

Teaching EFL Through English or Content:
Implications for Foreign Language Learning

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by
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VITA

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ABSTRACT

Teaching EFL Through English or Content: Implications for Foreign Language Learning

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This study investigates which type of instruction affects false-beginner Turkish EFL learners' language skills more positively, teaching EFL through English or content. More specifically the study aims at answering the following research questions:

- 1) Will content-based instruction (CBI) students who are exposed to listening and speaking skills in the L2 through content improve better in these skills more than general EFL students?
- 2) Will CBI students improve four skills in the L2 as much as general EFL students?

One experimental and one control group, each containing 50 false-beginner Turkish EFL students, formed the target population of the study. The students in the experimental group received content-based instruction; whereas the students in the control group received general EFL instruction.

After 90 hours of instruction both groups were given the Key English Test (KET) to see the effects of the two different types of instruction on their English language skills and their cumulative scores.

The results indicated that the students in the experimental group were more successful in listening and speaking skills in comparison to the students in the control group. In terms of reading and writing skills, there was not significant difference between the two groups. However, when the cumulative scores of both groups were compared, it was observed that the experimental group obtained significantly higher scores in comparison to the control group. Hence, the results indicated that content-based instruction is an efficient program of instruction in helping students improve their EFL skills.

KISA ÖZET

İngilizce'nin yabancı dil olarak eğitimi salt İngilizce yolu ile mi yoksa konu yolu ile mi olmalıdır? Yabancı dil eğitimi için çıkarılacak sonuçlar

Bu çalışmada İngilizce'yi salt İngilizce yoluyla öğreten bir yabancı dil programının mı yoksa, konu yoluyla öğreten bir yabancı dil programının mı başlangıç seviyesindeki öğrencilerin dil becerilerini daha olumlu etkileceği araştırılmıştır.

Çalışma aşağıdaki araştırma soruları üzerine kurulmuştur:

- 1) İkinci dilde konuya dayalı konuşma ve dinleme becerileri ile ilgili çalışmalar yapan öğrenciler, bu becerilerini salt İngilizce yoluyla yabancı dil eğitimi alan öğrencilere göre daha çok geliştirecekler midir?
- 2) Konuya dayalı yabancı dil eğitimi alan öğrenciler ikinci dildeki dört dil becerilerini en az salt İngilizce yoluyla yabancı dil eğitimi alan öğrenciler kadar geliştirecekler midir?

Bu çalışmaya İngilizce'yi yabancı dil olarak öğrenen ve her biri 50 öğrenciden oluşan bir deney ve bir de kontrol grubu katılmıştır. Deney grubundaki öğrenciler konuya dayalı yabancı dil eğitimi alırken, kontrol grubundaki öğrenciler aynı eğitimi salt İngilizce yoluyla almışlardır.

90 ders saatinin sonunda, bu iki farklı yabancı dil programının öğrencilerin dil becerileri ve genel dil seviyeleri üzerindeki etkisini araştırmak için Key English Test (KET) uygulamıştır.

Araştırmanın sonucunda, konu yoluyla İngilizce yabancı dil eğitimi alan öğrencilerin, konuşma ve dinleme becerilerini salt İngilizce yoluyla yabancı dil eğitimi alan öğrencilere göre daha çok geliştirdikleri bulunmuştur. Yazma ve okuma becerileri itibariyle her iki grup da birbirlerine yakın sonuçlar elde etmişler ve bu beceriler açısından gruplar arasında bir fark ortaya çıkmamıştır. Fakat her iki grubun KET genel not ortalamaları karşılaştırıldığında, deney grubundaki öğrencilerin kontrol grubundaki öğrencilere göre önemli ölçüde ilerleme sağladıkları bulunmuştur. Bu sonuçlar da, konuya dayalı bir yabancı dil programının etkin bir program olduğu şeklinde yorumlanmıştır.

