AN EXPLORATORY STUDY ON ISOLATED VERSUS INTEGRATED FORM-

FOCUSED INSTRUCTION AT THE PRIMARY LEVEL IN AN EFL CONTEXT

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An Exploratory Study on Isolated versus Integrated Form-Focused Instruction

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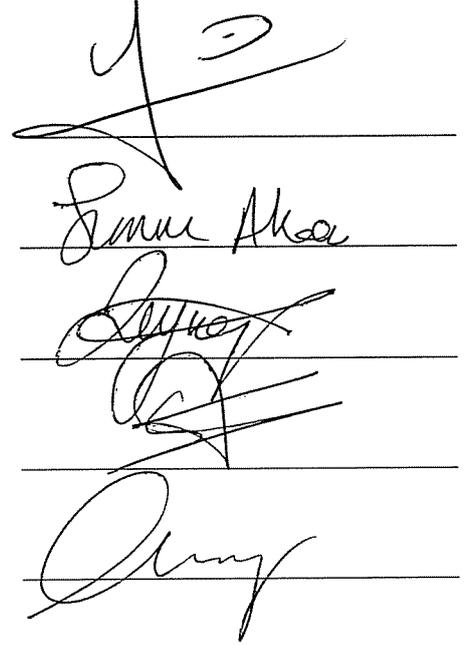The thesis of Zennure Elgün

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Thesis Abstract

Zennure Elgün, "An Exploratory Study on Isolated versus Integrated Form-Focused Instruction at the Primary Level in an EFL Context"

The present study explores the role of integrated versus isolated FFI on the L2 vocabulary and grammar development and writing development of language learners at the primary level in Turkey. It also investigates the students' attitudes towards integrated and isolated FFI at primary level. Content based language instruction (CBI) and form-focused instruction (FFI) have been investigated extensively in contexts such as English as a second language. However, there is not much research carried out about integrating or isolating form-focused and meaning-focused practice in an EFL context.

The study was a quasi-experimental research design in which 120 students participated from two private primary schools in Turkey. One of these schools implemented integrated FFI while the other one implemented isolated FFI in language lessons. Two KET exams (as pre- and post-tests) and two essays were used to measure the L2 vocabulary and grammar development of the participants. Their essays were also used to measure their L2 writing development. In addition, the students' attitudes towards the two instructional methods were investigated.

The results showed that the group instructed through integrated FFI performed better than the other group in all measurements. In addition, it was found that the students expressed a preference for integrated FFI in general.

Tez Özeti

Zennure Elgün, "İlköğretim Düzeyinde İngilizcenin Yabancı Dil Olarak Öğretildiği

Ortamda İçerik ve Dilbilgisini Birlikte veya Ayrı Şekilde Öğreten Yöntemler

Üzerine Bir Araştırma"

Bu çalışma, içerik ve dilbilgisini bir arada veya ayrı bir şekilde öğreten yöntemlerin,

Türkiye'de ilköğretim düzeyindeki öğrencilerin yabancı dildeki kelime ve dilbilgisini

öğrenmeleri ve yazma becerileri üzerindeki rolünü araştırmaktadır. Bu çalışma, aynı

zamanda ilköğretim düzeyindeki öğrencilerin söz konusu yabancı dil öğretme

yöntemlerine karşı tutumlarını da araştırmaktadır. Konu odaklı ve dilbilgisi odaklı

öğretim yöntemleri, İngilizcenin ikinci dil olarak öğretildiği ortamlarda yaygın bir

şekilde araştırılmıştır. Ancak, İngilizcenin yabancı dil olarak öğretildiği ortamlarda,

dilbilgisi odaklı ve konu odaklı öğretim yöntemlerini bir arada veya ayrı bir şekilde

sunan öğretim yöntemleri üzerinde çok fazla araştırma yapılmamıştır.

Bu çalışma, Türkiye'deki iki özel okuldan 120 öğrencinin katıldığı yarı-

deneysel bir çalışmadır. Okullardan biri içerik ve dilbilgisini birlikte öğreten

yöntemi, diğeri ise içerik ve dilbilgisini ayrı bir şekilde öğreten yöntemi

uygulamıştır. Katılımcıların yabancı dildeki kelime ve dilbilgisine ilişkin bilgilerini

ölçmek için, iki KET sınavı (ön-test ve son-test olarak) ve katılımcıların yazdığı iki

kompozisyon kullanılmıştır. Katılımcıların kompozisyonları, aynı zamanda yazma

becerilerindeki gelişmeyi ölçmek amacıyla da kullanılmıştır. Ayrıca, öğrencilerin söz

konusu öğretim yöntemleriyle ilgili tutumları da incelenmiştir.

Çalışmanın sonuçları, dilbilgisi ve içeriğin birlikte öğretildiği grubun diğer

gruptan bütün ölçümlerde daha yüksek puanlar aldığını ortaya koymuştur. Ayrıca,

öğrenciler genel olarak, dil ve içeriğin birlikte öğretildiği yöntemi tercih etmişlerdir.

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CHAPTER 1

INTRODUCTION

Language instruction organized around a curricular content is claimed to provide optimal conditions for second language learning as it enables learners to improve both their subject matter knowledge and language skills effectively (Mohan, 1986; Crandall, 1987; Brinton, Snow & Wesche, 1989; Met, 1991). Content-based instruction (CBI) is one of the instructional designs depending on the integration of content and language instruction. CBI is based on the principle that language learning occurs when learners are exposed to meaningful samples of language and input in purposeful contexts while they are focusing on content. The curriculum for CBI is derived from the subject matter rather than forms, functions, situations or skills (Stryker & Leaver, 1997). It makes use of authentic texts and materials in real-life contexts and provides a learner-centred instruction. There are two basic reasons for the effectiveness of the language and content integrated instruction: one is that when learners are engaged in meaning-focused activities, they are also provided with interesting resources which motivate them to learn content and language together. Thus, language becomes a medium for learning content and for meaningful, purposeful communication. The second reason is that content and language integration enables the learners to improve their content knowledge and language skills simultaneously (Alptekin, Erçetin & Bayyurt, 2007). CBI does not focus on language separately from content and it does not postpone the content instruction and the conceptual development of the language learners until they have learned certain language forms. In CBI settings, cognitive and linguistic factors develop at the same

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time as learners are provided with language that is appropriate for the content of the lesson. CBI does not focus on language as a subject of study and content is not considered as a means through which language forms are practiced. Instead, CBI has the basic objective of improving language learners' content knowledge and language proficiency simultaneously rather than sequentially. When content and language are integrated language learners are provided with the opportunity to construct meaning both conceptually and linguistically (Wesche & Skehan, 2002). The reason for providing instruction in subject matter is to enable learners to improve their content knowledge and language skills as a whole and to help them adapt to the conditions of a target language-medium program or workplace (Cantoni-Harvey, 1987). CBI classes do not only involve the integration of language and content, they also involve the modification and adaptation of language and content materials according to language learners' proficiency levels in order to provide comprehensibility for content learning (Short, 1991).

In CBI settings, each lesson is also a language lesson; therefore, learners are provided with opportunities to improve different aspects of their language skills. Language skills are distinguished into two by Cummins (1980) as basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to the language proficiency learners develop in order to deal with daily interpersonal communicative activities. The contextual clues and paralinguistic features facilitate interaction and comprehension. BICS is associated with context-embedded and cognitively-undemanding language tasks. On the other hand, Cummins (1980) indicates that CALP involves language proficiency in context-reduced, cognitively-demanding and formal features of language which learners deal

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with outside their immediate interpersonal context. CALP involves the knowledge about language rules, metalinguistic knowledge and the formal language that learners develop for academic and formal contexts (see Figure 1).

Cognitively
Demanding

III
Talking about natural events, such as volcano eruptions or warming-up trends in the poles, affecting global weather circumstances.

IV
Talking about sand storms on Mars.

CALP

Context   Context
Embedded   Reduced

I   II

Talking about the local weather with a friend who I met in İstanbul

Talking about the weather in Budapest at this time of the year with a Hungarian national

BICS

Cognitively
Undemanding

Fig. 1: Sample language tasks for Cummins' two dimensional language proficiency framework (Bayyurt & Alptekin, 2000: 5).

Cummins (1980) puts forward a dichotomy about *context-embedded* and *context-reduced* aspects of language tasks (see Figure 1). Context-embedded language tasks are based on paralinguistic and contextual clues such as realia, gestures and intonation. The context-embedded dimension of language tasks is used during face-to-face communication and it often involves having common and mutual efforts,

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knowledge and experience. Therefore, this dimension is related more to BICS. The context-reduced dimension of language proficiency refers to the learners' ability to deal with the formal, complex and abstract aspects of language. Learners need to get the meaning from the language they are exposed to and they need to understand what they hear or read without any contextual help for comprehension. The context-reduced type of language proficiency is related to the cognitive growth of language learners and it affects their success in academic contexts (Chamot & O'Malley, 1987; Crandall, 1987).

Another dichotomy proposed by Cummins (1980) is about the cognitive demands of language tasks. Cummins distinguishes language tasks as *cognitively demanding* and *cognitively undemanding* tasks (see Figure 1). Cognitively demanding tasks require higher mental processes like analysis, synthesis and evaluation. Cognitively undemanding tasks involve lower mental processes such as comprehension. According to Cummins (1981), the cognitive demand of a task depends on external and internal factors. External factors are related with the complexity of a task. For instance, writing an essay about the history of a country is much more difficult than writing a short invitation card to a friend. Internal factors are related to the background knowledge (schema knowledge) learners need in order to carry out classroom tasks. That is, if learners have required background knowledge about a particular task, they do not have to spend much effort in understanding what they have to do in order to carry out a task and they can achieve a task more easily. For instance, talking about a football match would be much easier for a learner who has already watched it in comparison to those who have not had such an experience. In addition to the background knowledge, learners' language

proficiency is also an important internal factor affecting the cognitive demands of the tasks (Cummins 1981). For instance, language learners may have enough background knowledge about a task; however, they may not achieve that task if their language proficiency is insufficient.

Cummins' language proficiency framework has important implications for planning CBI tasks as its basic objective is learners' conceptual and linguistic development. Students may be introduced to context-embedded and cognitively undemanding tasks (quadrant I) particularly in the initial stages; then, they may be expected to move on towards context-reduced and cognitively demanding tasks (quadrant IV) in later stages (Bayyurt & Alptekin, 2000). Language teachers can make modifications in the cognitive demands and contextual features of the tasks considering learners' linguistic and cognitive development. For instance, if learners have difficulty in dealing with a particular task, the teacher may provide more contextual clues for learners or s/he may decrease the level of cognitive demand of the task. Content-integrated language instruction puts the emphasis on cognitively demanding tasks and tries to improve learners' critical thinking skills and higher order thinking skills such as analysis, synthesis and evaluation (Met, 1991). The integration of content into language makes tasks more demanding and context-embedded; therefore, students are encouraged to develop higher order thinking skills (such as analyzing and synthesizing), going beyond just description and identification (Met, 1991).

Besides involving content objectives in order to foster the conceptual growth of language learners, content-based programs also have language objectives. Snow, Met and Genesee (1989) proposed a conceptual framework about the language

objectives of CBI classes. These objectives are classified as *content-obligatory* and *content-compatible* objectives. Content-obligatory objectives refer to language (such as knowledge of vocabulary items or language functions such as narrating, asking questions) required for comprehending content. Without that obligatory and pre-requisite language, it is not possible for language learners to master content objectives. For example, in order to talk about weather conditions, some terms such as rain, snow or cold are essential as it is not possible to talk about weather without knowing those terms (Işık, 1999). On the other hand, content-compatible language objectives are not essential or required for comprehending the subject matter; the subject matter can be learnt without knowing the vocabulary, grammar or language functions involved in the content-compatible language objectives. However, this knowledge of vocabulary, grammar or language functions can be taught through content-based activities and they can be learnt as a natural outcome of content-centred activities (Met, 1991). For instance, students can learn what to wear in different weather conditions as a content-compatible language objective. This framework, consisting of content-obligatory and content-compatible objectives implies that language and content teachers need to cooperate in order to achieve not only the content objectives but also the language objectives. Through collaboration, the content-obligatory language required for the comprehension of content can be specified and focused on during language classes, creating appropriate conditions for the success of CBI programs (Snow, Met, & Genesee, 1989).

Content and language integration in content-based programs provides meaningful context for language learning as learners are expected to use language as a means of communication in a purposeful manner. This situation increases the

motivation and interest of the language learners as through content integration they are also given the chance to bring their own experiences, expertise and background knowledge into classrooms. Giving learners the opportunity to make use of their prior learning enables them to make connections between what they already know and what they are learning.

Studies carried out in content-based programs, particularly in immersion settings, pointed to the communicative strengths, improved comprehension skills and the fluency and confidence in second language production of immersion students. However, the following studies point out to these students' weaknesses in pronunciation, grammatical, lexical and sociolinguistic development in the second language (Harley, Cummins, Swain, & Allen, 1990; Spada & Lightbown, 2008; Lyster, 1987). Spada & Lightbown (2008) suggest that language teachers focusing exclusively on meaning, without any attention to language form, have observed that some language features never emerge in learners' language, and non-target forms persist even for years without a form-focused instruction. Therefore; it is suggested that form-focused instruction may enable learners to improve their knowledge and use of language features. The teachers need to have both language and content objectives. As a result; the basic question that arises about language teaching is how teachers can teach content while drawing attention to language forms at the same time. In order to find an answer to this question, Lyster (1998) refers to *proactive* and *reactive* approaches. The proactive approach implies planning lessons from a language perspective and contextualizing the lessons in relation to subject matter. This approach tries to make some specific language features more salient in the input and to enable the learners to use these features within a context. The reactive

approach refers to drawing learners' attention to language forms through interactional activities around a subject matter or by providing language support through corrective feedback (such as repetition of error, clarification requests). Through giving feedback during contextualized language lessons, teachers can make learners notice the relationship between language forms and their functions without interrupting meaningful interaction.

Research studies in the field of second language learning have been conducted mostly in immersion programs in Canada and the United States and most research has been carried out in the contexts where English is taught as second language. Previous research studies about content-based instruction have been generally descriptive and most of them compared the effects of CBI with grammar-focused instructional methods. Content-based language instruction has not been addressed much, particularly in an English as a Foreign Language (EFL) context. The present study has been conducted about CBI in an EFL context. However, instead of describing CBI classes or making a comparison between content-based and grammar-based instructional methods, this study explores two different instructional methods implemented in relation to content-based lessons at the primary level in an EFL context in Turkey. These instructional methods are called integrated and isolated form-focused instruction (FFI). The terms integrated and isolated form-focused instruction have been suggested by Spada & Lightbown (2008) as two different instructional methods that can be implemented in order to draw L2 learners' attention to language forms in second language teaching. It should be noted that both integrated FFI and isolated FFI take place in relation to the content-based and communicative activities. The difference between them is about

when and how learners' attention is drawn to the language forms. The integrated FFI refers to drawing learners' attention to language forms *during* communicative and content-based activities. The language forms to be focused on may be planned beforehand or they may occur incidentally during interaction. On the other hand, the isolated FFI refers to teaching a particular language feature *before* or *after* communicative activities. It should be noted that isolated FFI is different from grammar-based instruction. Traditionally, grammar-based instruction involves explicit, structured and sequential instruction of language forms and it often involves language drills and exercises carried out within a decontextulized setting and without any relation to content-based or communicative activities. However, the isolated FFI refers to teaching a language form in order to prepare students for a communicative and content-based activity or after an activitiy the students have had difficulty. That is, the isolated FFI is carried out in relation to the content-based and communicative activities. The isolated FFI "does not exclude communicative practice" (Spada & Lightbown, 2008:8). As the terms isolated and integrated FFI are relatively new terms in the field of foreign language teaching, the present study is one of the first studies carried about isolated and integrated FFI at the primary level in an EFL context. In addition, there are not any research studies which have investigated the students' attitudes towards isolated and integrated FFI in contexts where English is taught as a foreign language. Thus, the present study aims at exploring isolated and integrated FFI particularly in terms of vocabulary and grammar development and writing development at the primary level in an EFL context. It also investigates the students' attitudes towards isolated and integrated FFI again at the primary level in an EFL context. In addition to the brief definitions of isolated and integrated FFI

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used within the context of the present study, the operational definition of the content-based language instruction need to be provided as there are a variety of different models of CBI implemented in L2 teaching (e.g. theme-based model, sheltered model). The operational definition of CBI used within the context of this study involves the integration of content objectives with language objectives and the selected themes and topics provide the content for the language class. Language activities are carried out in a meaningful and contextualized way as they take their source from the themes and topics. Thus, the CBI implemented in the language classes which participated in the study had a theme-based CBI model, which is presented in more detail in literature review section. The basic difference between the schools was whether they implemented isolated or integrated FFI in relation to content-based instruction.

Before introducing the present study, Chapter 2 presents a review of the general theoretical basis of the study. It also involves previous research findings related to the present study. The focus of that chapter is basically on CBI as both isolated FFI and integrated FFI take place in relation to content-based language classes. Chapter 3 is about the methods and procedures implemented during the study. It gives information about the research context as well. Chapter 4 presents the findings of the study. Finally, in Chapter 5, the research findings are discussed and its implications and limitations are presented.

CHAPTER 2

LITERATURE REVIEW

Content-Based Language Instruction

Language teaching programs which basically focus on language development and ignore learners' cognitive and academic development until they reach a certain level of proficiency have been criticized for causing the students to fall behind their peers who attend a regular program integrating cognitive, academic and language skills. Students participating in a language-focused program have difficulty in attaining cognitive, academic and study skills which are prerequisites for a content course. Due to the difficulties experienced by students who focus only on language, an integrated way of language instruction has been suggested. The integrated approach emphasizes interaction, student participation, meaningful tasks and the cognitive, academic and linguistic development of learners within an integrated whole.

Content-based instruction is based on the integration of content objectives with language objectives. It is consistent with the idea that people learn a language by using it in real life situations rather than learning it first and using it later on (Brinton, Snow & Wesche, 1989; Cantoni-Harvey, 1987; Crandall, 1987). In CBI classes, course objectives, materials, activities and tasks are designed in accordance with the cognitive and affective needs of the learners and their language proficiency; thus, language is used as a medium for meaningful communication in authentic interactions (Leaver & Stryker, 1989).

The Emergence of Content-Based Instruction

Crandall (1987) suggests that the Bullock Report on English across the curriculum was the first movement from "the rhetorical, product-oriented writing class - divorced from other subject matter classes- toward an approach that views writing as an integral part of any course within the curriculum" (p.1). This movement in first language instruction has influenced second and foreign language instruction. The objectives of first language instruction shifted from "learning to write" and "learning to read" towards "writing to learn" and "reading to learn." Schools in Britain and North America responded positively to this idea and became the pioneers of content and language integrated approach. (Brinton et al., 1989). Widdowson (1988) suggested that English could be acquired through the medium of some other subjects, and this would provide a link between reality and the students' experience. In addition, it would enable the teachers to teach the language as a tool of communication and *use* rather than as *usage*. Flowerdew (1993) suggests that content-based instruction is a logical extension of English for Specific Purposes (ESP). Like CBI approaches, ESP aims at developing communicative abilities within a specific field and in interpersonal domains (Flowerdew, 1993). The goal of language instruction in ESP curricula is to provide access to texts, seminars, and lectures and to enable the students to understand the language of such fields as engineering science, technology, economics and medicine (Crandall, 1987).

The establishment of immersion programs in Canada and the United States influenced the growth of CBI programs (Met, 1991). In immersion models, the school curriculum is taught through the medium of a foreign language and therefore

the students learn the language through content. Brinton et al. (1989) indicate that immersion programs are effective from kindergartners to adolescents with an instruction that focuses on teaching subject matter through the medium of second language. Immersion results in high levels of functional ability in the second language with near-native proficiency in receptive skills in elementary and late immersion high school programs.

The focus on *proficiency* - particularly in the eighties - in foreign language development was another impetus for the content-based programs. In secondary and post-secondary schools, proficiency-oriented foreign language instruction emphasized using language for purposeful communication in real-life settings. Therefore, the isolated way of instruction in which language skills and knowledge were developed away from real-life uses had little role in meaningful foreign language learning (Met, 1991).

