverb)			2	1		3
%	0,00%	0,00%	66,67%	33,33%	0,00%	100,00%

3c) closed word classes (pronouns, conjunctions, affixes, question words, etc.)				3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%

	0	1	2	3	4	SUM TOTAL
b) Grammatical competence (knowledge of, and ability to use, the grammatical structures of a language)						
1) To what extent is it identified on which theory of grammar the work in HiTIT 2 has been based?	1	2				3
%	33,33%	66,67%	0,00%	0,00%	0,00%	100,00%
2) To what extent is it identified which grammatical groups below will be handled at this level in HiTIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
2a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2c) grammatical classes (conjugations, declensions, open and closed word classes)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2f) grammatical relations (government, concord, valency, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
3) To what extent are these identified grammatical groups taught in HiTIT 2? Please tick for each item below.						
3a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)			2	1		3
%	0,00%	0,00%	66,67%	33,33%	0,00%	100,00%
3b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)				2	1	3
%	0,00%	0,00%	0,00%	66,67%	33,33%	100,00%
3c) grammatical classes (conjugations, declensions, open and closed word classes)			3	0		3
%	0,00%	0,00%	100,00%	0,00%	0,00%	100,00%
3d) grammatical structures (simple and complex structures, phrases, clause		1	1		1	3

structures, etc.)						
%	0,00%	33,33%	33,33%	0,00%	33,33%	100,00%
3e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)			0	3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
3f) grammatical relations (government, concord, valency, etc.)		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
4) To what extent are these grammatical groups selected and ordered in accordance with the aim and level in HiTIT 2? Please tick for each item below.						
4a) grammatical elements (morphs, morphemes, roots and affixes, words, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
4b) grammatical categories (number, case, gender, abstract/concrete, tense inflection, aspect, etc.)				3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
4c) grammatical classes (conjugations, declensions, open and closed word classes)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
4d) grammatical structures (simple and complex structures, phrases, clause structures, etc.)				3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
4e) grammatical processes (nominalisation, affixation, suppletion, gradation, transposition, transformation, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
4f) grammatical relations (government, concord, valency, etc.)		1		2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
5) To what extent is it identified which morphological elements and processes below will be handled at this level in HiTIT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
5a) roots, stems, affixes	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5b) inflectional affixes	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5c) derivational affixes	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5d) word forming affixes (simple, complex, compound words)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%

5e) irregular and exceptional forms	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
6) To what extent are these identified morphological elements and processes taught in HİTİT 2? Please tick for each item below.						
6a) roots, stems, affixes		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
6b) inflectional affixes			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
6c) derivational affixes		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
6d) word forming affixes (simple, complex, compound words)		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
6e) irregular and exceptional forms		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%

	0	1	2	3	4	SUM TOTAL
c) Semantic competence (the learner's awareness and control of the organisation of meaning)						
1) To what extent is it identified which kinds of semantic relation below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
1a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2) To what extent are these identified kinds of semantic relation taught in HİTİT 2? Please tick for each item below.						
2a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
2b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)			0	3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%

2c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)			0	3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
2d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	1		2	0		3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
3) To what extent are these kinds of semantic relation selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below..						
3a) lexical semantics 1: relation of word to general context (reference, connotation, cohesion, coherence, etc.)		1	0	2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
3b) lexical semantics 2: interlexical relations (synonymy/antonymy, hyponymy, collocation, etc.)			0	3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
3c) grammatical semantics: the meaning of grammatical elements, categories, structures and processes)			0	3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
3d) pragmatic semantics: logical relations such as entailment, presupposition, implicature, inference, paraphrasing, etc.)	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%

	0	1	2	3	4	SUM TOTAL
d) Phonological competence (knowledge of, skill in the perception and production of the sounds and phonetic features of a language)						
1) To what extent is it identified which phological and phonetic elements/skills below will be handled at this level in HİTİT 2 and what the learners are equipped/required to handle under each group? Please tick for each item below.						
1a) phonemes of the language	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1b) distinctive features (voicing, rounding, nasality, plosion, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%