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INTRODUCTION

It has been claimed that integrating language and content instruction helps learners simultaneously develop/improve both their subject matter knowledge and language skills more effectively (Mohan, 1986; Crandall, 1987; Brinton et al., 1989; Short, 1991a; Genesee, 1994a and 1994b; Met, 1994; Kauffman, 1997). Since language is inseparable from content and context, any language teaching program which ignores this principle and focuses on language more than theme is inadequate. Hence, the integration of language learning and content learning, which paves the way for meaningful content and content-related activities, creates optimal conditions for language learning (Mohan, 1986; Crandall, 1987; Krashen & Biber, 1988; Short, 1991a).

Content-based instruction (CBI hereafter) is an umbrella term used for programs integrating content and language instruction (Brinton et al., 1989; Oxford, 1993; Kauffman, 1997). It is based on the principle that language learning takes place when learners are exposed to enough meaningful samples of language in purposive contexts while they are focusing on content (information) (Krashen, 1982; Prabhu, 1987; Widdowson, 1988; Brinton et al., 1989; Ellis, 1994 and 1997). The reason behind the direct instruction provided in the subject matter is to help learners develop/improve their subject matter knowledge and language skills as a whole simultaneously to provide a "smooth transition" (Cantoni-Harvey, 1987) from classroom to a target language-medium academic program or workplace (Cantoni-

Harvey, 1987). Hence, as well as language proficiency, CBI aims to develop students' content and academic knowledge including cognitive skills in a systematic manner. To realize these aims both language and content teachers are to cooperate and design syllabi with respect to three principles, which are the use of various realistic, meaningful, and interesting media, the development of cognitive-academic skills, and the student-centered classroom organization (Short, 1991a). Research indicates that postponing regular content instruction until learners have achieved enough level of proficiency (remediation) does not provide students with prerequisite content knowledge to follow regular academic programs, and the lack of enough academic knowledge impedes success at school. The remedy lies in integrating language and content. However, integration does not only involve combination of content and language, but also modification and adaptation of language and content material in response to students' proficiency levels to provide comprehensibility to bridge the gap between general language education which prepares students for regular education (remediation) and regular academic courses (Short, 1991a; 1991b; 1994; Johnson, 1994).

Since, each lesson is also a language lesson in CBI, learners are provided with opportunities to deal with and improve various aspects of language skills, which are hypothesized in the literature: Cummins (1980) distinguishes between cognitive/academic language proficiency (CALP) and basic interpersonal communication skills (BICS). The former refers to the aspect of proficiency related to the context-reduced, formal features of language which learners deal with outside

the immediate interpersonal context, which normally contains context-embedded language features. In other words, it includes the knowledge about language rules, metalinguistic knowledge, and the formal language learners develop for academic and formal contexts. BICS, on the other hand, refers to the dimension of proficiency learners develop to carry out daily interpersonal communicative activities in a "here and now" fashion. The contextual clues and paralinguistic features it involves facilitate interaction and comprehension. However, no language task is purely BICS- or CALP-oriented; instead a mixture of the two is required in various degrees depending on the nature of linguistic activity performed. That is to say, even a very simple act of communication involves cognition to a degree, and, correspondingly, CALP is not free of social context and interaction (Cline & Frederickson, 1996). Hence, although CALP and BICS refer to two different aspects of language proficiency, they are not to be considered as totally two independent and separate components, but rather as two interdependent and interrelated dimensions of language proficiency which affect and support each other mutually to a reasonable degree.

Another dichotomy indicated by Cummins (1980) is the context-embedded and context-reduced aspects of language proficiency. The former is based on paralinguistic features and contextual clues, such as realia, gestures, and intonation, which ease comprehension. This contextualized dimension of proficiency is mainly utilized for interpersonal communication, and scaffolded by common and mutual efforts, knowledge, and experience. The latter, on the other hand, refers to the

