



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

TOPIC-BASED INTEGRATED SKILLS ACTIVITIES SUGGESTED AS SUPPLEMENTARY
MATERIALS FOR PRE-INTERMEDIATE LEVEL LEARNERS

Nermin YAĞCIOĞLU

Master's Thesis

Ankara, 2025



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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **NERMİN YAĞCIOĞLU** and entitled “Topic-Based Integrated Skills Activities Suggested as Supplementary Materials for Pre-Intermediate Level Learners ” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Teaching** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 30/01/2025 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

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Abstract

The integration of language skills in teaching English as a second or foreign language has gained increasing importance. Recently, many people have proposed the idea of integrating language skills in order to create a natural classroom environment to make students adapt to the real communicative situation and feel familiar. In this thesis, it is aimed to examine the use of subject-based integrated language skills in the MoNE English textbooks and Oxford English textbooks used in teaching English as a foreign language in a comparative manner and to make evaluations about their positive and negative aspects. Document analysis, a qualitative research method, was implemented in the study. In the study, 6th and 7th grade MoNE English textbooks and Oxford English textbooks were compared. As a result of the research, it was determined that the activities in the Oxford Publications English textbook were generally designed in accordance with the subject-based integrated language skills approach, whereas the activities in the MoNE Publications English textbook were designed to improve students' English primary skills(reading, writing, speaking and listening) at the beginner level. Also, it can be said that MoNE Publications English textbooks tend to focus more on reading and writing skills while giving less importance to listening and speaking skills. As a result, it can be said that Oxford publications offer a richer content in terms of integrated language skills.

Keywords: integration, language skills, textbook analysis, topic-based activities, supplementary materials.

Öz

İkinci veya yabancı dil olarak İngilizce öğretiminde dil becerilerinin bütünleşik şekilde öğretilmesi giderek daha fazla önem kazanmaktadır. Son yıllarda, birçok kişi, öğrencilerin gerçek iletişim durumlarına uyum sağlamalarına ve dili daha tanıdık hissetmelerine yardımcı olmak amacıyla dil becerilerinin bütünleştirilmesi fikrini öne sürmüştür. Bu tezde, yabancı dil olarak İngilizce öğretiminde kullanılan MEB İngilizce ders kitapları ile Oxford İngilizce ders kitaplarında konu bazlı bütünleşik dil becerilerinin kullanımının karşılaştırmalı olarak incelenmesi ve bu kitapların olumlu ve olumsuz yönlerine dair değerlendirmeler yapılması amaçlanmaktadır. Çalışmada belge analizi, yani nitel bir araştırma yöntemi kullanılmıştır. Araştırmada 6. ve 7. sınıf MEB İngilizce ders kitapları ile Oxford İngilizce ders kitapları karşılaştırılmıştır. Araştırma sonucunda, Oxford Yayınları'na ait İngilizce ders kitaplarındaki etkinliklerin genellikle konu bazlı bütünleşik dil becerileri yaklaşımına uygun olarak tasarlandığı belirlenmiştir. Buna karşın, MEB Yayınları'na ait İngilizce ders kitaplarındaki etkinliklerin, öğrencilerin temel İngilizce becerilerini (okuma, yazma, konuşma ve dinleme) başlangıç seviyesinde geliştirmeye yönelik olduğu görülmüştür. Ayrıca, MEB Yayınları'na ait İngilizce ders kitaplarının okuma ve yazma becerilerine daha fazla ağırlık verirken, dinleme ve konuşma becerilerine daha az önem verdiği tespit edilmiştir. Sonuç olarak, Oxford Yayınları'na ait ders kitaplarının bütünleşik dil becerileri açısından daha zengin bir içerik sunduğu söylenebilir.

Anahtar sözcükler: entegrasyon, dil becerileri, ders kitabı inceleme, konuya dayalı etkinlikler, destekleyici materyaller.

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Symbols and Abbreviations

CLIL: Content-Language Integrated Learning

CBI: Content-Based Instruction

ELT: English Language Teaching

EMI: English-Mediated Instruction

L2: Second/Foreign language

MoNE: Ministry of National Education



Chapter 1

Introduction

In the periods when traditional methods were followed in foreign language education, there were a few basic methods and these were usually developed as a reaction to the previous method in the following years. After the popularization of the communicative approach in the 1980s, many approaches and models began to emerge. Today, when contemporary approaches and models are applied, it is seen that many approaches or models are followed at the same time. On the one hand, new approaches are being developed on the basis of the communicative approach, while on the other hand, content-based models have emerged, especially targeting the interdisciplinarity dimension. The task-based approach developed in the 1990s, the bilingual education model, content-based teaching, content and language integrated learning, and the action-oriented approach that started to be mentioned with the Common European Framework of Reference for Languages after the 2000s can be given as examples.

After the 1990s, many models that started to be applied in second language or foreign language education were gathered under the general title of content-based learning model. However, this model has been classified and named in different ways. Brown and Bradford (2017) categorized content-based teaching approaches as English-mediated instruction (EMI), content-language integrated learning model (CLIL) and content-based instruction (CBI). Each model has similar and different aspects. The main feature of content-based instructional models is that they focus on content, and content and language teaching are carried out together through content. These models aim to provide students with content and language skills at the same time (Wesche & Skehan, 2002; Lightbown & Spada, 2006; Yalçın, 2013). It is predicted that meaningful learning will take place based on content. One of these models is defined as content-based instruction (CBI). In fact, this content-based instructional model is also recognized as an umbrella term and according to the majority view, there are three different types within this model: protected content instruction, complementary language

instruction and topic-based language instruction (Briton, Snow, & Wesche, 2003). In the protected model, second language acquisition is realized through foreign language education. In the complementary language teaching model, although the foreign language course is a separate course, it is taught in connection with the content of other courses. In the topic-based language teaching model, content is used as a tool to achieve the goal of foreign language learning. There are two objectives in topic-based teaching. These are content and language. However, the level of intensity given to content and language may vary in each model. According to Günday (2021), in the protected model, the content is determinative; in the complementary model, the teaching of the target language comes to the fore. In the topic-based model, language comes to the fore within the framework of the content.

As to the integrated model of teaching in foreign language learning, it is more effective to learn all aspects of the way of life of the nation where the language is used with practical knowledge. The special feature of the integrated teaching model is that it is obliged to develop language skills sufficient for professional use of the language by in-depth study of important foreign language knowledge, vocabulary acquisition, studying the methods of reading and writing academic texts, conducting and discussing research in the target language (Serova & Krilov, 2015). Integrated teaching encourages learners' creativity through the integration of various subjects, away from clichés in language teaching (Gulamova, 2022).

Language skills have an important place in foreign language teaching. As long as these skills are handled in an integrated manner, the linguistic competence of the student is ensured. In today's language teaching approaches, it is argued that teaching language skills separately may limit students' language acquisition (Hasirci, 2019). Instead, activities in which all language skills (reading, writing, listening and speaking) are handled in an integrated manner provide a more effective and permanent learning. However, there is no study in the literature on topic-based integrated skill activities especially for pre-intermediate level students. This thesis focuses on the adequacy of topic-based integrated skills activities in the 6th and 7th

grade MoNE English coursebooks and Oxford English textbooks used at the pre-intermediate level.

Topic-based integrated language teaching focuses on using language not just as a tool for communication, but also as a way to acquire and transfer knowledge. In this model, students are more interested in language learning when they work on topics that interest them and that they can encounter in their lives. Topic-based activities offer students the chance to express themselves and gain new knowledge. Using language in real-world situations can make the language learning experience more relevant and meaningful for students. Students can talk about a text after reading it, or transcribe a conversation after listening to it. In this way, skills can be taught in a supportive and complementary manner. Topic-based integrated language teaching also develops students' critical thinking skills. Students apply their critical thinking abilities when brainstorming ideas on a specific topic. This enables them to acquire mental skills beyond language. When topic-based integrated language teaching is implemented in the classroom, teachers adopt a student-centered approach. This method enables teachers to encourage students' active participation and teach them how to utilize language skills in real life. A range of activities, including group work, discussions, presentations, and written tasks, can be incorporated into the lessons. Also in this model, audio-visual materials are used to support language learning.

Textbooks are one of the most widely used materials in foreign language teaching and serve as an important resource for teachers and students in language teaching. A well-chosen and pedagogically effective textbook for the effective conduct of foreign language education both supports the teaching process and contributes to the development of students' linguistic abilities. Considering the importance of textbooks, it is very important to highlight the parallels and distinctions among the textbooks commonly used in other countries in order to improve English textbooks. In this context, it is necessary to analyze and compare the English language teaching textbooks used in Turkey and around the world and to identify the aspects that can be effective. Looking at some studies in the literature on the subject, Şimşek (2015) and

Karakuş and Turgut (2017) compared Turkish and English textbooks in terms of text, theme and genres. Kurt (2018) compared language teaching textbooks in Turkey and Hungary. On the other hand, studies comparing textbooks according to language skills or learning domains and providing detailed analyses in this direction are limited (Güleç & Demirtaş, 2013; Kalaycı & Durukan, 2019). This thesis focuses on the aspects in which the topic-based integrated skills activities in the MoNE English textbooks and Oxford English textbooks at the pre-intermediate level are sufficient or not.

The purpose of this master's thesis is to analyze the application of the topic-based integrated approach in foreign language teaching through a comparative perspective and to make evaluations about its positive and negative aspects. In this context, the differences and similarities between the MoNE English textbooks and Oxford English textbooks used in pre-intermediate level students' English classes will be determined with regard to fostering integrated language skills centered on specific subjects. The important aims of this thesis are to examine how the language teaching materials of these two publishing groups integrate the four basic language skills of reading, writing, listening and speaking, to evaluate the pedagogical methods used, and to identify the strengths and weaknesses of the resources used. Within this framework, the research seeks to offer language educators recommendations to assist them in choosing and utilizing teaching materials effectively.

It is aimed to analyze how the four basic language skills are presented in a cohesive approach in the resources examined, to investigate the diversity, level of interaction and relevance of the activities presented for the selected topics, to determine the effectiveness of the methods to support language learning in the resources examined, and to provide suggestions for teachers, material developers and educational policy makers regarding the use of resources.

The materials used in foreign language learning directly affect learners' eagerness to master the language, their achievement level and the holistic development of their language skills. Therefore, this study is crucial in terms of contributing to teachers' making conscious

decisions in choosing the right materials. Additionally, since the sources examined in the study are MoNE and Oxford publications, comparing the MoNE curriculum with international standards in foreign language teaching will contribute to the development of educational policies. Through this comparative evaluation, teachers will be able to plan their lessons more effectively by recognizing the advantages and limitations of MoNE and Oxford publications.

Statement of the Problem

In language education, integrated skills instruction is widely recognized as an effective approach to developing learners' communicative competence. Teaching language skills—reading, writing, listening, and speaking—in an interconnected manner enhances students' ability to use the target language in real-life contexts. One of the key ways to achieve this is through topic-based integrated skills activities, which provide meaningful contexts for language practice. However, the extent to which textbooks incorporate such activities and balance the four skills varies across different publishers and curricula.

In Turkey, English language teaching in public schools follows the Ministry of National Education (MoNE) curriculum, while private institutions often use internationally published materials such as those from Oxford Publishing. Despite the widespread use of both textbook types, there is limited research examining how MoNE and Oxford English textbooks integrate language skills through topic-based activities at the pre-intermediate level. Understanding these differences is crucial for evaluating the strengths and weaknesses of each approach and identifying potential gaps that may impact learners' overall language development.

This study aims to compare MoNE and Oxford English textbooks in terms of their topic-based integrated skills activities. Specifically, it investigates how these textbooks incorporate language skills within thematic units and whether there is a balanced emphasis on all four skills. By conducting a document-based content analysis, this research seeks to provide valuable insights for educators, curriculum developers, and material designers in improving the effectiveness of English language instruction at the pre-intermediate level.

Aim and Significance of the Study

The idea of integrating language skills in teaching English as a second or foreign language has increased. Recently, many people have proposed the idea of integrating language skills in order to create a natural classroom environment to make students adapt to the real communicative situation and feel familiar. The language teacher should place the appropriate emphasis on the specific ability under study, but combine it with other skills to create a communicative classroom environment that encourages students to develop their language skills (Bastias et al., 2011). Hinkel (2010) states that “To learn a language, you may need to break it down into parts. But to use it, skills and components must be integrated.”

In this thesis, it is aimed to make a comparative analysis of the use of subject-based integrated language skills in the MoNE English textbooks and Oxford English textbooks used in teaching English as a foreign language and to make evaluations about their positive and negative aspects. The study aims to examine how these two publishing groups integrate the four basic language skills of reading, writing, listening and speaking in their language teaching materials, to evaluate the pedagogical methods used, and to identify the strengths and weaknesses of the resources used.

Research Questions

This study examines how topic-based activities in MoNE and Oxford English textbooks integrate language skills at the pre-intermediate level. Specifically, it explores the extent to which these textbooks emphasize different language skills within topic-based learning. Accordingly, the research is guided by the following questions:

- How are language skills integrated within topic-based activities in MoNE and Oxford English textbooks at the pre-intermediate level?

- What are the key differences between MoNE and Oxford English textbooks in terms of the balance and emphasis placed on topic-based activities at the pre-intermediate level?

Assumptions

- The selected textbooks accurately represent the approach of MoNE and Oxford Publishing at the pre-intermediate level, and their activities reflect the intended pedagogical design.
- The analysis of textbooks provides sufficient insight into the integration of language skills without requiring direct classroom observation or teacher/student feedback.
- Topic-based integrated skills activities in the textbooks are assumed to be implemented as designed, meaning that their potential effectiveness is evaluated based on their structure and content rather than classroom execution.
- The findings from the two selected textbooks are assumed to be generalizable to other materials of the same publishers at this level.
- The textbooks' designed activities align with real classroom practices, even though teacher implementation may vary.

Limitations

This study focuses exclusively on a document-based analysis of the MoNE and Oxford Publishing English textbooks, which presents certain limitations. Since the research does not incorporate real-life classroom applications, teacher feedback, or student experiences, the effectiveness of the topic-based integrated skills activities in actual learning environments remains unexplored. The study does not account for how students engage with these activities, whether they find them motivating or challenging, or how teachers implement them in diverse

classroom settings. Consequently, factors such as instructional strategies, classroom dynamics, and student responses are beyond the scope of this research.

Another limitation is the restricted scope of textbook selection. The study analyzes only four textbooks—two from the Turkish Ministry of National Education and two from Oxford Publishing. While these books provide valuable insights into the design of topic-based integrated skills activities, they do not represent the full range of materials available for pre-intermediate learners. Other textbooks may incorporate different instructional approaches, additional skills integration strategies, or varying levels of contextualization. As a result, the findings of this study cannot be generalized to all pre-intermediate level English textbooks.

Furthermore, the study is confined to a specific proficiency level, focusing solely on pre-intermediate learners. This prevents an examination of whether similar topic-based integrated skills activities are equally effective for learners at different proficiency levels. Activities that work well for pre-intermediate students may require adaptation for beginners or advanced learners. Since the study does not compare how these activities function across various levels, its conclusions are limited to the scope of the selected level.

Finally, the absence of empirical data, such as classroom observations or experimental studies, restricts the ability to assess the practical impact of the activities. While the content analysis provides valuable insights into the structure and integration of language skills, it does not measure actual language development outcomes. Future studies could benefit from incorporating student performance data, teacher interviews, or classroom-based research to provide a more comprehensive evaluation of the effectiveness of topic-based integrated skills activities.

Definitions

To ensure clarity and consistency throughout this study, key terms related to topic-based integrated skills instruction are defined as follows:

- *Integrated Skills Approach*: This approach in language teaching emphasizes the simultaneous development of listening, speaking, reading, and writing skills. Rather than teaching these skills in isolation, integrated instruction promotes their interconnected use within meaningful contexts.
- *Topic-Based Instruction*: A teaching method that organizes language activities around a central theme or subject. It allows learners to engage with language in a meaningful way by discussing, reading, and writing about a specific topic while reinforcing various language skills.
- *Pre-Intermediate Level Learners*: In the context of this study, pre-intermediate learners refer to students who are at the A2-B1 level of the Common European Framework of Reference for Languages (CEFR). At this stage, learners have basic communication skills and are developing more complex language abilities.
- *Supplementary Materials*: Additional learning resources or activities designed to complement a primary textbook. These materials can include worksheets, digital resources, listening exercises, and interactive tasks that reinforce the main curriculum.
- *MoNE and Oxford English Textbooks*: This study compares two sets of English language teaching materials: the MoNE (Ministry of National Education) English textbooks, which are officially designed for public schools in Turkey, and the Oxford Publishing English textbooks, which are widely used in international and private educational settings.

These definitions provide a foundation for understanding the concepts discussed in this study and ensure consistency in interpreting key terms.