2) To what extent are these phological and phonetic elements/skills taught in HİTİT 2? Please tick for each item below.						
2a) phonemes of the language	1	0		2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
2b) distinctive features (voicing, rounding, nasality, plosion, etc.)	1	0		2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
2c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)		2	1			3
%	0,00%	66,67%	33,33%	0,00%	0,00%	100,00%
2d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	1	1	1			3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
2e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)		0	1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3) To what extent are these phological and phonetic elements/skills selected and ordered in accordance with the aim and level in HİTİT 2? Please tick for each item below.						
3a) phonemes of the language	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
3b) distinctive features (voicing, rounding, nasality, plosion, etc.)	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
3c) the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones, etc.)		1	1	1		3
%	0,00%	33,33%	33,33%	33,33%	0,00%	100,00%
3d) sentence phonetics [prosody] (sentence stress and rhythm, intonation, etc.)	1	1	0	1		3
%	33,33%	33,33%	0,00%	33,33%	0,00%	100,00%
3e) phonetic reduction (vowel reduction, strong and weak forms, assimilation, elision, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
4) To what extent are phonetic accuracy and fluency an early learning objective in HİTİT 2?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
5) To what extent are phonetic accuracy and fluency developed as a longer term objective in HİTİT 2?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
6) To what extent are these phonetic accuracy and fluency objectives presented in HİTİT 2?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%

	0	1	2	3	4	SUM TOTAL
e) Orthographic / Orthoepic competence (knowledge of, and skills in the perception and production of written and spoken texts)						
1) To what extent are the orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties of language identified at this level in HiTIT 2?	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2) To what extent are these spoken and written varieties of language taught in HiTIT 2?	1	0	2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
3) To what extent are the needs of learners to convert text from spoken to written form and vice versa met in HiTIT 2?	1		2	0		3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%

B. SOCIOLINGUISTIC COMPETENCE

(knowledge and skills required to deal with the social dimension of language use)

	0	1	2	3	4	SUM TOTAL
1) To what extent is it aimed at this level in HiTIT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.						
1a) choice of greetings	2		1	0		3
%	66,67%	0,00%	33,33%	0,00%	0,00%	100,00%
1b) choice of address forms	2		1	0		3
%	66,67%	0,00%	33,33%	0,00%	0,00%	100,00%
1c) conventions for turntaking	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1d) use and choice of expletives	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2) To what extent are these aimed expressions taught in HiTIT 2? Please tick for each item below.						
2a) choice of greetings			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
2b) choice of address forms			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
2c) conventions for turntaking	1	0	2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%

2d) use and choice of expletives	1		1			2
%	50,00%	0,00%	50,00%	0,00%	0,00%	100,00%
3) To what extent is it identified at this level in HİTİT 2 which politeness conventions the learners should need/be equipped/be required to recognise and use?	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
4) To what extent are these politeness conventions taught in HİTİT 2?		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
5) To what extent is it identified at this level in HİTİT 2 which forms of politeness the learners should need/be equipped/be required to recognise and use?	2		1			3
%	66,67%	0,00%	33,33%	0,00%	0,00%	100,00%
6) To what extent are these forms of politeness taught in HİTİT 2?		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
7) To what extent is it aimed at this level in HİTİT 2 what sociolinguistic features below the learners should need/be equipped/be required to recognise and use under each group? Please tick for each item below.						
7a) proverbs	1	1	1		0	3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
7b) expressions of folk wisdom	2	1		0		3
%	66,67%	33,33%	0,00%	0,00%	0,00%	100,00%
7c) clichés	1	1	1		0	3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
7d) idioms	1	1		1	0	3
%	33,33%	33,33%	0,00%	33,33%	0,00%	100,00%
8) To what extent are these expressions taught in HİTİT 2? Please tick for each item below.						
8a) proverbs		1	2		0	3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
8b) expressions of folk wisdom	1	1	1	0		3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
8c) clichés		1	2		0	3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
8d) idioms		1	1	1	0	3
%	0,00%	33,33%	33,33%	33,33%	0,00%	100,00%
9) To what extent is it identified at this level in HİTİT 2 which registers the learners should need/be equipped/be required to recognise and use?	2		0			2
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
10) To what extent are these registers taught in HİTİT 2?		1	1	0		2
%	0,00%	50,00%	50,00%	0,00%	0,00%	100,00%