<div align="center">CBI Models</div>

Met (1999) demonstrates that different models of content-based instruction constitute a continuum along which the emphasis shifts between content and language (see Figure 2). At one end of the continuum, there are *content-driven* approaches with content-learning objectives, such as immersion, partial immersion and sheltered subject-area courses. At the other end of the continuum, there are *language-driven* approaches with language learning objectives, using content as a base for language practice. Wesche & Skehan (2002) also suggest a similar continuum with "strong" forms of CBI at one end and "weak" forms of CBI at the other end. The strong forms put the emphasis on the mastery of nonlinguistic subject

matter like Met's content-driven approaches and the weak forms of CBI put the emphasis on language learning similar to Met's language-driven approaches.

$$\longleftrightarrow$$

Content-driven					Language- driven
Total Partial Immersion		Sheltered courses	Adjunct	Theme-based courses	Language classes with frequent use of content
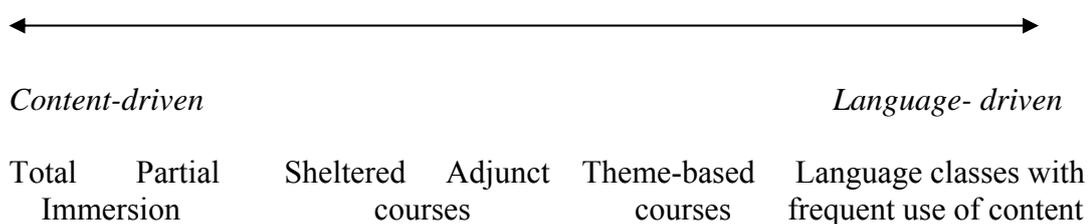
Fig. 2: Continuum for content integration into language teaching (Met, 1999)

According to Met's continuum, in content-driven instructional programs such as immersion classes, the focus is on content and the primary aim of these programs is to teach content in the second language. In language-driven programs, the basic purpose is to teach the second language and it is thought that content learning may occur incidentally. In language-driven programs, the teachers make use of content in order to enrich language instruction and content topics and tasks are determined based on the language teaching purposes. That is, the objectives of language curriculum determine how to integrate content into language instruction.

The basic objective of content-based instruction is to integrate language teaching aims with subject matter instruction using academic texts, tasks and techniques within a communicative setting. However, a number of different CBI approaches are present in practice in the field of foreign language teaching due to such factors as educational setting, program objectives and target population (Snow, 1991). There are basically four CBI models applied in the field of foreign language teaching:

Theme-Based Model

The theme-based model is a type of content-based instruction in which selected themes or topics provide the content for the language class. Language activities which follow the content material are extracted from these topics (Snow, 1991). In this model, topics and themes are taken as a source for language items or activities that are meaningful and contextualized.

A theme-based course can be organized in two ways: it may be organized either around several different topics or around one major topic which may be subdivided into more specialized topics. Stoller and Grabe (1997) put forward that theme-based courses are the most common models of CBI as a language instructor can work autonomously to conduct a theme-based course and theme-based courses do not require the language teacher to be a content expert.

Sheltered Model

The basic tenet of the sheltered model is that the second/foreign language students are separated from native speakers of the target language deliberately. The main purpose of the sheltered model is content instruction rather than language instruction. Students in sheltered classes follow a regular curriculum, and various instructional strategies, materials and techniques are used to adapt the instruction to the students' developing levels of second language proficiency (Snow, 1991; Crandall & Tucker, 1990).

Snow (1991) argues that sheltered courses offer language minority students an alternative to traditional ESL classes, which are often taught in isolation from the rest of the school curriculum. Sheltered courses enable students to have an access to

school subjects despite their limited English proficiency. The classes in this model can be offered not only by a content instructor adapting his/her instruction to learners' language needs and abilities, but also by a language teacher who has content knowledge.

<div align="center">Adjunct Model</div>

The adjunct model is a content-based approach in which students are enrolled in a language class and a content course concurrently. Although native and non-native English-speakers enroll in content and language courses concurrently, non-native ones are sheltered in language courses. Thus, they can reach the required language proficiency level through language courses and they are exposed to the authenticity of the academic demands in the content course. In the adjunct model, language and content instructors coordinate the objectives and assignments. The students' needs in the content class determine the activities of the language class; therefore, the language class becomes content-based (Snow, 1991). In the language classes, the students practice with language and synthesize information from the content courses. The focus in language classes is often on basic academic skills such as academic writing and reading (Snow & Brinton, 1988).

<div align="center">Immersion Programs</div>

The immersion model is the "prototypical" content-based approach (Snow, 2001). This model is "a form of bilingual education in which students who speak the language of the majority of the population receive part of their instruction through the medium of a second language and part through their first language" (Genesee, 1987: 1). The second language is the medium of instruction in the immersion

programs and there is a parallelism between the immersion curriculum and the local curriculum offered in the L1 (Johnson, 1997).

The immersion model has several variations as total and partial immersion programs depending on the amount of instruction in the foreign language. In the total immersion model, students receive the majority of their education through the medium of their second language. Furthermore; there are early, delayed and late immersion programs based on the grade in which the program begins. In early immersion, the foreign language is generally used for most or all academic instruction beginning in kindergarten or grade 1. In middle or delayed immersion, the foreign language instruction begins in the middle elementary grades. Late immersion programs begin at the end of elementary school or the beginning of secondary school (Snow, 1991). Although there are some variations of the immersion program, most of them share the same objectives: "grade-appropriate levels of primary language (L1) development, grade-appropriate levels of academic achievement, functional proficiency in the second/foreign language, an understanding of and appreciation for the culture of the target language group" (Cloud, Genesee & Hamayan, 2000: 5).

The Rationale of Content-Based Instruction

One of the most powerful arguments for integrating language and content instruction comes from research in second language acquisition. According to Krashen's Comprehensible Input Hypothesis (1985), second language acquisition occurs best when the learner receives comprehensible input instead of memorizing vocabulary items or doing grammar exercises. He proposed that methods which provide more comprehensible input would be more successful as "comprehensible subject-matter

teaching *is* language teaching." In content-based instruction, the main focus of the courses is on the subject matter, not the form, that is on "what is being said rather than how" it is said (Krashen, 1985: 62). When learners are provided with opportunities to use language as a medium for meaningful interaction, they can acquire L2 easily. In addition, comprehensible input which is close to the learners' proficiency level facilitates L2 acquisition (Crandall, 1993). Thus, one of the basic roles of teachers is to make the meaning contained in the content text comprehensible for the learners. This can be achieved through modifying input according to the second language learners' level of proficiency, designing lessons appropriate for the learners' needs and providing contextual cues about the meaning of the input (Flowerdew, 1993; Snow, 2001). As children have an intrinsic motivation to make sense of the world and to communicate with others, they try to understand and participate in meaningful and purposeful real-life activities, which increase their motivation and provide a "channel" for language learning for children. (Brinton et al., 1989; Met, 1991). Therefore, integrating language teaching with content for the tasks in a school setting provides purposeful and meaningful context – like real life context - for the students. The social and academic contexts provide resources for learning the language, so language itself becomes a medium for learning relevant context. (Swain, 1996). Met (1991: 282) argues that "the separation of language from learning, of language from thought, of language from meaning, of language from communication, can only undermine the effectiveness of language instruction." Therefore, content and language integrated instruction rejects the separation of language and content, which has been the case in grammar-oriented language teaching. Instead, CBI supports contextualized learning as it provides meaningful

and purposeful settings for learning. Students are taught useful language in integration with relevant discourse settings rather than as isolated bits and pieces. Contextualized language learning provides students with opportunities to use language in natural, purposeful contexts (Crandall et al., 1990).

Krashen (1982) points out to the parallelism between the conditions for first and second language acquisition; the conditions for successful L2 learning are similar to the ones in L1 acquisition. He suggests that the kind of input that children get from their caretakers should serve as a model for the input teachers provide to second language learners. The input provided for the students should be comprehensible and it should be offered in a way that enables learners to understand and use the language in an anxiety-free environment. The focus on both language and content and meaningful and purposeful activities in CBI contexts enable the learners to develop conceptually. The extensive exposure to comprehensible input enables the learners to acquire the language incidentally. While students are learning content, they are exposed to a considerable amount of incidental language which is comprehensible and linked to their immediate prior learning and relevant to their needs (Crandall et al., 1990). In order to offer language experiences that are meaningful and relevant to the needs of the learners, the teachers need to provide interesting texts and activities that will increase the motivation of the students. Thus, it is recommended that teachers use texts and activities that are not grammar or drill oriented, but interesting, authentic and related to real-life issues and activities (Crandall, 1987).

Another theoretical support for content and language integration is provided by Cummins (1980) as mentioned briefly in Chapter 1. Cummins proposes that

meaningful context is an important factor in developing L2 proficiency. He suggests that basic interpersonal communicative skills are the social dimension of language and involve a student's ability to converse socially with teachers, peers and other people in informal situations. The linguistic content of these contexts and extralinguistic clues enable the language learners to get the meaning easily. On the other hand, the learners also need to have an academic language proficiency. Cognitive academic language proficiency is considered to be the language of academic contexts and it is more difficult to acquire as it is less contextually rich than BICS. CALP is the more abstract dimension of language and it involves being able to read, write and perform within a content-area classroom and it requires formal instruction of the language in an academic context. Cummins (1980) suggests that in a second language context, students can acquire social language easily in a short time but when they enter mainstream classes, they may experience difficulty in acquiring the academic language required for mathematics word problems, lab reports and so forth.

Cummins' (1980) distinction between the two dimensions of language proficiency has important implications for second language teaching in content-based classrooms. Crandall (1987) proposes that the reason why students who have left ESL classes to enter mainstream classes where English is the medium of instruction often have difficulty in their academic work can be explained through the theoretical framework put forward by Cummins. According to Crandall (1987) although they can develop basic interpersonal communicative skills such as talking with their friends in an informal way, they have difficulty in developing their academic skills such as dealing with formal and abstract language of mathematics or science. Many

content-based ESL programs provide students with an opportunity to learn CALP. These programs expose learners to direct instruction in the special language of the subject matter while making them focus on the content. When learners receive all or part of their education through another language, they acquire the second language and the academic content of their courses simultaneously (Crandall, 1987). In the same vein, Stoller & Grabe (1997) indicate that CBI helps learners to develop BICS and CALP simultaneously. They also propose that students in CBI classes inherently learn content information while they are acquiring CALP. Since these skills are academically-oriented and require more complex language abilities, they are best taught within a framework that manipulates more complex and authentic content (Crandall, 1987; Stoller et al., 1997; Snow, Met & Genesee, 1989).

Besides putting forward two types of language proficiency, Cummins (1980) describes language tasks as ranging on two intersecting continua. One of these continua involves the context-embedded and context-reduced tasks. Context embedded language tasks provide clues to meaning through the context of the task. Manipulatives, visual aids, realia and even background knowledge provide concrete experiences for the learners and make the context understandable (Met, 1991). Context-embeddedness refers to paralinguistic features and contextual clues like gestures and intonation. People make use of the context-embedded aspect of language proficiency when communicating face to face and share common and mutual efforts, knowledge and experience. On the other hand, context-reduced language tasks include few contextual cues to meaning and are related to the formal, abstract and more complex features of language. Listening to a radio broadcast in a foreign language on an unfamiliar topic or lecture-type courses may be given as

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examples for the context-reduced tasks (Met, 1991). Context-embedded and reduced aspects of language tasks are directly related to the other continuum proposed by Cummins (1980) to describe the language tasks. On the one side of the continuum there are cognitively demanding tasks. Cognitively demanding tasks require *higher* mental processes like analysis, synthesis and evaluation such as discussing the causes of the First World War (Met, 1991). Context-reduced tasks increase the cognitive demand of the tasks. On the other hand, cognitively undemanding tasks require *lower* mental processes such as comprehension, stating one's name or naming a picture. Context-embedded tasks put less cognitive demand on the learners. These tasks are provided in a context in which learners make use of contextual clues, gestures and their background knowledge.

According to Cummins (1980), social-interpersonal language is acquired quickly and easily as it generally occurs in a cognitively undemanding and context-embedded situation. However, the acquisition of academic language is relatively more difficult as it is cognitively demanding and context reduced. Met (1991) indicates the implications of Cummins' model for elementary school foreign language instruction, emphasizing the cognitive demand involved in content-based activities. She suggests that foreign language teachers need to move language practice from the quadrant of context-embedded but cognitively undemanding tasks to the quadrant in which activities are context-embedded *and* cognitively demanding (see Figure 1, p.3). Through content-based foreign language objectives and activities, teachers can foster learners' cognitive functioning and provide them with appropriate language practice. Language teachers can make modifications to the cognitive demands and contextual features of the tasks considering learners' linguistic and

cognitive development. For instance, if learners have difficulty in dealing with a particular task, the teacher may provide more contextual clues for learners or s/he may decrease the level of cognitive demand of the task. The integration of content into language tasks makes them more demanding and context-embedded; therefore, students are encouraged to develop higher order thinking skills (such as analyzing and synthesizing) going beyond just description and identification (Met, 1991).

Snow (1991) indicates that content-based instruction recognizes the inherent difficulty of learning academic language, which is cognitively demanding and context reduced. Therefore, it provides learners with appropriate practice with the cognitively demanding and context reduced language tasks. Content-based instruction enables language learners to deal with discipline-based materials through high levels of linguistic input. Thus, learners can move to more advanced levels of language processing (Kasper, 1997). Language learners have the opportunity not only to learn a second language but also to acquire certain academic skills such as discussing, analyzing, extending and applying the concepts presented, which can be involved in what is called cognitively demanding activities by Cummins (Kasper, 1995). Thus, using discipline-based materials in a meaningful, contextualized form in which the primary focus is on the acquisition of information is an important source for the success of CBI in ESL contexts (Brinton et al., 1989).

The use of informational content in content-integrated language teaching not only provides the students with the opportunity to acquire academic skills, but also it is effective in increasing the motivation of the language learners (Flowerdew, 1993). By providing material that is often intrinsically motivating for students, CBI helps to enhance language development and retention (Chapple & Curtis, 2000; Mohan,

1986). In terms of the role of content and language integration in increasing the motivation of the language learners, Crandall (1987) argues that the use of content from other fields offers the language teacher an opportunity to enrich the language classroom. A class interesting for students can increase their motivation to master more abstract and difficult language. Thus, they can acquire the ability to read, discuss and write about complex and abstract ideas drawn from many content areas such as history, science or mathematics.

Pointing out to the students' attitudes towards CBI courses in Russian and Spanish, Met (1991) indicates that a majority of the students stated that their interest and involvement in the courses increased enormously when issues about real life became the main focus of the language classes. This increase in student motivation can be attributed to the fact that CBI takes into account the literacy skills, experience, cognitive skills and self motivation of the students. In CBI classrooms, language training is typically made challenging and interesting for the students. The students are required to be fluent and literate in the second language, to apply their previously-acquired knowledge and experience, to use cognitive skills. Therefore, the students' motivation, skill development and self-confidence are increased. Students with high interest and motivation can elaborate on the learning material; they can make more connections among the pieces of information and they can learn and recall better (Met, 1991; Grabe & Stoller, 1997). By exploiting material that is often intrinsically motivating for students, CBI helps to enhance language development and retention (Chapple & Curtis, 2000). Content and language integrated language teaching has the basic principle of preparing a curriculum related to the needs and interests of the students. It tries to make language learning more

purposeful, relevant and motivating. Brinton et al. (1989) argue that CBI provides a meaningful context for language development as it builds on students' previous learning experiences and their current needs and interests. It also takes account of the eventual purpose for which students need the language.

Another justification for CBI is the idea that any new learning becomes more meaningful if it is based on the previous knowledge and experiences of learners. Learning is made more meaningful for the students by enabling them to apply their already existing schemata and skills into new learning situations (Genesee, 1994). As content-based courses provide a sustained focus on topics related to each other, the students are able to acquire sufficient background knowledge on the disciplines they are interested in. In content based classrooms, students are expected to construct meaning through activities requiring them to be engaged in, to interact with, and to synthesize information from one or more sources. The students are encouraged to relate texts to their own experiences and their previous knowledge. Therefore, they can learn how to synthesize information from different texts. As they can make intertextual and interdisciplinary connections, their cognitive burden and anxiety decrease while their self-esteem and motivation increase (Flowerdew, 1993; Kasper, 1995; 1997).

Anderson's (1990) Cognitive Learning and Depth-of-Processing Theory also supports the idea that learning becomes meaningful if it is based on previous learning and if it gives learners the chance of elaborating already existing knowledge. The activities carried out through discipline-based texts in content-based language classes enable the students to construct meaning through making connections with previous knowledge. Being engaged in interdisciplinary texts enables students to construct

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new schemata. That is, additional information provides an elaboration for the information present in the memory. Elaborations facilitate recall by adding up new connections in the network of learning and by reconstructing already existing knowledge (Anderson, 1990). CBI classrooms enable the learners to elaborate on their learning, requiring them to use discipline-based texts. Learners can process their knowledge in a deeper way and the connections between pieces of existing and new knowledge are strengthened. Each time students read a discipline-based text, they learn something new about both the second language and the academic discipline. They then must assimilate this new information to their existing knowledge base, which requires them to form new schemata and to accommodate existing schemata (Kasper, 1997). While the students try to understand discipline-based texts, they learn to focus on the overall meaning and try to make connections with information present in their existing knowledge bases, which helps them recall information more easily.

In conclusion, content and language integrated programs provide language learners with conditions in which they can improve their conceptual and linguistic skills. It is argued that learners can develop higher order thinking skills through cognitively-demanding and context-reduced tasks. Learners are expected to acquire language skills through using language in meaningful and purposeful settings instead of seeing language as an object of study.

The review of literature puts forward that meaning-centered instruction has been reported to have a number of advantages in foreign language learning such as content learning, fluency in language use, academic skills, and higher order thinking skills like synthesizing and analysing. However, meaning-centered language teaching

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without any linguistic intervention has been criticized for not being able to provide learners with high levels of linguistic competence. It is argued that studies conducted mostly in French immersion programs confirmed the communicative skills of immersion students, their fluency and confidence in second language production. However, a number of studies carried out in similar programs revealed the students' weaknesses in accuracy, grammatical, lexical and sociolinguistic development (Harley, Cummins, Swain & Allen, 1990). Swain (1985) proposed that one of the reasons for these weaknesses may be the fact that comprehensible input is not enough for second language learning. Therefore, the students should be provided with enough opportunities to produce comprehensible output and get consistent feedback from their teachers and peers. Swain & Lapkin (1989) also suggested that the learners need to be provided not only with subject matter teaching but also with language used for conveying content. Swain (1985) argued that certain language features should be highlighted in the input so that learners attend to language both *semantically* and *syntactically*.

Researchers in the field of second language teaching have begun to characterise features of content-based language classrooms that involve a language focus besides a focus on meaning (Netten, 1991). Therefore, the role of the form-focused instruction in foreign language learning is conceptualised taking content objectives into consideration as well. The following part presents briefly what the term form-focused instruction entails and its role in foreign language teaching is.

Form-Focused Instruction

Form-focused instruction means – in broad terms - drawing the language learners'

attention to certain language features in the target language and enabling them to

learn the linguistic properties of the foreign language. Long (1991) put forward two

types of form-focused instruction as *focus-on-forms* and *focus-on-form*. In the *focus-*

on-forms type of language classes, the teacher selects some specific features or

language forms in advance, this selection is made based on a structural and linguistic

syllabus. The lessons are organized around the target form(s) and the instruction is

provided in an intensive and systematic way (Long, 1991). Thus, as the students'

attention is dawn to a specific form, they focus on a specific and preselected form

many times (Ellis, Baştürkmen, & Loewen, 2002). Such an approach requires the

language learners to see the target language as an *object* to be studied and practiced

part by part and the role of the learners is to "act as students not as users of the

language" (Long, 1991: 45). Ellis et al. (2002: 14) suggest that a language lesson

carried out using "a three stage lesson involving the presentation of a grammatical

structure, its practice in controlled exercises and the provision of opportunities to

produce it freely (a 'PPP' model)" can be given as an example for a focus-on-forms

lesson.

On the other hand, in *focus-on-form* lessons, the students' attention is drawn

to language forms as they come about during meaning-based and communicative

activities (Long, 1991). Therefore, the primary focus of the language classes is on

meaning and the lessons are organized around meaning-centered activities. That is,

contrary to the focus-on-forms approach, focus-on-form does not exclude

communicative activities. Instead, focus-on-form lessons require communicative and

meaningful activities to attract students' attention to language features. For instance, the students may be asked to do a puzzle; meanwhile their attention may be drawn to some language features they need to know to be able to perform their task. In the original definition of the focus-on-form by Long (1991), it involved only the classroom situations during which a difficulty came about for the students as they were engaged in communicative classroom activities; that is the focus-on-form was not planned in advance. Now the term focus on form is expanded to involve instruction in which teachers plan in advance to target a language feature they anticipate that students will have difficulty with as they engage in a communicative task (Ellis et al., 2002).

Ellis et al. (2002) distinguish two types of focus-on-form instruction which are *planned focus-on-form* and *incidental focus-on-form*. It should be noted that both the planned focus-on-form and the incidental focus-on-form require communicative tasks. The difference between them arises from their being planned or not before the class hours. When the focus-on-form is planned, the teacher designs the meaning-based communicative activities beforehand in order to make the students use a specific linguistic form within a context. The planned focus-on-form is similar to focus-on-forms, but it occurs during meaning-based communicative activities. The learners are not aware of the fact that a specific form is targeted and they are expected to focus on and learn that specific language feature. Therefore, the language learners act as "language users" instead of "language learners" while they are working on a task (Ellis et al., 2002: 3). In incidental focus-on-form, the teacher designs the communicative tasks in order to draw the attention of the language learners to a wider range of language features rather than specific forms. Therefore,

the language features to be taught are not pre-selected, they occur incidentally and naturally out of the interactions taking place during meaning-based communicative activities. "As many forms are handled briefly rather than one specific form is focused on many times, the students' attention to form will be extensive" (Ellis et al., 2002: 4). Therefore, it is clear that both the planned focus on form and the incidental focus on form require communicative tasks.