Chapter 2

Theoretical Basis of Research and Literature Review

Phenomenon of Language

In ancient Greece, philosophers explored the essence and significance of language. These philosophers concurred that language functions as a structured system of symbols. It is claimed that humans exist within a world of signs encompassing every facet of life, such as architecture, medicine, health, geography, and more. However, they hold differing views on the nature of language—specifically, whether language reflects reality. (Brown, 2005; Halliday, 2003). Plato and Aristotle are two prominent philosophers whose ideas remain impactful even today. According to experts, the definition of language is as follows:

- For example, Gorys Keraf offers two definitions of language. The first definition views language as a means of communication between members of a society, expressed through sound symbols produced by human speech mechanisms. The second definition portrays language as a system of communication that employs arbitrary vocal symbols, or speech sounds.
- Owen clarifies language in the following way: Language can be described as a collection of socially shared symbols and the rule-governed arrangements of these symbols. (It can also be rule-governed combinations of symbols.)
- Language is an organized method of conveying ideas or emotions through recognized signs, sounds, gestures, or signals that carry clear meanings (Zadeh, 1975; Tseng, 2018). Based on this definition, language encompasses all forms of communication, including both verbal and non-verbal signs.
- Language is the system of sounds used by every country or community to convey opinions (Gómez, 2009; Chambers, 1997). Language is a set of random sound symbols used to share ideas and emotions among individuals in a language community. (Ullman & Pierpont, 2005; Fedorenko & Thompson-Schill, 2014).

Language is a cognitive system that establishes connections or rules governing the components of language at the phonological, morphological, and syntactic stages (Kravchenko, 2007; Chater & Manning, 2006). Tarigan offers two interpretations of language.

The first defines language as both a structured system and a generative system. The second views language as a collection of symbols, or arbitrary signs. Mackey offers another definition, stating that language is a form rather than a state (it can be a form, not a substance), an arbitrary system of sound symbols, or even a system made up of multiple systems, an organized structure, or an order within systems. Jackendoff and Pinker (2005) assert that language is a random vocal symbol used in human communication, describing it as a system of such symbols used to facilitate communication. Narrog (2005) suggests that language consists of a set of potential sentences, with the grammar of a language serving as the set of rules that differentiates between sentences and non-sentences.

Chaika (1974) defines language as a system of articulated and meaningful sound symbols, created through speech, which are arbitrary and conventional. This system serves as a communication tool for a group of people to express their thoughts and emotions. In agreement with Knott and Sanders (1998), defining language involves the most comprehensive and efficient means of communication for sharing ideas, messages, intentions, emotions, and opinions with others. Isphording and Otten (2014) present another perspective on the definition of language, offering two interpretations. First, language is a instrument for shaping thoughts, feelings, desires, and actions, acting as a way to affect and be affected. Second, language is a clear indicator of one's character, family, nation, and human dignity.

Teaching Language Skills

Teachers usually think of language use in terms of four basic skills: reading, writing, speaking and listening. Listening, unlike hearing, is a conscious act in which cognitive processes are actively used. Listening is one of the most difficult skills in foreign language learning. When a person acquires his/her mother tongue, he/she listens to his/her surroundings for a long time and starts speaking when he/she feels ready. However, the situation is different in foreign language learning. For this to be the same, everyone around the learner needs to speak the target language as they speak their mother tongue. In order to

overcome this difficulty, if the target language is used from the beginning to the end of the activities, even with simple expressions, at least in the classroom where the language is taught, students will see that the language is used for communication purposes, they will start using the target language in context and thus, after a while, they will begin to understand and speak words and sentences on their own (Bekleyen, 2016: 65-72).

Speaking and communicating can be considered as the most important indicators of knowing a language and communication is very important for teaching a foreign language. However, this skill, like listening, is difficult to acquire and requires time. Especially in adult learners such as prep class students, the anxiety of making errors and the thought of being criticized by others prevents them from developing this skill and feeling comfortable while speaking. These factors make it challenging to develop speaking skills in foreign language teaching (Yalçın, 2020: 30). Teachers have a great responsibility in overcoming this difficulty and motivating students. First of all, teachers should make use of the target language within the classroom setting constantly. It does not seem reasonable to expect students to use the target language in a classroom environment where the teacher does not use the foreign language. Students acquire speaking skills not by reading pre-prepared texts, but by practicing on their own.

Language skills cannot be evaluated independently of each other in foreign language teaching. However, reading skill is more related to reading, listening and speaking skills. There are also similarities and differences between them. Reading skills, like listening skills, are based on understanding and comprehension. Both are based on understanding what others say. On the other hand, both reading and writing require communication using a written text (Bekleyen, 2016: 106-107). Reading is not a passive activity. On the contrary, it is an interaction, active and creative process in which the reader takes the information in the text and shapes it according to his/her own knowledge, thoughts and purposes (Er, 2005: 216). In order to realize this process, appropriate environments should be prepared for students. Students first learn the target language and the culture via books or texts. In this context,

reading skills are the skills that students should be interested in first. Therefore, it is inevitable to follow a different path from traditional methods and to apply new methods and techniques while acquiring these skills.

Writing, which is considered the most difficult language skill by most learners, is also the last step in the language learning process. Writing is also the most time-consuming and challenging skill to develop. There are many reasons that affect this process positively and negatively. The fact that the student is not sufficiently prepared for this process, that the teacher is not effective enough in this process, and that the correct and appropriate tools and materials are not used can negatively affect this process (İlter, 2014: 38). It is not reasonable to expect students to write a correct and complete text without any preparation and help. This also applies to the acquisition of writing skills in the primary language. Because writing is a skill that requires a process. When situations are created that will encourage students to write and increase their interest in writing, students will want to write voluntarily. In writing skills practiced in the classroom, grammar or punctuation mistakes in the target language are clearly visible. It is an important skill in terms of controlling the learning process and recognizing the learning outcome. For this reason, it is a type of skill that should be learned in the classroom environment and should be given feedback by the teacher.

The skills mentioned above can generally be divided into two categories. Receptive skills, such as reading and listening, focus on extracting meaning from text. Productive skills, including speaking and writing, involve generating language. However, this distinction is debated, as these skills are seldom used separately in real-life situations. Additionally, the idea that receptive skills are inactive whereas productive skills are active is challenged. Though speaking and writing are active processes, reading and listening demand considerable cognitive effort. Comprehending a text requires full mental engagement, as understanding involves thinking and applying grammar to derive meaning. Whether reading or speaking, we often integrate these skills with others. (Jalolova, 2023).

Language skills are categorized based on whether learners are generating a new language or not. Ahour (2006) explains that reading and listening are receptive language skills as learners do not generate new language; instead, they are expected to understand the language presented to them. In contrast, speaking and writing involve producing new language, making them productive skills. White (1986) contends that each language skill is crucial and should have its designated space in the classroom, as diversity is essential. Therefore, each skill should be practiced independently. However, he also suggests that integrating language skills is a modern approach, and that all skills can be used together in a single lesson.

Integrated Skills Approach

Oxford (2001) explains the integrated skills approach with a metaphor, drawing a parallel between it and a tapestry. In this case, the tapestry is woven from many threads, such as the traits of the teacher, the learner, the environment and the languages involved; all these threads must come together to create a favorable, strong and vivid tapestry. In language teaching, he argues that effectively teaching the target language demands the combination of multiple skills. While there are many different aspects, the most essential ones are the core language skills: listening, speaking, reading, and writing. Other important components include vocabulary, spelling, pronunciation, syntax, meaning, and usage. Incorporating these elements into the teaching process ensures optimal communication in ESL/EFL contexts. This approach, which includes all language skills, is referred to as the integrated skills approach (ISA).

Oxford (1990) suggests that to master a foreign language efficiently, learners must employ specific learning strategies. Many educators argue that the integrated skills approach allows learners to understand, internalize, and utilize the target language better, thereby enhancing their proficiency in it. Hungyo and Kijai (2009) highlight that the integrated skills approach enables the simultaneous development of all language skills as language skills are consistently integrated to develop communication skills. Moreover, Tavit (2010) argues that

combination of different language skills refers to linking what is learned and practiced through the practice of one skill in such a way that it also addresses other skills; in this way, all skills are applied collectively. Peregoy and Boyle (2001) consider this concept natural, as it is experienced a holistic use of all skills in everyday communicative situations. As Oxford (2001) points out, without this integration, learning becomes fragmented, and the four skills fail to support or interact with one another. Teaching in this way is known as the separated skills approach (SSA). This approach is also referred to as the language-centered teaching method, as the teaching focuses on the language itself. In this approach, in contrast to the integrated skills approach, the emphasis is not on learning for authentic communication. However, as Schurr et al. (1995, as cited in Arslan, 2008) claim, language use in real life is holistic. Hence, in teaching, learners should combine reading, writing, speaking, and listening, as these skills work together in the real world. In this context, teachers should leave behind a separatist mindset and encourage the simultaneous use of these skills. As Cunningsworth (1984: 46) emphasizes:

“In real language use, one skill is rarely used in isolation... Numerous real-life communication situations involve the integration of two or more of the four skills. The language user applies his or her abilities in two or more skills, simultaneously or in close proximity.”

Temple and Gillet (1984: 461) also support this understanding, stating:

“The organization of most language arts programs suggests that reading, writing, speaking, listening, spelling, and other components are separate subjects. In reality, each supports and reinforces the other, and language arts should be taught as a complex of interrelated language processes.”

The principles of integration (such as combining different disciplines, technology, and skills with each other) are extensively applied in education, as the primary objective of higher education institutions is to foster the development of well-rounded individuals and highly skilled professionals. Integration is characterized as an actor example of inclusion or incorporation

into a whole (Kotkovets, 2014: 67). In foreign language teaching, an integrated approach, which deals with the interdependent development of native language skills, is often regarded as a consequence of the communicative method. Communicative language teaching is described as a teaching approach that focuses on interaction and is grounded in the belief that the goal of language learning is to develop communicative competence (Richards, 2001: 66). In this method, everyday scenarios are simulated during lessons, allowing students to develop the four fundamental skills (speaking, listening, reading, and writing) through collaboration and contact. The use of the method makes the study process interesting and motivating, in contrast to traditional approaches based on thoughtless memorization of rules and lexical items. Students work with language material to solve communicative tasks aimed at achieving the goals and intentions of communication (Nikolayeva, 2002: 39). Communicative language learning is characterized by several key features: a focus on achieving effective communication and clear pronunciation, the aim of developing communicative competence (the ability to use the language effectively and appropriately), and the emergence of intrinsic motivation driven by interest in the content being conveyed (Richards, 2001: 67-68). The integrated skills approach emphasizes language acquisition through the act of communication. Learners practice speaking, listening, reading and writing skills while interacting with each other as in everyday life. The application of the method appears to be quite reasonable, because in real-life situations, language skills are not used in isolation. As a result, language teaching with separated skills can seem unnatural and inefficient. Therefore, the choice of classroom activities is vital because the four language skills should be aimed at developing together.

Activities given to learners might include debating the topic and working on projects. The above-mentioned activities can be useful for both students and teachers, as the integrated skills approach offers a number of pros: It is highly inspiring because students enhance their skills and gain knowledge that will undoubtedly be useful in their future lives and careers. As students practice interacting and communicating with these skills, the teacher is able to

observe their progress across various areas and identify which aspects require further focus. This method can be effectively implemented for learners of all ages and backgrounds.

The primary criterion for selecting activities for learners is that they should be communicative and engage multiple, integrated skills. E. Hinkel argues that to make language learning as authentic as possible, integrated instruction should focus on a variety of language skills at the same time, as all of these are essential for effective communication. Thus, the teaching of reading can be easily connected to the teaching of writing and vocabulary, and oral skills can easily adjust to the teaching of pronunciation, listening and intercultural pragmatics (Hinkel, 2006: 113). For example, when the teacher assigns students to read a text in English, they first use their listening skills to understand the instruction. Afterward, they read the text and collaborate in pairs or small groups to discuss its content, engaging their reading and speaking skills. Finally, students may be asked to write a summary or essay on the topic, thereby practicing their writing skills. It is important to note that integrating reading with other activities is an effective method for learning through integrated skills. Reading provides the greatest prospects for combining various language skills. Reading aloud, engaging in text discussions, responding to questions, and creating dialogues establish a direct connection between reading, listening, and speaking. Writing summaries, completing exercises, or Making assumptions about the text in writing exemplify the integration of reading and writing.

Skill integration involves the adoption of a more holistic language approach where, for example, reading is viewed as one of several interconnected skills, rather than focusing on teaching multiple aspects of just one skill in the curriculum. Consequently, "a reading skill course must inevitably incorporate the related skills of listening, speaking, and writing." (Brown, 2007: 284). From this perspective, instruction in a reading class might include:

- a. A discussion before reading the text to activate prior knowledge or schemas,
- b. Listening to a teacher's discourse or a sequence of informative statements concerning the topic of a passage that is to be read,
- c. center on a specific strategy of reading, e.g. scanning,
- d. writing a response to a reading passage or rephrasing it.

With these elements, this reading lesson represents a real-life integration of language skills for students, allowing them to explore the relationships between the various skills and giving the teacher significant flexibility in creating lessons that capture students' interest and keep them motivated. In this context, the integration of the four skills increases students' motivation to grasp the principles of speaking, listening, reading and writing better. Skill integration provides students with a range of meaningful tasks to engage with, rather than restricting them to lessons focused on a single type of activity (Brown 2007: 284-85).

When teaching English for specific purposes, lessons are typically centered around texts that are relevant to the students' future professions. Therefore, special attention should be paid to the choice of reading material. When choosing texts for students, a teacher should consider the following aspects (Kotkovets, 2014: 68-69):

- authenticity of the text (it creates a link to the world beyond the classroom and demonstrates the practical use of language in real-life contexts);
- an appropriate level of difficulty (determined by factors such as the presence of unknown vocabulary, technical terms, syntactic structure of the text, complexity of ideas, etc.). The language proficiency level of the learners should be taken into consideration. The text should neither be too easy nor too hard; it should provide an appropriate level of challenge; otherwise learners may become bored or intimidated.
- manageable length;
- cultural familiarity and content (the text should be engaging and relevant to the profession, thus inspiring students to develop an interest in reading and learning).

In some cases it can be a good idea to let students choose the texts. It aids in tailoring the learning experience and can foster students' autonomy and sense of responsibility. Once appropriate materials are selected, the teacher should focus on text-based activities. Conventional reading comprehension activities often involve tasks such as multiple-choice questions, true-or-false statements, and fill-in-the-blank exercises. Moreover, reading practice exercises can also be used to develop students' skills in grasping the essence of the text (e.g. identifying the main idea); looking for logical connections and cause-effect relationships (e.g.

making a plan for the text, finding keywords, giving titles to paragraphs); making comparisons and contrasts; expressing their opinions and showing their attitude towards the information in the text (e.g. evaluating the events or ideas in the text, giving your own definition of the phenomenon, finding more information on the topic and being ready to discuss it), etc. (Pasichnyk & Chernyk, 2011: 58). The tasks mentioned above not only enhance students' reading skills and fluency but also promote the development of other language abilities, as the activities can be performed orally or in writing, either individually or in pairs. Interactive and imaginative tasks can boost motivation, making them an effective tool for learning. Researchers recommend the use of comprehension strategies that help students to understand the text. These can be reflected in the following tasks: guessing the topic of the text; commenting on a passage or sentence; making a poster; writing questions and answers; speculating about gaps in knowledge; reading/writing a review; writing a letter; providing their own ending; giving opinions about the text, etc. (Lyutaya, 2011: 30). However, not all of these activities can be used in all situations. For example, teaching English for professional or academic purposes is often restricted to the use of technical or vocational literature, which does little to stimulate students' creativity.

Communicative competence is important in the integrated skills approach. When asked why they learn a language, many learners will say that they do this to comprehend and interact with the people who speak the language and to use it effectively. To do this, developing independence in language use is crucial, allowing individuals the freedom to select both the language and the way they express themselves. By combining all skills, teachers offer a form of input that serves as a foundation for subsequent output, which in turn generates new output, and so on. According to the integrated approach, language is produced in a real-life environment with learners' contributions (Almara-Sanchez, 2000). Therefore, as Almara-Sanchez emphasizes, when teaching students a second language, we are trying to develop their communicative competence. A learner should not only understand and distinguish grammatical rules but also recognize the appropriate use of grammar and expressions based

on the context, while effectively engaging with others and communicating with ease. Many other researchers (e.g. Hinkel, 2001; Lazaraton, 2001; McCarthy & O'Keeffe, 2004, as cited in Hinkel, 2006) have emphasized that people use all language skills together in meaningful communication. For example, to engage in a conversation, one must simultaneously possess the ability to speak and comprehend. Consequently, to make language learning as authentic as possible, all language skills should be employed concurrently in teaching.

Depending on the type of integrated skills teaching method, different tasks can be presented to learners. Today, communication-oriented integrated teaching models include a comprehensive array of curriculum and instructional model types, such as content-based, task-based, text-based (also called genre-based), discourse-based, project-based, problem-based, literature-based, literacy-based, community-based, competency-based, or standards-based, and the list can be continued (Hinkel, 2006: 113). There are four commonly used models for teaching the integrated skills approach: content-based instruction, task-based instruction, topic-based instruction and experiential learning. The first focuses on acquiring knowledge through the use of language, whereas the second prioritizes completing tasks that demand effective communication (Oxford, 2001). As Brown (2000: 234) points out, all of these models draw the learner's attention away from the separation of language skills and towards the meaningful aspects of language use.