11) To what extent is it identified at this level in HiTIT 2 which social groups in the following communities the learners should need/be equipped/be required to recognise by their use of language? Please tick for each item below.						
11a) in Turkish community	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
11b) in an international community	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
12) To what extent are these features taught in HiTIT 2? Please tick for each item below.						
12a) in Turkish community		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
12b) in an international community	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%

C. PRAGMATIC COMPETENCE

(knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'), used to perform communicative functions ('functional competence') and sequenced according to interactional and transactional schemata ('design competence'))

	0	1	2	3	4	SUM TOTAL
1) To what extent is it identified at this level in HiTIT 2 what discourse features the learners are equipped/required to control in order to form meaningful and acceptable utterances? Please tick for each item below.						
1a) thematic organisation	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1b) coherence and cohesion	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1c) logical ordering	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1d) style and register	3			0		3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1e) rhetorical effectiveness	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1f) the co-operative principle (quality, quantity, relevance, manner)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
1g) knowledge of how written and spoken texts are formed	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
2) To what extent are these discourse features taught in HiTIT 2? Please tick for each item below.						
2a) thematic organisation	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%

2b) coherence and cohesion	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
2c) logical ordering	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
2d) style and register	1	1	1			3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
2e) rhetorical effectiveness	1	1	1			3
%	33,33%	33,33%	33,33%	0,00%	0,00%	100,00%
2f) the co-operative principle (quality, quantity, relevance, manner)	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
2g) knowledge of how written and spoken texts are formed	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
3) To what extent is it identified at this level in HİTİT 2 which macrofunctions the learners are equipped/required to produce? (<i>Macrofunctions</i> are categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences,, for example, description, narration, commentary, exposition, explanation, argumentation, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
4) To what extent are these macrofunctions taught in HİTİT 2?		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
5) To what extent is it identified at this level in HİTİT 2 which microfunctions the learners are equipped/required to produce? (<i>Microfunctions</i> are categories for the functional use of single (usually short) utterances, usually as turns in an interaction.) Please tick for each item below.						
5a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)	3			0		3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)	3			0		3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)	3			0		3

%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5e) structuring discourse (opening, turntaking, closing, etc.)	3		0			3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
5f) communication repair	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
6) To what extent are these microfunctions taught in HiTiT 2? Please tick for each item below.						
6a) imparting and seeking factual information (identifying, reporting, correcting, asking, answering, etc.)			3			3
%	0,00%	0,00%	100,00%	0,00%	0,00%	100,00%
6b) expressing and finding out attitudes (agreement/disagreement, knowledge/ignorance, remembering/forgetting, probability, certainty, obligation, necessity, volition, preference, emotions, apologies, approval, regret, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
6c) suasion (suggestion, request, warning, advice, encouragement, asking help, invitation, offer, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
6d) socialising (attracting attention, addressing, greeting, introduction, leave-taking, etc.)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
6e) structuring discourse (opening, turntaking, closing, etc.)	1		1	1		3
%	33,33%	0,00%	33,33%	33,33%	0,00%	100,00%
6f) communication repair	1		1	1		3
%	33,33%	0,00%	33,33%	33,33%	0,00%	100,00%
7) To what extent is it identified at this level in HiTiT 2 according to what principles macro- and microfunctions are selected and ordered?	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
8) To what extent are these macro- and microfunctions selected and ordered accordingly at this level in HiTiT 2?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
9) To what extent is it identified at this level in HiTiT 2 what interaction schemata are needed by required of the learners? (asking-answering, statement-agreement/disagreement, request/offer/apology-acceptance/non-acceptance, greeting-response, etc.)	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
10) To what extent is it identified at this level in HiTiT 2 what interaction schemata are assumed to be controlled by the learners and which to be taught to the	3	0				3

learners?						
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
11) To what extent are these interaction schemata taught in HITIT 2?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
12) To what extent is it identified at this level in HITIT 2 how qualitative progress in the pragmatic component can be characterised?	3	0				3
%	100,00%	0,00%	0,00%	0,00%	0,00%	100,00%
13) To what extent are these criteria of qualitative progress in the pragmatic component presented in HITIT 2?	1		2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%

TEACHING MATERIALS EVALUATION GUIDE: INTERCULTURAL COMPETENCES SCALE

(Coursebook, Workbook, Audio Cassettes/CDs)