<div align="center">Role of Form-Focused Instruction in Foreign Language Learning</div>

SLA researchers (e.g. Krashen, 1982; Truscott, 1996) have argued that learners acquire a foreign language through exposure to meaningful content and their underlying grammar develops through natural interaction. They suggest that explicit instruction of grammatical formulas does not affect the underlying grammar of the language learners. It has been also suggested that if a piece of knowledge is learned through instruction, it is processed and stored separately from the knowledge acquired through natural interaction, it constitutes metalinguistic knowledge (Schwartz, 1993).

Reviews of empirical studies about the role of FFI on second language learning (e.g. Doughty & Williams, 1998; Ellis, 2001; Larsen-Freeman & Long, 1991; Lightbown, 2000; Norris & Ortega, 2000; Spada, 1997) suggest that FFI can help the second language learners in communicative and content based classrooms to use their L2 more fluently and accurately. Students can accomplish this by making use of their "metalinguistic knowledge in order to monitor their input" and using "chunks of unanalyzed language." (Spada & Lightbown, 2008: 4). As the students go on using their metalanguage and unanalyzed chunks, they may incorporate this

knowledge into their interlanguage when they are developmentally ready. The usage of the unanalyzed chunks of language may free the cognitive burden of the language learners; therefore they can attend to external input and keep interacting (Spada et al., 2008). In addition, DeKeyser (2003) indicates that repeated practice of language learned first as metalingustic knowledge can be eventually incorporated into the learners' interlanguage. It becomes *automatized*. As a result, the language user does not see this knowledge as metalinguistic knowledge that s/he makes use of for monitoring his/her output.

The effect of FFI can also be concluded considering the language levels reached by the students who have been exposed to only meaning-focused instruction with no attention to language form. Teachers providing only meaning-focused instruction and not drawing learners' attention to language forms have observed that some language features never emerge in the learners' language and some non-target forms persist for years. Although second language learners in a meaning-based language learning environment develop comprehension skills, oral fluency, self confidence, and communicative abilities, they may continue to have difficulties with the pronunciation and morphological, syntactic and pragmatic features of the L2 (Spada et al., 2008; Lyster, 1987). Following the findings of research studies carried out in classrooms with a focus only on meaning, advocates of CBI have also begun to emphasize the importance of planning lessons with both content and linguistic objectives (Lyster, 1998; Pica 2002). Therefore, the question is not whether students should be provided with instruction about linguistic features; instead the question is *how* and *when* the instruction of the forms can be provided in communicative or content-based language classrooms.

In terms of language teaching with both content and language objectives, Stern (1992) characterizes *analytic* and *experiential* language teaching strategies. Analytic strategies put the emphasis on using language accurately and teaching particular language features and skills such as pronunciation, grammar and sociolinguistics. Experiential strategies involve the teaching of content through purposeful and meaningful activities. These strategies emphasise fluency and language use in meaningful communication. Stern (1992) does not suggest that either analytic or experiential strategies need to be adopted during language teaching. Instead, he proposes that these strategies should be integrated according to the needs of the learners and the objectives of the program. Thus, Stern's conceptualisation provides a framework for language teachers to integrate language and content.

Rebuffot and Lyster (1996; cited in Lyster, 1998) present two approaches for involving language focus in content-based classrooms: *reactive* and *proactive* approaches. The reactive approach involves using corrective feedback during communicative interaction as well as other attempts to draw learners' attention to language forms during content-based lessons. Lyster and Ranta (1997) report the analyses of 18.3 hours of transcribed interaction recorded during 13 French language arts lessons and 14 subject-matter lessons. The results put forward that teachers made use of basically six feedback types which are "explicit correction, recasts, clarification requests, metalinguistic clues, elicitation and repetition." When these feedback types were evaluated in terms of their effectiveness for producing peer- or self-repair from the perspective of learners, elicitation, clarification requests, metalinguistic clues and teacher's repetition of error proved to be particularly effective as they do not directly give the correct form; instead they give signals about

error. Following these results, Lyster and Ranta (1997) proposed that these four types of feedback draw learners' attention to form during meaningful interaction, providing an opportunity for *negotiation of form*. They suggest that the negotiation of form allows the language learners to monitor and modify their output which is not target like. Therefore, providing learners with signals leading to peer- and self-repair can draw their attention to language forms more effectively than just providing the correct target forms. When the learners' attention is drawn to a particular language form, they can see the mismatches between their non-target output and target forms and try to correct themselves during communicative activities (Lyster, 1994).

The second approach proposed by Rebuffot and Lyster (1996; cited in Lyster, 1998) is the proactive approach. It involves instruction which is planned for fostering the comprehension and use of specific language features in a meaningful context. These planned activities may be conducted both in a language class involving a focus on content and in subject matter classes. The proactive approach is also related with Harley & Swain's (1984) proposal that providing language learners with opportunities for noticing the formal and semantic features of the target language and requiring them to use these forms in meaningful situations can facilitate students' interlanguage development.

Spada & Lightbown (2008) introduce *isolated* and *integrated* FFI as an answer to the question of how and when form-focused instruction can be provided. Both isolated and integrated FFI aim at drawing learners' attention to language features in second language teaching and they make use of content-based and communicative activities for language instruction. The difference between these

instructional methods is when and how they draw the learners' attention to language forms.

<div align="center">Isolated Form Focused Instruction</div>

In isolated FFI, the language forms are focused on in isolation from content-based and communicative activities, but that isolated instruction is carried out in relation to content-based activities. Lessons organized around isolated instruction of the linguistic forms can be taught "in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature" (Spada & Lightbown 2008: 8). It should be emphasized that isolated FFI does not exclude communicative practice; instead isolated FFI is provided *before* or *after* content-based and communicative practice. Therefore; it is different from grammar-focused language instruction which involves instruction of language forms without any context through a structural syllabus. The grammar-based instruction involves basically language drills carried out without any concern for meaning and it does not require the students to be involved in content-based and ccommunicative activities before or after the instruction of language forms. However, isolated FFI involves carrying out content-based and communicative activities before or after the instruction of language forms. The primary purpose of the isolated FFI is to teach students particular language forms to which the teacher believes that students need to pay attention. Otherwise, it may not be possible for the students to pay attention to these particular language forms during communicative practices (Spada et al., 2008).

There are some theoretical arguments to support the isolated FFI. Raimes (2002) suggests that when language learners' attention is drawn to form during communicative practices, their motivation may decrease. In order to prevent a

decrease in their motivation, isolated FFI can enable language teachers to take notes about the points that the learners have difficulty in dealing with during communicative activities and then focus on these points separately after communicative activities. Another theoretical support for isolated FFI has been provided by cognitive psychologists such as DeKeyser (1998: 58) who has argued that "grammar should first be taught explicitly to achieve a maximum of understanding and then should be followed by some exercises to anchor it solidly in the students' consciousness in declarative form so that it is easy to keep in mind during communicative exercises." What DeKeyser argues for is in line with what Spada & Lightbown (2008) call isolated FFI. However, isolated FFI includes explicit instruction and "anchoring" activities not only before communicative activities but also after such activities. The information processing theory also provides some support for the isolated FFI. VanPatten (1990) has suggested that it may be difficult, particularly for the beginners to understand how to use certain language features while they are trying to comprehend the meaning of a text. He indicates that isolated instruction of some specific features of the target language can help learners comprehend the relationship between form and meaning (VanPatten, 1996).

<center>Integrated Form Focused Instruction</center>

"Integrated FFI occurs in classroom activities during which the primary focus remains on meaning, but where feedback or brief explanations are offered to help students express meaning more effectively or more accurately within the communicative interaction" (Spada & Lightbown, 2008: 9). In integrated FFI, learners' attention to language forms are drawn during communicative and content-

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based instruction. Spada & Lightbown's definition of integrated FFI corresponds to Ellis et al. (2002) and Doughty & Williams' (1998) definition of focus on form which can be planned and incidental. That is, in language and content integrated classes, the teacher may anticipate and plan to focus on some language features beforehand. Then s/he may draw the attention of the students to these points during content-based and communicative activities. In addition, the language features to be focused on may occur incidentally during communicative activities. There is considerable theoretical support for the integration of language forms into communicative setting. For example, Celce-Murcia (1991) suggests that grammar had better be taught not in isolation and as an end in itself, but in combination with meaning, social factors and discourse.

Long (1991) has suggested that language feature should be integrated into communicative interaction. He states that comprehensible input and meaningful interaction comprise the basis for language acquisition and they also provide a suitable context for paying attention to language forms in an integrated way. Empirical findings from communicative language teaching and content-based classes may also provide support for the integrated language teaching. Spada & Lightbown (2008) put forward that young students in meaning-focused language classes were successful in acquiring language features when their teacher provided integrated FFI on these features. They have showed that students who participated in integrated FFI were more likely to acquire target language forms than the ones who were never expected to pay attention to form.

This short description of the isolated and integrated FFI presents that there is theoretical, pedagogical and empirical support for both types of instruction.

Therefore, Spada & Lightbown (2008) suggest that it is hard to make an absolute choice between them; instead either one can be preferred depending on the language feature to be learned and characteristics of the learner and the learning conditions. Therefore, the present study aims at exploring the role of integrated and isolated FFI in foreign language learning. Before giving detailed information about the study, the following section presents the empirical findings of the studies conducted about the role of content-based instruction on language and content learning as both the integrated and the isolated FFI take place in relation to content-based instruction.

Empirical Evidence for the Effects of CBI on Language and Content Learning

Besides theoretical support for content-based courses, empirical studies also provide support for the effectiveness of CBI programs on learners' conceptual and linguistic development. One of the most common outcomes of the studies conducted in actual CBI courses and programs has been that CBI provides a means for students to help their academic development while also improving their language proficiency (Stoller, 2004).

Hauptman, Wesche & Ready (1988) conducted a study in Canadian sheltered classes, which provided integrated language and content instruction. The French-speaking students in the English sheltered classes and the English-speaking students in the French sheltered classes were set as the experimental group. The French-speaking students taking regular ESL and English-speaking students taking regular FSL served as the language control group. In addition, the students in the regular content classes formed the content control group. While the experimental group listened to the lectures and read the texts related to a certain content, the

language control group attended a regular ESL program. The content control group followed the same content course the sheltered classes took in their native language. The results of the second language proficiency measures indicated that the students in the experimental group improved their language skills significantly and their improvement was at least as great as that of control students in regular classes. In terms of the content results, the students in the sheltered classes mastered content as well as the students who participated in regular content classes in their native language. In addition, the results of the attitude measures revealed that the sheltered students had positive attitudes towards the language and language use. For instance, they expressed a greater satisfaction about carrying out real tasks in the classroom. Most of them stated that they had a greater ease in using the L2 in a variety of contexts. In short, content and language integrated program produced positive outcomes in terms of second language proficiency, content mastery and attitudes towards L2 learning.

Leaver et al. (1989) report the outcomes of Russian and Spanish curricula prepared in accordance with the principles of CBI applied by the Foreign Service Institute (FSI) in 1985. A CBI curriculum for Spanish was developed for students who had reached the level of "Limited working Proficiency." The FSI Russian section developed an advanced program for students at the level of "General Professional Proficiency." This program was also dominated by CBI. Numerous themes such as political system, economics, social life and culture formed the basis of both programs; all reading, speaking, listening and writing assignments were about these topics. The explicit study of grammar was peripheral to the topics covered in the CBI courses. For instance, grammar was taught only when required in

the Russian course. The Spanish courses included explicit grammar lessons at regular intervals throughout the 4-week CBI program. Those grammar lessons focused on problems noticed in students' production in class. Leaver et al. (1989) indicate that students in both the Spanish and Russian CBI programs have demonstrated growth in grammatical accuracy, at least comparable to that of students in the regular grammar-oriented program. In addition, students in these programs have been reported to have an increased motivation and self confidence in language learning, and statistical results measured by pre- and post-FSI proficiency tests showed average increases in speaking and reading scores, and there were remarkable improvements in student comprehension and fluency.

Wilburn (1992) reports a study conducted in a Geystone Spanish immersion school in the United States over eight months. It was about language learning through drama and it required the students to act out different roles during 1.5 hour session. During the activities, students worked collaboratively and put their knowledge in the event to resolve the problem. Through various tasks in various contexts, the students developed all language skills. It was reported that the students developed grammatical competence, and also strategic and sociolinguistic competence.

Lyster (1994) conducted a classroom experiment at the Grade 8 level (with 13-14-year-old students) which aimed to measure the effect of instruction on French immersion students' sociolinguistic competence. That is, the effect of instruction on their ability to recognize and produce contextually appropriate language was measured. The instructional unit was implemented in three experimental classrooms for approximately 12 hours over five weeks and activities such as "explicit

comparisons of various speech acts in formal and informal contexts" which were taught to "allow students to perceive language functions and their appropriate forms in a variety of contexts." Another type of activity was "role plays which promoted face-to-face interaction and peer correction through opportunities to practise communicative functions." "Structural exercises to highlight verb infections" about the target form were also used in the classrooms. In addition, the students were also exposed to "cooperative learning activities" allowing them "to discover differences between formal and informal uses" of language in different contexts. Results comparing the experimental groups and control classes revealed that instruction has a positive effect on the learning of specific sociolinguistic features.

Kasper (1997) compared the subsequent academic performance of ESL students who were enrolled in content-based courses with the subsequent performance of ESL students who were not enrolled in content-based courses during the same semesters in order to find out whether a content-based instructional program has any further impact on ESL students' academic progress. All of the students' academic performance was followed through a semester. The subjects in this study were ESL students. Most of the ESL students were Russian; some were Haitian and Hispanic, and the others were Asian. The subject sample was drawn from students who were enrolled in Intermediate ESL Reading and Writing (ESL) during a four-semester period. The courses were designated as content-based or as non-content-based. This designation was determined by the type of textual material used in instruction. Ninety-one students were assigned to the experimental, or content-based group, and 93 to the control, or non-content-based, group. The major difference between students in the two groups was in the nature of the textual

material used in instruction. All the other instructional procedures were essentially equivalent.

Students in the content-based classes were designated as the experimental group. The course was designed as a content course in which all students read selections from five academic disciplines: language acquisition, computer science, anthropology, biology and psychology. The five disciplines studied represented both students' interests and subjects which they were most likely to study in college. Each discipline-based unit was presented in four stages. The first stage, pre-reading, established background information for the topic by introducing topic-related vocabulary and defining topic-related concepts. The second stage, factual work, presented students with the actual discipline-based readings. At this stage, students acquired detailed information about the concepts and theories that they would use in subsequent stages of the unit. In the third stage, discussion and analysis, students were required to synthesize and apply knowledge gained from the reading by generating written responses to the text. These written responses included summaries, answers to open-ended comprehension questions and expository essays. In the fourth and final stage, extending activity, students viewed topical videos. These videos provided visual reinforcement of the information presented in the reading text.

Students in the non-content-based classes were designated as the control group. The selections read in these classes were not grounded in any specific academic disciplines, but rather covered a wide range of topics. Similar to the students in the content-based classes, these students were also exposed to a four-stage instructional sequence, including pre-reading, factual work, discussion and

analysis, and an extending activity. The activities in each stage paralleled those in the content-based classes as control group students were presented with background information on the reading, were required to generate written responses to text, and viewed videos related to the topics about which they had read. At the end of the semester, all students took a final examination which assessed their proficiency in English language reading and writing skills. In all four semesters of this study, students in the experimental group obtained significantly higher average scores on the final examination than did students in the control group. Content-based students scored higher on college assessment examinations of English language proficiency, obtained higher grades in the mainstream, and achieved a higher graduation rate than did non-content-based students. Therefore; the data generated by that study suggest that implementing a content-based program at the intermediate level of English language instruction may help to facilitate ESL students' subsequent performance in the college academic mainstream. Students from content-based classes not only did better at the time of instruction, but continued to do better throughout the semesters following such instruction.

Chapple et al. (2000) reported on a study in which the effects of using films as a source of content in language classes were investigated. In the study, 31 Cantonese tertiary-level students taking a General Education course taught in English were asked to rate their own English language skills development. Chapple et al. suggest that students will continue to watch a film hoping to find out what happens next, even if the language is difficult for them. Involving films in language courses makes it possible to develop highly student-centered programs and classroom activities. In addition, the study of film is claimed to be intellectually stimulating,

challenging and enjoyable for both students and teachers. In an academic environment, it provides a basis for the development of broader academic and critical thinking skills. The course involved in the study ran for a 13-week semester and students attended two classes each week - one 45-min session and one 90-min session. The curriculum design was learner-centered, the classroom focus gradually shifted from teacher-led classes and discussions to student-led discussions and presentations, where the teacher acted as a facilitator. The teaching methodology was broadly communicative as most of the class time was spent in small-group and whole-group discussion of films and the issues that arose from or were explored in them. Classroom activities included brief quizzes on some of the factual elements in the film; student brainstorming of questions for whole-group discussion; teacher-led introductions to technical elements of film or theoretical models; student-led presentations and whole-group viewing of key scenes for group discussion and analysis. The course was conceived to develop students' analytical skills, understanding of cultural issues and aesthetic appreciation. There were no specific English language teaching aims, although the course itself was taught in English and students were assessed in English. The researchers decided to ask students to reflect on the progress they believed they had made, to rate their own development and comment on the skills they thought they had acquired. They were asked to rate their own improvement in six areas, which were confidence in expressing themselves in English; ability to express their ideas when speaking English; ability to express their ideas when writing English; English listening skills; knowledge and use of English vocabulary; and English presentation skills. These were all areas in which students

had been required to use English language skills, but in which they had had little or no formal instruction.

The results of the study suggest that the development of confidence was rated the highest; listening and speaking skills were the next most highly rated. Improvements in the three other English language skills which the students were asked to comment on: writing, oral presentation (in small groups) and knowledge / use of vocabulary (written and spoken), were rated as ``a great deal'' or ``quite a bit'' by a majority of the students. As a result, it was found that the content-focused language course enabled the students to improve their language skills and knowledge of language and led to the development of critical thinking and academic skills, besides increasing their self-confidence in language learning.

In addition to empirical studies, case-studies reveal the characteristics associated with content-based curricula. For instance, Gilzow & Branaman (2000) present seven early-start, long-sequence foreign language programs, identified by two projects. The goal of the two projects was to identify model foreign language programs that would provide interested educators with insights into establishing, implementing, and maintaining similar programs. Among the seven model programs are five content-enriched programs in which concepts from regular school subject matter (e.g., math, science, geography) are taught (and reinforced) in English lessons. The two other model programs teach school subject matter in the foreign language. One of these models is a partial immersion program and the other is a middle-school immersion continuation program. Gilzow & Branaman (2000) particularly identify four factors for the success of these model curricula. One key to their success is *flexibility*, demonstrated in the ability of the seven model programs to respond to

unanticipated events. Another key to success depends upon *teamwork* among foreign language teachers, regular classroom teachers, administrators, parents, and community members. In some cases, teamwork with nearby universities added to the success of the programs, "with benefits ranging from professional development opportunities and shared technical expertise to long-range articulation plans and teacher recruitment possibilities" (p. 5). The third key to success is linked to *leadership*, in the form of one or two individuals with a vision of foreign language teaching who can inspire and organize people and resources to build their programs. The fourth key to success is tied to a *shared commitment*, among program staff, to the program and the goal of providing foreign language education to young learners. This commitment has been translated into a range of activities including ongoing program building, grant proposals, fund raising, advocacy events, and systematic efforts to motivate students.

Turnbull, Lapkin, & Hart (2001) have explored the effects of different immersion models, the proportion of instructional time in English, and the language of testing. Turnbull et al. compared French immersion and nonimmersion students' performances on tests of English reading and writing and mathematics. The immersion instruction setting was identified with integrated language instruction while nonimmersion setting was identical with the characteristics of an isolated language instruction setting. The researchers conclude that immersion does not have a negative impact on students' literacy and mathematical skills in English even though their results demonstrated a lag in early total immersion students' literacy skills at grade 3. Yet, immersion students who were exposed to some instruction in English language arts (even if only in grade 3) performed as well as nonimmersion

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students. At grade 6, immersion students' literacy scores were better than their peers' in English-only programs. At both grades 3 and 6, immersion students' math scores were almost identical to nonimmersion peers.

Gibbons (2003) investigated how teacher–student interactions in an Australian content-based science classroom (focusing on magnetism) contribute to 9- and 10-year-old ESL students' language development. Drawing on constructs from systemic functional linguistics and sociocultural theory, Gibbons examined how teachers mediated between students' current language abilities and understanding of science, on the one hand, and the educational discourse and specialist understanding of science, on the other. Gibbons' data, drawn from 14 hours of classroom discourse, revealed that teachers mediated language and learning by recasting, signaling for reformulations, and modeling alternative ways of reconstructing knowledge for the benefit of others. The interaction between these forms of teacher mediation and ESL students' active participation in the discourse of the classroom resulted in the gradual transformation of student language into academic language so that it approximated the specialist discourse of the school curriculum, that is, the targeted academic register.