Integrated Skills Models

When the literature is examined, it is determined that there are four integrated skills models in language teaching and these four integrated skills are explained in the sub-headings of this title.

Content Based Instruction

The initial model of the four integrated skills approaches is content-based instruction in which students learn the subject matter using the target language as the medium of instruction. There is minimal or no direct effort to teach the language, separate from the content being

covered. In this approach, teachers deliver subject-specific content (such as science, mathematics, or literature) while simultaneously emphasizing the language associated with that content, enabling students to develop language skills within the framework of the curriculum (Hammonds & Gibbons, 2005). Content-based teaching involves the use of all language skills in a deeply integrated and communicative manner while exploring specific content areas, such as science or physics. This approach is adaptable to all proficiency levels, with the complexity of the subject matter adjusted to match the learners' language abilities. Content-based teaching (Oxford, 2001);

- theme-based (learners practice integrated skills by focusing on a topic that should be of interest to them, e.g. Education, Travel, etc.);
- additional (defined by the combination of language learning with content acquisition);
- sheltered (learners learn about some topics in the language they are learning in a simplified way appropriate to their level of proficiency).

In this teaching approach, the main objective is to achieve communicative competence in the target language, while the secondary objective is to gain knowledge of content (Oxford, Lee, Snow, & Scarcella, 1994). As students learn non-linguistic subjects (such as geography) in the target language (Scheffler, 2009), the content-based teaching approach enables the complete integration of language skills (Brown, 2000). Planning a lesson based on this approach involves incorporating at least three of the four skills, as students engage in activities such as reading, discussing, solving problems, analyzing data, and writing opinions and reports.

Task Based Instruction

In task-based instruction, language skills are combined through purposeful language tasks that are connected to a particular area of content (Scarcella & Oxford, 1992). To put it differently, lessons are designed around a communicative activity that students can take part in outside of the classroom. The key point here is to use the language for practical purposes, meaning the focus is on being able to use the language as a whole, rather than just

its individual components. While content-based teaching emphasizes subject matter, task-based teaching concentrates on real-world tasks. Students are prompted to engage in critical and creative thinking and to actively track their comprehension as they carry out a task. Students own the problem and all learning takes place as a result of thinking about this problem (Janagam, Suresh, & Nagarathinam, 2011). Task-based instruction provides a cohesive approach to language teaching, where teachers arrange their classrooms around hands-on tasks that can be applied by language learners in real-life scenarios. These tasks typically involve multiple skill areas.

This teaching method can be applied to learners of all ages and proficiency levels and is typically delivered in one of two formats: either through one-way or two-way tasks (Doughty & Pica, 1986). In one-way tasks, one individual (teacher or student) has knowledge and shares it with other students in the class; in two-way tasks, all participants exchange knowledge and All students actively participate in sharing their knowledge with one another to solve a problem (Oxford et al., 1994).

Topic Based Instruction

Topic-based teaching gives students the opportunity to develop their language skills without being overwhelmed by language-based topics. Topic-based curricula offer topics of interest for students in a class and can give the opportunity to focus on content while adhering to institutional needs for delivering a language course. For example, in a university preparatory class, intermediate students are interested in topics of current interest such as public health, environmental awareness, economics, etc. Students can read articles, watch video programs, discuss problems, propose solutions, and do written assignments on a specific theme, and while doing these, they learn the language. A university course such as English for Academic Purposes is an appropriate example of topic-based teaching (Brown, 2001). In topic-based classes, all language skills are incorporated into a lesson, making the integration of these skills unavoidable.

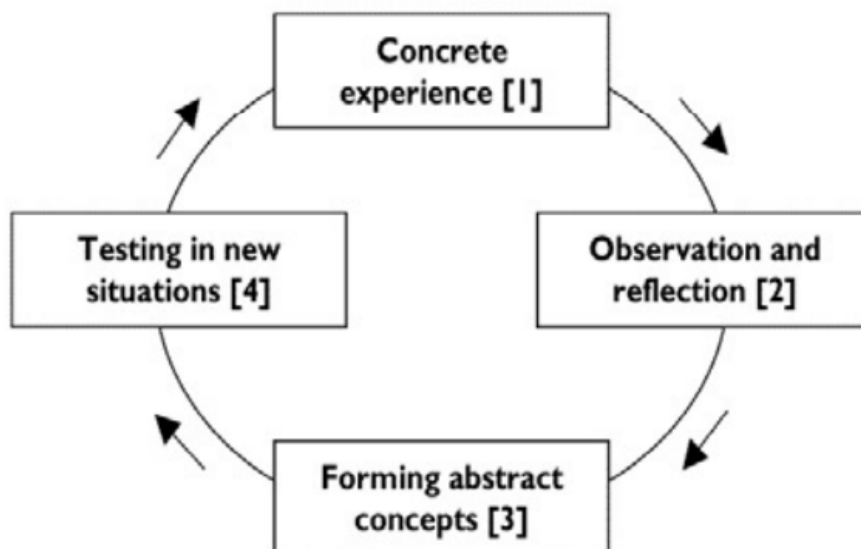
The topic-based model combines language skills with the exploration of a specific theme (e.g. broad topics such as urban violence, cross-cultural differences in marriage practices, natural wonders of the world or change). The theme should be highly captivating for students and enable the use of a broad spectrum of language skills, always aimed at facilitating communication about the theme. This is the most widely used and effective form of content-based teaching today, commonly found in many innovative ESL and EFL textbooks.

Experiential Learning

As the name suggests, experiential learning refers to learning through experience. In this teaching method, the goal is to learn by engaging in activities, with learning occurring as learners reflect on their actions. Experiential theorist Kolb (1984) argues that learning is the process by which knowledge is formed through the process of transforming experience, as shown in Schema 1 below.

Figure 1

Kolb's experiential learning cycle



Source: Green and Ballard, 2010

Brown (2000: 236) defines this process as occurring through "activities that stimulate both left and right brain functions, provide context for language, integrate skills, and align with real-world, authentic purposes". Thus, as stated by Scheffler (2009), experiential learning involves any teaching method where L2 learning happens through learners engaging with the target language and using it for communication. Just like in L1 learning, L2 learners gradually develop proficiency in the target language through continuous exposure to it.

Related Research

In the literature, there are studies on the integrated skills approach in foreign language teaching. According to Richards and Schmidt (2002), language skills are the mode or form in through which language is utilized. Listening, speaking, reading, and writing are commonly known as the four language skills. Speaking and writing are sometimes categorized as active/productive skills, while reading and listening are considered passive/receptive skills

(Richards & Schmidt, 2002, p. 293). Richards and Schmidt (2002, p. 262) distinguished the integrated skills approach by saying, "An integrated approach to language teaching is the teaching of the language skills of reading, writing, listening and speaking in relation to each other, such as when a lesson includes activities that link listening and speaking with reading and writing.

Bozdağ (2014) aimed to determine the opinions and thoughts of Anadolu University School of Foreign Languages students and teachers about teaching a foreign language in an integrated way. In the study, two classes were selected to compare the integrated skills approach with the traditional method, and the classes were divided into experimental and control groups. The experimental group was taught foreign language with the integrated skills approach for three weeks, while the control group was taught the skills separately. At the end of the training, it was determined that there was no notable difference between the two groups and that the traditional approach was more successful only in reading skills. In the same study, a questionnaire was applied to students and teachers. As a result of the questionnaire, it was

determined that both teachers and students were active participants in the integrated skills approach, and teachers were freer to use materials and activities than in the traditional method. Another result of the study was that students generally believed that the traditional method would be more beneficial.

Dilek (2017) aimed to determine the preference of integrated skills in teaching foreign language skills. In the study, data were collected through a questionnaire and interviews to determine the perceptions, beliefs and experiences of English instructors working at a state university in Turkey. As a consequence of the study, it was determined that the instructors had a tendency to combine language skills in foreign language teaching practices and preferred to teach language skills with an integrated approach in their future courses. In addition, the study revealed that the lecturers were in favor of utilizing textbooks that incorporate an integrated approach to language skills in their courses.

Ostadidarjati (2024) aimed to determine EFL teachers' awareness of teaching integrated English language skills, their practices and the difficulties they face in the process at the School of Foreign Languages of a university in Istanbul. Data were collected through a questionnaire. As a result of the study, it was found that teachers believed that integrated and connected lessons enhance comprehensive language learning and showed high commitment to integrated skills teaching. Another finding of the study was that teachers integrated more than one language skill in their lessons through methods such as informing students about lesson objectives, linking lessons to previous tasks and using various group work activities.

According to Oxford (2001), the Integrated Skills Approach provides optimal ESL/EFL communication by interweaving the four basic English language skills during instruction. Oxford (2001) explained that in a reading-oriented classroom, students need listening skills to understand the teacher's instructions and speaking skills to discuss the reading text, thus naturally integrating listening, speaking and reading skills in the classroom. Similarly, textbooks may emphasize a particular skill, but they also include other language skills through the activities presented in the book.

Tajzad and Namaghi (2014) explained that skills integration reduces learners' stress and anxiety levels by linking them to the actual communication of ideas rather than the practical application of skills and components. While the discrete approach emphasizes structure, language proficiency, and precision, the integrated approach prioritizes meaning, effective communication, and fluency.



Chapter 3

Methodology

Type of Research

This study is a qualitative research based on document analysis. Document analysis involves examining written materials that provide information about the phenomenon or phenomena intended to be studied (Yıldırım & Şimşek, 2011, p. 187). The research employs a content analysis method to examine the integration of language skills in topic-based activities within the selected textbooks. Instead of collecting data from participants through surveys or interviews, the study focuses on analyzing the content of MoNE and Oxford English textbooks used at the pre-intermediate level.

The research follows a comparative approach, identifying similarities and differences between the textbooks in terms of how they incorporate integrated skills through topic-based activities. The findings are categorized and interpreted based on predefined themes, such as the balance between the four language skills (reading, writing, listening, and speaking), the variety of tasks, and the overall effectiveness of the materials as supplementary resources.

This study is descriptive in nature, as it aims to present a detailed analysis of how the selected textbooks structure topic-based integrated skills activities. Since the research does not involve experimental manipulation or participant-based data collection, it is classified as a non-experimental study.

Research Population and Sample/Study Group/Participants

This study does not involve human participants, as it is based on document analysis of English language textbooks. The research focuses on the textbooks used for pre-intermediate level learners, specifically:

- The MoNE (Ministry of National Education) English textbook, which is officially designed for state schools in Turkey.

- The Oxford English textbook, a widely used international publication for English language learners.

The selection of these textbooks was based on their widespread use in language education and their relevance to the topic-based integrated skills approach. By comparing these two textbooks, the study aims to examine how they incorporate and balance the four language skills—reading, writing, listening, and speaking—within thematic units.

The analysis was conducted by systematically reviewing the activities, exercises, and instructional design of each textbook, focusing on their ability to support integrated language learning. The findings are limited to the content of these specific textbooks and do not account for variations in classroom implementation or teacher adaptations.

Data Collection

This study employs document analysis as its primary data collection method, focusing on English language textbooks designed for pre-intermediate level learners. The data were collected from the following sources:

- MoNE English Textbook: Developed by the Ministry of National Education (MoNE) and used in Turkish state schools.
- Oxford English Textbook: A widely used international publication designed for English language learners.

The textbooks were selected based on their relevance to topic-based integrated skills instruction and their widespread use in language education. The selection was also guided by the need to compare a nationally adopted textbook (MoNE) with an internationally published textbook (Oxford) in terms of how they integrate the four main language skills—reading, writing, listening, and speaking—within thematic units.

The data collection process involved systematic textbook analysis, where activities and exercises were examined for their:

- Skill integration (how reading, writing, listening, and speaking are combined)
- Topic-based structure (how themes are used to facilitate language learning)
- Task types (the nature and variety of activities)
- Balance and emphasis (the distribution of language skills across different units)

Each textbook was carefully reviewed, and relevant sections were documented for further analysis. The findings were categorized based on the themes and skill sets they addressed, ensuring a structured comparison of the two textbooks.

Since this study relies solely on document analysis, no direct data were collected from students or teachers, and no experimental procedures were conducted.

Instruments

In this study, MoNE English textbooks and Oxford English textbooks were compared. In this context, the MoNE and Oxford English textbooks examined in this thesis are given in Table 1

Table 1

English Textbooks Used in the Study

MoNE Coursebooks	Units	Oxford Coursebooks	Units
English Grade Student's Book	6 th Unit 1: Life Unit 2: Yummy Breakfast Unit 3: Downtown Unit 4: Weather & Emotions Unit 5: At the Fair Unit 6: Occupations Unit 7: Holidays Unit 8: Bookworms Unit 9: Saving the Planet Unit 10: Democracy	Vision Türkiye Pre-intermediate	Unit 1: Going places Unit 2: Home sweet home Unit 3: Staying healthy Unit 4: The world around us Unit 5: Time for school Unit 6: Living your own life Unit 7: Out of this world Unit 8: Making MoNEy
Sunshine English 6	Unit 1: Life Unit 2: Yummy Breakfast Unit 3: Downtown Unit 4: Weather & Emotions Unit 5: At the Fair Unit 6: Occupations Unit 7: Holidays	New Headway Pre-intermediate	Unit 1: Getting to know you Unit 2: The way we live Unit 3: What happened next? Unit 4: The market place

	Unit 8: Bookworms Unit 9: Saving the Planet Unit 10: Democracy	Unit 5:What do you want to do? Unit 6:Places and things
English 7	Unit 1: Apperance and Personality Unit 2: Sports Unit 3: Biographies Unit 4: Wild Animals Unit 5: Television Unit 6: Celebrations Unit 7: Dreams Unit 8: Public Buildings Unit 9: Environment Unit 10: Planets	
English Grade 7 Coursebook	Unit 1: Apperance and Personality Unit 2: Sports Unit 3: Biographies Unit 4: Wild Animals Unit 5: Television Unit 6: Celebrations Unit 7: Dreams Unit 8: Public Buildings Unit 9: Environment Unit 10: Planets	

The book titled “English 6th Grade Student's Book” has been approved as a textbook for 5 (five) years starting from the 2024-2025 academic year upon the decision of the Board of Education of the Ministry of National Education dated 17.08.2023 and numbered 35. The authors of the book are Coşku Aker, Fatma Arzu Ağaoğlu, Serkan Utlu and Yavuz Karadağ.

The book titled “Sunshine English 6” has been accepted as a coursebook for 5 (five) years starting from the 2023 - 2024 academic year following the decision of the Ministry of National Education, Board of Education and Board of Education dated 04.01.2023 and numbered 02 and published by Hecce Publishing. The authors of the book are Aynur Arda and Özlem Onay.

The book titled “English 7” has been approved as a textbook for 5 (five) years starting from the 2024-2025 academic year based on the decision of the Board of Education of the Ministry of National Education dated 02.06.2023 and numbered 29 and published by Yıldırım Publications. The authors of the book are Pınar Cenk and Nejla Gezmiş.

The book titled “English Grade 7 Coursebook” has been accepted as a textbook for 5 (five) years starting from the 2024-2025 academic year with the decision of the Board of

Education of the Ministry of National Education dated 2.06.2023 and numbered 29. The authors of the book are Emine Çatlı, Gülşen Çepik, Senem Çevik and Ayşe Gül Ünlü.

"Vision Turkey" is a book published by Oxford University Press for pre-intermediate level learners. The authors of the book are Jane Hudson and Weronika Satandyk.

"New Headway" is also published by Oxford University Press for pre-intermediate level learners. The book is written by John & Liz Soars.

Data Analysis

In this study, the content analysis method was used. Content analysis is defined as a research method applied to written or visual materials, which aims to describe the characteristics of the material (Ary et al., p. 457). In other words, it is defined as "a research technique for making replicable and valid inferences from texts (or other meaningful content) to their usage contexts" (Krippendorff, 2004). Any kind of "content" can be analyzed using this method. Given the definition of content, it is not limited to text but can also include photographs, videos, audio recordings, and any emerging or potential content in the new media era.

Content analysis has been a fundamental research method in social sciences for nearly a century. The reason for its interdisciplinary methodological use is its flexible structure, which is one of the strongest aspects of this method. Due to this flexibility, content analysis has established itself as a significant scientific method within the social sciences.

Content analysis was systematized as a scientific research method in the early 20th century by H. Laswell. Social science researchers use content analysis to interpret raw data obtained from documents, archives, and mass media within a methodological framework to generate scientific meaning (Böke, 2011, p. 332). The primary aim of content analysis is to provide descriptive information on a subject, identify themes that help organize and clarify this information, verify previous research findings, and collect data to address problems related to education or any other field of interest (Büyüköztürk et al., 2014, p. 247).