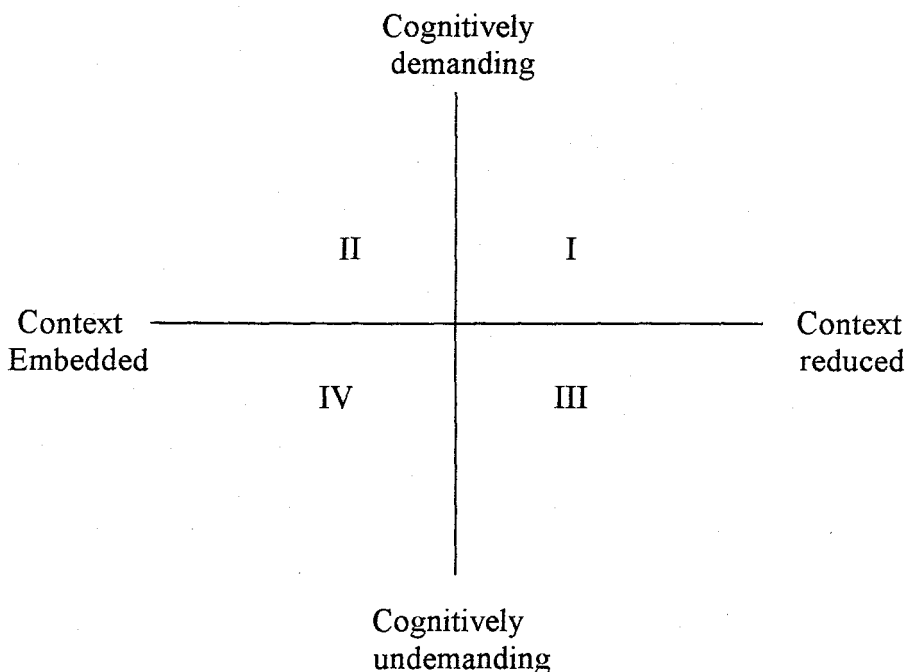
ability to handle the formal, complex, and abstract aspect of language. In other words, learners extract meaning from the language itself without getting any contextual aid for comprehension. The context-reduced type of proficiency also goes hand in hand with cognitive growth and determines the degree of success in academic contexts to a great extent (Chamot & O'Malley, 1987; Crandall, 1987).

The last dichotomy Cummins (1980) talks about, is related to the cognitive demands of a task. The cognitively demanding tasks call for higher mental processes, such as reasoning, analysis, and synthesis. The cognitively undemanding tasks require lower mental processes, such as having basic knowledge and comprehension. The degree of cognitive burden upon learners is determined by both internal and external factors. Internal factors are related with the background knowledge (schema readiness) learners need to carry out classroom tasks. In other words, how much background knowledge learners possess about a particular task determines the degree of cognitive demand upon them. For example, while preparing for a task such as a tour around Turkey learners who have enough information about the touristic places in Turkey will experience much less difficulty in comparison to those who do not have enough knowledge about this field. Another internal factor that affects the cognitive burden on learners is learners' proficiency levels, being a crucial variable in cases of L2 use in particular. Learners may not succeed in carrying out classroom tasks due to the degree of proficiency commensurate with the exigencies of the situation. For instance, although they may have enough background knowledge about the touristic places in Turkey, they may fail to do the task because of their insufficient linguistic

resources. External factors, on the other hand, are related to the complexity of a task. For example, writing the criticism of a novel is much more difficult than writing a short message to a friend.

When the last two dichotomies, which are interdependent, are integrated, as illustrated in Figure 1, the language tasks can be examined in four categories:

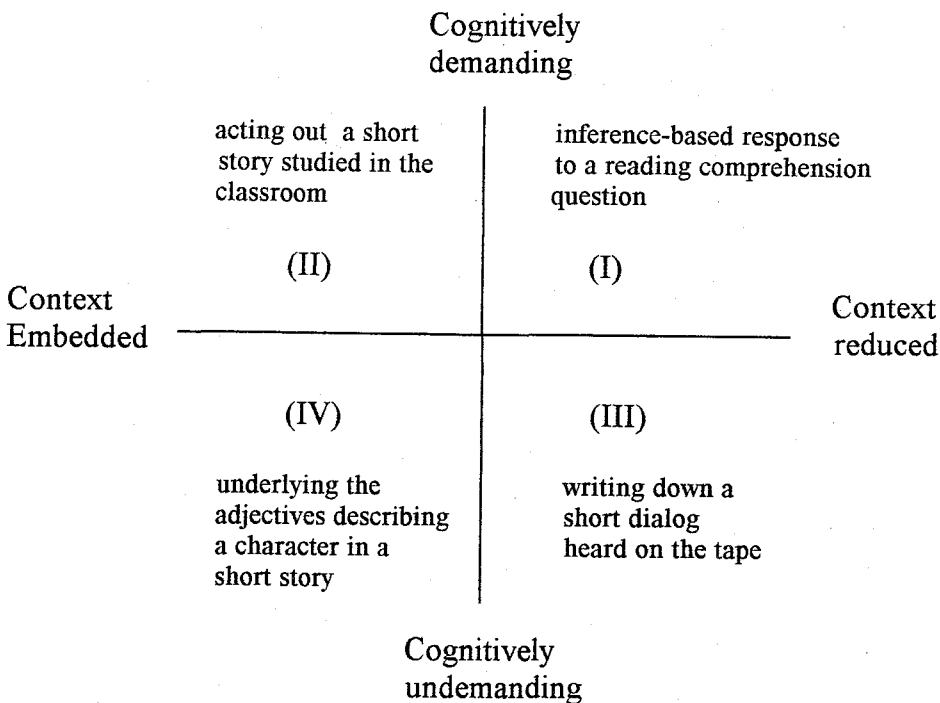
Figure 1 Cummins' two dimensional language proficiency framework



Context-reduced, cognitively demanding tasks; context-embedded, cognitively demanding tasks; context-reduced, cognitively undemanding tasks; and, finally, context-embedded, cognitively undemanding tasks. As illustrated in Figure 2, the fourth type of tasks, which can be found within the bottom left hand quadrant, are

the least difficult tasks because they are cognitively undemanding and embedded in context. For instance, a task, such as underlying the adjectives describing the main character in a short story is embedded in a meaningful context and due to this contextual support, it is not cognitively demanding.

Figure 2 Sample language tasks for Cummins' two-dimensional language proficiency framework



The third type of tasks placed in the bottom right hand quadrant are more difficult than the fourth type of tasks, because, although they are cognitively undemanding, there is little contextual support, which makes learners rely on mainly linguistic resources to perform these tasks. Writing down a short dialog heard on the tape can be an example of this type of task. The second type of tasks located within the top

left hand quadrant are comparatively more difficult because learners require higher mental processes to perform this kind of task. A task, such as acting out a short story studied in the classroom is contextually embedded, but still is cognitively demanding. Finally, the first type of tasks, which are located within the top right hand quadrant, are the most difficult ones. For example, a question on a reading comprehension exam which requires synthesizing the main ideas of the reading text with a view to generating a response based on inference is both cognitively demanding and contextually insufficient. The former has to do with the lack of referential information inherent in the text to which the learner has direct access and the latter has to do with the learner's necessary use of a higher-order mental process such as making an inference.

This classification provides a handy framework in planning CBI tasks with reference to learners' linguistic and conceptual development and cognitive processes called for to fulfill classroom activities related to both language and content. By modifying classroom tasks, the level of difficulty and complexity can be adapted to a particular group of learners to provide maximum access to language and subject matter and increase student involvement. For instance, when learners experience difficulty and can hardly overcome the classroom tasks, then either the level of cognitive demand can be decreased, or extra contextual support can be provided. However, modification is a thorny issue, and may do more harm than good. A particular task can become manageable by decreasing cognitive demand instead of providing extra contextual support, however, if learners are cognitively able but lack required

language skills to carry out the task; then they are given improper work that is far from fostering their cognitive development. Thus, the framework is a valuable guideline to provide optimal classroom tasks in order to help learners grow both linguistically and intellectually (Cline & Frederickson, 1996).