Stoller (2004) suggested that content oriented reading instruction (CORI) can be an example of a first language approach to language (mainly reading) and content learning. Results from CORI studies have shown that students at multiple grade levels outperform control groups in text comprehension, uses of strategies for learning, and motivation for learning. The main elements of CORI can be identified as extended reading on and sustained engagement with a theme; strategy training and the purposeful use of strategies; classroom discussions of content, strategies, and

learning; information gathering; project work; and student motivation, and these elements can be adapted to second and foreign language settings (Stoller, 2004).

Rodgers (2006) investigated whether learners made improvements in their content knowledge and in their production of linguistic forms. The participants were 43 adult beginning level L2 learners of Italian in the United States. The focus of the course was the physical and social geography of Italy and its regions. Students in the course had an authentic geography book used by middle school students in Italy. In the CBI classroom, class discussions, tasks, quizzes and exams were all about the course content. In addition to participating actively in class, students were required to write two 125-word online messages each week, and make three 3-minute oral presentations over the course of the semester on topics related to the material studied in class. The students in this course did not receive any formal grammar instruction in class or online. Instead, linguistic forms and functions were dealt with when they arose incidentally or through specially constructed class activities, but always within the context of the classroom content.

Three tasks were used for the study: a composition, a cloze test, and selective oral interviews. The study was conducted in two sessions during the learners' normally scheduled classes. The first session took place in Week 2 of a 15-week semester, and the second session took place in Week 12. For the composition, the students wrote about various aspects of Italian society that have changed in the past half century. This particular topic was in line with the content of the class, and the students were already familiar with that topic. For the cloze test, a passage consistent with the general theme of the study was selected and adapted from the students' textbook. Linguistic features known to be problematic to students at this level (such

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as prepositions/contracted articles, noun adjective agreement, and past tense aspect differentiation) were selected for study and replaced by blanks to be filled in with appropriate forms. For the oral interviews, a subsample of students was selected randomly and they answered four questions about Italian society. The comparison of the mean scores of week 2 and week 12 for each measurement indicated that the learners improved their content knowledge. They also improved in their functional linguistic abilities on both the composition and the cloze passage. Overall, the results of the study showed that students in the CBI classroom made gains in both subject matter content and linguistic form although grammar was not the main emphasis of learning - but was studied when it arose and always in the context of the subject matter.

Empirical studies about content and language integrated language instruction have been carried out in EFL contexts, as well. Alptekin, Erçetin & Bayyurt (2007) conducted a longitudinal quasi-experimental study which investigated the effectiveness of a theme-based instruction for fourth and fifth graders over two years. The control group was exposed to a structural, grammatical syllabus designed by the Turkish Ministry of Education. For the experimental group, a theme-based syllabus was designed parallel to topical content of science and social studies classes. Both groups had two hours of English per week. Cambridge Young Learners English Tests (YLE) were administered three times (at the beginning of the first year, at the beginning of the second year and at the end of the experiment) throughout the study. A comparison of the mean scores on listening and reading / writing tests indicated that experimental group outperformed the control group on three different measurements. The results showed that young EFL learners exposed to a theme-

based syllabus based on the integration of language and content developed a better language proficiency in listening, reading and writing than the control group exposed to a structural, grammatical syllabus. In addition, interviews were carried out with randomly selected students about their attitudes towards those two language instruction methods. The results put forward that students showed positive attitudes towards the theme-based syllabus.

Another study investigating the effects of CBI on language and content learning, metacognitive awareness in L1 and in L2 in an EFL context has been carried out by Yalçın (2007). Sixty first year students studying at the Department of Foreign Language Education at an English-medium university in Turkey participated in the study. The study had an experimental design in which 60 participants were randomly assigned to two groups. Experimental group was given a treatment based on a syllabus design integrating language and content for 12 weeks and the control group followed the regular syllabus. The syllabus for the experimental group aimed at providing a deeper treatment of the content requiring the students analyze and synthesize information across multiple texts. The syllabus of the control group was focused on language. A multiple choice test and two essays of the participants were used to measure content learning, reading component of IELTS and two essays were used to measure language proficiency. Metacognitive awareness in L1 and L2 were measured through questionnaires. The results of the study put forward that CBI group outperformed the control group in content learning on both measurements, but achieved as well as the control group on language proficiency on both measurements. There was no statistical difference between the two groups on metacognitive awareness in L1 and L2.

In conclusion, the review of literature presents that there is an important amount of theoretical and empirical support for CBI particularly in immersion and second language teaching contexts. Content learning, developing communicative and academic skills and using language fluently are among the benefits of CBI reported in most of the studies. However, a number of studies carried out in the same contexts pointed out the students' weaknesses in accuracy, grammatical, lexical and sociolinguistic development. Therefore, researchers tend to involve a language focus in addition to the focus on meaning in content-based classes. However, most of the studies investigating the effects of language focus in content-based programs have been conducted in ESL contexts and most of them compared CBI with grammar-based instruction following a structural syllabus. In addition, the question of whether language focus need to be integrated with content instruction or it should be provided in an isolated way - preceded by or followed by content-based and communicative practice - has not been addressed in EFL contexts. Therefore; the present study aims at exploring the role of integrated and isolated FFI carried out in relation to content-based activities in foreign language learning. It also tries to find about learners' attitudes towards both types of instructional methods.

CHAPTER 3

METHODS AND PROCEDURES

This chapter explains the methods and procedures used in the present study. First, it lists the research questions and provides the operational definitions of the variables that are being investigated. Then, the participants, the research context and the instruments used in the data collection procedures are described. Finally, the procedures followed for data collection and data analysis are presented.

Research Questions

The present study explores the role of isolated and integrated form-focused instruction on L2 vocabulary and grammar development and L2 writing development in an EFL context. In addition, the researcher aims to reveal the students' opinions about isolated and integrated FFI in foreign language learning.

The research questions are stated below:

1. Are there any differences between two groups of participants instructed through isolated versus integrated FFI in terms of L2 vocabulary and grammar development at the primary level in an EFL context?

2. Are there any differences between two groups of participants instructed through isolated versus integrated FFI in terms of L2 writing development at the primary level in an EFL context?

3. What are the sixth-grade students' attitudes towards isolated versus integrated FFI in learning L2 in an EFL context?

Participants

The participants of the study were 120 students. They were non-native speakers of English enrolled in two different private primary schools in Adapazarı and Istanbul. 50 of the participants were enrolled in the school in Adapazarı and 70 of them were from the school in Istanbul. Two classes comprising of 25 students were involved in the study in Adapazarı. Three classes consisting of 23, 23 and 24 students participated in the study in Istanbul. The students' native language was Turkish. They were sixth graders and they were aged 11–12. All of the participants had been exposed to English since they were first graders (that is for six years).

Research Context

Both of the schools involved in the study were private primary schools and the students involved in the study were sixth graders. The students had ten hours of English classes a week. The students in Istanbul had been exposed to integrated FFI for three years and the ones in Adapazarı had been exposed to isolated FFI for three years as well. Two English teachers in Adapazarı and three English teachers in Istanbul offered instruction in the classes involved in the study. In both of the schools, the English teachers of the school instructed in all of the classes. The native language of the teachers was Turkish. All of the teachers were female. The teachers in Adapazarı had a teaching experience of 6 and 18 years while the teachers in Istanbul had 6, 15 and 17 years of experience in teaching English. The ages of the teachers were 29 and 45 in Adapazarı and 28, 42 and 49 in Istanbul.

During the study, the teachers continued to use their own resources and their own language teaching methods and techniques. In that sense, the researcher

conducted a case study observing two different language teaching methods which were already implemented in the schools. Before the language lessons, the English teachers instructing the sixth graders in the school in Istanbul came together and decided about what to do during lessons and they planned their lessons through involving content in their language classes and integrating language instruction with subject matter from other lessons. The lesson plans prepared in that school were consistent with the definition of the integrated FFI presented in this study. In terms of the school in Adapazarı, the process was similar. The teachers followed their annual plan and they also prepared lesson plans for each language class. Before the language classes, the teachers talked abot what they would do during the lesson. In their lesson plans, they usually allocated the first hour of the language lesson to the isolated instruction of the language forms and the second hour was used for content-based and communicative activities carried out in relation to the language forms instructed beforehand. The lesson plans were in consistence with the elements of the isolated FFI clarified in this study. The processes taking place in the language classes in both of the schools are presented in the following sections in this chapter.

Language classes in the schools were different in terms of their curriculum and the instructional methods implemented in the classrooms. Both of the schools implemented language instruction making use of content-based and communicative activities. The syllabus and materials used in the schools and the researcher's observations and interviews conducted with the teachers about the instructional methods they implemented in their language classes indicated that the school in Adapazarı employed an isolated method of language instruction while the one in Istanbul utilized an integrated method in terms of drawing the learners' attention to

language forms. The following section presents information about the curricula, materials and the language teaching processes taking place in the schools involved in the study.

<p style="text-align: center;">The Curricula and the Basic Materials Implemented in the Schools</p>

During the study the schools continued to use their own resources, the researcher did not provide the teachers with any particular materials, different curricula or resources to be used during the language classes. The teachers went on implementing their regular curricula and their own resources in both schools.

The School Implementing Isolated FFI:

In the school applying isolated FFI, the basic resources were composed of a course book (student's book) called *Enterprise* (2006), its workbook and its grammar book and some tests and worksheets provided by the teachers. The course book consisted of four modules, three of which involved 4 units and one involved 3 units, that is the book consisted of 15 units. The content of each unit was around a basic theme; in addition each unit also had a focus on a certain grammar point. The units of the book involved themes such as "Friendship, Emergencies, and Obligations & Prohibitions." Each unit in the course book involved a short reading passage as the "central" element of the unit around which most of the activities were organized. Just before the reading passage, there was a "lead-in section" which stimulated the students' prior knowledge about the topic to be engaged in after a few minutes. In addition, the lead-in section provided the students with a preview of the new items of vocabulary and grammar to be learnt in the unit.

The reading texts consisted of approximately 150 words on a variety of topics. Although the texts were authentic in essence, they had a focus on the usage of certain grammatical forms and vocabulary items as well. The reading texts were usually followed by some reading comprehension questions. Then followed the language development sections which presented new vocabulary items and grammatical forms in a formal way through a very brief description of the usage of the new form in an explicit way. The students could thus practise and extend the vocabulary items and grammar points introduced in the reading text through exercises. The exercises in the course book involved activities such as fill-in-the-blanks, writing, listening, reading and speaking so that the students could use the target grammar point and the target vocabulary items of the unit in a variety of activities involving all language skills. The book also had a "communication section" enabling students to be engaged in meaningful exchanges similar to real-life communication. The activities in the "writing section" were generally carried out in a controlled way based on the model provided in the initial reading text.

The workbook involved many exercises about each unit. The exercises were basically directed towards the grammatical forms and the content introduced in the course book. The students were expected to fill in the gaps or do the discrete-point tests that focused on the grammar points and new vocabulary items introduced in the unit. These exercises were often contextualised in accordance with the content of the unit. That is, the exercises and the activities provided by the workbook were not isolated from the content of the unit completely; the activities were organized around the content of the unit.

On the other hand, the "grammar book" was basically grammar-focused. The students were provided with the explicit instruction of the grammar points introduced in the course book. Then followed the language exercises which were often decontextualised. These language exercises expected the students to use the target forms repetitively in a number of isolated sentences. In addition, the worksheets provided by the teachers also had the same way of instruction as the grammar book. They had a focus on target grammatical forms and drew the attention of the students to the correct usage of the target forms.

The School Implementing Integrated FFI:

In the school implementing integrated FFI, the basic resources were composed of a course book (student book) called *Visions* (2004), its activity book, some extra reading texts and worksheets provided by the teachers. The course book consisted of 6 units and 27 chapters. Each unit was about a broad theme and the chapters of the units were about sub-themes of the main theme. Each unit was about a theme such as "Cultures and Traditions, Turkish Delight, Subways." The course book focused on content and language aspects of English; in addition it provided the students with some information about genres in literature. Each chapter started with a short warm up activity during which the students were expected to recall their prior knowledge and to have an idea about the content of the new theme. This part was related to another one called "build background & vocabulary" in which the students were provided with background knowledge related to the theme of the chapter and with content-obligatory vocabulary items which were necessary to understand the content of the reading text. Before the reading text, the book also presented some information

about the genre of the text; it gave basic descriptions and characteristics of that genre in the "elements of literature" part. For instance, if the text was a poem, the book gave the descriptions of some literary terms such as a poem, stanza, rhythm and rhyme.

The sections which provided a general background knowledge about the content of the unit were followed by a reading text in each unit. The reading texts were basically authentic; however, in order to draw the students' attention to new words, they were written in bold and their meanings were given in English at the bottom of the pages. In addition, the reading texts were illustrated with pictures, which helped the students to understand the text and get the main idea in the text even before reading it. The texts were usually followed by "reading comprehension" questions involving both "right-there" questions and the ones requiring "making implications." The book also contained writing and listening exercises requiring the students to focus on target elements of literature, as well as a section connecting the content of the chapter to other content areas such as social studies, mathematics or music. At the end of each unit, there was an "apply and expand" part which required the students to produce projects by relating what they read in the course book to themselves and to what they had already known.

The activity book was in parallel with the content of the course book. It involved exercises requiring the students to make use of their knowledge about vocabulary items, elements of literature and certain grammar points they acquired in the related chapter of the student book. While some of the exercises asked the students to fill in the gaps with appropriate words or with appropriate forms of verbs, some of them required the students to produce some short essays, stories or dialogues

using the theme, linguistic forms and the genre of the text found in the student book. The teachers also provided extra materials to be used during and after the language classes. These materials were worksheets involving extra reading passages related to the content of the unit. The worksheets also involved grammar exercises contextualised around the content and the theme of the chapter. Some of these exercises were content oriented while others explicitly focused on a language form.

A Typical Language Class in the School Implementing Isolated FFI

The researcher observed the language classes of the school implementing isolated FFI two hours a week for eight months. As a result of these observations, certain patterns were found to be more salient during the process of language instruction. In the language classes, the teacher usually followed the course book, the workbook and the grammar book of the course book and she sometimes provided the students with extra resources that usually involved reading passages, discrete-point tests and fill-in-the-gaps exercises.

At the beginning of a new unit in the course book, the teacher usually read the reading text and asked the meanings of the vocabulary items. She also drew the attention of the students to the target language forms in the reading text. After reading the text, the teacher required the students to answer comprehension questions about the text. Then, the teacher drew the attention of the students to the new grammar point focused on in the unit. She explained the relationship between the target language forms and their functions. She also clarified the "rules" about the usage of the target form in an explicit way. She gave some examples about the target grammar point. Then, she asked the students to make similar sentences using the new

grammar point (see Appendix A for the examples and a sample lesson plan). This process indicates that there was an explicit instruction of the grammar points in an isolated way. After the isolated and explicit instruction of the grammar rules, the students were required to do activities from their course book and workbook. These exercises were usually focused on the new grammar point and the new vocabulary items relevant to the content of the unit. The exercises involved fill-in-the-gaps exercises, putting the words into correct order, correcting the mistakes in the sentences given, discrete-point items and sentence completions.

Besides the "structured" and "form focused" activities explained above, the students were also given the opportunity to be involved in activities such as working in pairs, preparing a short dialogue and acting it out in the classroom, playing some language games like finding out a secret word, writing essays or short stories and singing English songs. These activities which can be classified as communicative and content-based were carried out *before* or *after* the isolated instruction of the target language forms. During these activities, the students were required to express themselves whether they made a grammatical error or not. These activities were not grammar-focused and the teacher did not attempt to correct the students' errors during the activities as long as they could make the meaning clear. However, the teachers tried to instruct the correct way of making a sentence or pronouncing a word after the students finished their conversation or activity.

Assignments given to the students after the language classes involved solving discrete-point tests and doing fill-in-the-gaps type of exercises or writing sentences using the target forms and new vocabulary items. The assignments also included small project works requiring the students to make sentences using target structures

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within a context. For instance, the teacher asked the students to explain one of their typical days using some pictures and visuals. One of the basic objectives of giving this assignment was to provide the students with a context in which they could make use of the present simple tense, which was the target form taught recently in the language class. Therefore, the purpose of the assignments was not only to make the students use the target forms and vocabulary items, but also express themselves in English through meaningful, purposeful and contextualised tasks given as assignments. Most of the time, the grammar-focused assignments were checked out at the beginning of the next English lesson through asking the students to tell their answers and correcting their mistakes immediately and in an explicit way if the assignments were more grammar-focused and structured. If the assignments were like small project works, the teacher collected the students' projects and made corrections on them and gave them back to students or hung them on the bulletin board. After an explicit focus on target forms through assignment check, the teacher tried to design more content-oriented, communicative type of activities and followed steps similar to the ones presented above.

A Typical Language Class in the School Implementing Integrated FFI

The researcher also observed the language classes of the school implementing integrated FFI two hours a week for eight months. As a result of these observations, certain patterns were found to be more salient during the process of language instruction (see Appendix B for a sample lesson plan).

A typical class in the school implementing integrated FFI started by revising the content of the previous language class. This revision involved questions asked by

the teacher about what the students had learned in the previous class and the students tried to answer the questions in English. These revision questions did not aim at reminding a new grammatical structure, instead they were usually about the content of the previous language class. Sometimes, before that revision, the assignments were checked out by asking the students to tell their answers for the exercises given as assignments. Then the teacher tried to expand the topic by trying to elicit answers from the students for her questions so that the students could have a deeper engagement in the theme of the unit. After such a warm-up activity, the teacher and the students usually read a reading passage. While reading that passage, the teacher frequently stopped to ask the students questions about the part they had just read or to explain the meaning of the unknown words in English. In addition to answering reading comprehension questions, the teacher asked some extra questions about the reading passage in order to relate the new topic to Turkish context or to the students' previous readings so that she could form an atmosphere where the students could tell about their ideas and connect what they read to what they had already known. During this process, the basic aim was focusing on the content of what was dealt with; in addition, the teacher tried to make the students be aware of the language point aimed to be taught in that unit while asking and answering questions about the reading text. She tried to achieve this by rephrasing the students' answers or sentences using the new grammar structure; however, the focus remained on the content. In addition, she corrected the students' errors if they were particularly about the new grammar point so that the students' attraction was drawn to the new structure slowly and implicitly.

Besides reading comprehension and discussion, other activities carried out in the classroom included acting out a story written in the book or written by the

students during pair- or group-work, making up a story all together in the class, listening to and singing songs or playing some language games such as word production, running-and-reading game. These activities were more content-oriented and communicative type activities; however, they also involved the target language forms and required the students to use those structures in order to reach their objectives to complete their tasks. The target grammatical structures were intertwined and integrated with the content and the themes of the units; therefore, the students had to use the target grammar structure and integrate it with their content knowledge in order to express themselves.

After the class, the students were usually given some assignments. These assignments – particularly the weekend assignments – often required the students to produce an essay, a story, a fable or even a poem about a topic that was related to the current content and the genre of the reading text covered in the language class. Such assignments were given in such a way that the students had to focus on not only the content of their work but also on the target structures of the unit. Sometimes, the assignments involved some worksheets which were more language focused involving some activities such as fill-in-the-gaps, sentence completion or discrete-point tests. In addition, acquisition of certain vocabulary items which were basically related with the content of the unit was also emphasized through these assignments and word-quizzes.

Definitions and Measurement of Variables

Isolated Form-Focused Instruction

This was an independent variable the role of which was explored in terms of L2 grammar and vocabulary development and L2 writing development at primary level in an EFL context.

In isolated FFI, the isolated instruction of language forms were provided in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature. In isolated FFI, the focus on language form is separated from the communicative or content-based activity. The fact that isolated form-focused instruction is used basically to teach students about a particular language feature does not mean that there is not any communicative practice in the language classroom. Instead communicative and content-based activities are carried out before or after the isolated FFI instruction (Spada & Lightbown, 2008). The role of isolated FFI on L2 vocabulary and grammar development was measured through a pre- and post-test and two essays. Its role on L2 writing development was also measured through these two essays written on different dates. The students' perceptions about the isolated FFI were measured through a questionnaire and semi-structured interviews.

Integrated Form-Focused Instruction

This was the other independent variable the role of which was explored in terms of L2 vocabulary and grammar development and L2 writing development at primary level in an EFL context. Integrated FFI is defined as the integration of a particular content with language-teaching aims. It refers to the "concurrent" teaching of subject matter and foreign language skills. Spada & Lightbown (2008) suggest that in

integrated FFI, the learners' attention is drawn to language forms *during* communicative or content-based instruction. The teacher can plan which language forms will be focused during the language class beforehand, but the focus on these forms occurs during the content instruction.The role of integrated FFI in L2 vocabulary and grammar development was measured through a pre- and post-test and two essays. Its role in L2 writing development was also measured through these two essays written on different dates. The students' perceptions about the integrated FFI were measured through a questionnaire and semi-structured interviews.