A. RATIONALE: AIMS, GOALS AND INTERESTS OF THE TEACHING MATERIALS

	0	1	2	3	4	SUM TOTAL
1) To what extent are the aims and goals of HITIT 2 geared to the conceptual framework of the students (as determined by their age, social class, cultural background)?		1	0	2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
2) To what extent do the aims and goals of HITIT 2 correspond to the needs and goals of the students?			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3) To what extent do HITIT 2 cover a variety of topics suitable to the interests of the students, as determined by						
3a) their age (the appropriateness of the topics to the target age group)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3b) sex (female/male) (whether the topics address to both sexes)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3c) environment (whether the topics exemplify both rural and urban life)	0	0	1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
3d) social setting (whether the topics exemplify characters coming from different social setting such as middle class, working class, etc.)		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
4. To what extent is the goal of the cultural instruction stated (for example, if it is primary to other goals, give a 3 or 4, if secondary, give a 1 or 0)?		2	1	0		3
%	0,00%	66,67%	33,33%	0,00%	0,00%	100,00%

B. CULTURAL CONTENT

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 reflect the cultural character of Turkish community (for example, if they also include negative or problematic social or cultural aspects, give a 3 or 4, but if they only incorporate tourism-oriented situations, give a 1 or 0 depending on the amount and type of information)?		1		2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
2) To what extent is the cultural content integrated in the course (for example, if it is presented in context, give a 3 or 4, if only as isolated facts, give a 1 or 0)?		1		2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
3) To what extent are the characters in HİTİT 2 representative of Turkish culture with regard to,						
3a) their age (are characters from all age groups represented?)		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
3b) their social class (are different social classes exemplified?)		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
3c) their interests (are the interests of Turkish people represented?)	0	1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
3d) their mentality (towards incidents, situations, etc.?)		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
3e) their family life (is the traditional Turkish family represented?)			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%

C. PRESENTATION OF CONTENT: KNOWLEDGE

	0	1	2	3	4	SUM TOTAL
1) To what extent is the historical perspective present in HİTİT 2 to explain the national identity of Turkish language culture?				3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
2) To what extent is the geographical perspective present HİTİT 2 to explain certain features of the national character of Turkish language culture?				3		3
%	0,00%	0,00%	0,00%	100,00%	0,00%	100,00%
3) To what extent are the ideological (political, religious, etc.) perspectives of Turkish language culture taken into consideration in HİTİT 2?		2	1			3
%	0,00%	66,67%	33,33%	0,00%	0,00%	100,00%

4) To what extent do HİTİT 2 offer insight into the creative arts of Turkish language culture?			3			3
%	0,00%	0,00%	100,00%	0,00%	0,00%	100,00%
5) To what extent do HİTİT 2 offer insight into a variety of cultures (for example, immigrants, ethnic groups, etc.)?	1	0	2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
6) To what extent do HİTİT 2 offer insight into a variety of subcultural groups (for example, professions)?		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
7) To what extent do HİTİT 2 offer insight into the socially acceptable or taboo topics of Turkish language culture?	1	0	2			3
%	33,33%	0,00%	66,67%	0,00%	0,00%	100,00%
8) To what extent do HİTİT 2 offer insight into the cultural/racial/gender stereotypes?			2	1		3
%	0,00%	0,00%	66,67%	33,33%	0,00%	100,00%
9) To what extent do HİTİT 2 offer insight into the students' own culture?			1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
10) To what extent do HİTİT 2 offer insight into socio-political problems of Turkish language culture (unemployment, pollution, etc.)?		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%

D. PRESENTATION OF CONTENT: ATTITUDES

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 develop tolerance towards other people coming from a different culture?		1		2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
2) To what extent do HİTİT 2 develop empathy towards other people coming from a different culture?		1		2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%
3) To what extent do HİTİT 2 challenge the students' existing stereotypes?		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
4) To what extent do HİTİT 2 develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	1		0	2		3
%	33,33%	0,00%	0,00%	66,67%	0,00%	100,00%
5) To what extent do HİTİT 2 encourage curiosity about the other culture(s)?	0	0	1	2		3
%	0,00%	0,00%	33,33%	66,67%	0,00%	100,00%
6) To what extent do HİTİT 2 prepare students to behave adequately when in contact with the members of other culture(s)?		1	0	2		3
%	0,00%	33,33%	0,00%	66,67%	0,00%	100,00%