Besides the content objectives and related classroom activities evaluated in terms of context and cognitive perspective, Snow, Met, & Genesee (1989) proposed another dimension related to the language objectives, which are to be set carefully to foster conceptual growth. These objectives are grouped into two, which are content-obligatory and content-compatible. Content-obligatory objectives refer to the prerequisite language for the comprehension of content without which it is impossible for learners to master content objectives. Since language use may differ from one subject area to another, it is imperative that learners be familiar with different genres and registers characterizing different subject areas. In other words, they should have a good command of content-obligatory language that includes "structures, functions, and skills" (Snow, Met, & Genesee, 1989) specific to a given subject area. That is to say, learners are required to cover particular grammatical forms, lexical items, cohesive devices, text organization, functions, such as narrating, defining, and skills, such as note taking, listening to a lecture, guessing from the context. For example, if the topic is about the weather, learners need some essential terms, such as rain, wind, cloud, snow, storm... without which it is unlikely that they understand and talk about that content. Content-compatible language, on the other hand, is not essential for understanding a material. It is the natural outcome of content-oriented activities

handled in the classroom, and can be dealt with within a topic. For instance, again related to the weather topic, students can learn what drivers should do in different weather conditions (Snow, Met, & Genesee, 1989; Oxford, 1993). What these two different language objectives point to is that language and content teachers should cooperate to complement CBI. Content-obligatory language for the understanding of content can be identified and focused on during the language lesson. Since the content teacher knows key concepts and language that are prerequisite for comprehension, and since the language teacher knows how to teach them, such collaboration creates optimal conditions for CBI (Snow, Met, & Genesee, 1989; Met, 1994).

Another explanation about the nature of language knowledge and skills was put forward by Canale & Swain (1980), who defined communicative competence in terms of four different components; grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. Grammatical competence refers to the knowledge about language. Discourse competence means knowing how to combine sentences to make a meaningful whole. Strategic competence encompasses conversational skills such as turn taking or techniques of starting, expanding, and terminating a talk. Finally, sociolinguistic competence is the ability to use language appropriate to a given context. Since these four competencies form communicative competence, CBI, which adopts a holistic approach to language and language learning, aims to foster not only grammatical and discourse competencies, but also strategic and sociolinguistic competencies as well.

The discussion above gives sound insights into the basic tenets of CBI: CBI is not geared to developing/improving only the formal aspects of language, but all. First of all, CBI adopts a holistic approach to language teaching. In real life and natural language use, all aspects of language, which are called upon simultaneously depending on the requirements, are integrated and none of them is specifically isolated. Likewise, CBI practices are based on the belief that language is an integrated whole that cannot be broken into its constituents. All aspects of language are interrelated and support one another. Hence, evaluating language in terms of some of its specific aspects is artificial and against the holistic approach to language. Secondly, while learning a language, learners not only learn the target language grammar, but also the complex system of communicative skills required to use language in a socially acceptable manner. Therefore, CBI, through socialized academic tasks, aims at developing CALP and grammatical and discourse competencies as well as BICS and strategic and sociolinguistic competencies by providing learners with opportunities to read, write, speak, and listen to language in a variety of contexts. The variety of social interactions also foster learners' social awareness and socially appropriate behaviors. Hence, learners, participating in various language activities in multifarious contexts, become communicatively competent to deal successfully with each type of interaction. In meaningful, communicative contexts, they get more conscious about the appropriate use of language to meet social requirements. Thus, BICS and sociolinguistic and strategic competencies are fostered as well as CALP and grammatical and discourse competencies (Bernhardt, 1992). Hence, through CBI activities, language systems

interact with each other simultaneously and function as a whole to facilitate making sense of the world (Crandall, 1987; Bernhardt, 1992; Blanton, 1992).

Background: The Emergence of CBI

The idea of integrating content and language has evolved over time. In one of the first attempts, language teaching programs have been integrated with mathematics, science, and social sciences in schools. In another attempt, it has been implemented in adult education which are designed to teach specific language skills to engineers, businessmen, and other professionals. In the final attempt, language has been subordinated to mastering subject matters (Crandall, 1987).

One of the earliest antecedents of CBI is the language across the curriculum movement which started in England in 1975. It was claimed that special attention should be paid to language demands of all subject courses and language should be the part of instruction in them. In other words, the focus should not be just on learning a language, but also using language as a means of learning. As a result of this movement, “writing across the curriculum” and “reading in the content areas” have become popular in British and North American schools. The idea that learning to read and write should go together with reading and writing to learn has formed the basis of these trends. In short, this movement which has aimed at providing native speakers of English a wide range of tasks across all subject courses by integrating language and subject matter paved the way for the development of CBI.