Unlike discourse analysis, content analysis does not focus only on the explicit meanings of a text but also seeks to uncover implicit and hidden meanings that influence the target audience. This analytical approach provides researchers with insights beyond their preconceived notions, offering new perspectives and knowledge rather than reinforcing existing biases (Bilgin, 2014, p. 1).

The fundamental process in content analysis involves grouping similar data under specific concepts and themes and organizing them in a way that is understandable to readers (Yıldırım & Şimşek, 2011, p. 175). The main objective of this technique is to obtain systematic data about the content of texts or visuals and, based on these data, draw reproducible inferences. In other words, it allows researchers to derive insights from explicit aspects of communication to implicit content characteristics (Gökçe, 2006, p. 23).

Bilgin (2014, p. 1) describes content analysis as a "controlled interpretation effort", emphasizing that it should serve as a reading tool that moves from general to specific. However, this reading process should not be conducted with bias; rather, it should provide researchers with genuine new experiences. A researcher using content analysis must first comprehend the material, then prove and justify their understanding. In this method, anything that is said, shown, or written can be subject to analysis. The key point is that the research technique should be applied according to clearly defined rules within the research framework.

There are three main approaches in content analysis:

- *Basic Content Analysis* involves coded data and qualitative techniques, primarily addressing direct and explicit content, often using statistical tools.
- *Interpretive Content Analysis* uses coded data and qualitative techniques, examining both explicit and implicit content while incorporating some statistical tools.
- *Qualitative Content Analysis* is a highly flexible approach that can use coded or uncoded data, analyzing existing texts, materials, or a combination of both,

making it suitable for descriptive, comparative, or interpretive studies (Drisko & Maschi, 2016).

In this study, the third method, *qualitative content analysis*, was employed as the primary method to examine the integration of language skills in MoNE and Oxford English textbooks designed for pre-intermediate learners. It is particularly useful for analyzing educational materials as it allows for a structured examination of how textbooks present and integrate different language skills. Furthermore, it enables an objective and systematic evaluation of the activities in the textbooks. Unlike surveys or interviews, which rely on subjective opinions, content analysis provides an evidence-based approach by examining the actual materials used in classrooms. Since the purpose of this study is to compare how topic-based integrated skills activities are designed in two textbooks, this method is appropriate for identifying patterns in language skill integration.

The data obtained from content analysis was compared across the two textbooks to determine:

- The extent to which each book integrates language skills in a topic-based manner
- The balance between receptive (reading, listening) and productive (speaking, writing) skills
- The types of instructional approaches used in skill-based activities
- The strengths and weaknesses of each book in terms of skill integration

Chapter 4

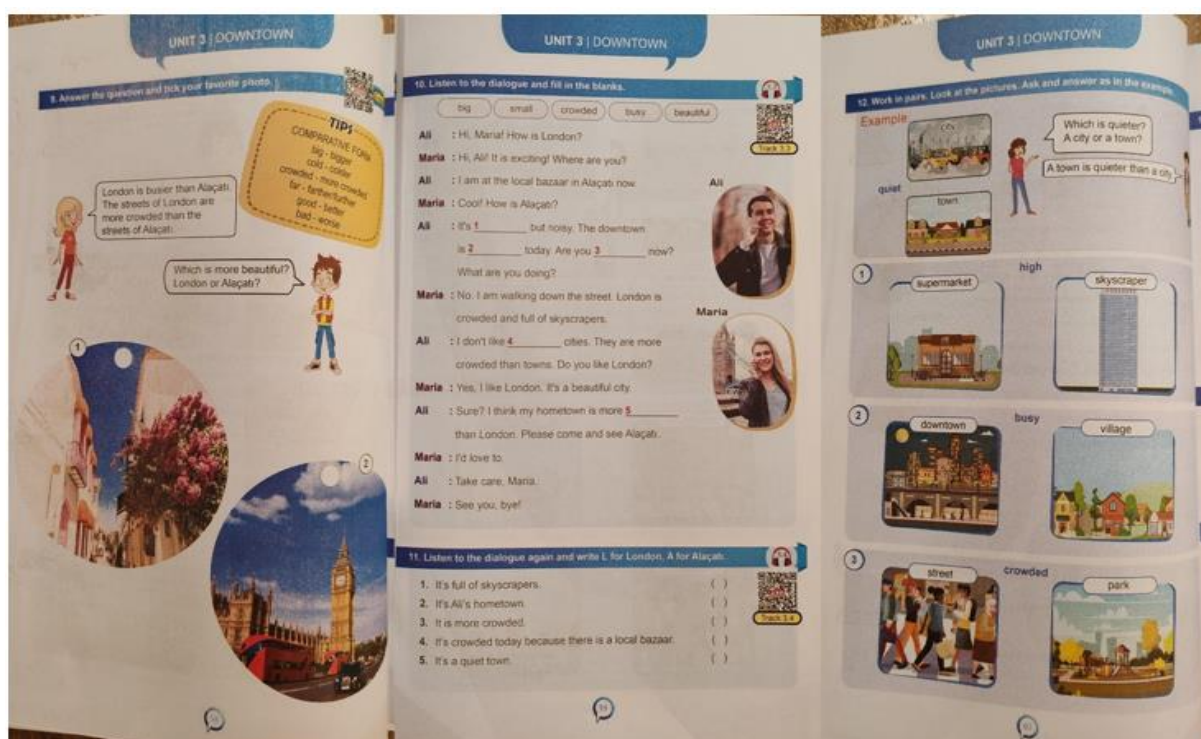
Findings, Comments and Discussion

Findings Related to the Unit on “Comparatives”

The activities related to "Comparatives" in the 6th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figure 1.

Figure 2

Findings from MoNE 6th-Grade English Textbook



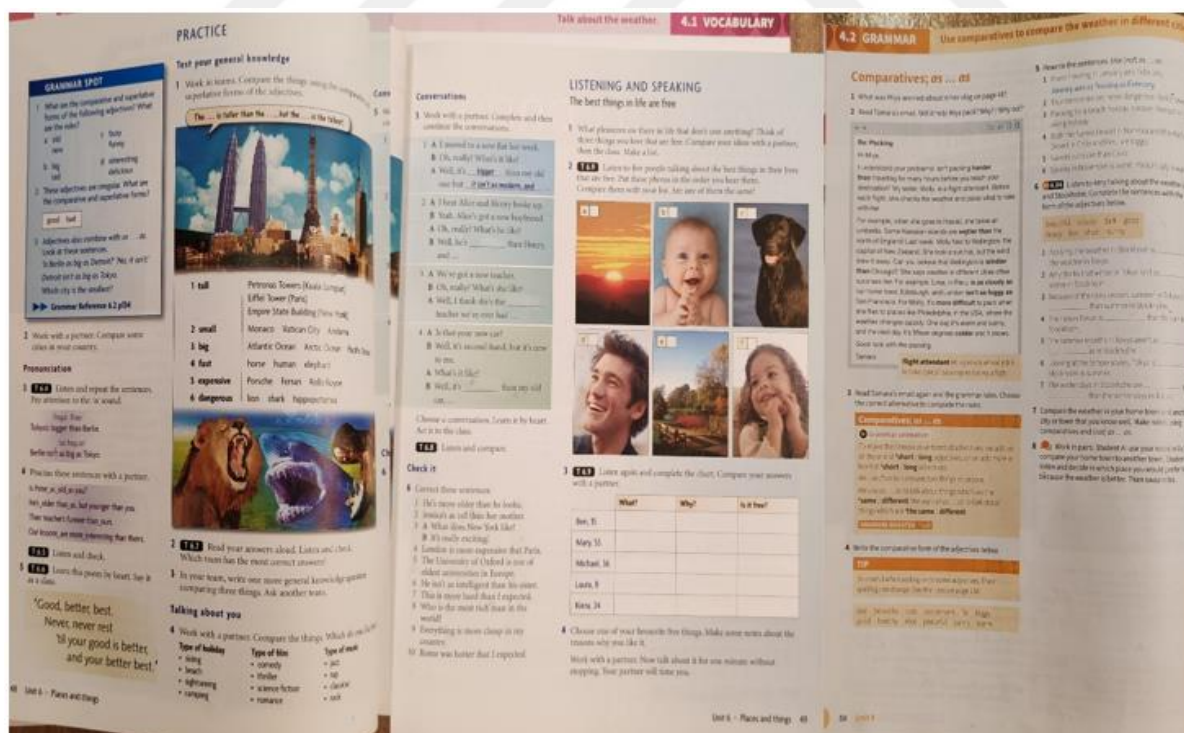
As seen in Figure 1, when the activities given in the 6th grade textbook of MoNE on the subject of “Comparatives” are examined, it is figured out that the tables, sample sentences and dialogues in the activities contain appropriate materials to develop students' reading skills. In the activity involving dialog, it was recognized that there was a component that supported listening skills. Giving a written response after listening to a dialog can improve listening-comprehension skills. The questions on the topic of “Comparatives” encourage students to speak. However, the speaking part is not fully specified in the activities. Fill-in-the-blank activities and comparison essays in the analyzed activities can contribute to the development

of writing skills. In general, it was concluded that the related activities in the MoNE 6th grade textbook clearly covered the topic of "Comparatives". Sample sentences and visuals were used to reinforce the topic. It was seen that students' interest was tried to be attracted by using interesting themes set in real-life places such as London and Alaçatı. This can be said to make the activities more meaningful and motivating. Although the level of the activities examined seems appropriate for the 6th grade students, it can be said that some activities require more guidance. The integration of writing and speaking may need to be made more explicit. For example, open-ended questions that encourage students to create their own sentences could be added.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 2.

Figure 2

Findings from Oxford Publishing English Textbook



As can be seen in Figure 2, Oxford Publishing English coursebook contains short texts or instructions to improve reading skills. For example, there is an e-mail reading activity titled

“Re: Packing”. This activity is designed to teach students how to use comparative expressions in a contextualized way. In the activities of the Oxford Publishing 6th grade English textbook, students are asked to rewrite sentences or create their own sentences using the given structures. For example, tasks such as “Write the comparative form of the adjectives below” are activities aimed at developing writing skills. Listening activities (e.g. T 6.4, T 6.7, T 6.8) in the Oxford Publishing English textbook aim to enable students to perceive comparative expressions auditory. In speaking activities of the Oxford Publishing English coursebook, students are encouraged to practice speaking by working in pairs. For example, they are asked to compare cities or personal preferences with a partner. The activities in the Oxford Publishing English book support the use of language structures in real-life contexts. These activities ensure that language skills are used together. For example, students can express their ideas by first reading the text and then talking with a partner, and then reinforce what they have learned with a written task. Listening and speaking tasks focus on developing students' speaking and pronunciation skills.

Comparison and Discussion Related to the Unit on “Comparatives”

In the comparison of MoNE and Oxford Publishing English textbooks on the topic of "Comparatives," it was found that both books include activities that develop reading, writing, listening, and speaking skills. The MoNE textbook primarily focuses on reading and writing through sample sentences, tables, and fill-in-the-blank exercises, while listening and speaking components are present but not explicitly emphasized. Some activities require additional guidance, and integrating speaking and writing more effectively could enhance student engagement.

On the other hand, the Oxford Publishing textbook adopts a more integrated approach, incorporating real-life contexts and encouraging students to use language skills together. Activities such as email reading, sentence rewriting, and structured speaking tasks provide

opportunities for students to practice comparatives in meaningful ways. Listening and speaking activities are more structured, promoting better pronunciation and communication skills.

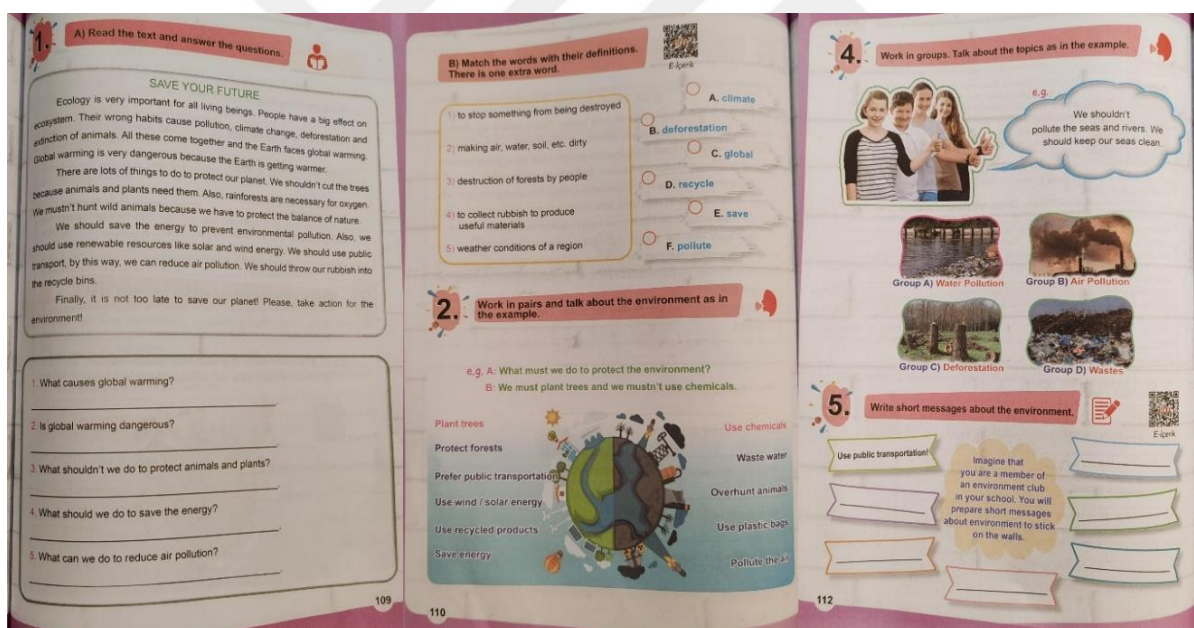
Overall, the Oxford Publishing textbook offers a more balanced and interactive approach to integrating language skills, whereas the MoNE textbook tends to focus more on individual skill development.

Findings Related to the Unit on “Environment”

The activities related to "Environment" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figure 3.

Figure 3

Findings from MoNE 7th-Grade English Textbook



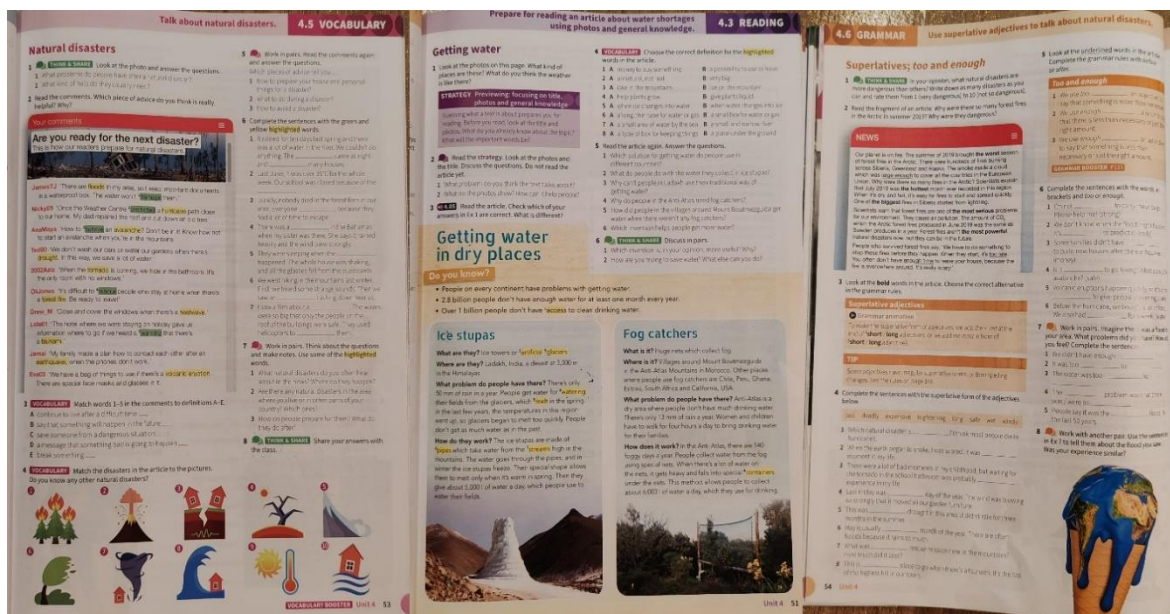
As can be seen in Figure 3, the text titled “Save Your Future” enables them to gain knowledge about environmental issues and intense focus on the subject. Questions after the text assess their reading and comprehension skills. Such activities can be used to improve critical thinking and interpretation as well as knowledge acquisition. The activities “Work in pairs and talk about the environment” and “Work in groups: Talk about the topics” allow students to acquire communicative competence in language. These activities encourage students to

offer suggestions and exchange ideas about the environment. The activity “Write short messages about the environment” aims to create environmental awareness by writing short and meaningful messages. This writing task offers both a creative and thought-provoking process. Messages are expected to be simple and effective, which improves writing skills. In the visual, activities such as “Works in groups” are accompanied by a sound icon. This shows that the activities can be supported by digital content. However, since there is no information about the content of the listening materials in the visual, it cannot be fully evaluated how listening skills are developed in this context. It can be stated that these activities were designed with the intention of improving language proficiency in an integrated manner. However, in general, these activities provide an effective and balanced structure that supports students' learning English in an environmental context.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 4.