E. PRESENTATION OF CONTENT: INTERCULTURAL AWARENESS

	0	1	2	3	4	SUM TOTAL
1) To what extent do HİTİT 2 encourage students to compare the foreign culture with their own (namely, to observe and analyse similarities and differences between their own and the foreign culture)?		1	2	0		3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
2) To what extent do HİTİT 2 offer mutual representations, images and stereotypes of the students' own and the foreign culture?		1	1			2
%	0,00%	50,00%	50,00%	0,00%	0,00%	100,00%

F. PRESENTATION OF CONTENT: CULTURE AND LANGUAGE

	0	1	2	3	4	SUM TOTAL
1) To what extent does the cultural context of HİTİT 2 develop students' awareness of different linguistic means to express their attitudes?		1	2			3
%	0,00%	33,33%	66,67%	0,00%	0,00%	100,00%
2) To what extent do HİTİT 2 develop students' awareness of the different paralinguistic means (such as gestures and mimics, facial expressions and tone of the voice) to express their attitudes?		1	1	1		3
%	0,00%	33,33%	33,33%	33,33%	0,00%	100,00%
3) To what extent do HİTİT 2 teach the register appropriate to the students' needs (for example, if mostly formal-informal, slang, regional idioms, etc. are presented, give a 3 or 4, if mostly standard language use is presented, give a 1 or 0)?		2	1			3
%	0,00%	66,67%	33,33%	0,00%	0,00%	100,00%
4) To what extent is the material used in the texts, exercises, tapes, etc., authentic? (for example, if mostly materials taken from newspapers, radio and television programs are presented, give a 3 or 4, if mostly fictitious materials prepared for special needs are presented, give a 1 or 0)		2	1	0		3
%	0,00%	66,67%	33,33%	0,00%	0,00%	100,00%

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Serpil Şahin Gönül
Doğum Yeri ve Tarihi : Hollanda, 12.11.1969

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi, Edebiyat Fakültesi, İngiliz Dilbilimi (1993)

Yüksek Lisans : Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dilbilimi (1997)

Bildiği Yabancı Diller : İngilizce (Yüksek), İtalyanca (Temel)

Bilimsel Faaliyetleri :

- Biçembilim üzerine araştırma ve çalışmalar,
- Kültürlerarası İletişimsel Yeterlilik üzerine araştırma ve çalışmalar,
- Dil öğretiminde materyal ve sınav geliştirme konusunda araştırma ve çalışmalar,
- Özel amaçlı İngilizce öğretimi ile ilgili araştırma ve çalışmalar yapmaktayım
- Dil öğretimini desteklemek ve teşvik etmek amacıyla Türk Ulusal Ajansı koordinatörlüğünde hazırlanan Avrupa Birliği Eğitim ve Kültür Programları çalıştaylarına, seminerlerine hem dinleyici hem de sunucu olarak katıldım
- Aynı amaçla Avrupa Birliği Eğitim ve Kültür Programları tarafından yurtdışında düzenlenen seminerlere katıldım
- Ankara Üniversitesi TÖMER adına Avrupa Birliği Eğitim ve Kültür Programları çerçevesinde Lingua 1 ve 2, Leonardo da Vinci B tipi Dil Yeterlilikleri

çerçevesinde proje teklifi hazırladım

İş Deneyimi

Stajlar

:

- Pedagojik formasyon derslerini bitirme stajımı 1993 yılında Gazi Anadolu Lisesi'nde yaptım.

Projeler

:

- Avrupa Birliği Eğitim ve Kültür Programları Leonardo Dil Yeterlilikleri çerçevesinde Avusturya Viyana Üniversitesi'nin koordinatörlüğünü yaptığı LANCELOT – Sertifikalı Öğretmenlerden Canlı Çevrimiçi Dil Öğretimi projesinde ortak kurumlardan Ankara Üniversitesi TÖMER adına çalışmaktayım.

Çalıştığı Kurumlar

: Ankara Üniversitesi TÖMER
(06.08.1993'den beri)

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Tarih

: 11.06.2007