Data collection Instruments

Multiple instruments were used in order to explore the role of the isolated and integrated FFI in students' L2 vocabulary and grammar development and in their L2 writing development and in order to find out the students' perceptions about both isolated and integrated FFI in learning a foreign language.

English Tests (KET Tests)

In order to explore the role of the isolated and integrated FFI in students' L2 vocabulary and grammar development, two parallel English tests KET (Key English Test) (2006) for young learners were used. KET is a 1st level Cambridge ESOL exam at level A2 of Council of Europe's Common European Framework of Reference for Languages. It is designed to assess the reading, writing, listening and speaking proficiency of young learners, besides the grammar knowledge. Grammar knowledge can be assessed as a sub-skill through this test; because it is hardly possible to give answers to the questions without having grammar knowledge at a

certain level. The test was comprised of 55 questions involving ten matching type; twenty-five multiple choice type and twenty fill-in-the-blanks type of questions. It also involved a very brief writing part asking the students to write an answer to a postcard. The maximum possible score for each test was 100. Listening and speaking parts of the test were not included in the present study.

At the beginning of the first term the first KET was given in both of the schools and towards the end of the second term, the second KET exam was given to the students. The pre- and post-tests were not the same tests but they were parallel to each other. As KET is a standardized test, there were no concerns about the internal reliability and the validity of the test. (See Appendix C for KET test).

Essay Writing

In order to explore the role of the isolated and integrated FFI in students' L2 vocabulary and grammar development and in order to find out the role of these instructional methods on students' L2 writing development, the students were also asked to write two essays. The topics for the essays were chosen in accordance with the topics covered in the language classes (See Appendices D and E for writing prompts). Therefore, the essay topics were not the same in both schools, as the themes the students studies during their lessons differed from each other in both schools. The students were given the writing prompts and they were asked to write an essay with an introduction, development and conclusion parts. An essay evaluation rubric adapted from *Teaching ESL Writing* by Reid (2003) was used to evaluate the essays (see Appendix F). Apart from the researcher, the essays were also blind-rated by two experts who were also English teachers in schools different from

the ones involved in the study, using the same rubric in order to have an objective evaluation.

<div align="center">Questionnaire</div>

In order to investigate the students' perceptions about the isolated and integrated FFI, a questionnaire developed by Spada (2007) was implemented in both of the schools (See Appendix G for the original questionnaire). The questionnaire consisted of two sections. The first section was comprised of 26 items about the language teaching activities carried out in the classroom and it aimed at finding out the perceptions of the students about the instructional techniques implemented in language classrooms. As seen in Table 1, 13 of the items could be grouped under the label of "activities carried out in isolated FFI" while the other 13 items could be grouped under the label of "activities carried out in integrated FFI." The internal consistency of the whole questionnaire in Turkish was found to be high (Cronbach's alpha .938).

Table 1 The Distribution of the Items in the Questionnaire

Label	Items	Cronbach Alpha
Integrated FFI activities	1, 3, 4, 6, 8, 11, 13, 15, 16, 18, 20, 23, 25	.944
Isolated FFI activities	2, 5, 7, 9, 10, 12, 14, 17, 19, 21, 22, 24, 26	.932

Although the items could be classified basically under two labels, they were placed in the questionnaire randomly. The students were asked to judge the statements about whether language forms and content should be taught simultaneously or separately

on a 5-point Likert scale (strongly disagree, disagree, not sure, agree, strongly agree). The second section involved questions on the demographic information of the students. This part asked the participants about their age, how long they had been learning English, where they had learnt English and whether there was anybody helping them in learning English apart from their teachers in school (See Appendix H for the questionnaire).

The original form of the questionnaire was English. However, in order to avoid any limitations stemming from the possible deficits in the foreign language proficiency of the participants, it was translated into Turkish. The questionnaire was translated by the researcher; it was edited by four experts and changes were made in line with the comments provided by these experts. In addition, a pilot study was carried out by applying the questionnaire to students at the same grade with the participants of the study in a third school in order to determine if there were any problems due to the wording of the questionnaire items. The last changes were done on the questionnaire depending on the comments of the students who took part in the piloting session. The number and the order of the items were kept the same as the original.

<u>Interviews</u>

Semi-structured interviews were conducted to understand the students' perceptions about the instructional methods used in their language classrooms. The researcher prepared a number of questions beforehand and asked the students these questions while interviewing them. The researcher interviewed 20 students from each school. The questions were basically about whether they would prefer language classes that integrated the communicative and content-based activities with grammar instruction

or language classes that focused on content-based activities and grammar instruction separately. The researcher explained a classroom setting involving an integrated model of language teaching and another language class with an isolated model of language briefly and then asked the students' opinions about both instructional types. They were also provided with a list of language teaching techniques and they were asked to rank them from the ones they liked the most to the ones they liked the least.

Teachers' views were also taken into consideration to interpret the results derived from the questionnaires and the interviews conducted with the students. However, the teachers were not given a particular questionnaire, nor were they interviewed in a formal way. Instead, their opinions were derived from the conversations between the teachers and the researcher about the language activities they planned to conduct or had already conducted in the classroom.

Data Collection Procedures

At the beginning of the study, the researcher decided to involve the schools in the study depending on the meetings with the teachers about their instructional techniques in the language classroom and the syllabi they used in their language classes. The students had already been assigned to their classes randomly. The researcher did not divide the classes as experimental and control group. Instead, a case study was administered. The researcher did not "manipulate" the language classes in any way; instead the teachers followed their own regular curriculum in the language classes. The researcher continued to observe the language classes in both of the schools for two hours a week in order to see the instructional techniques used in the language classrooms, to see the patterns coming out of the classroom applications

and to get some samples from the instruments and the interactions between the students and the teachers and among the students. The observations enabled the researcher to have a clear picture about the language teaching processes in the classrooms, their effects on learners' language learning and the students' attitudes towards the instructional techniques in the language classes. The students did not know that they were a part of the study. The data collection instruments (KET exams and the essay writing) were implemented by the researcher and they were said to have an effect on their final score at the end of the year. Thus, the students took the tests and essay writing seriously.

In order to make sure that the data collection instruments were appropriate for the participants, the opinions of the teachers were also taken before implementing instruments. The instruments were shown to the teachers in both schools and they were asked whether it was appropriate to implement those instruments to their students and whether the students were accustomed to deal with the tasks similar to the ones in the data collection instruments. The teachers in both schools agreed about implementing the KET exams as the students had been exposed to similar tests beforehand. In terms of the essays, some adjustments were made on the writing prompts in accordance with the teachers' opinions and then they were implemented. As the questionnaires were already piloted, they were appropriate for the participants of the study; however, they were also shown to the teachers and their approval was taken before applying the questionnaires to the students in both schools.

At the beginning of the first semester of the 2007-2008 education year, the first KET exam was applied to the participants as a pre-test. At the end of the first semester, that is four months after the study had started, the students were required to

write the first essay. The reason why the participants were not asked to write their first essay at the beginning of the first term is the fact that their teachers suggested that the foreign language proficiency of the students might not be enough to write an essay to be evaluated; therefore, in order to avoid coming across with the essays that were not enough to evaluate, the researcher decided to apply the first essay at the end of the first semester.

The second essay was given four months after the application of the first essay. The topics of the essays were not the same in the both schools, because the topics were chosen in accordance with the topics covered in the language classrooms throughout the term. The essays were blind-rated by two experts using the same rubric (adapted from Reid, 2003) in order to have an objective evaluation. The maximum possible score was 100. The interrater reliability for two essays were .88 and .90, respectively.

Before applying the questionnaire developed by Spada (2007), the researcher translated it into Turkish and it was also edited by four experts and certain changes were made in line with the comments provided by these experts. In addition, a pilot study was carried out by applying the questionnaire to the students at the same grade in another school in order to determine if there had been any problems due to the wording of the questionnaire items. After these processes, the questionnaire was applied to the participants in both of schools towards the end of the academic year in order to get the opinions of the students about the instructional methods used in their language classrooms. The results taken from the answers given by the participants to the questionnaire items were used to interpret the perceptions of the participants about integrated and isolated form-focused activities in foreign language teaching.

Towards the end of the school year (in the beginning of June) that is eight months after the first KET exam, the students were required to take the second KET exam as the post-test.

As another data collection process, semi-structured interviews with 20 students from each school were conducted during the last month of the school year to obtain a clearer picture of what the students thought about the isolated and integrated FFI and which one they preferred. In addition, the conversations made with the teachers about the techniques they used in their classrooms also gave insights about the processes involved in both types of instruction. Therefore, the teachers' views were taken into consideration to interpret the results derived from the questionnaires and the interviews conducted with the students.

Data Analysis

As mentioned above, a number of measurements were used to assess the variables identified in the research questions. The instruments included two KET tests, two essays written by the participants and a 26-item questionnaire (Spada, 2007) and interviews conducted with students. Table 2 provides a list of the research questions, the instruments used and the analyses conducted on the data.

Table 2 Summary of the Research Questions and the Corresponding Procedures

Research Questions	Instruments	Time	Data Analysis
Are there any differences between two groups of participants instructed through isolated versus integrated FFI in terms of L2 vocabulary and grammar learning in an EFL context?	Two KET tests Two essays	At the beginning of the academic year (pre-test) At the end of the academic year (post-test) At the end of the first semester (1st essay) Four months after the first essay (2nd essay)	Independent samples t-test on change means on KET tests An analysis of covariance (ANCOVA) on the change scores on the KET tests 2x2 mixed design analysis of variance (ANOVA) on essay scores ANCOVA on essay scores
Are there any differences between two groups of participants instructed through isolated versus integrated FFI in terms of L2 writing development in an EFL context?	Two essays	At the end of the first semester (1st essay) Four months after the first essay (2nd essay)	2x2 Mixed Design ANOVA on essay scores ANCOVA on essay scores
What are the students' attitudes towards isolated versus integrated FFI in an EFL context?	A questionnaire about students' attitudes Interviews	During the last month of the academic year	Means and standart deviations on students' answers on the questionnaire Qualitative analysis of students' answers during interviews

CHAPTER 4

RESULTS

This chapter reports the results of the quantitative and qualitative analyses conducted on the data obtained during the study. Both qualitative and quantitative analyses were conducted to investigate the research questions. Participants had already been assigned to two levels of the independent variable (instruction type).

Role of Isolated and Integrated FFI in Vocabulary and

Grammar Development

The first research question aimed to investigate whether the group exposed to isolated FFI and the one exposed to integrated FFI differed significantly in terms of their L2 vocabulary and grammar development. For that end, both groups were given a pre- and post-test (KET tests). As a second measurement, the participants were asked to write two essays on two different dates. Each essay was scored on the basis of a scale consisting of five criteria which were *content, organization, language usage, grammar usage* and *mechanics*. The essays were blind-rated by two experts apart from the researcher using the same rubric (adapted from Reid, 2003) in order to have an objective evaluation. The scores on the pre- and post-tests and the two essays constituted the dependent variables for the first research question. Table 3 shows the descriptive statistics for L2 vocabulary and grammar learning on pre- and post-tests.

Table 3 Descriptive Statistics for L2 Vocabulary and Grammar Learning

Group	Pre-test				Post-test			
	M	SD	Min.	Max.	M	SD	Min.	Max.
Integrated	59.89	16.82	15.00	94.00	69.77	12.99	43.00	89.00
Isolated	43.60	9.73	30.00	70.00	44.80	10.60	26.00	70.00

As seen in Table 3, the integrated group performed better on both the pre-test and post-test. It is seen that there is an increase in the mean scores of both groups from pre-test to post-test while the increase for the integrated group is higher than the other group. In order to find out whether the differences were significant, an independent samples t-test was conducted. Before conducting the t-test, change scores between pre- and post-test scores were calculated and t test was conducted on the change scores. Change means for the integrated and isolated groups were 9.88 and 1.20 respectively. The results of the t-test indicated that there was a main effect of group, that is, the techniques implemented in the schools had a significant effect on the test scores of the participants. As a last step, in order to confirm the t-test results, an analysis of covariance (ANCOVA) on the change scores was also conducted with pre-test scores as the covariate. The ANCOVA analysis confirmed the t-test results. A significant main effect of group (i.e. isolated and integrated instructional techniques) was found ($F(1, 66) = 24.92$, $p < .001$). The integrated FFI was found to be more effective than the isolated FFI in L2 vocabulary and grammar development on the pre- and post tests. The integrated FFI group performed better than the isolated group on all types of questions in the tests. On the other hand, the questions on which the isolated FFI group performed better were the ones which measured the grammar knowledge of the participants relatively directly (e.g. the

questions 28-35 in Appendix C). In terms of the questions which demanded

knowledge of vocabulary and combined content and grammar, the isolated FFI group

had difficulty in answering them (e.g. the questions 6-10 in Appendix C). Although

the knowledge of vocabulary of the isolated group increased from the pre-test to the

post-test, this increase was not so significant. On the other hand, the integrated FFI

group could increase their knowledge of vocabulary and grammar from the pre-test

to the post-test significantly as they could answer more questions requiring content

and grammar knowledge on the post-test.

Role of Isolated and Integrated FFI in Writing Development

In order to investigate the second research question and also as a second

measurement for the first research question (i.e. language development of two

groups), the participants were asked to write two essays on two different dates.

Table 4 shows the descriptive statistics for writing development of two groups on the

first and second essays.

Table 4 Descriptive Statistics for Writing Development

	First Essay				Second Essay			
Group	M	SD	Min.	Max.	M	SD	Min.	Max.
Integrated	62.40	10.55	34.00	86.00	64.69	10.26	34.00	83.00
Isolated	58.14	9.99	34.00	78.00	58.03	12.37	34.00	80.00

Table 4 presents that integrated FFI group had higher means on both essays, and

there was an increase in its means from the first essay to the second. On the other

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hand, the isolated group had approximately the same means on both essays. In order to investigate the role of instructional methods on essay scores, a 2x2 mixed design analysis of variance (ANOVA) was conducted with instructional method (integrated vs. isolated instruction) as the between groups variable and essays (1st essay and 2nd essay) as within groups variable. The assumptions of normality, homogeneity of variance and sphericity were sustained. Table 5 shows the ANOVA summary table for writing development on both essays.

Table 5 Mixed Design ANOVA Summary Table for Writing Development

Source	df	SS	MS	F	η^2
Between Groups					
Instruction Type	1	1042.31	1042.31	5.00	.069
Error (group)	68	1415.85	208.17		
Within Groups					
Essays	1	41.25	41.25	1.73	.025
Essays*Group	1	50.40	50.40	2.19	.030
Error (essays)	68	1617.34	23.78		

$p < 0.01$

The ANOVA results presented in Table 5 indicate that there was no interaction between essays and group (instructional methods as isolated FFI vs. integrated FFI) and there was no main effect of time on essay scores. That is, there was not any interaction between when the essays were written and the instructional methods. Overall, the methods had a significant effect on essay scores regardless of when the essays were written (i.e. integrated FFI group performed better than the isolated FFI group).

Considering that the groups were significantly different on pre-test scores on the KET exam, pre-test scores were used as covariate to investigate the group's

effect (i.e. instructional methods as integrated vs. isolated) on the essay scores as well.

The same ANOVA analysis was run again with the pre-test scores as the covariate. Analysis of covariance (ANCOVA) results confirmed the ANOVA results. In other words, when the scores on the pre-test were controlled, the interaction between essay and group as well as the main effect of essays (i.e. when the essays were written) were not significant. However, the main effect of group (integrated FFI versus isolated FFI) was significant ($F (1,66) = 8.09$, $p< .01$). Integrated FFI was more effective than the isolated FFI in enabling the students to improve their writing skill.

The integrated group used a wider range of vocabulary on both of their writings than the isolated FFI group. They also showed that they had sure knowledge of the topic on which they wrote their essays. In terms of grammar usage, most of the students from the integrated FFI used grammatical forms correctly although there were some occasional errors in their essays. They could also write complex sentences besides simple ones. In addition, the organization and text structure of their essays were appropriate for essay writing in general. Although the difference between their first essays and the second essays was not statistically significant, their second essays were better than their first essays in terms of vocabulary range and grammar usage. On the other hand, the isolated group often used a narrow range of vocabulary items. They tried to explain their ideas by using some very basic words. In terms of text organization, their sentences were not connected, that is, a considerable number of students from the isolated group tended to write their essays as if they were writing a list of sentences. They also made grammatical mistakes particularly about subject-

verb agreement. There was not a significant change from their first essays to the second one. The problems seen in their first essays were almost the same in their second essays although some of the students from the isolated FFI group could perform better on their second essays.

The findings about the essay scores of the both groups are also consistent with what was observed during their language classes. The students in the integrated group could know the meanings of a wide range of vocabulary items and they could use them during communicative, content-based activities which required them to speak in English or write a paragraph, essay, dialogue or a short story. They could also apply their knowledge of grammar during these activities. As time passed by, they could use certain language forms and vocabulary items *automatically* in communicative activities. However, it should be noted that this was the general case in the language classes of the integrated group, there were also some students who could not perform as well as their peers.

Although the students in the isolated FFI group could know the meanings of vocabulary items, they had difficulty in using them within a context such as writing an essay or a short story about a topic. In addition, they could recall the grammar rules when asked them explicitly and in isolation; however, they tended to make mistakes in terms of applying these rules within a context. They often forgot to apply a certain rule or to use a vocabulary item during communicative activities *automatically*.

Students' Attitudes Towards Integrated and Isolated FFI

Findings from the Questionnaire

The third research question investigated students' attitudes towards integrated and isolated FFI in L2 learning. For that end, the students responded to the 26-item questionnaire on a 5-point Likert scale (1: strongly disagree, 5: strongly agree). Table 6 presents the descriptive statistics for the students' responses to the items about integrated and isolated FFI in the questionnaire.

Table 6 Descriptive Statistics for Students' Attitudes Towards Integrated and Isolated FFI

	Integrated Activities			Isolated Activities	
Item	M	SD	Item	M	SD
1	4.02	1.01	2	2.70	.90
3	4.16	.78	5	2.47	.88
4	4.07	.96	7	2.56	1.04
6	4.08	.98	9	2.76	1.12
8	4.10	1.01	10	2.75	1.23
11	3.91	.98	12	2.73	1.17
13	3.92	.88	14	3.08	1.12
15	3.85	.94	17	2.88	1.13
16	3.85	.96	19	2.71	.97
18	4.00	.91	21	2.62	1.12
20	4.01	.98	22	2.85	1.03
23	3.98	1.13	24	2.47	.99
25	3.96	1.02	26	2.71	1.03
Total	51.91		Total	35.29	

Table 6 shows that the items about the integrated type of activities are rated higher than the isolated type of activities as the total mean of the responses given about the integrated type of activities is higher than the ones about isolated type of activities (51.91 and 35.29, respectively). As the means for the integrated type of activities are

higher than the means for the isolated type of activities, it can be concluded that the students showed more positive attitudes towards integrated FFI.

<div align="center">Findings from the Interviews</div>

As a second measurement for the students' attitudes towards integrated and isolated FFI, 20 students from each school were interviewed. The questions were actually open-ended.

One of the basic questions asked during the interviews was whether a similarity between the topics taught in other courses and those studied in English courses was beneficial for them to learn English (vocabulary and grammar rules) more easily. Most of the students (35 out of 40 students) responded to this question positively. When they were asked why they thought the similarity of topics between their English classes and other classes was useful, some of them said (See Appendix P for the original quotations in Turkish):

> When the topics are similar, we can understand sentences in English more easily.   (Informant 7)

> When we study similar topics, we can find something to say or write in English classes more easily.   (Informant 12)

> When the topics are similar or related to the topics of the other lessons, I can remember the meanings of the words easily.   (Informant 23)

As understood from the students' statements, when the topics of the other lessons are also studied in the English classes, the students' background knowledge can be stimulated. Therefore, the students can find it easy to understand and recall the content of the English materials. They can also make use of their content knowledge which they acquired in other lessons during activities in English classes.

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Another basic question asked during the interviews was whether they preferred to be corrected during or after communicative activities such as dialogues, games or pair-works. Most of them (30 out of 40 students) preferred to be corrected during the activities instead of being corrected after the activities. In terms of their preferences about being corrected during the activities, the students stated their reasons to be the following:

> If the teacher corrects me immediately, I can correct my mistake
> immediately as well.   (Informant 24)

> If the teacher corrects me during the activities, for example while writing a
> short paragraph, I try not to make the same mistakes.
>   (Informant 32)

The students' statements indicate that when they were corrected during the activities (as it is the case in integrated FFI classes); they found it easier to re-analyze their output and change it in accordance with the target language rules. In addition, the students' statements suggest that incorporating what they have just noticed through their teacher's correction into their interlanguage is easier for them. If the teacher corrects their errors after the activities, the students have difficulty in recalling what they themselves have just said / thought; therefore, it becomes difficult for them to relate what the teacher says as an error correction to what they have already said.