Figure 4

Findings from Oxford Publishing English Textbook



As can be seen in Figure 4, the texts in the activities in the Oxford Publishing English textbook on “Environmental Problems” use themes such as natural disasters and water

pollution to develop reading skills. For example, the text titled “Getting water in dry places” enables students to read information-based texts and construct meaning by extracting key words. With this activity, the strategies of inferring the meaning of words from the text, making predictions and detailed reading are developed. In the activities in Figure 4, students are asked to express their ideas in writing. In the “Work in pairs” and “Think & Share” sections, students were asked to write about the effects of natural disasters and personal experiences on the subject. In this activity, students can write personal stories about natural disasters or improve their writing practices by answering questions. The listening activities in Figure 4 are important in understanding real-life language use. This skill is indirectly encouraged in the book. For example, activities such as “4.05.Read the article” support inferring information by listening to or reading a text. Activities that develop speaking skills encourage students to share ideas. The instructions “Work in pairs” and “Share your answers with the class” encourage group work and oral communication. Through these activities, students can share survival tips and talk about their experiences with natural disasters. In terms of the integrated approach, reading and listening activities enable students to receive ready-made information, while writing and speaking activities enable students to produce. Emphasis on different cultures and environmental issues in the activities contributes to students' global awareness. Questions and activities encourage students to analyze, interpret and generate ideas. For example, questions such as “Which invention is, in your opinion, more useful? Why?” help students think critically.

Comparison and Discussion Related to the Unit on “Environment”

Both textbooks aim to develop students' language skills through the theme of environmental issues. The MoNE textbook includes the text “Save Your Future,” which enhances reading and comprehension skills through follow-up questions. Speaking skills are encouraged through pair and group discussions, while writing activities, such as composing short messages about the environment, foster creativity and written expression. However, the integration of listening skills is unclear due to the lack of detailed information on audio

materials. Overall, the MoNE textbook presents a structured approach to integrating language skills while maintaining a focus on environmental awareness.

The Oxford Publishing textbook, on the other hand, emphasizes reading skills through texts on environmental problems such as natural disasters and water pollution. Writing tasks encourage students to express personal experiences and reflections, enhancing both critical thinking and composition skills. Listening and speaking activities help students engage in real-life communication, with group work and discussions promoting collaboration and cultural awareness. By incorporating activities that require students to analyze and interpret information, this textbook fosters a more interactive and thought-provoking learning experience.

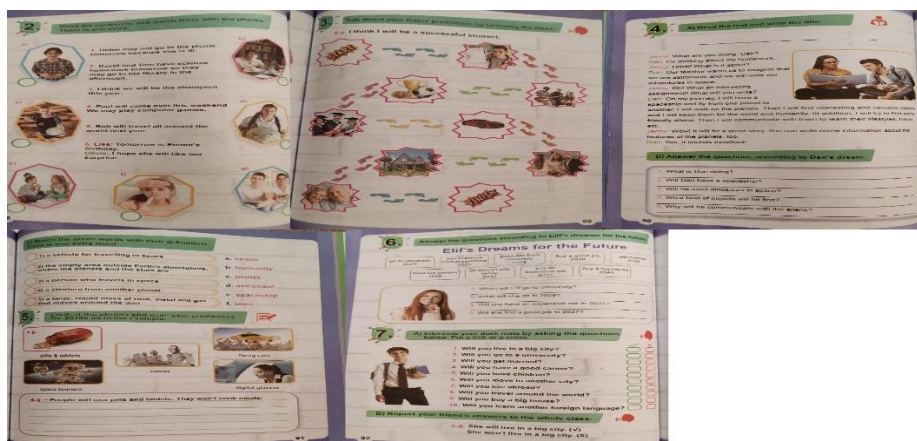
In conclusion, both textbooks apply an integrated skills approach to language learning. However, while the MoNE textbook focuses more on strengthening fundamental language skills with structured exercises, the Oxford Publishing textbook offers a broader scope, incorporating critical thinking, discussion-based activities, and real-world applications.

Findings Related to the Unit on "Future"

The activities related to "Future" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figure 5.

Figure 5

Findings from MoNE 7th-Grade English Textbook

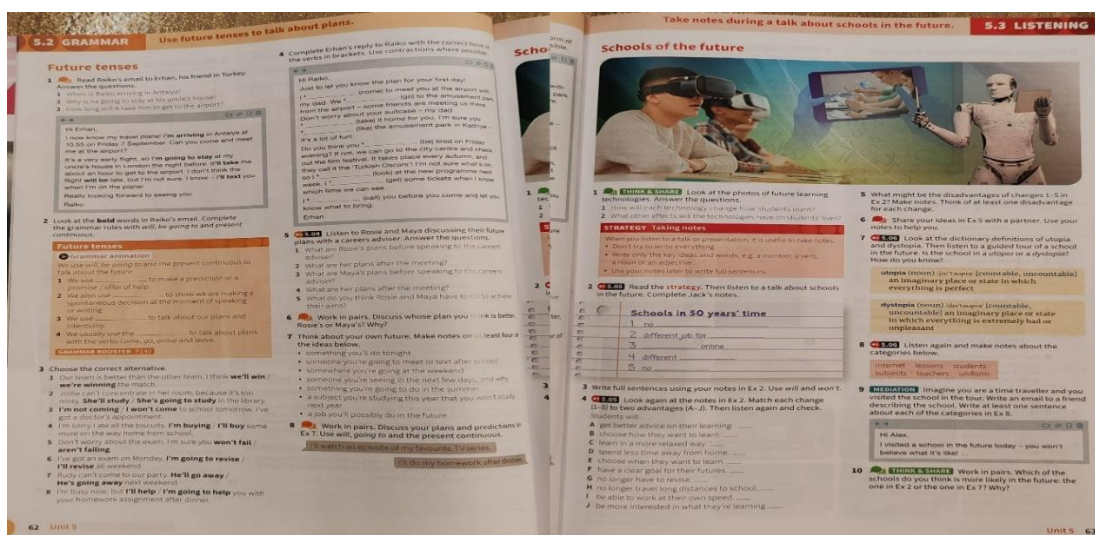


As can be seen in Figure 5, the activities usually involve short texts or dialogues and are suitable for developing reading skills. Such activities help students to understand the structure of “will” in context. If the dialogues are designed to reflect real-life speech patterns, these texts are highly functional for reading skills. The listening part of the activities is particularly important for the use of the structure of “will” at a natural speaking rate. Dialogues or audio recordings can support students to grasp this structure fluently. Speaking activities can encourage active use of the structure of “will”. Students can practice future-oriented expressions such as making predictions and talking about plans through speaking. The activities for developing writing skills usually involve students writing sentences or short paragraphs using the grammar structure. Writing about future plans, personal goals or imagined scenarios allows students to develop both language knowledge and creativity. Activities on the topic often support learning by linking one skill to another. For example, students can analyze a reading passage and then reinforce it with writing or speaking activities. This evaluation suggests that the activities are effective in their current form but could be enriched in some ways for more comprehensive and integrated learning.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 6.

Figure 6

Findings from Oxford Publishing English Textbook



As shown in Figure 6, the reading activities teach students to make plans and predictions about the future by reading emails or texts. The activities include questions to understand the reading texts (e.g. “What are Raiko's plans?”). This allows students to find details in the text. The texts are short and relevant to the topic, which attracts students' attention and facilitates comprehension. Writing activities allow students to write down their plans and predictions for the future. Writing activities encourage creative thinking and practice the use of grammar (will and be going to). The note-taking strategy guiding the writing process (e.g. “Take notes during a talk...”) is useful, but more example sentences could be provided. The writing tasks are appropriate to the level and seem to be of personal interest. The listening activities in Figure 6 involve students listening to conversations about the schools in the future and taking notes about it. Listening activities are integrated with academic skills such as note-taking and aim to develop listening-comprehension skills. Moreover, the listening activities contribute to expanding students' vocabulary. However, more real-life conversations could be added. The speaking activities in Figure 6 enable students to discuss their plans for the future in pairs. The speaking activities aim to develop students' ability to explain and discuss their ideas. Working in pairs in the activities encourages communicative skills. However, more opportunities for group discussion and spontaneous dialog could be added. Some of the activities lack instructions to encourage students to use more of the target language. The activities on the topic of “Future” in the Oxford Publishing English textbook are effectively integrated in terms of language skills, but the transitions between skills could be made more natural.

Comparison and Discussion Related to the Unit on “Future”

When comparing the MoNE and Oxford Publishing English textbooks on the topic of “Future,” it is evident that both books incorporate an integrated skills approach, but they differ in the extent and effectiveness of skill integration. The MoNE textbook provides structured activities that focus on reading, listening, speaking, and writing. Reading activities include short texts and dialogues, which help students understand the structure of “will” in context. Listening

tasks support fluency by exposing students to natural speech patterns. Speaking and writing activities encourage the use of future expressions, but some activities could benefit from more guidance and explicit skill connections to enhance integration. While the activities effectively cover the target structure, they could be improved with more real-life dialogues and open-ended speaking tasks.

On the other hand, the Oxford Publishing English textbook presents a more interactive and contextualized approach. Reading activities engage students with real-life texts such as emails and messages, making learning more meaningful. Writing tasks allow students to express their future plans and predictions, integrating creative and academic skills. Listening activities go beyond comprehension by incorporating note-taking strategies, which enhance students' ability to extract key information. Speaking tasks focus on pair discussions, fostering communicative competence, but they could benefit from more group discussions and spontaneous interactions. Additionally, transitions between different skills could be made more natural to ensure a smoother learning process.

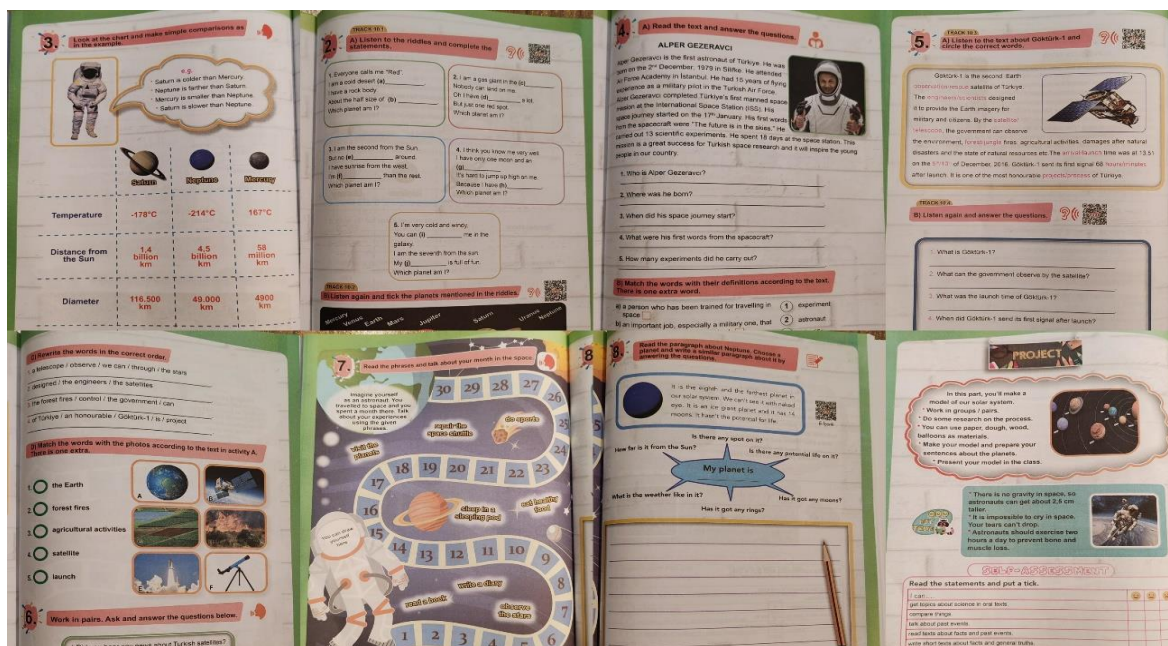
Overall, while both textbooks effectively integrate language skills, the Oxford Publishing English textbook provides a more structured and interactive learning experience. It encourages critical thinking, creativity, and communication through diverse activities. However, the MoNE textbook also offers well-structured activities that support fundamental skill development, though it could be enriched with more interactive and spontaneous speaking and writing opportunities. To maximize learning outcomes, both textbooks could enhance the balance between skills by incorporating more real-life communicative contexts and interactive elements.

Findings Related to the Unit on “Planets-Space”

The activities related to "Planets-Space" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figure 7.

Figure 7

Findings from MoNE 7th-Grade English Textbook



As can be seen in Figure 7, these activities focus on the topic of space and planets and aim to develop students' language skills while enabling them to acquire knowledge about the topic. For example, students can learn about Turkish astronaut Alper Gezeravcı and the Gökürk-1 satellite by reading texts. This allows students to develop their reading skills with subject-specific vocabulary and expressions. Questions to understand the texts support students' ability to scan, understand and infer the meaning from the text. When listening activities are analyzed, scientific information given in the activities such as the riddles of planets and the text about the Gökürk-1 satellite are remarkable. These activities help students get used to different accents and speeds, and reinforce their ability to get information by listening and to use this information in related tasks. In activities such as "work in pairs", students can practice speaking by sharing their knowledge about satellite projects and space. Collaborative learning can increase students' linguistic awareness. Students develop their creative writing skills by writing paragraphs about a planet. This also contributes to their ability to organize and present information. The activities in Figure 7 include listening activities such as listening to an audio recording or watching a video through a QR code. It can be said that this contributes to

students' development of listening skills while learning about the subject. The texts in the activities are aimed at developing students' reading skills and making comments on the subject. The discussion or group work activities about the topic can improve students' ability to express and exchange ideas. The writing activities about the theme of space support students' creative and academic writing skills. It can be said that a scientific topic such as space and planets provides an appropriate context for developing language skills in an integrated way. The activities focus on students' development of the four basic skills, but it can be said that the activities should be more diverse.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 8.

Figure 8

Findings from Oxford Publishing English Textbook



As can be seen in Figure 8, the reading activities were aimed at students reading and understanding the texts about the topic of space. For example, the texts related to the “Mars One” contain scientific information as well as questions that trigger students' critical thinking skills. The “Planets-Space” theme is effective in developing reading skills as it provides a wide

range of information. Students are introduced to learn new vocabulary using contextual clues. The activities often include scenarios such as interviews about a space mission, interviews with scientists or space simulations. For example, listening activities include questions to analyze the reasons for the failure of the “Mars One” project. Such activities support students’ ability to recognize key information in a given context. It also familiarizes them with different accents and speaking styles. The discussion questions about space in Figure 8 encourage students to share ideas. It is very useful for developing speaking skills as it gives students the opportunity to think creatively. Collaboration skills are also supported through group work or discussions. Writing activities often involve creative tasks such as writing a report on space, planning a mission or designing a spaceport. In terms of integrated language skills, the activities analyzed in Figure 8 generally involve reading a text and then speaking and writing activities related to it. In addition, listening and reading activities are related to each other in terms of the topic.

Comparison and Discussion Related to the Unit on “Planets-Space”

When comparing the space-themed activities in the MoNE and Oxford Publishing English textbooks, it is evident that both books utilize an integrated skills approach while incorporating scientific content. The MoNE textbook introduces students to real-life figures such as Turkish astronaut Alper Gezeravcı and the Göktürk-1 satellite, allowing them to develop reading skills while acquiring subject-specific vocabulary. The listening activities, which include planet riddles and satellite-related content, help students understand information from auditory sources while becoming accustomed to different accents and speeds. Speaking and writing activities, such as group discussions and paragraph writing about a planet, promote collaboration and creativity. However, while these activities cover all four skills, there is a need for more diverse and interactive tasks to ensure deeper engagement and skill integration.

On the other hand, the Oxford Publishing English textbook presents a more structured and analytical approach. Reading activities, such as texts about the “Mars One” project, not

only provide scientific knowledge but also encourage critical thinking. Listening activities require students to analyze key information, such as identifying reasons for the failure of a space project, which strengthens comprehension skills. Speaking tasks, including group discussions and interviews, encourage students to express ideas creatively and engage in collaborative learning. Writing activities, such as planning a space mission or designing a spaceport, enhance both creative and academic writing skills. Additionally, the seamless integration of reading, listening, speaking, and writing activities ensures that language skills are reinforced naturally within the space-related context.