Apart from asking questions as indicated above, the researcher gave the students seven types of activities used during English classes. They were asked to choose three that they thought to be beneficial for learning and using vocabulary items and language forms. Table 7 presents the students' preferences for the activities used in the language classrooms. Each of the 40 students made 3

preferences; therefore, there were a total of 120 preferences about the activities given to the students.

Table 7 Students' Preferences for the Activities Used in Language Classes

Activity	N
Writing a short essay or a story about a topic	21
Reading a passage	22
Listening to texts, songs, stories etc.	9
Learning songs and singing	9
Doing grammar exercises (such as fill-in-the-blanks, completing sentences)	20
Solving multiple-choice tests	19
Preparing dialogues about a topic and acting it out in the classroom	20

Table 7 presents that there is not much difference about the students' preferences for the activities, except the fact that they preferred the third and fourth ones the least. After the students made their choice, the researcher asked them why they chose those activities and asked them how those activities helped them to learn new vocabulary items and language forms. When asked why they chose the particular activities, they answered:

> When I read a passage, I can learn and remember new words easily, because I know what the passage is about in general (…) In my opinion, tests and grammar exercises are also useful because they help me see the differences between some similar forms.   (Informant 22)

> The teacher sometimes asks us to write a short dialogue imagining that we are somewhere, like a restaurant or a cinema. When we are trying to write the dialogue we ask our teacher how to say something and then use it in our dialogue and we do not forget it easily.   (Informant 27)

I have chosen that reading, writing and grammar exercises are useful. When I read and write a passage, I try to remember some words and some rules for making sentences. I can review what I have learned before. Grammar exercises help me to use a new rule again and again, so I can memorize it.

(Informant 37)

The students' responses reveal that they made use of different activities for different tasks, which may be the reason why most of the items were preferred by approximately the same number of students. For instance, some of the students preferred grammar exercises as they thought grammar exercises helped them to solve the discrete-point tests. Thus, in order to be successful in structured and form-focused tests, they had to make use of exercises which enabled them to have structured and explicit knowledge about grammatical forms and vocabulary items. On the other hand, they also preferred communicative and content-based activities as they thought that those activities helped them to learn and use new vocabulary items and language forms within a context. The students also stated that when they learn a rule or vocabulary item while dealing with a task, they can use it immediately and directly and they can recall it more easily afterwards.

As a last question during the interviews, the researcher drew an imaginary picture of two different language classes. One of these classes was prepared in accordance with the integrated way of instruction while the other one was prepared according to the isolated way of instruction. While explaining the processes taking place in these imaginary classes, she sometimes made use of small pictures, drawings to make the situation clear for the students. Then, she asked the students which class they thought would be more useful for them to learn the target forms and in which class they would prefer to learn English. 29 of 40 students preferred the class designed according to the integrated way of instruction while 11 of them preferred

the isolated instruction. Some of the students who preferred the integrated type of class stated their reasons as follows:

> I cannot memorize the rules. Actually I can memorize…but I cannot decide whether I should use it or something else when trying to say or write something.   (Informant 28)

> Here (in the integrated example), the teacher is explaining the rule when the student has made a mistake, so it can help us to see our mistakes immediately and correct ourselves.   (Informant 30)

> (…) The tables are confusing. Instead, reading, writing or telling sentences would be more helpful for us to understand the rules.   (Informant 35)

> This one (integrated one) seems to be more enjoyable for me. I like attending to such activities more.   (Informant 39)

The common reasons why they preferred the integrated type of class is that they preferred using the language to say something for a purpose in a meaningful context and they felt more motivated when they were involved in communicative activities. They were not very interested in seeing the language rules in formulas as they thought that those formulas were sometimes confusing for them. They also had difficulty in memorizing the rules in isolation and applying those rules within a context. The students were aware of the fact that using language forms and vocabulary items within a context such as writing or reading activities enabled them to recall those forms and new vocabulary items afterwards.

The students who preferred the isolated way of instruction were also asked about their reasons. Some of the informants stated:

> It is difficult to know the rule of saying something without seeing the rule on the blackboard. In my opinion, first we should learn the rule and then use it.
> (Informant 13)

> If I memorize the rules, I can answer the multiple-choice tests easily, because I can extract the incorrect ones immediately (…) For example, if "he" is followed by "are" in an option, I can extract it immediately even if I do not know the meaning of that option.   (Informant 17)

The statements of the students who preferred the isolated FFI type of activities indicate that explicit instruction helps them to see how to apply those rules in their sentences. Some of the students think that it can be difficult for them to notice a grammatical rule if it is not taught explicitly. They prefer to see the rules explicitly instead of eliciting them during the activities. Another common reason for preferring isolated type of activities is that explicit instruction helps them to perform better on structured and grammar-based tasks as those tasks usually demand the recalling of a rule like a formula instead of using the rules within a context in order to produce output.

Apart from the students' attitudes, the teachers' perceptions about the isolated and integrated type of instruction were also asked during the study. The teachers in both schools emphasized that both the integrated FFI and the isolated FFI could be helpful for foreign language learning depending on the level and interests of the students, the complexity of the topic and the time allocated for a topic. The teachers in the school implementing isolated FFI stated that the number of topics that they had to cover in a year was quite a lot and therefore they had to allocate limited time for certain topics. As a result, instead of exposing students to a great deal of materials and expecting them to elicit the knowledge about language forms through communicative activities, they often preferred to tell the rules about a language form explicitly and in isolation. Then, they said that they gave a chance to the students to use the target language forms and new vocabulary items during communicative and

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content based activities. Another reason for the fact that the teachers preferred isolated FFI was that the students would take a language exam (called SBS) which involved discrete-point items in order to measure the grammar and vocabulary knowledge of the students at the end of the academic year. Therefore, as that exam was basically a grammar-focused and structure-based test, the teachers thought that explicit instruction of language forms and focusing on language forms separately would be helpful for the students during that exam. It should be also noted that they also stated that only the isolated instruction would not be enough for foreign language learning; therefore, they also gave place to communicative and content-based activities in order to give the students the opportunity to use the language in certain contexts which can appeal to the interests of the students. They believed that just the metalinguistic knowledge about a target language cannot be enough to use the language to convey one's thoughts and to communicate with others.

The teachers instructing through integrated FFI said that when the linguistic forms and new vocabulary items are instructed within a context then it becomes easier for the students to use those forms and vocabulary items in similar contexts. They also emphasized the fact that content-integrated language teaching sometimes involved the explicit instruction of language forms; however, this instruction was provided during communicative activities. They thought that when the instruction of content and language forms was provided simultaneously, the students could internalize the usage of the language forms and they could use those language forms when needed for communicative and academic purposes. They stated that when the instruction of language forms was separated from content instruction and from communicative activities, it could be difficult or the students to build a form-function

relationship. Therefore, they thought integrated FFI would enable the students to develop their content and grammar knowledge and use language fluently in different contexts.

To sum up, this section has presented the students' attitudes towards integrated vs. isolated FFI during language classes referring to the results obtained from questionnaires and interviews. It can be concluded that most of the participants responded positively towards integrated type of activities. Their basic reason for preferring the integrated way of instruction was the fact that they thought the more they used the language the better they could recall the target forms and new vocabulary items. Memorizing the rules was not seen as an effective and enjoyable technique for learning and using the language. It should be also stated that they preferred to be instructed in an explicit way to become aware of their mistakes and correct themselves during activities. That is, they did not put aside the explicit instruction of language forms completely, which is also obvious in their preferences for the activities used in the language classroom as presented in Table 8. In addition to integrated way of instruction, the students preferred isolated way instruction as they thought they made use of explicit instruction of language forms when they had to answer more grammar-oriented questions instead of conveying their thoughts.

CHAPTER 5

DISCUSSION AND CONCLUSION

The present study explored the role of isolated and integrated FFI in L2 vocabulary and grammar development and L2 writing development. It also investigated the students' attitudes towards both types of instructional methods. The study had a quasi-experimental design with two independent groups. The participants had already been assigned to their groups. While one of the groups received isolated FFI, the other one received integrated FFI. The instruments for data collection involved two KET tests, two essays scored according to a rubric developed by Reid (1993), a questionnaire about students' attitudes towards these two instructional methods (translated from Spada, 2007) and interviews conducted with the students. The KET tests and essays attempted to measure the students' vocabulary and grammar learning. Two essays were also used to measure writing development in L2. The questionnaire and the interviews were conducted to investigate the students' attitudes towards isolated and integrated FFI.

This chapter first discusses the findings of the study reported in the previous chapter; then presents the pedagogical implications. In the final section, the limitations of the study will be presented, followed by suggestions for further research.

Discussion

As it has already been presented, there has been extensive research about the role of form-focused instruction and content-based instruction in foreign language learning. The question of whether explicit instruction has a role in foreign language learning in CBI settings has long been investigated. Research on CBI and FFI has reported that language instruction can be most effective if it involves drawing the attention of students not only to meaning but also to form. That is, it is suggested that the learners' attention needs to be drawn to form, and form-focused instruction needs to have a place in communicative language teaching (Lyster, 1994, 1998; Swain, 1996). Therefore, it is necessary to investigate the question of when and how FFI should be connected to communicative activities in order to benefit from it the utmost.

The present study aimed to explore the role of FFI isolated from communicative or content-based activities and the role of FFI integrated within communicative and content-based activities with the primary focus on meaning. To the best knowledge of the researcher, there is no research that has directly compared the roles of integrated and isolated FFI in communicative and content-based programs at the primary level, particularly in an EFL setting. Instead, most research studies have been carried out in order to compare content-based instruction with grammar-based instruction (e.g. Edwards, Wesche, Krashen, Clement & Kruidenier, 1984; Hauptman et al., 1988; Leaver et al., 1989). Some other studies were case studies trying to describe the effects of content-based programs (e.g. Gilzow et al., 2000; Chapple, 2000; Turnbull et al., 2001; Rodgers, 2006). In addition, most of the studies about CBI and FFI have been carried out in ESL settings (e.g. Edwards et al., 1984; Hauptman et al., 1988; Kasper, 1997; Gibbons, 2003; Song, 2006). Certain

studies conducted in EFL settings – particularly in Turkey – compared the effects of grammar-based and language-focused instruction with the effects of content-based and theme-focused instruction (Alptekin et al., 2007; Yalçın, 2007). Therefore; it can be suggested that the present study is the first quasi-experimental study which aimed at comparing the roles of integrating and isolating form-focused and meaning-focused practice at primary level in an EFL context. It also tried to find out the learners' perceptions about integrated and isolated FFI in learning L2 at primary level in an EFL context.

In terms of the first and second research questions which investigated the effects of integrated and isolated FFI in L2 vocabulary and grammar development, the results showed that there was a significant main effect of the instructional methods on L2 vocabulary and grammar development of the students on pre-and post-tests (F (1,66) = 24.92, p<.001). The group instructed through integrated FFI outperformed the control group in all measurements (i.e. pre- and post-tests and on both essays) measuring their L2 vocabulary and grammar development. Although there was not a significant difference from the first essay to the second one, overall the students exposed to integrated FFI performed better than the ones exposed to isolated FFI (F (1,66) = 8.09, p<.01). Therefore, integrated FFI was found to be more effective in teaching vocabulary and grammar although the main focus of language lessons was not the "language" itself. These findings are parallel to the findings of previous research which suggest that language and content integration can result in language development besides content learning (e.g. Snow & Brinton, 1988; Edwards et al., 1984; Swain & Lapkin, 1989; Rodgers, 2006; Turnbull et al., 2001; Gilzow et al.,2000; Chapple et al., 2000; Leaver et al., 1989).

These findings for the first and second research questions support the hypothesis that when the focus of instruction is on meaning rather than language, success in L2 learning can be achieved and language is learned incidentally during content instruction (Krashen, 1985; Crandall, 1993). When learners are exposed to purposeful and meaningful samples of the target language and when they are taught a subject matter and language simultaneously, their language learning improves (Crandall, 1987; Krashen, 1985; Brinton et al., 1989; Met, 1991). In the present study, language learners in the integrated FFI classrooms were exposed to new language forms through a content that was meaningful for them. They were often required to carry out tasks within communicative and content-based activities; therefore, they tried to use language forms and vocabulary items in order to achieve a purpose. As the students tried to achieve a purpose and arrive at a target, they became more motivated for language learning, and their increased motivation resulted in increased language learning and retention of the units learned (Chapple, 2000). The students' statements about the integrated type of instructional methods also present that their interest in language classes increases and they feel more motivated when they have to reach a target. Some of the students say:

> This one (integrated one) seems to be more enjoyable for me. I like attending such activities more.   (Informant 39)

> The teacher often gives us tasks and we try to finish it and find out the result immediately. For example, we try to find a secret word by following the instructions in a game. I like English when we do such activities.
>   (Informant 33)

The researcher's observations in the integrated group's language classes also indicated that the motivation of the students increased considerably when they were required to be engaged in a task at the end of which they could reach at a target such

as writing a story, finding out a secret word or finishing a puzzle. These communicative types of activities made the students pay attention to the lesson and they drew the attention of the students both to the content and language forms. As they tried to achieve a purpose, they had to attend to language forms as well. As a result, the students' knowledge of content and language improved simultaneously and they gained automaticity in using their foreign language in terms of not only their knowledge of subject matter but also their knowledge of language (see Appendix J for observation notes). On the other hand, in isolated FFI classes, the students were also engaged in content-based and communicative type of activities; however, they were also provided with explicit instruction about the language forms in isolation from the communicative activities. It was obvious that the students were quite motivated and interested in the lessons when they were engaged in purposeful and meaningful communication. However, when they were asked to pay attention to language forms instructed explicitly and in an isolated way, it could be observed that the students were not so willing to listen to their teacher, most of the students' interest in the lesson decreased and they began to talk among themselves or to pay attention to something unrelated with the lesson (see Appendix K for observation notes). The statements made by some of the students point to this issue, as well. They said:

> I like English; but when the teacher begins to explain some rules in an extended way, I get bored and do not want to listen to her.
> (Informant 16)

> When we deal with rules in detail, it becomes very confusing for me. I cannot keep all the rules in my mind and I often confuse them, so I get bored.
> (Informant 18)

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The researcher's observations summarized above and the students' statements indicate that students are demotivated when they are required to focus on form in isolation and without a purposeful and meaningful setting. This case can hinder students' language learning as it is not possible to expect demotivated students to pay attention to what is being instructed in the classroom and when they do not pay attention, they cannot learn the target language appropriately. On the other hand, integrated FFI makes learners more motivated to attend to language and content simultaneously through meaningful and purposeful communicative activities, which can ease their language learning.

Better language use of the students in integrated FFI can also be explained with the fact that besides improving the language knowledge of the students through motivating, meaningful and purposeful activities, integrated FFI provides the students with opportunities to make use of their previous learning and experiences. As the students use their background knowledge and connect new learning to their previous learning and to their already existing schemata, their learning becomes more meaningful (Flowerdew, 1993; Genesee, 1994; Kasper, 1995). Anderson's (1990) Cognitive Learning and Depth-of-Processing theory also supports the idea that learning becomes meaningful if it is based on previous learning. The activities carried out during content and language integrated lessons enable the students to construct meaning by making connections with their previous knowledge and they also enable the students to construct new schemata and elaborate their knowledge. These elaborations facilitate the recalling of information by adding up new connections in the network of learning (Grabe & Stoller, 1997). The students in the integrated FFI class were expected to deal with new content and language forms

through connecting new knowledge to their already existing knowledge. These connections enabled them to develop their interlanguage and recall new information easily (see Appendix J for observation notes). Therefore, the students found it easier to understand, learn and use new knowledge about content or language forms in different situations. In integrated FFI, the students were provided with enough materials to relate what they would learn to what they had already learned. In addition, through extensive reading and listening activities, they could form new schemata that helped them to recall and use new information later. For example, the students were taught about culture in general at first (such as "Cultures and Traditions"), then they were provided with extra reading about a cultural element in England (such as "Thanksgiving"), and as a last step they were required to deal with another text about Turkish culture ("Turkish Delight"). In that way, the students dealt with the same topic from different perspectives and through various sources. In addition to elaborating content knowledge, extensive reading enabled the learners to use the target language forms again and again within different but meaningful and comprehensible contexts. This repetitive use of the language forms within a context helped the students add newly learned language forms and new vocabulary items into their interlanguage, which made it easy to recall the new information afterwards. During observations, the researcher noticed that when the students dealt with topics related to each other and when they dealt with target language forms within a comprehensible setting, they could gain an "automaticity" in using these new language forms. Therefore, they found it easier to produce comprehensible and grammatical output while writing or speaking in target language. These processes taking place in integrated FFI classrooms can provide an explanation for the finding

of the present study indicating that integrated FFI group was better in essay writing on both of the essays. However, it should be also noted that although integrated FFI group was better than the isolated FFI group on both essays, the development from their first writing to the second one was not significant. This can be explained by the fact that there were only four months between the first and second essays and such a time interval may not have been enough to record a statistically significant development in writing which is actually quite a complex process. However, the fact that the integrated FFI group had higher scores than the isolated FFI group on both of the essays empasizes the effectiveness of the integrated instruction in writing an essay and learning L2 vocabulary and grammar.

In order to become automatized in using new language forms within a context, students need to incorporate their metalinguistic knowledge into their existing interlanguage (Lightbown, 2000). While integrated FFI group had the chance of gaining automaticity for using language forms in different situations through elaborated instruction providing networks between new knowledge and previous background knowledge of the students, the process for the isolated FFI was different.

The researcher's observations in the isolated FFI classes showed that although the students could use a target language form in a correct way during some structured and grammar-centred activities such as fill-in-the-gaps or true/false exercises, they had difficulty when they were dealing with less-controlled and communicative type of activities (including essay writing, as well) which required them to use the same target forms. The students pointed out to this difficulty they experienced while writing the essays. Some of the students said:

When the teacher explains the rules, I can understand them very well. For example, I know we have to put "-s" at the end of the verbs when our subject is "he, she" or "it." But when I'm talking or writing, I often forget to use -s and so I make mistake (...) But on multiple-choice tests, I can do better, because I remember the rules immediately when I look at the options and I can find the correct option easily.

(Informant 25)

When speaking, I try to make correct sentences, but it is very difficult. You have to remember what to say and also you have to use lots of rules correctly.

(Informant 31)

It can be understood from the researcher's observations summarized above and from the students' statements that the students could learn certain rules about linguistic forms in the target language through isolated and explicit instruction. They could handle the tasks which were structured and grammar-focused. However, the students had to make an extra effort in order to incorporate what they learned through isolated instruction into their interlanguage through communicative activities. They had to become automatized in using the target forms and newly learned vocabulary items within a context. Therefore, the isolated group had difficulty in writing the essays because they found it hard to make use of both their linguistic knowledge and their content knowledge simultaneously. They had difficulty in recalling their existing knowledge to produce an essay. They also showed a tendency towards separating language forms and content while writing. For example, they tended to ask their teacher whether they had to care about grammar rules when writing the essays. On the other hand, when they tried to convey only meaning then they often forgot to pay attention to form. This case could provide further support for the suggestion that the students in the isolated FFI group found it difficult to "automatize" correct usage of language forms within a context in which they needed to convey meaning.

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To sum up, the findings about L2 vocabulary and grammar development of the students measured through pre- and post-tests and two essays indicate that integrated instruction enabled the learners to improve their knowledge of vocabulary and grammar by providing them with enough samples of language forms within a meaningful context (see Tables 3, 4 and 5). On the other hand, isolated FFI also provided students with communicative and content-based activities; however, when the language forms were taught separately from these activities, the students experienced difficulty in using the language forms and vocabulary items within a context and they needed some more time in order to incorporate their metalinguistic knowledge into their interlanguage.

As for the last research question, the present study investigated the students' attitudes towards integrated versus isolated FFI through a questionnaire and interviews. The results of the questionnaire put forward that most of the students tended to prefer integrated FFI in general. The students' statements made during interviews also supported this finding as most of them preferred the sample lesson plan prepared according to integrated FFI and they preferred to be corrected during activities. When their preferences were asked about particular activities carried out in the language lessons, the students tended to prefer the integrated type of activities. Besides preferring integrated activities, they also stated that activities such as discrete-point tests, grammar exercises and the teacher's explicit instruction (i.e. isolated type of activities) helped them to deal with questions directly measuring their grammar knowledge in a structured way. The reason for preferring integrated FFI can be explained by referring to the idea that being involved in the meaningful and purposeful activities in a communicative setting increases the motivation of the

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language learners. When the content of the lessons are related to the students' needs and interests and to their previous learning, the lessons become more interesting and motivating for them (Snow et al., 1989; Genesee, 1994; Mohan, 1996). Therefore, the students tend to prefer integrated type of activities as these motivate them for learning language and capture their interest through meaningful and purposeful tasks. This case was also indicated by the students themselves, saying that they liked English lessons when they had to carry out a task and they became bored when they were instructed about language forms and rules in isolation.

In conclusion, in terms of the students' attitudes towards integrated and isolated FFI, it can be suggested that the students preferred integrated activities, referring to their being interesting and motivating for them. However, they also touched upon the fact that they sometimes benefited from isolated activities, particularly for the purposes of grammar-centred language assessment tasks.