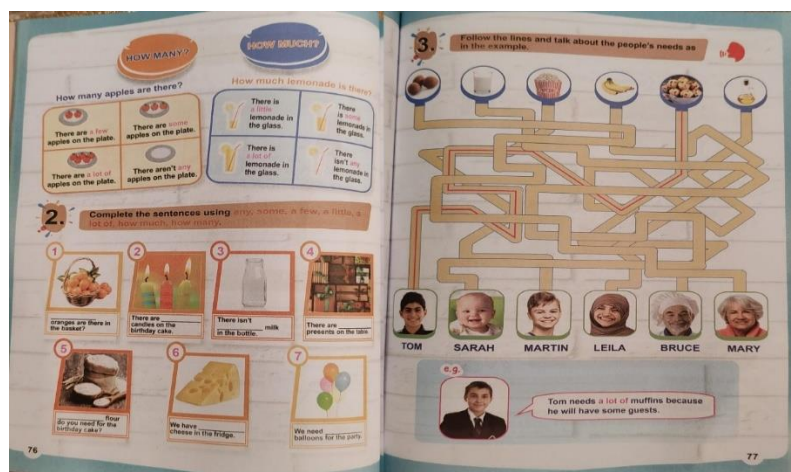
Overall, both textbooks effectively integrate language skills while engaging students with scientific topics. However, the Oxford Publishing textbook provides more analytical and structured activities that foster critical thinking and discussion, whereas the MoNE textbook focuses more on factual learning with opportunities for collaboration. To enhance learning, both books could benefit from more interactive and varied tasks that encourage students to apply their language skills in realistic, problem-solving scenarios related to space exploration.

Findings Related to the Unit on “Quantifiers”

The activities related to "Quantifiers" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figure 9.

Figure 9

Findings from MoNE 7th-Grade English Textbook



As can be seen in Figure 9, the activity on page 76 focuses on reading, writing and grammar. Students learn and use the structures “how many” and “how much” with the help of visuals. They improve their writing skills by completing the missing information in sentences. In addition, visuals facilitate comprehension and create a context. This can help students understand grammar rules. The visuals are very descriptive and guide the students about the topic. However, the speaking and listening aspects of the activities are not included. The activities on page 77 include activities to develop speaking and problem solving skills. Students are guided with lines to match people and needs. Then, students are encouraged to construct their own sentences as in the example. There are no activities for listening skills in the activities on “Quantifiers” in the MoNE Publications English textbook.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 10.

Figure 10

Findings from Oxford Publishing English Textbook



As seen in Figure 10, the activities were designed to teach the use of quantifiers. Quantifiers such as “much”, “many”, “a lot of”, “a few”, “a little” are introduced. It is aimed to teach the correct use of these quantifiers with countable and uncountable nouns. Students

read short dialogues and texts that include the use of quantifiers. A realistic context, for example the dialogues between “Lauren and her mother” and “Nick and Sarah”, allows them to understand how language is used in everyday life. In the activities, students were asked to write their own example sentences. For example, open-ended activities such as “Complete the sentences so that they are true for you” give students the opportunity to write creatively and connect with examples with their own lives. Through listening activities, students develop their ability to hear the natural use of language and infer its meaning. Texts supported by visuals make listening activities more contextual and meaningful. With instructions such as “work in pairs”, students were asked to cooperate and practice speaking. Students can transfer what they have learned about quantifiers to their speaking skills.

Comparison and Discussion Related to the Unit on “Quantifiers”

When comparing the treatment of quantifiers in the MoNE and Oxford Publishing English textbooks, it is clear that both books aim to teach the correct use of structures such as “how much,” “how many,” and other quantifiers through contextualized activities. The MoNE textbook primarily focuses on reading, writing, and grammar, using visuals to help students understand and apply quantifiers correctly. The activities encourage students to complete sentences with missing information, reinforcing grammatical accuracy. However, the lack of listening and speaking activities limits the integration of these structures into natural communication. While problem-solving tasks on page 77 offer some speaking practice, the absence of listening materials reduces students' exposure to authentic spoken language.

On the other hand, the Oxford Publishing English textbook provides a more comprehensive and skill-integrated approach. It introduces quantifiers through realistic dialogues, making the learning process more engaging and applicable to everyday situations. Students are encouraged to create their own sentences, promoting personalization and creative language use. The textbook also includes listening activities that expose students to the natural use of quantifiers in conversation, enhancing their comprehension skills.

Additionally, speaking activities, such as pair work, allow students to practice using quantifiers in interactive settings, supporting the development of communicative competence.

Overall, while both textbooks successfully teach the grammatical aspects of quantifiers, the Oxford Publishing textbook offers a more balanced approach by integrating all four language skills. The MoNE textbook could be improved by incorporating more listening and speaking opportunities to reinforce the practical use of quantifiers in real-life communication. Expanding interactive and contextualized tasks in both books would further enhance students' ability to use quantifiers fluently and accurately.

Findings Related to the Unit on "Past Events"

The activities related to "Past Events" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figures 11 and 12.

Figure 11

Findings from MoNE 7th-Grade English Textbook

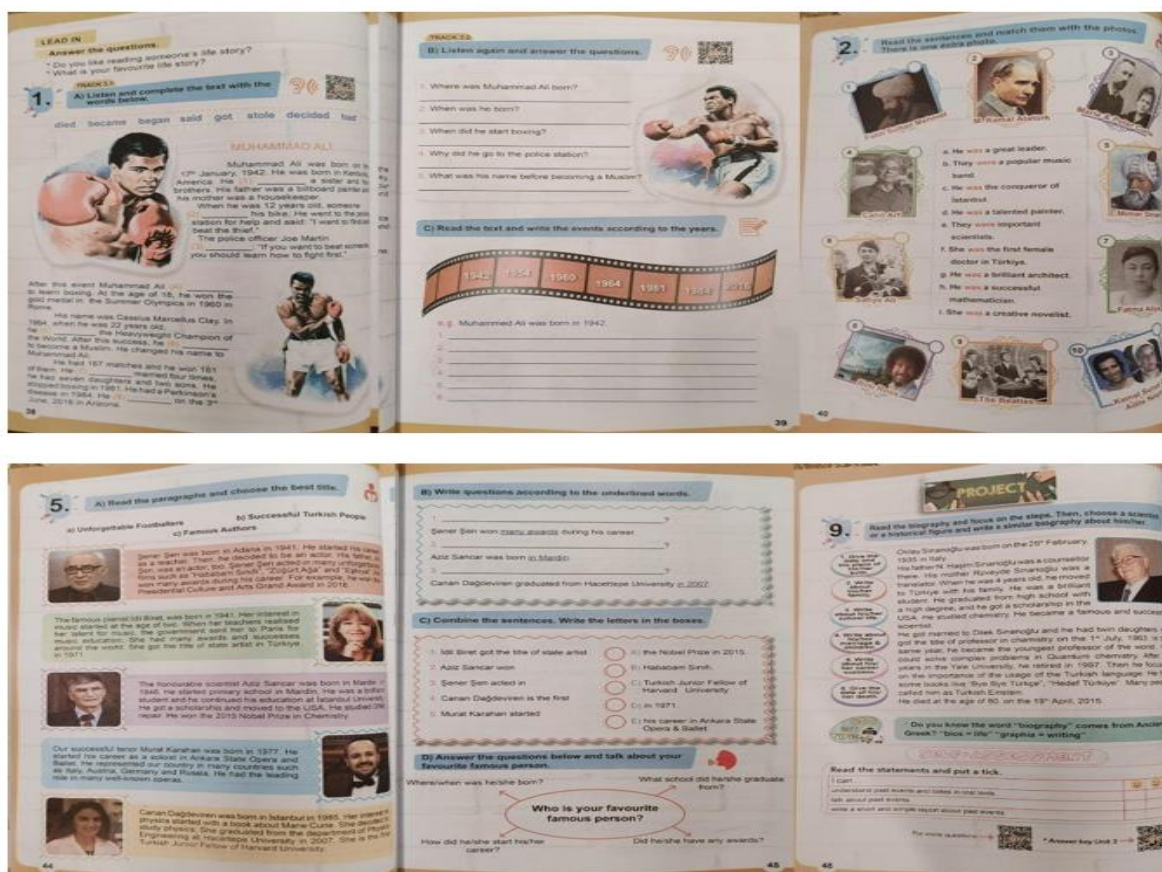
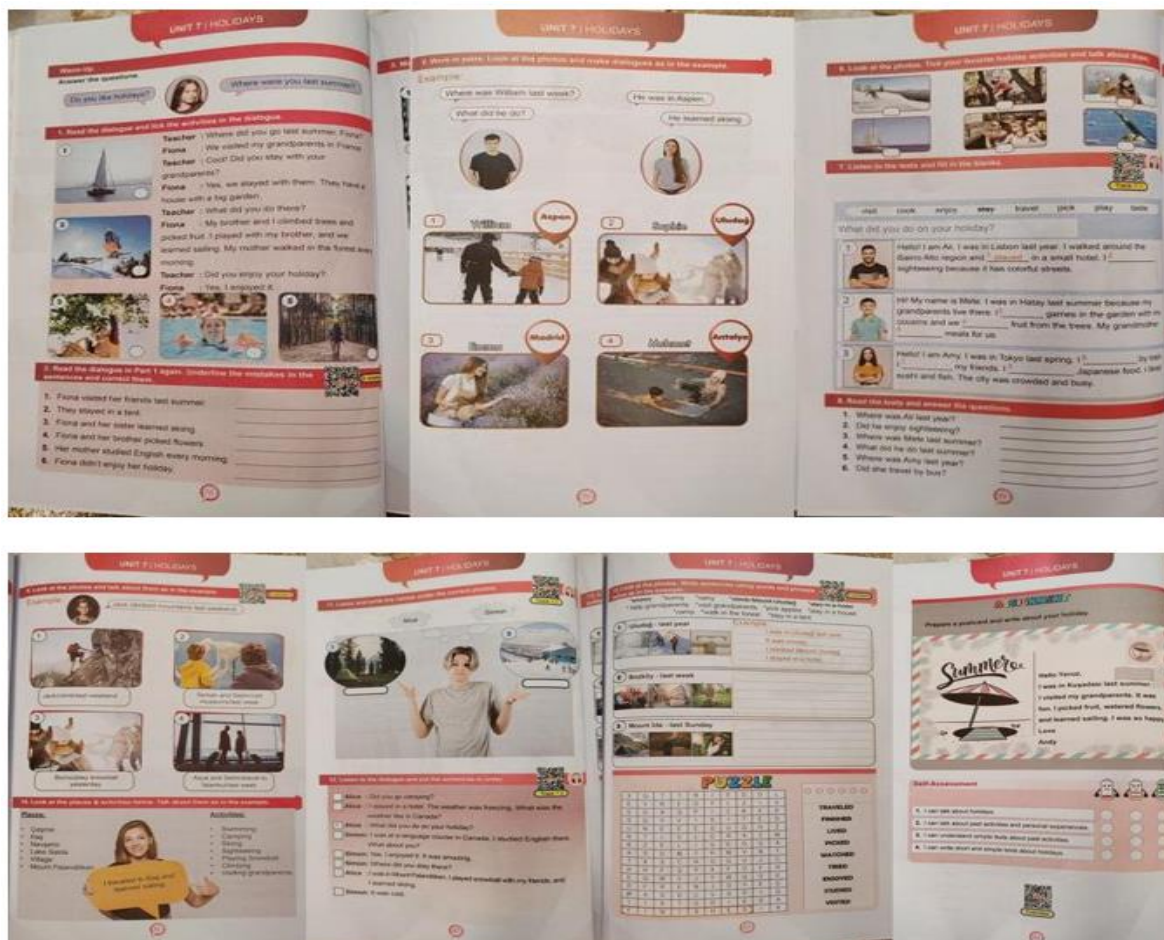


Figure 12

Findings from MoNE 7th-Grade English Textbook



As seen in Figure 11 and Figure 12, tasks such as filling in the blanks and extracting the correct information from the text were given. Such activities support students' reading comprehension skills. However, the length of the texts and the depth of the content can be modified in accordance with the level of the students. In addition, adding texts that reinforce the cultural context can increase students' interest in reading. There are activities such as answering questions, creating their own sentences and writing biographies. These activities are very effective in developing students' writing skills. However, process-based writing activities seem to be missing. Adding these processes can support writing skills better. QR codes were used to direct students to listening activities. Listening activities were supported with digital resources. However, the variety of questions and the activities that check the level of comprehension of the listening texts can be increased. There are question-answer activities

based on visuals and sharing personal experiences about the topic. Individual and group-work activities are suggested to support speaking skills. However, more interactive and real-life speaking activities can be added. In general, the activities address reading, writing, listening and speaking skills in a balanced way, but could be developed.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figures 13 - 15.

Figure 13

Findings from Oxford Publishing English Textbook

The figure shows four pages from an Oxford Publishing English textbook, illustrating various activities and content. The pages are labeled 1.7 LISTENING, 1.8 SPEAKING, 1.9 WRITING, and 1.10 REVIEW.

1.7 LISTENING: The page features a map of Mongolia and a text about the Mongol Rally. The text describes the rally as a 'The Greatest Adventure in the World' and mentions that it is a 15,000 km journey in a tiny car. The page includes a listening exercise where students listen to an interview about the rally and answer questions.

1.8 SPEAKING: The page includes a dialogue about a weekend and a section on maintaining a conversation. The dialogue is between Ryan and Ellie, and the section provides tips on how to keep a conversation going.

1.9 WRITING: The page shows a description of the London Eye and a section on using vocabulary to make a description more interesting. The section includes a list of adjectives and a writing exercise where students describe a place using the adjectives.

1.10 REVIEW: The page contains a grammar section, a vocabulary section, and a cumulative review section. The grammar section focuses on the present perfect tense, and the vocabulary section provides a list of words related to travel and adventure. The cumulative review section includes a writing exercise where students describe a place using the vocabulary words.

Figure 14

Findings from Oxford Publishing English Textbook

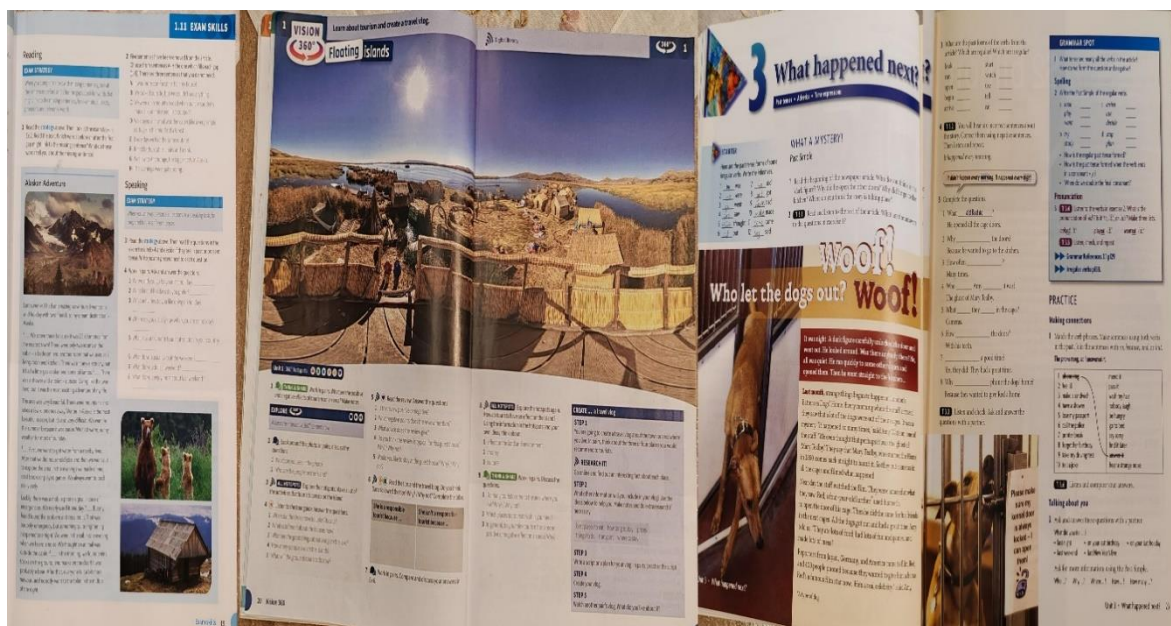
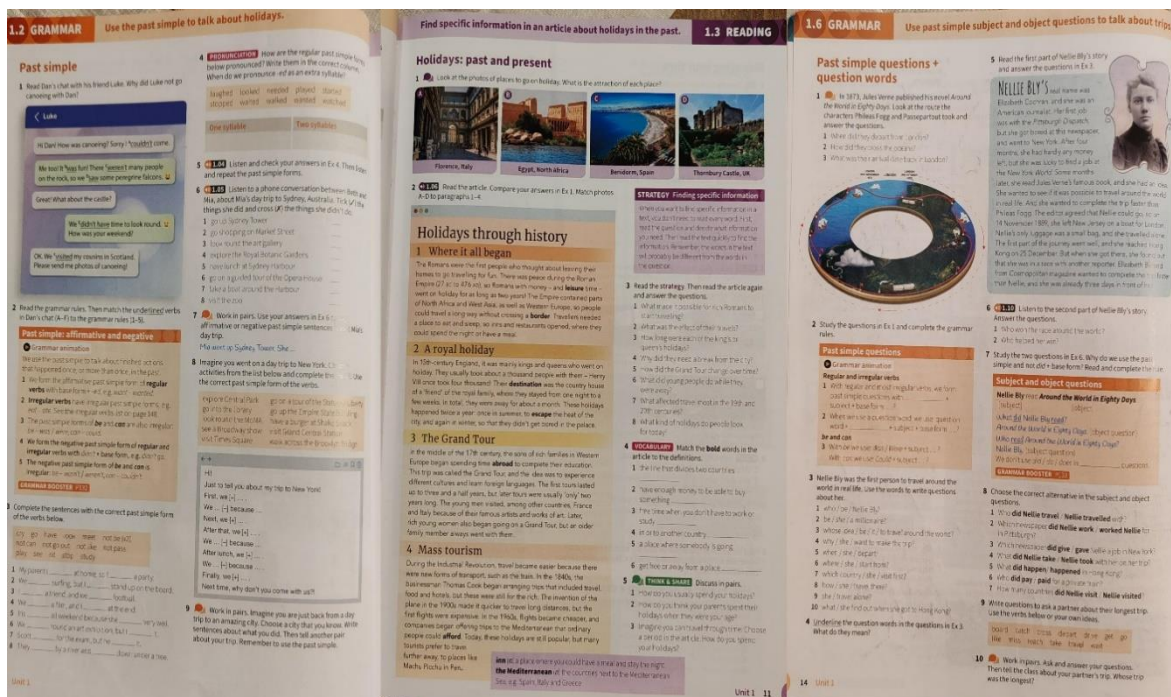