Conclusion

The present study explored the role of integrated versus isolated FFI in terms of vocabulary and grammar development. The results indicate that integrated FFI is an effective method in enabling students to learn L2 vocabulary and grammar. Students in the integrated FFI group performed better on the tests and essays measuring their knowledge of L2 vocabulary and grammar. As another research question, the present study investigated the writing development of the students. It was found that the students in the integrated group received higher scores than the students in the isolated group. As the last research question, the present study investigated the students' attitudes towards integrated versus isolated FFI in learning a foreign

language. The results suggested that overall, the students expressed a preference for the integrated FFI. They also pointed out to the benefits of isolated FFI for particular reasons such as answering the questions on tests prepared to measure their grammar knowledge in a structured way. As a result of the findings of the present study, it can be suggested that integrated FFI can be used as an effective method for teaching English to young learners at the primary level within an EFL context. It can also be concluded that integrated FFI can be applied during language lessons in order to motivate the students and to capture their interest in the lessons, which may result in better language learning.

<p align="center">Implications</p>

The results of the present study indicated that the content and language integrated approach provided a meaningful and purposeful learning setting for the students. When the students were required to achieve a purpose, they became more motivated and interested in language learning. In addition, content and language integrated instruction enabled the students to build up new schemata and strengthen the connections between their previous knowledge and experiences and new knowledge. When the students were exposed to language forms within a context, they could become automatized in using language forms as they did not need to memorize rules about language features in a separate way. Thus, the learners were able to use target language forms fluently and accurately to convey a message in new settings. In terms of students' attitudes, the integrated FFI was preferred by most of the students as an effective way of language learning. It should also be pointed that isolated FFI was also given credit by the students for enabling them to deal with language-focused tasks effectively.

The results of the present study have certain implications for foreign language teaching. In order to make use of the effectiveness of the content and language integrated method, language teaching curriculum needs to be adjusted to the needs and interests of the students. Subject-matter teachers and language teachers should cooperate in order to develop a curriculum that has not only content objectives but also language objectives. Subject-matter teachers can integrate the language learning needs of the students into their curriculum while language teachers can give place to content objectives in their language classes. The collaboration between language and content teachers can provide the students with a curriculum through which they can build up a background on which to can base their language learning. Therefore, their language learning process can become more meaningful and comprehensible for them leading to an increase in their motivation for language learning. As they become more motivated and interested in language learning, it may become easier for them to develop linguistically and conceptually.

In addition to teacher collaboration, material evaluation and development and program evaluation are also important for content and language alignment. The teachers need to evaluate their existing materials and they need to provide students with materials that are appropriate for their needs, levels and interests. Material development is also important for enabling students to deal with not only context-embedded and cognitively-undemanding tasks but also improve themselves for carrying out context-reduced and cognitively demanding tasks. Through program evaluation, teachers and program developers can determine how to align language and content objectives of the language courses. In order to find out whether content integrated programs are effective or in what respects they are more effective,

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longitudinal studies about both content integrated FFI and isolated FFI need to be carried out (Crandall & Tucker, 1990).

When developing programs and preparing materials, the students' preferences for language learning need to be taken into consideration, as well. When materials which are proved to increase the motivation of the students are involved in the language programs and curricula, the students can be expected to be more interested in language learning and they may develop linguistically. In addition, their opinions about when and how they benefit from which instructional method need to be taken into consideration when planning programs and developing materials.

Besides material development, instruments for student assessment need to be developed as well. As language lessons with integrated FFI have both content and language objectives, the assessment instruments need to measure learners' language and subject matter learning. Without correct measurements, it cannot be possible to arrive at a conclusion about the effectiveness of a program. Through appropriate measurement instruments, the outcomes of the programs can be determined more accurately and the necessary precautions can be taken and adjustments can be made to the curriculum and language programs to make them more effective.

Limitations

The results of the present study put forward important implications for foreign language teaching. However, its results need to be taken as suggestive rather than definitive as it has a number of limitations.

First of all, in terms of measuring students' vocabulary and grammar development, additional instruments could have been used to measure their

development from a number of perspectives. The instruments used in the study measured students' reading comprehension, writing ability and grammar proficiency. Their listening comprehension and speaking skills could also be measured to arrive at more comprehensive results about the effectiveness of both methods in terms of different skills.

Actually, the study is an explorative study about isolated and integrated FFI at primary level in an EFL context. However, in order to find out more accurate results about the effects of these methods, the research setting could be designed in a more controlled way so that the effects of methods on participants' language development could be understood directly. For instance, the teachers and the schools could be the same for the students but the only difference would be the instructional methods implemented for the students.

Another limitation is that the students were exposed to only one of the instructional methods in each school; however, they were expected to compare two methods during interviews and make a choice between them. Actually, the researcher gave a number of examples from their own classes (depending on her observations) in order to represent both types of instructional methods and drew a picture of language classes instructed through both of the methods. However, if the students are exposed to both of instructional methods, it could be easier for them to make a comparison.

In order to arrive at more accurate results about the role of the methods on the writing development of the students, the time interval between their first writing and the second one could have been longer, as it may be difficult to expect the students to develop their writing skill over four months. In addition, in terms of students'

attitudes towards both instructional methods, questionnaires and interviews could be carried out with more students to arrive at a more comprehensive conclusion about the students' perceptions.

Another limitation is the number of students and schools involved in the study. As mentioned earlier, this study is a case study with a limited number of participants. It would have been possible to arrive at a more comprehensive and accurate conclusion if the number of students and schools involved in the study had been higher. In addition, the fact that both schools were private primary schools makes it difficult to generalize the findings of the study.

Another limitation of the study is that the teachers in both schools had a different background in terms of their education and teaching experience. Actually, the fact that the teachers implemented the relevant instructional methods in their classes (isolated FFI in Adapazarı and integrated FFI in İstanbul) could be considered to be enough to arrive at a conclusion about the role of isolated and integrated FFI. However, if the teachers can be the same and the only difference is about the methods implemented in the classes, it can be easier to arrive at a more accurate results about the effects of both instructional methods.

In order to overcome the limitations of the present study, longitudinal studies with a higher number of participants and in a more controlled setting can be conducted to find out and compare the effectiveness of both methods and to generalize the findings.

Appendix A: A Sample Lesson Plan for the Isolated FFI Classroom

<u>UNIT 5: "An early Bird or A Night Owl"</u>

- Make thestudents read the passage silently ask them to answer the lead-in questions
- Read the text loudly – give the meaning of the unknown words
- Do the exercises about vocabulary items and language.
- Then make the students read the passage once more, and ask them to underline verbs.
- Explain the rules of the Present simple tense drawing tables, give examples and ask the students to give similar examples.

1. I get up at 7.00.
2. She gets up at 8.00.
3. He gets up at 8.30.
4. They play tennis......

S (I, you, we , they) + Verb + Object   S (I, you, we , they) + don't Verb

DO + S (I, you, we , they) + Verb + Object ?

S (he, she, it) + Verb <u>s</u> + Object   S (he, she, it) + doesn't Verb

DOES + S (he, she, it) + Verb + Object ?

- Make sure that the student note these in their notebook.

LESSON 2:
- Ask students to make sentences using affirmative, negative, question forms. Give them an affirmative sentence and ask them to make it negative question (go on with these activities for 10-15 minutes)
- Go back to grammar book and do the exercises about present simple tense.
- Then ask students to work in pairs and try to find out about their likes and dislikes and ask them to learn their peers' daily routines, as well. (Give them 5 minutes)
- Call some students to come to the blackboard and talk about his / her friend's likes / dislikes and daily routines.
- As asssignment, ask them to write about their own routines and do the activities in the workbook.

Appendix B: A Sample Lesson Plan for the Integrated FFI Classroom

Unit 2 – Chapter 3: "Why the Rooster Crows at Sunrise"

- Before reading the text, ask the students their predictions about the content of the test looking at the pictures.
- Read the text together with the students, focus on new words.
- Give information about the genre of the text (fable – personification...)
- Draw a mind map like following and enlarge it eliciting answers from students such as Global Warming, Climate Change, Extinct Animals...
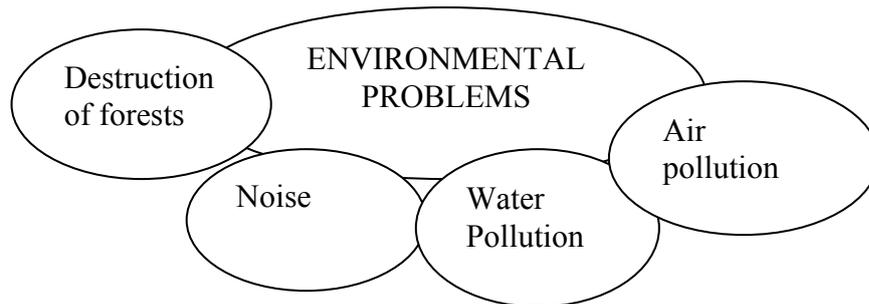
- Ask comprehension questions related to the topic after making the theme of the passage clear to the students. The questions can be
  - ❖ Why does the rooster go to the sun?
  - ❖ What does it say?
  - ❖ Why doesn't the sun rise?
  - ❖ What do people do? etc........

  - ❖ Ask the students whether the rooster gave the correct decision. Why?

  - ❖ What should we do to save our earth?

  (Make students answer these last two questions giving examples from their experinces in real life)

  >>>> Then ask the students read the fable once more and as an assisgnment, ask them to produce a similar fable about the environmental problems in our world.

  >> For the last five minutes of the lesson, prepare a sample draft for their fables (people / animals in the fable – setting – main events etc)

Appendix C: KET Test

Questions 1 - 5

Which notice (A - H) says this (1 - 5)?
For questions 1 - 5, mark the correct letter A - H on the answer sheet.

Example	Answer
0 You are advised to eat this product before October 2001.	D

1 If you do not have a ticket you will have to pay a fine.

2 Only people who work here may use this door.

3 This object is easy to break so be careful.

4 Someone is needed to help in the shop.

5 This item is made only of cotton.

A PLEASE HAVE YOUR PASSPORT READY

B FRAGILE Handle With Care

C STAFF ENTRANCE ONLY

D USE BY 1-10-01

E LOADING AREA KEEP CLEAR

F ASSISTANT WANTED ASK INSIDE

G MAKE SURE YOU HAVE A VALID TICKET PENALTY £50

H 100% Cotton
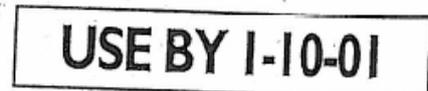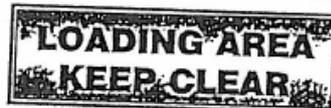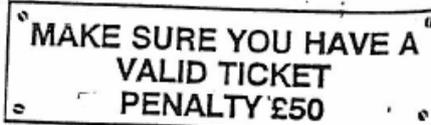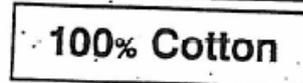
Questions 6 - 10

Read the sentences (6 - 10) about the environment.
Choose the best word (A, B or C) for each space.
For questions 6 - 10, mark A, B or C on your answer sheet.

Example	Answer
0 There are parks where endangered .... are safe.	
A types B species C kinds	**B**

6 You can .... water if you turn off the tap
while you're brushing your teeth.

    A use   B waste   C save

7 Millions of different kinds of .... animals
and plants live in rainforests.

    A useful   B rare   C extinct

8 We mustn't let factories .... the air.

    A pollute   B harm   C damage

9 If we want to protect forests we should
.... paper.

    A reduce   B return   C recycle

10 Unfortunately many people .... litter on
the beach.

    A drop   B let   C take

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Questions 11 - 15

Complete the five conversations.
For questions 11 - 15, mark A, B or C on the answer sheet.

| Example | How old are you? | A I'm Frank.
B Last year.
C I'm fourteen. | Answer

C |

11 Good morning. Can I help you?

    A It's raining.
    B No, we're out of stock.
    C Yes, please. I'd like to try on this jumper.

12 What's the matter with Julie?

    A She's got a headache.
    B She's gone to France.
    C She's sleeping.

13 I've already made dinner.

    A Is dinner ready?
    B Let's eat now, shall we?
    C Shall we order a pizza?

4 That's £68, please. How are you paying?

    A Yes, please.
    B By credit card.
    C The bill, please.

5 What's your new jacket like?

    A It's made of leather.
    B He's very well, thanks.
    C She likes ice cream.

Questions 16 - 20

Complete this conversation.
What does John say to the travel agent?
For questions 16 - 20, mark the correct letter A - H on the answer sheet.

Example	Answer
Travel agent: Good morning, sir. Can I help you?	
John: 0	H

Travel agent: Certainly, sir. When do you want to leave?

John: 16 ....

Travel agent: Let me check for you, sir. There's a flight to Madrid at 6.30pm.

John: 17 ....

Travel agent: No problem, sir. The flight to Barcelona is at 6.00pm.

John: 18 ....

Travel agent: How long are you staying there?

John: 19 ....

Travel agent: So, you want to come back on Friday, sir?

John: 20 ....

Travel agent: There we are, sir. You leave 6.00pm on Monday, and return on Friday at 10.30am.

A Just three days, on business.

B Have you ever been to Spain?

C On Monday evening.

D Yes. Friday morning, if possible.

E But I want to go to Barcelona.

F No, thank you. I'm just looking.

G Good. I'll take that one.

H Yes. I'd like to book a flight to Spain.

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PART 4

Questions 21 - 27

Read the article about the clown, Joseph Grimaldi. Are sentences 21 - 27 'Right' (A) or 'Wro
If there isn't enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say'
For questions 21 - 27, mark A, B or C on the answer sheet.

THE REAL JOEY THE CLOWN

Joseph Grimaldi, who lived from 1778 to 1837, is probably the most famous clown in history.

He came from a family of dancers and entertainers, and began his career at the age of two when he danced at Sadler's Wells Theatre.

He became more famous over the years. He was so popular that he played at two theatres every night. He had to run from one theatre to the other to be on time.

In 1806, he joined the Covent Garden Theatre. He had his greatest success there with the comedy 'Harlequin and Mother Goose'. In this show, he played a new type of clown that no one had seen before. This new act was later copied by many other clowns.

He performed in public for the last time in 1828, even though he was ill. People said he was the greatest comedian of his time — and even today clowns are called 'Joey' after the great Joseph Grimaldi.

0 Joseph Grimaldi was a famous dancer.

A Right   B Wrong   C Doesn't say   B

21 Joseph Grimaldi was English.

A Right   B Wrong   C Doesn't say

22 Members of his family were entertainers.

A Right   B Wrong   C Doesn't say

23 Joseph Grimaldi was 2 when he became a clown.

A Right   B Wrong   C Doesn't say

24 He was so popular that he had to run away from his fans.

A Right   B Wrong   C Doesn't say

25 The Covent Garden Theatre opened in 1806.

A Right   B Wrong   C Doesn't say

26 'Harlequin and Mother Goose' was a funny play.

A Right   B Wrong   C Doesn't say

27 His last performance was in 1828.

A Right   B Wrong   C Doesn't say

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Questions 28 - 35

Read the article about birds.
Choose the best word (A, B or C) for each space (28 - 35),
For questions 28 - 35, mark A, B or C on the answer sheet.

Birds

There are about 8,700 different types (0) _____ birds (28) _____ the world, and more than 1000 have become extinct.

Birds come in (29) _____ different shapes and sizes. The bee hummingbird is only 6.3 centimetres long. The ostrich is the (30) _____ bird and can grow to be 3.5 metres tall. The albatross (31) _____ the biggest wings, up to 3.5 metres across.
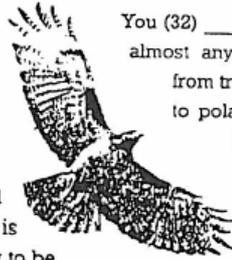
You (32) _____ find birds almost anywhere on Earth, from tropical rainforests to polar ice caps. This is because, of all the animals that can fly, birds are the best at it. (33) _____ birds, of course, can't fly at all. Penguins (34) _____ example, can't fly but (35) _____ very good swimmers.

EXAMPLE			ANSWE
0 A with	B of	C are	B
28 A from	B at	C in	
29 A many	B much	C lots	
30 A large	B larger	C largest	
31 A are	B have	C has	
32 A can	B must	C should	
33 A Any	B Some	C More	
34 A for	B as	C with	
35 A is	B are	C be	

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PART 6

Questions 36 - 40

Read the descriptions (36-40) of different parts of the body.
What is the word for each one?
The first letter is already there. There is one space for each other letter in the word.
For questions 36-40, write the words on the answer sheet.
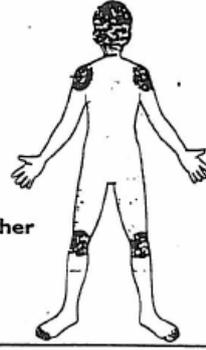
Example		Answer
0 You speak and eat with it.	m _ _ _ _	mouth

36 They are part of your hand.   f _ _ _ _ _ _

37 It's between your arm and your neck.   s _ _ _ _ _ _ _

38 The part of your leg that is just above your foot.   a _ _ _ _

39 The part of your face between your eyes and your hair.   f _ _ _ _ _ _

40 A thin line of hair above your eye.   e _ _ _ _ _ _

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PART 7

Questions 41 - 50

Complete the postcard.
Write ONE word for each space (41 - 50).
For questions 41 - 50, write your words on the answer sheet.

Dear Sonia,

I (Example: *m*) writing this postcard
(41) _____ my college room in
Canterbury. I arrived here three days
(42) _____ . There (43) _____
no lessons over (44) _____ weekend.

Yesterday I went sightseeing around the town. I
visited the famous Canterbury Cathedral and the
tombs (45) _____ many important people.
Then I (46) _____ a delicious meal in
(47) _____ old English pub.

Tomorrow (48) _____ the first day of English
lessons. I'd better (49) _____ to bed early.
I'll write (50) _____ you soon.

Lots of love,
Ivan

Questions 51 - 55

Read the card and the letter about a job application.
Fill in the information in the application form.
For questions 51 - 55, write the information on the answer sheet.

Joan Berry

Teacher of English
BA in Enlish Language

☎ 468 3425
j.berry@aol.co.uk

1ˢᵗ October ....

Dear Ms Berry,

We regret to tell you that your application 12th September was not successful. You only hav two years of teaching experience, and I am afrai that is not enough.

Thank you for your application.

Yours sincerely,
Sally Brown

International Language School

Application Form

Name:	Joan Berry
Position:	51
Tel. Number:	52
Qualifications:	53
Teaching experience:	54
Date:	55

Question 56

Read the note from your pen friend, Louise.

Dear Ewan,

I'm really excited to hear you're coming to stay with me in England for a few days.

Tell me when you are coming, how long you will stay and some things you want to do.

Best wishes,
Louise
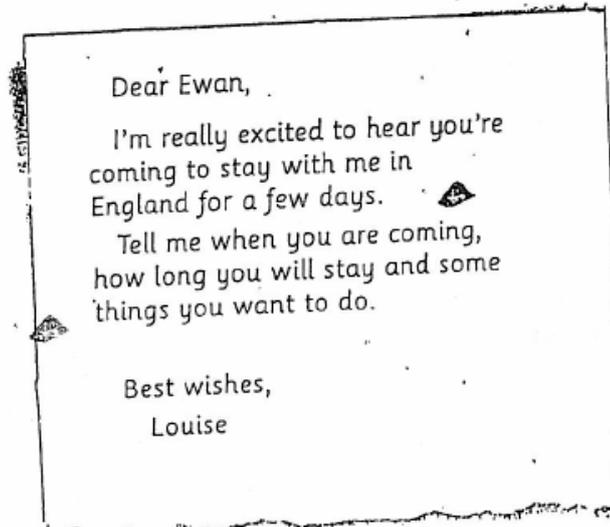
Write a postcard to tell her what she wants to know.
Write 25 - 35 words.
Write your postcard on the answer sheet.

Appendix D: Writing Prompts for the Isolated FFI Classroom

FIRST ESSAY :

Write an essay in which you should tell about

One of your typical days – what do you usually do between 7.00 – 23.00

Your favourite activities, your likes / dislikes and your hobbies and your

favourite food and drinks.

A typical day of one of your family members (brother / sister / mother /

father)

This person's favourite activities, likes / dislikes and hobbies.

SECOND ESSAY

Write an essay in which

Tell about the problems the living beings (animals, people) are faced with in

the world and in our country.

Tell about what we can do to give them a better nature to live in.

Appendix E: Writing Prompts for the Integrated FFI Classroom

1ST ESSAY

Write an essay in which you should tell about

One of your typical days – what do you usually do between 7.00 – 23.00

Your favourite activities, your likes / dislikes and your hobbies and your favourite food and drinks.

A typical day of one of your family members (brother / sister / mother / father)

This person's favourite activities, likes / dislikes and hobbies.

2ND ESSAY

Write an essay in which you should

Tell about environmental problems (such as global warming) we are faced with in our world.

Tell about what the future will be like and what will happen to our environment.