Figure 15

Findings from Oxford Publishing English Textbook



As can be seen in Figures 13-15, the reading activities in the book usually teach “Past Events” through short stories, daily events and adventure-oriented texts. The texts include plenty of example sentences to help them understand the target structure. The reading activities are useful in expanding vocabulary and improving grammar knowledge. In the activities, students are encouraged to talk about a past event or create a text using the past tense based on visuals. This increases students' writing speed and makes it useful for them to use grammar structures actively. Nonetheless, planning writing activities in a way that encourages group work can improve writing skills more effectively. The listening activities include making comments on short stories and interviews about the topic. These activities help to develop a more accurate understanding of the topic. However, the activities can be designed more interactive and creative (e.g. asking students to complete the story they are listening to). Conversation activities encourage students to discuss past events and share their experiences. For example, tasks such as “How was your weekend?” allow them to use the past tense in everyday language and in real-life situations. Group work activities such as discussions create an interactive learning environment. Listening activities are focused on understanding conversations about historical figures and events. For example, questions on the story of Nellie Bly enable students to listen to and understand events happened in the past. Examples of real-life language use are also presented through dialogs. Tasks such as “A bird's-eye view” ask students to write about an activity they did in the past or their personal experience of a place they have visited. This aims to develop both grammar and creative writing skills of the learners. Special consideration was given language elements such as the use of adjectives to expand vocabulary during writing. In the activities, reading skills were supported with texts that aimed to understand events that happened in the past. In particular, students are encouraged to comprehend texts written in the past tense through historical excerpts (e.g. “Holidays through history”) or stories based on experiences (“Alaskan Adventure”). There are also strategic tasks during reading, including inferring the meaning from the text and completing missing sentences.

Comparison and Discussion Related to the Unit on “Past Events”

When comparing the activities in both textbooks regarding the teaching of past events, it is evident that they aim to develop students' language skills through integrated tasks. The MoNE textbook includes reading comprehension exercises such as filling in the blanks and extracting key information, which effectively support students' understanding of texts. However, the length and complexity of the texts could be adjusted to better match students' proficiency levels. Additionally, incorporating culturally rich texts could enhance engagement and contextual learning. Writing tasks, such as answering questions and writing biographies, are useful for language development, but the absence of process-based writing activities limits deeper skill development. Listening activities are supported with digital resources through QR codes, yet the variety of comprehension questions could be expanded. Speaking tasks focus on individual and group work, but they could be made more interactive by incorporating real-life scenarios.

The Oxford Publishing English textbook, on the other hand, presents past events through short stories, daily experiences, and adventure-based texts, offering a rich linguistic and thematic context. The abundance of example sentences helps reinforce grammar structures, while reading activities contribute to vocabulary expansion. Writing exercises encourage students to describe past events and create their own texts, effectively integrating grammar practice. However, more structured group writing tasks could further enhance collaborative learning. Listening activities involve analyzing short stories and interviews, fostering a deeper understanding of the topic, but they could be made more engaging by including tasks such as completing a partially told story. Speaking activities, such as discussing past events and sharing personal experiences, create opportunities for real-life language use. Additionally, historical excerpts and experience-based narratives allow students to practice past tense comprehension in meaningful ways.

Overall, while both textbooks address reading, writing, listening, and speaking skills in a balanced manner, the Oxford Publishing textbook provides a more immersive approach by

incorporating historical and narrative-based contexts. The MoNE textbook, though effective in covering fundamental skills, could benefit from more interactive and engaging speaking and listening tasks. Enhancing both books with more real-life communicative activities and process-based writing exercises would strengthen students' ability to use past tense structures naturally and effectively.

Findings Related to the Unit on “Weather”

The activities related to "Weather" in the 7th-grade English textbook published by MoNE were analyzed, and the findings are illustrated in Figures 16 and 17.

Figure 16

Findings from MoNE 7th-Grade English Textbook

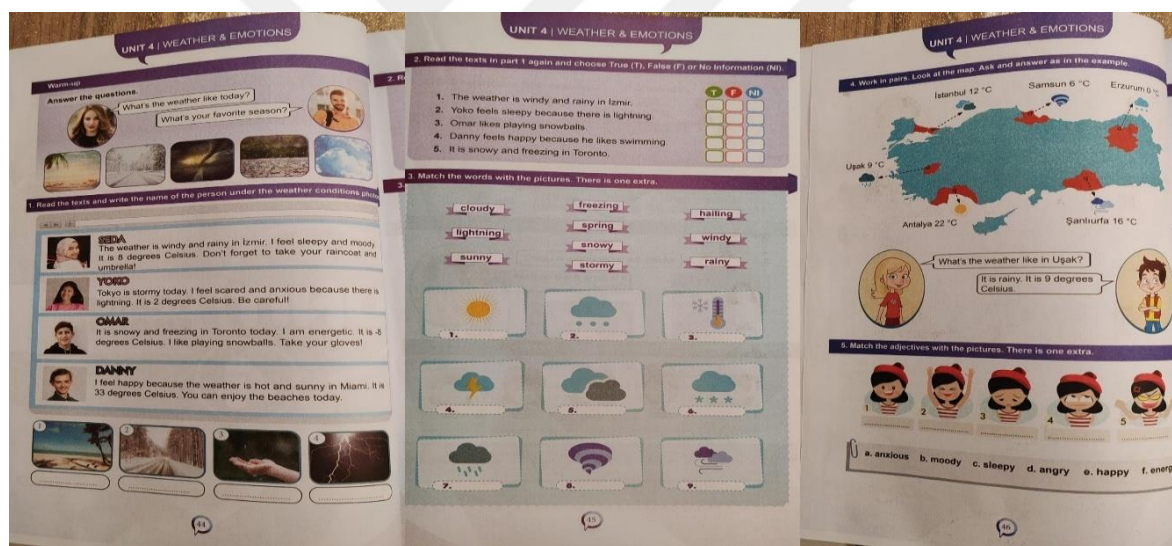
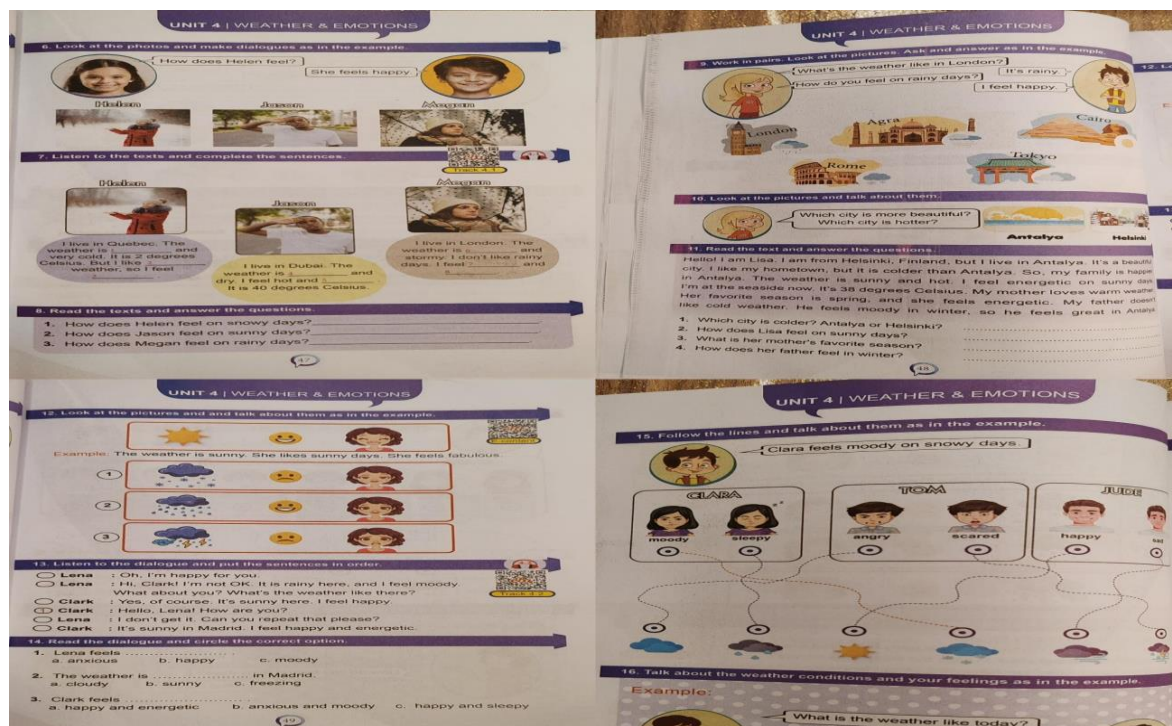


Figure 17

Findings from MoNE 7th-Grade English Textbook



As can be seen in Figure 16, Activity 1 and Activity 2 ask students to obtain information by reading short texts and to answer questions using this information. This is aimed at developing reading skills and improving comprehension ability. There is no explicit writing activity in the visuals. However, students can be encouraged to write personal answers based on the texts. The activity of asking and answering about the weather on the map (e.g. "What's the weather like in Uşak?") is aimed at developing speaking skills. This allows students to practice asking and answering questions using the weather terms. There is no listening activity in Figure 16. The activities in Figure 16 make language learning meaningful by combining the common themes of "weather" and "emotions" in daily life. Visuals and texts enable students to create a context for the topic. The activities in Figure 16 generally focus on one skill. However, these activities can be easily combined with other skills. For example, students can read the text and then describe the weather in their city. In the map activity, speaking skills can be combined with written responses. It can be said that the texts used in Figure 16 are appropriate in terms of language level. In these texts, a subject related to daily life is studied and this may

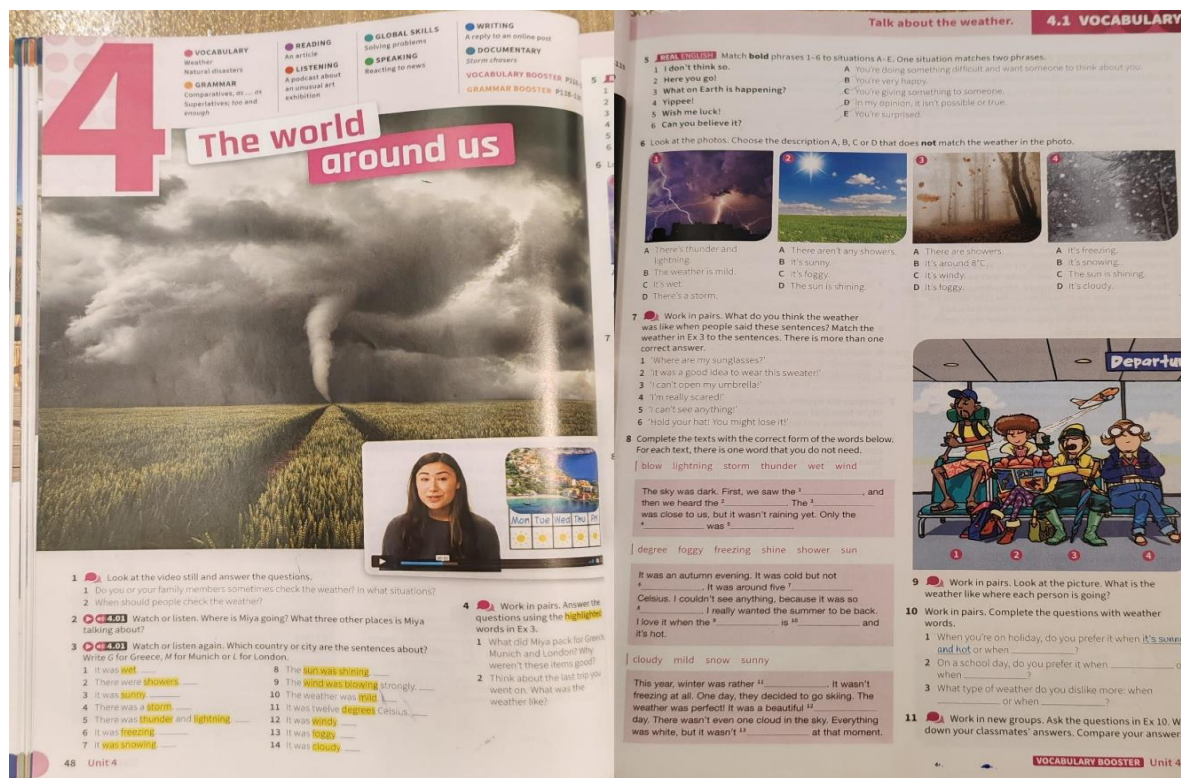
attract students' attention. The activities in Figure 16 are well designed to support language learning and presented with a skill-based approach. However, they could be supported with additional activities to help students develop the four language skills in a balanced way.

As can be seen in Figure 17, the activities provide a meaningful context by addressing the themes of weather and emotions that students may encounter frequently in their daily lives. This context makes language learning interesting and effective. The themes are organized in such a way that they can be related to students' individual experiences and their environment. In Activity 7 and Activity 11 in Figure 17, students are expected to read short texts to understand information and answer questions. This can help develop reading comprehension skills. The texts in these activities are supported with visuals to help students understand what they read more easily. In Activity 8 and Activity 11, students are asked to give short answers based on the texts. For example, questions such as "How does Lisa feel on sunny days?" contribute to developing writing skills. Activity 16 requires students to express the weather and their emotions, which encourages creative speaking skills. In Activity 6 and Activity 9, students are asked to talk about weather and emotions by creating sample dialogues. This is aimed at developing speaking skills. The activities indicated as "Work in pairs" in Figure 17 create interactive learning environments. In Activity 7 and Activity 13, students are expected to fill in the blanks by following the given listening materials. This supports listening skills. Activity 13 requires students to understand and order the sentences dialogues. All the activities in Figure 17 effectively fulfill the aim of developing language skills in an integrated manner through a topic-based approach. However, more materials and activities for listening and writing skills could be added to meet the individual needs of students.

The Oxford Publishing English textbook was also analyzed, with the findings shown in Figure 18.

Figure 18

Findings from Oxford Publishing English Textbook



As seen in Figure 18, the activities in the textbook of Oxford Publishing aim to develop language skills by addressing the theme of “Weather”. Under the title “The World Around Us”, weather is discussed in the context of natural events and daily life. This supports students' learning by making connections to the real world. The content is supported by visuals, videos and different types of texts, and is designed to attract students' attention and facilitate learning. In Activity 3, students are expected to listen to a text about the weather and understand the information. In Activity 6, students are expected to match the visuals with the correct expressions, which contributes to reading comprehension skills. In Activity 8, students are asked to complete sentences with appropriate words. This improves the ability to use grammar and vocabulary in writing. Activity 11 allows students to talk about their personal opinions by answering the questions. Also, students are expected to write their classmates' answers for the same questions. In Activity 7 and Activity 9, students are encouraged to work in pairs or groups to express their opinions about the weather. For example, questions such as “What do

you think the weather was like when people said these sentences?” support a conversation. Activity 9 allows students to speak by guessing what the people in the picture are feeling. In Activity 5, students are expected to match everyday expressions according to their context, which helps them understand real-life English. The activities in Figure 18 aim to develop reading, writing, listening and speaking skills in an integrated way. The content on daily expressions related to weather is linked to the situations that students might encounter in real life. Visuals such as photographs and drawings facilitate students' understanding.

Comparison and Discussion Related to the Unit on “Weather”

Both the MoNE and Oxford Publishing English textbooks effectively integrate the theme of "Weather" into language learning by incorporating real-life contexts and interactive tasks. The MoNE textbook primarily focuses on reading and speaking activities, with exercises that require students to obtain information from short texts and answer comprehension questions. Speaking tasks, such as asking and answering about the weather on a map, help students practice language structures in a meaningful way. However, the book lacks listening activities and offers limited writing opportunities, which could be improved by incorporating more integrated skill-based tasks. The thematic connection between weather and emotions adds an engaging and relatable element to the learning process. However, the overall design remains skill-based rather than fully integrated, and additional activities could be added to ensure a more balanced development of all four language skills.

The Oxford Publishing English textbook, on the other hand, provides a more immersive approach by linking the theme of weather to natural events and daily life, which makes learning more relevant. Activities are supported with visuals, videos, and different types of texts, making the content more engaging and accessible. The book includes well-structured listening activities that enhance comprehension, while writing exercises encourage students to personalize their responses. Speaking tasks, such as discussing weather-related expressions and emotions, create opportunities for communicative interaction. Furthermore, matching

activities and contextualized vocabulary exercises help students internalize new language structures. The integration of real-life expressions and situations strengthens students' ability to use language in authentic contexts.

Overall, while both textbooks address the theme of weather effectively, the Oxford Publishing textbook provides a more comprehensive and balanced approach by incorporating all four skills in an integrated manner. The MoNE textbook offers useful skill-focused exercises but could benefit from a more interactive and diverse range of listening and writing activities. Expanding both books with additional materials that promote real-life communication and cross-skill integration would enhance students' language learning experience.



Chapter 5

Conclusion and Suggestions

Results and Suggestions Related to the Unit on “Comparatives”

The activities on “Comparatives” in the 6th grade English textbook of MoNE enable students to understand the rules through sample sentences while learning how to make comparisons. However, the sections with texts are limited and focus more on grammar rules. In the Oxford Publishing English coursebook, the texts contain more context. For example, authentic materials such as e-mail correspondence and weather comparisons are used. This links reading skills with real-life situations. In the activities on the topic of “Comparatives” in the MoNE Grade 6 English textbook, students are asked to make comparisons by writing short sentences regarding writing skills. This can provide a basic contribution in terms of developing writing skills. However, creative writing activities are not given much attention. In the activities on the subject of “Comparatives” in the Oxford Publishing English coursebook, students are asked to take notes and write their ideas. This encourages creative writing skills. Listening activities in the MoNE Grade 6 English coursebook allow focus on pronunciation. This can be effective in raising students' phonemic awareness. Listening activities in the Oxford Publishing English textbook help students understand authentic texts and increase phonemic awareness. The comparison activities with a partner within the scope of speaking activities on “Comparatives” in the MoNE 6th grade English coursebook are aimed at developing speaking skills. However, it might be useful to turn these sections into a guided discussion or larger interactive activities. The speaking activities in the Oxford Publishing English textbook on “Comparatives” are more structured and allow students to express their personal opinions.

When the topic of “Comparatives” in the 6th grade MoNE English textbook is evaluated according to the subject-based integrated approach, it can be said that most of the activities are grammar-oriented and limited in terms of creating context and producing meaningful content. When the Oxford Publishing English textbook on the subject of “Comparatives” is

evaluated according to the subject-based integrated approach, it can be said that it is more successful in creating context, and the activities are presented in a framework that relates the use of grammar to the real world. The English coursebook of Oxford Publishing focuses more on subject-based integrated language skills and offers activities to improve students' ability to communicate. The English textbook of MoNE, on the other hand, focuses on teaching grammar rules and is limited in contextualization and integration of skills. Therefore, the coursebook of Oxford Publishing offers a more effective approach to the integrated development of language skills.

In the English textbook of MoNE, listening skill has been an area that is often left incomplete. Audio materials or videos should be added in this area. In addition, more integrated activities that strengthen the transition between skills can be created. This can make language learning more effective and memorable. In conclusion, the activities on the topic of “Comparatives” in the MoNE Grade 6 English coursebook largely support topic-based integrated language skills but could be enriched with more effective speaking and writing activities.

Results and Suggestions Related to the Unit on “Environment”

The activities about the “Environment” topic of the MoNE English textbook focus on important themes such as environmental pollution, global warming and the protection of natural resources. This enables students to gain environmental awareness while developing their language skills. Since environmental issues are the topics that students can come across in their daily lives and are discussed on a global scale, the fact that the activities are linked to real life creates a motivating effect on learning. The activities analyzed are designed in a way that is consistent with the environmental issue. Reading, writing, speaking, and listening activities are balanced. These activities are in line with the topic-based integrated language skills approach and successfully support raising environmental awareness. Strengths include the integrated development of language skills, opportunities for cooperative learning, and tasks

that encourage individual creativity. However, it would be useful to diversify the materials with more visual and kinesthetic activities.

The activities in the “Environmental Problems” topic of the Oxford Publishing English textbook are designed in accordance with the topic-based integrated language skills approach. These activities, which develop reading, writing, listening, and speaking skills together, place students' language learning in a meaningful context and can be said to support skills such as critical thinking, collaboration, and cultural awareness.

As a result, the coursebook of the Oxford Publishing provides a more comprehensive reading process by including pre-reading strategies, while MoNE publications focus more directly on post-reading activities. Both sources support writing skills. However, Oxford publications provide writing activities that require more critical thinking. MoNE publications, on the other hand, allow students to express their creative ideas in short messages. Both sources support speaking skills through group work and sharing ideas. However, while Oxford publications deal with speaking activities in a more structured manner, MoNE publications offer a more free and creative area for expression. Although listening activities are not explicitly mentioned, it can be said that Oxford publications indirectly include listening skills. Oxford publications aim to develop students' critical thinking skills while addressing language skills together and with a more academic approach. MoNE publications use simpler and clearer language, relating environmental issues to students' daily lives. Activities are more creative and student-centered. Both sources are effective in their own context. However, Oxford publications seem to be prepared with a more integrated skills approach. MoNE publications, on the other hand, adopt an approach that is more appropriate to the general context and that aims to help students develop environmental awareness.

Results and Suggestions Related to the Unit on “Future”

The activities on “Future” of the MoNE English textbook focus on future dreams. In these activities, students can read texts about future dreams and answer questions based on

the texts. Students are given the opportunity to write simple predictions and ideas about the future. There are no direct examples of listening activities. Students can practice speaking by making dialogues with their friends about their future predictions. The “Dreams” theme in MoNE Publications involves students discussing their dreams about the future. However, these activities are usually based on general and simple predictions. These activities mostly involve individual writing and dialogues. It can be said that there is not much space for group work or activities that require critical thinking. The activities in the Oxford Publishing English textbook on “Future” focus on the theme of future plans. Students receive information about their future plans by reading e-mails and short notes. Students are presented with writing activities focused on writing a future plan or answering a question about the future. Listening activities are aimed to develop the ability to listen to a conversation about the future and take notes. Through group or individual discussions, students are encouraged to express their ideas about the future. The topic of “future” is integrated into students' daily life communication situations. There are also activities related to daily life that develop language skills contextually. In addition, both individual and group activities on the topic are presented in a balanced way in Oxford publications.

In conclusion, the integrated language skills on this topic in the Oxford Publishing are effectively designed, but supporting them with more creative and culturally rich content can increase students' interest and make the learning process more enjoyable. It can be said that the integrated language skills on “Future” in MoNE Publications are designed effectively and the activities generally support learning by linking one skill to the other. Listening skill has been an area that is often left incomplete in MoNE publications. Audio materials or videos should be added in this area. In addition, more integrated activities that strengthen the transition between skills can be created.

As a result, in terms of the integration of language skills, it can be said that all skills are developed in a balanced way in the Oxford Publishing whereas not only listening activities are limited but also writing and speaking activities are kept at a simple level in MoNE Publications.

While Oxford publications focus on future plans in the context of real life, MoNE publications focus on future predictions in a simple framework. The Oxford Publications have a balance between group work, individual writing and speaking activities. On the other hand, MoNE Publications have less group work activity. The Oxford Publications offer an approach that integrates more skills and encourages critical thinking. However, MoNE Publications focus on developing more basic language skills. It can be said that Oxford Publications focus on developing language skills in an integrated manner by addressing the subject in a broader context and encouraging students' creative thinking. MoNE Publications' activities on the topic may be suitable for developing students' English skills at the beginner level. Therefore, it can be said that Oxford Publications offer a richer content in terms of integrated language skills.

Results and Suggestions Related to the Unit on “Planets-Space”

It can be said that the activities on the “Planets-Space” topic of the MoNE Publications English textbook aim to develop language skills in an integrated manner in four basic areas. In addition, the space theme allows students to realize language learning in a meaningful context while increasing their cultural knowledge. The activities in the MoNE textbooks on the topic of “Planet-Space” address language learning with a content-oriented approach and increase students' language skills as well as their awareness of the world and space. However, it can be said that these activities can be made more effective with more interactive activities and tasks that take into account individual differences.

The activities in the Oxford Publications English textbook, regarding the subject-based integrated language skills approach, enable students to use their language skills in the context of real-life. In addition, listening and reading activities are related to each other. In conclusion, it can be said that the activities in the coursebook of the Oxford Publishing are quite successful in terms of subject-based integrated language teaching. Thanks to the thematic approach, students develop their language skills in a meaningful context while getting awareness about

scientific and social issues. The activities not only improve students' language skills, but also support the 21st century skills such as critical thinking, collaboration and creativity.

Results and Suggestions Related to the Unit on “Quantifiers”

The fact that there is a speaking activity on this topic in the MoNE English textbooks is a positive situation. However, this activity should be supported by group work rather than individual work. Students can do this activity by asking questions to each other and make it suitable for real life. It is recognized that there is no activity for listening skills on the topic of “Quantifiers” in the MoNE coursebook. The speaking activity can be supported through an audio recording or teacher-guided conversations. In addition to the written part, group activities can be added to improve students' speaking and improve their creativity in this context. A short dialogue or story about the people in the visual can be added and enrich the topic with various kinds of activities. In conclusion, although the activity is effective in terms of grammar and basic skills, it can be supported with listening and group work in terms of subject-based integrated language skills.

The activities analyzed in the Oxford Publishing English textbooks offer a comprehensive approach to teaching quantifiers. Contexts taken from daily life allow students to develop their language skills both individually and collaboratively. It can be said that the activities in the Oxford Publications English textbooks are quite effective and balanced in terms of subject-based integrated language skills. However, more writing activities could be added. For example, writing a short story using quantifiers could be added. Relevant listening activities can provide a better understanding of the topic. The cultural dimension of language can be emphasized by presenting examples of the use of quantifiers in different cultures.

Results and Suggestions Related to the Unit on “Past Events”

In some of the activities related to the “the Simple Past” in the MoNE Publications English textbook, skills are handled independently. For example, activities in which two or more skills are integrated are not sufficient. Some of the activities are disconnected from the real-

life context. More daily life situations and cultural content could be added. Listening and reading activities can be combined with tasks that require written or oral output. For example, after a listening activity, students could be asked to write and speak about what they have heard. Local and global cultural content can be added to the texts. This will make language learning more meaningful. A process-based approach can be adopted by giving students more comprehensive tasks such as writing biographies, researching the life of a celebrity, preparing a written report and presenting it in front of the class. Engaging videos, dialogues and stories can be added to the listening activities linked to the QR code. In addition, more creative methods such as games or discussions can be used for speaking activities. After this evaluation, it would be useful for teachers to enrich their lessons by taking these suggestions into account in classroom practices.

The activities in the Oxford Publications English textbook on this topic are designed to develop language skills in an integrated manner. For example, reading a text and then moving on to writing or speaking activities related to that text facilitates the transition between skills. Listening and reading activities are usually complemented by writing or speaking activities. These activities offer a comprehensive approach to developing students' ability to use language in real-life. Integrating grammar rules with other skills enhances the learning effect and enables students to use the Simple Past tense effectively both orally and in writing. These activities enable students to develop the four basic language skills effectively while learning the Simple Past structure. Moreover, thanks to the integrated topic-based approach, grammar learning makes sense in a real-life context. Students are encouraged to use language actively through individual and group work.

Results and Suggestions Related to the Unit on “Weather”

The activities related to “Weather” in the MoNE Publications English textbook fulfill the aim of developing language skills in an integrated manner through a topic-based approach. However, it would be useful to add more materials and activities for listening and writing skills

to meet students' individual needs. For listening activities to be more effective, it is important to provide materials with audio files. Students could be asked to write a short paragraph about the weather and emotions in their daily lives. Group projects or longer dialog activities can support speaking skills more.

The activities related to the topic in the Oxford Publications English textbook are prepared in accordance with the topic-based integrated language skills approach and provide an effective learning environment. The content, supported by audio-visual materials, encourages students to both understand and use language. However, this approach could be made more effective with more personalized activities for writing and listening skills. In order to support writing skills more, students could be asked to write a daily weather report or describe the weather in their city. Videos and listening materials can be combined with speaking activities to provide a more comprehensive learning experience.

Conclusion

This study aimed to compare the MoNE and Oxford English textbooks in terms of topic-based integrated skills activities designed for pre-intermediate learners. By analyzing the extent to which these textbooks incorporate integrated skill activities within topic-based contexts, this research sought to identify key similarities and differences between the two publications. A content analysis method was employed to examine the activities in both textbooks, focusing on their approach to integrating reading, writing, listening, and speaking skills.

Key Findings

The findings reveal that both textbooks incorporate topic-based activities to develop language skills; however, they differ in their approach and emphasis. The MoNE textbook tends to focus more on controlled practice and structured exercises, while the Oxford textbook provides a wider range of open-ended and communicative activities that encourage creative language use. The MoNE textbook primarily integrates reading and writing skills, whereas the

Oxford textbook balances all four language skills more effectively. Additionally, the use of visuals, real-life contexts, and digital resources varies between the two publications, with the Oxford textbook demonstrating a stronger emphasis on contextual learning and interactive elements.

Implications for Teaching and Learning

The findings suggest that while both textbooks provide valuable resources for language learners, a more balanced integration of skills can enhance the effectiveness of language instruction. Teachers may need to supplement the MoNE textbook with additional speaking and listening activities to create a more holistic learning experience. The Oxford textbook, on the other hand, offers a more communicative approach but may require additional structured exercises for students who need more guided practice. These insights can help educators and curriculum developers make informed decisions about textbook selection and instructional strategies.

Limitations of the Study

Despite its contributions, this study has certain limitations. Firstly, it is a document-based analysis, meaning that it does not account for real-life classroom implementations, teacher perspectives, or student experiences. The effectiveness of these materials in actual teaching contexts remains an open question. Secondly, the study focuses only on pre-intermediate level textbooks, which limits the generalizability of the findings to other proficiency levels. Lastly, only two textbooks from specific publishers (MoNE and Oxford) were analyzed, which may not fully represent the broader range of English language teaching materials available. Future research could expand the scope by including different publishers, proficiency levels, and classroom-based investigations.

Suggestions for Further Research

To build on these findings, future studies could explore teacher and student perceptions of integrated skills activities through surveys or interviews. Additionally, experimental studies

could examine the impact of topic-based integrated skills activities on language proficiency in real classroom settings. A comparative analysis of multiple proficiency levels across different educational contexts would also provide valuable insights into how integrated skills approaches support language acquisition.

In conclusion, this study highlights the importance of a well-balanced integration of language skills in textbooks and provides a foundation for further exploration into effective materials for pre-intermediate learners. By addressing the identified gaps and considering the implications of these findings, educators and researchers can contribute to more effective language teaching practices.



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APPENDIX-A: Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu Onay Bildirimi



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu



Sayı : E-51944218-050-00003910907
Konu : Etik Kurul (Doç. Dr. Hatice ERGÜL ve Nermin YAĞCIOĞLU)

04/12/2024

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : 21.11.2024 tarihli ve E-48490341-300-00003890812 sayılı yazınız.

Ana Bilim Dalınız İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Nermin YAĞCIOĞLU'nun**, **Doç. Dr. Hatice ERGÜL** danışmanlığında yürüttüğü *“Topic-Based Integrated Skills Activities Suggested As Supplementary Materials For Pre-Intermediate Level Learners (Orta Seviyedeki Öğrenciler için Tamamlayıcı Materyal Olarak Önerilen Konuya Dayalı Entegre Beceri Aktiviteleri)”* başlıklı tez çalışması Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulunun **27.11.2024** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve ilgiliye tebliğini rica ederim.

Prof. Dr. İsmail Hakkı MİRİCİ
Kurul Başkanı

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APPENDIX-B: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
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- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

17/02/2025

Nermin Yağcıoğlu

APPENDIX-C: Thesis/Dissertation Originality Report

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Graduate School of Educational Sciences
To The Department of Foreign Languages Education

Thesis Title: Topic-Based Integrated Skills Activities Suggested as Supplementary Materials for Pre-Intermediate Level Learners

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Department: Foreign Languages Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
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APPENDIX-D: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- ☐ Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- ☐ Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- ☐ Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

17/02/2025

(imza)

Nermin YAĞCIOĞLU

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tez erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılmamış durumda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