Appendix F: Rubric for Essay Evaluation

Level	Criteria

Content

30-27 **Excellent to Very Good**: Knowledgeable, substantive development of thesis, relevant to assigned topic

26-22 **Good to Average**: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks   detail

21-17 **Fair:** limited knowledge of subject, little substance, inadequate development of topic

16-13 **Needs Much Improvement:** does not show knowledge of subject, not many details, not relevant to assigned topic OR not enough to evaluate.

Organization

20-18 Excellent to Very Good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive

17-14 **Good to Average**: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing

13-10 **Fair:** non-fluent, ideas are confusing or disconnected, lacks logical sequencing and development

9-7 **Needs Much Improvement:** does not communicate, no organization OR not enough to evaluate

Vocabulary and Language Use

20-18 **Excellent to Very Good:** sophisticated range, effective word/idiom choice and usage, word form mastery

17-14 **Good to Average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning understood

13-10 **Fair:** limited range, frequent errors of word/idiom form, choice, usage, meaning somewhat confusing or not understood

9-7 **Needs Much Improvement:** essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate

25-22 **Excellent to Very Good:** effective, complex sentences, few errors of
agreement, tense, number, word number, word order/function, articles,
pronouns, prepositions

21-18 **Good to Average**: effective, but simple sentence construction, minor
problems in   complex constructions, several errors of agreement, tense,
number, word order/function, articles, pronouns, prepositions, but meaning
understood

17-11 **Fair:** major problems in simple/complex sentences, many errors of agreement,
tense, number, word order, articles, pronouns, prepositions and/or fragments,
run-ons, deletions, meaning confused or not understood

10-5 **Needs Much Improvement:** almost no mastery of sentence construction rules,
many errors, ideas not understood OR not enough to evaluate

Mechanics

5   **Excellent to Very Good:** few errors of spelling, punctuation, capitalization,
paragraphing

4   **Good to Average**: some errors of spelling, punctuation, capitalization,
paragraphing, but meaning understood

3   **Fair:** frequent errors of spelling, punctuation, capitalization, paragraphing,
poor typing, meaning confused or not understood

2   **Needs Much Improvement:** many errors of spelling, punctuation,
capitalization, paragraphing, typing is poor, OR not enough to evaluation

TOTAL SCORE: _____

Student Preferences for Grammar Instruction

The purpose of this questionnaire is to collect data about students' beliefs and preferences for learning grammar. The questionnaire is estimated to take about 20 minutes to complete, but it is very important that we obtain this information to help us better understand how students prefer to be taught grammar. This is not a test, so there are no 'right' or 'wrong' answers.

Your completion of this questionnaire is voluntary, of course. All responses will be kept confidential. Please, do not put your name on the questionnaire, so that your answers will be anonymous. If you choose not to answer the questionnaire, simply check the following box and return the questionnaire.
☐

Thank you very much for your help! ☺

Section 1: Preference and beliefs about grammar instruction

The following are a number of statements about preferences for learning grammar. Please read each statement carefully and then indicate whether you agree or disagree with it by circling **only one** number between **1** and **5**. Be sure to respond to all statements. Remember, this is not a test and there are no right or wrong answers. It is important that you answer each statement on your own and answer the way you really think and feel.

	Strongly Disagree				Strongly Agree
1. Grammar should be taught during communicative activities.	1	2	3	4	5
2. I like to study grammar before I use it.	1	2	3	4	5
3. I like learning grammar by communicating.	1	2	3	4	5
4. I can learn grammar during reading or speaking activities.	1	2	3	4	5
5. I like lessons that focus only on teaching grammar.	1	2	3	4	5
6. Doing communicative activities is the best way to use English accurately.	1	2	3	4	5
7. I like grammar teaching before, not during, communicative activities.	1	2	3	4	5
8. My grammar improves when I do communicative activities.	1	2	3	4	5
9. I like the teacher to correct my mistakes after I finish communicative activities.	1	2	3	4	5
10. I find it hard to learn grammar by reading or listening.	1	2	3	4	5
11. I like activities that focus on grammar and communication at the same time.	1	2	3	4	5
12. My English will improve if I study grammar separately from communicative activities.	1	2	3	4	5
13. I find it helpful when the instructor teaches grammar while we read a text.	1	2	3	4	5
14. I like studying grammar rules first and then doing communicative activities.	1	2	3	4	5
15. I can learn grammar while reading or listening to a passage.	1	2	3	4	5

16. I like the teacher to correct my mistakes while I am doing communicative activities.	1	2	3	4	5
17. I like learning grammar separately from communicative activities.	1	2	3	4	5
18. I like grammar teaching during communicative activities.	1	2	3	4	5
19. Doing grammar exercises is the best way to use English accurately.	1	2	3	4	5
20. I like to learn grammar as I work on different skills and activities.	1	2	3	4	5
21. Grammar should be taught separately from communicative activities.	1	2	3	4	5
22. Before reading an article, I like to study the grammar used in it.	1	2	3	4	5
23. I like communicative activities that include grammar instruction.	1	2	3	4	5
24. I find it helpful to study grammar separately from communicative activities.	1	2	3	4	5
25. I like learning grammar during speaking, writing, listening or reading activities.	1	2	3	4	5
26. I like grammar teaching after, not during, communicative activities.	1	2	3	4	5

Do you have any comments about your beliefs and preferences for learning gramamr?

_____

_____

Section 2: Personal information

Please fill in the information requested or check the appropriate option(s).

Sex: M ☐   F ☐
Age: ☐ 18 – 25, ☐ 26 – 35, ☐ 36 – 50, ☐ 50 +

Level: …………………………………………………………………
I have been studying English for ………… years
Country of origin: ……………………………………………………………
Home language(s): ……………………………………………………………

☺ *We appreciate your time and participation in this project!* ☺

Appendix H: Turkish Form of the Questionnaire

Yabancı Dil Eğitimi Hakkında Öğrencilerin Düşünceleri

Bu anketin amacı dilbilgisi öğrenimi konusunda öğrencilerin düşünceleri ve tercihleri ile ilgili veri toplamaktır. Anketin tamamlanması yaklaşık 20 dakikanızı alacaktır. Öğrencilerin İngilizce dilbilgisinin kendilerine nasıl öğretilmesi gerektiğiyle ilgili düşüncelerini almak bizim için son derece önemlidir. Bu bir sınav değildir, dolayısıyla 'doğru' veya 'yanlış' cevap yoktur.

Bu anketi yapmanız tamamen gönüllülük esasına dayanmaktadır. Verdiğiniz bütün cevaplar saklı tutulacaktır. Lütfen ankete isminizi yazmayın, böylece cevapların kime ait olduğu bilinmeyecektir. Anketi cevaplamayı istemiyorsanız, lütfen aşağıdaki kutuyu işaretleyin ve anketi geri verin. □

Katkılarınız için çok teşekkürler! ☺

Bölüm 1: Dilbilgisi öğretimiyle ilgili tercihler ve düşünceler

Aşağıda İngilizce dilbilgisinin öğretimiyle ilgili birtakım ifadeler yer almaktadır. Lütfen her cümleyi dikkatlice okuyunuz ve bu cümlede anlatılan düşünce ile aynı fikirde olup olmadığınızı **1** ile **5** arasındaki sayılardan **sadece birini** işaretleyerek belirtiniz. Lütfen bütün cümlelere cevap veriniz. Unutmayın ki, bu bir test ya da sınav değil ve doğru veya yanlış cevap bulunmamaktadır. Her cümleyi kendi kendinize cevaplandırınız ve gerçekten ne düşünüyorsanız ona göre cevap veriniz.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. İngilizce dilbilgisi karşılıklı konuşmalar, oyunlar, şarkılar, grup çalışmaları gibi aktiviteler **sırasında** öğretilmelidir.	1	2	3	4	5
2. Önce İngilizce dilbilgisi kurallarını **ayrı bir şekilde** öğrenip, ardından bu kurallar ile ilgili aktiviteler yapmayı seviyorum.	1	2	3	4	5
3. İngilizce dilbilgisi kurallarını, arkadaşlarımla ve öğretmenimle İngilizce konuşarak İngilizce oyunlar oynayarak, grup çalışmaları yaparak öğrenmeyi seviyorum.	1	2	3	4	5
4. İngilizce dilbilgisi kurallarını İngilizce okuma ve konuşma aktiviteleri **sırasında** öğrenebilirim.	1	2	3	4	5
5. Sadece İngilizce dilbilgisi kurallarının öğretildiği İngilizce derslerini seviyorum.	1	2	3	4	5
6. Diyaloglar yapma, şarkılar söyleme, drama, piyes veya grup çalışmaları gibi aktiviteler bence İngilizceyi doğru kullanabilmenin en	1	2	3	4	5

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iyi yoludur.					
7. İngilizce dilbilgisi kurallarının diyaloglar, şarkılar, drama, piyes veya grup çalışmaları gibi aktiviteler **sırasında değil**; **bu gibi aktivitelerden önce** öğretilmesini seviyorum.	1	2	3	4	5
8. İngilizce diyaloglara katıldığımda, şarkı söyleyip, oyunlar oynadığımda, drama veya grup çalışmaları gibi aktivitelere **katıldığımda**, İngilizce dilbilgisi kuralları ile ilgili bilgim artar.	1	2	3	4	5
9. Öğretmenimin, İngilizce diyaloglar yaptığımız, şarkılar söylediğimiz, oyun oynadığımız veya drama, piyes gibi aktiviteleri yaptığımız **sırada değil** de bu gibi aktiviteleri bitirdikten **sonra** hatalarımı düzeltmesini isterim.	1	2	3	4	5
10. İngilizce okuma parçaları okuyarak veya dinleyerek İngilizce dilbilgisi kurallarını öğrenmek bana zor gelir.	1	2	3	4	5
11. **Aynı anda** hem İngilizce dilbilgisi kurallarını kullanmamızı, hem de İngilizce olarak karşımızdakiyle konuşmamızı gerektiren dersleri seviyorum.	1	2	3	4	5
12. Bence, İngilizce dilbilgisi kurallarını İngilizce diyaloglar, oyunlar veya drama, piyes gibi aktivitelerden **ayrı bir şekilde** öğrendiğimde İngilizcem gelişir.	1	2	3	4	5
13. İngilizce bir okuma parçasını okurken, öğretmenin İngilizce dilbilgisi kurallarını öğretmesi İngilizce öğrenmem için faydalıdır.	1	2	3	4	5
14. **Önce** İngilizce dilbilgisi kurallarını öğrenip, **ardından** diyalog yapma, oyunlar oynama, grup çalışmaları veya drama, piyes gibi aktiviteler yapmayı seviyorum.	1	2	3	4	5
15. İngilizce bir okuma parçasını okurken veya dinlerken İngilizce dilbilgisi kurallarını öğrenebilirim.	1	2	3	4	5
16. Öğretmenimin, İngilizce diyaloglar yaptığımız, oyunlar oynadığımız veya drama, piyes gibi aktiviteleri **yaptığımız sırada** hatalarımı düzeltmesini seviyorum.	1	2	3	4	5
17. İngilizce dilbilgisini, diyaloglar yapma, oyun oynama, grup çalışmaları veya drama, piyes gibi aktivitelerden **ayrı bir şekilde** öğrenmeyi seviyorum.	1	2	3	4	5

18. Öğretmenin İngilizce dilbilgisini, diyaloglar, grup çalışmaları veya drama, piyes gibi aktiviteleri **yaptığımız sırada** öğretmesini seviyorum.	1	2	3	4	5
19. İngilizce dilbilgisi kuralları ile ilgili alıştırmalar yapmak bence İngilizceyi doğru bir şekilde kullanmanın en iyi yoludur.	1	2	3	4	5
20. İngilizce okuma, yazma, dinleme ve konuşma gibi çeşitli aktiviteler yaparak İngilizce dilbilgisini öğrenmeyi seviyorum.	1	2	3	4	5
21. Bence İngilizce dilbilgisi kuralları, diyaloglar, grup çalışmaları, oyunlar veya drama, piyes gibi aktivitelerden **ayrı bir şekilde** öğretilmelidir.	1	2	3	4	5
22. İngilizce bir okuma parçasını okumadan önce, bu okuma parçasında geçen dilbilgisi kurallarını **ayrı bir şekilde** öğrenmeyi seviyorum.	1	2	3	4	5
23. İngilizce dilbilgisi kurallarının da öğretilmesini içeren diyaloglar, grup çalışmaları, oyunlar, şarkılar veya drama, piyes gibi aktiviteler yapmayı seviyorum.	1	2	3	4	5
24. İngilizce dilbilgisi kurallarını, diyaloglar, şarkılar, grup çalışmaları veya drama, piyes gibi aktivitelerden **ayrı bir şekilde** öğrenmenin faydalı olduğunu düşünüyorum.	1	2	3	4	5
25. İngilizce dilbilgisini, okuma, yazma, dinleme veya konuşma gibi aktiviteler **sırasında** öğrenmeyi seviyorum.	1	2	3	4	5
26. İngilizce dilbilgisi kurallarının diyaloglar, grup çalışmaları, oyunlar veya drama gibi aktiviteler **sırasında değil**; bu gibi aktivitelerden **sonra** öğretilmesini seviyorum.	1	2	3	4	5

İngilizce dilbilgisinin / dilbilgisi kurallarının öğretilmesi konusunda başka düşünceleriniz veya önerileriniz var mı? Varsa lütfen belirtiniz.

----

2. Bölüm: Kişisel Bilgiler

Lütfen istenilen bilgileri doldurunuz veya sizin için uygun seçenekleri işaretleyiniz:

Cinsiyetiniz: E □   K □   Yaşınız: …………

Kaç yıldır İngilizce öğrenmektesiniz? ……………………..

İngilizce öğrenmeye nerede başladınız? …………………………………………….

İngilizce öğrenmenizi sağlayan koşullar nelerdir? (okul, kurs….vs.) …………………………

Appendix I: The Turkish Form of the Quotations Cited in the Main Text

Katılımcı 7: Konular benzer olunca, İngilizcedeki cümleleri daha kolay bir şekilde anlayabiliyoruz.

Katılımcı 12: Benzer konuları işleyince, İngilizce derslerinde söyleyecek ve yazacak şey bulmamız daha kolay oluyor.

Katılımcı 13: Tahtada kuralı görmeden bir şeyi nasıl söyleyeceğimizi bilmek çok zor. Bence, önce kuralı öğrenmeliyiz sonra uygulamalıyız.

Katılımcı 16: İngilizceyi seviyorum, ama öğretmen uzun uzun kuralları anlatmaya başlayınca, canım sıkılıyor, öğretmeni dinleyesim gelmiyor.

Katılımcı 17: Ben kuralları ezberleyince, testleri kolayca çözebiliyorum, çünkü hemen yanlış olan şıkları eliyorum (…) Örneğin, bir cümlede "he"den sonra "are" gelmişse, hemen onu eliyorum, cümlenin anlamını bilmesem bile.

Katılımcı 18: Kuralları bütün ayrıntılarıyla öğrenirken, kafam çok karışıyor. Bütün kuralları aklımda tutamıyorum, hep birbiriyle karıştırıyorum, o zaman da canım sıkılıyor.

Katılımcı 22: Okuma parçası okurken, yeni kelimeleri kolayca öğrenip hatırlayabilirim, çünkü parçanın genel olarak neden bahsettiğini biliyorum (…) Bence, test çözmek ve gramer alıştırmaları da benim için faydalı, çünkü bazı birbirine benzeyen yapılar arasındaki farkları görebilirim

Katılımcı 23: Konular diğer derslerin konularıyla benzer olunca ya da onarla alakalı olunca, yeni kelimeleri hatırlamam daha kolay oluyor.

Katılımcı 24: Öğretmen benim hatalarımı hemen düzeltirse, ben de kendi hatalarımı hemen düzeltebilirim.

Katılımcı 25: Öğretmen kuralları anlatırken çok iyi anlıyorum. Örneğin, özne "he-she-it1 olunca fiilin sonuna "-s" takısı geliyor. Ama yazı yazarken veya konuşurken, hep "-s" getirmeyi unutuyorum ve yanlış yapıyorum (…) Ama testlerde, daha iyi yapıyorum, çünkü şıkları görünce hemen kuralları hatırlayıp kolayca doğru cevabı buluyorum.

Katılımcı 27: Öğretmen bazen kendimizi bir yerdeymişiz gibi hayal etmemizi istiyor, örneğin bir lokantada ya da bir sinemada ve burada iken yapabileceğimiz konuşmalara benzer diyaloglar yapmamızı istiyor. Biz diyaloğu yazmaya çalışırken, öğretmenimize bir şeyi nasıl söyleyeceğimizi soruyoruz ve onu diyaloğumuzda kullanıyoruz ve de sonradan kolayca unutmuyoruz.

Katılımcı 28: Ben kuralları ezberleyemiyorum. Aslında ezberlerim de…ama bir şey söylerken ya da yazarken acaba bu kuralı mı yoksa başka birini mi kullanmalıyım diye karar veremiyorum.

Katılımcı 30: Burada (dil ve içeriğin birlikte öğretildiği ders) öğretmen öğrenci bir hata yaptığı zaman ona kuralı anlatıyor, böylece bizler hatalarımızı görüp hemen düzeltebiliriz.

Katılımcı 31: Konuşurken, doğru cümleler kurmaya çalışıyorum ama çok zor. Hem ne diyeceğinizi hatırlamanız lazım hem de bir sürü kuralı doğru kullanmanız lazım.

Katılımcı 32: Öğretmen hatalarımı aktivite yaparken düzeltirse, örneğin bir paragraf filan yazarken düzeltirse, sonradan aynı hataları yapmamaya çalışırım.

Katılımcı 33: Öğretmen bize hep görevler veriyor, biz de görevleri bitirip hemen sonuca ulaşmaya çalışıyoruz Örneğin, bir oyunda bize söylenenleri takip edip gizli kelimeyi bulmaya çalışıyoruz. Böyle aktiviteler yapınca İngilizceyi çok seviyorum.

Katılımcı 35: (…) Tablolar kafamı karıştırıyor. Onun yerine okumak, yazmak, cümleler kurmak bizim kuralları anlamamız için daha faydalı olurdu.

Katılımcı 37: Ben, faydalı olarak okuma, yazma ve gramer alıştırmalarını seçtim. Ben bir yazı okurken ve yazarken, bazı kelimeleri ve cümle kurmaya yarayan bazı kuralları hatırlamaya çalışıyorum. Önceden öğrendiklerimi tekrar edebiliyorum. Gramer alıştırmaları, benim bir kuralı tekrar tekrar kullanmamı sağlıyor, böylece o kuralı ezberleyebiliyorum.

Katılımcı 39: Bu (dil ve içeriğin birlikte öğretildiği ders) bana göre daha eğlenceli. Böyle aktiviteler yapmayı daha çok seviyorum.

Appendix J: Sample from the Observation Notes in the Integrated FFI Class

The teacher entered the classroom with several posters in her hand. As soon as the students saw the posters, they began to ask their their teacher what they were and what they were going to do with them. They all wanted the teacher to show the posters to them. The students were very interested in the posters.

Then, the teacher asked the students to look at the posters. She wanted the students to tell sentences about what was taking place in each poster. After listening to the students' sentences, she asked the students to select a poster and write a short story about the situation taking place in it. She gave fifteen minutes to the students to complete their stories. She sometimes helped the students when they had difficulty. Then the students read aloud their stories to their peers. The teacher wanted the listeners to give points to their friends who read stories. Towards the end of the lesson, the best story was chosen and it was read aloud once more.

- The basic purpose was to make the students use the Present Continuous Tense in order to explain actions taking place at the moment of speaking.

- In order to provide the students with a context in which they could use the target form, the teacher used the posters and a number of tasks all of which required the students to use the target form again and again. The usage of posters stimulated the interest of the students and they became quite motivated to deal with the tasks given by the teacher. As the students were motivated and interested in the lesson, they paid attention to the target forms.

Appendix K: Sample from the Observation Notes in the Isolated FFI Class

(In the previous lesson, the students read some dialogues taking place in a restaurant from their course books.) In the second lesson, the teacher showed some cards to the students. There were different pictures on each card, such as a picture of a restaurant, a cinema, a school canteen or a birthday party. The teacher asked the students to form pairs and write a dialogue that might take place in one of those settings. Then she asked the pairs to act out their dialogues. It could be observed that the students were quite willing to deal with the tasks of writing a dialogue and acting it out. They were interested in listening to their peers' dialogues and watching them act out their diaogues at the blackboard.

After the students acted out their dialogues, the teacher tried to draw the attention of the students to the blackboard as she wanted them to focus on some language features that they were expected to use in their dialogues. She explained the rules and gave some examples about those forms. However, it could be seen that the students were not so willing as they had been a couple of minutes ago during the tasks about writing and acting out their dialogues. They did not pay much attention to what the teacher was saying and they seemed to be bored. Some were still talking about the dialogues instead of focusing on the rules about the target forms.

It could be argued that explanation of the rules in an isolated way did not seem to be very interesting for those students at the primary level. Instead, they were more interested in dealing with language during contextualised and purposeful activities.

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