Another precursor to CBI has been the English for specific purposes (ESP) programs. This type of language program has usually been implemented in occupational settings and at university level to meet the predetermined specialized needs of learners. The goal of this pragmatic instruction is to equip learners with specific target language skills in a specific area. With its use of content to teach language, utilizing authentic materials, and focusing on tasks relevant to the needs of the learners, ESP has contributed a lot to the development of CBI.

The immersion programs designed and implemented in St. Lambert, Quebec have provided impetus for the development of CBI proper. Immersion programs aim at exposing learners intensively to the target language through content instruction. They are based on the belief that while focusing on teaching content through the target language, the target language is learned incidentally. These ideas have become a driving force to design and implement CBI programs.

To sum up, these trends with their use of content to teach language, experience-based instruction, realistic materials, and focus on the needs of the learners provide the basis for the emergence of CBI (Crandall, 1987 and 1993; Brinton et al., 1989; Oxford, 1993).

The CBI Models

Language and content integration can easily be realized in various ESL, EFL, and bilingual education programs. Integration takes place in two ways; either content

material is incorporated into language classes, or language and course materials are adapted to the proficiency levels of students. In the first case, subject-specific terminology, reading and writing skills and styles, cognitive skills are provided to students to prepare them for the academic demands which they are faced with in regular content classes. In the second case, the sensitive language instruction, language and content are accommodated to the proficiency levels of students to help them comprehend and communicate more about the content (Short, 1991a). Hence, there exist several content-oriented models of language instruction that share the belief that efficient language learning takes place when the materials are taught through a content that is relevant to learners. They are all based on the integration of language and content; they only differ in how they approach it. That is to say, different orientations to CBI give rise to different instructional models, such as theme-based instruction, sheltered content instruction, adjunct model, the Cognitive Academic Language Approach, and immersion programs. In addition to these, since CBI and ESP overlap at times, ESP naturally reflects some features of CBI as well.

Theme-based Instruction

In theme-based instruction, the language curriculum is organized around topics or themes which form the context through which both language- and content-related activities are carried out in an integrated fashion. It is organized around several topics, which are chosen from the same or different content areas. However, they are usually selected from the same content area, like space, and subtopics of this broad area form the content of the program. This instruction is appropriate,

especially, for heterogeneous groups of learners at all age and proficiency levels, and can be used at the elementary, secondary, and tertiary levels efficiently (Crandall, 1987; Brinton et al., 1989; Oxford, 1993). Brinton et al. (1989) describes the Los Angeles Unified School District (LAUSD) Transitional Program for English Development as an example of theme-based instruction. This program has been designed and implemented in relation to the needs of the limited English proficient students in grades 5-7. Students receive theme-based instruction on various topics, such as consumer education and mapskills. Language teachers who are trained in the content modules which are determined in relation to the needs of the learners give the instruction. Students receive four hours of theme-based instruction per week for 10 weeks. The aim is to facilitate transition into regular mainstream content classes by equipping the learners with necessary academic language resources and content knowledge. Depending on the nature of the task and related activities language activities are determined. The language is treated as an integrated whole, and the four skills of language are focused on in relation to the content-related activities. Authentic texts and audio-visual materials are used to enrich the context.

Sheltered Content Instruction

In this type of program, the nonnative students are sheltered or segregated from the native, mainstream group, and are given a special type of content instruction by a content specialist who adapts the instruction to the proficiency levels of learners. This program, which only deals with the mastery of content, has been used in

immersion education quite fruitfully. It is useful for all learners at all age, academic, and proficiency levels whose proficiency levels are roughly the same, and who are highly enthusiastic to realize their academic and job-related goals in that specific content area (Crandall, 1987; Brinton et al., 1989; Oxford, 1993). The sheltered instruction at the University of Ottawa is given as one of the examples of this type of instruction. Sheltered courses are designed and implemented around the already-existing courses. "Introduction to psychology/Introduction à la psychologie" is taught as a sheltered course to students with intermediate level of second language proficiency. Canadian students who want to improve their French or English and foreign students enroll in the sheltered course with the aim of accessing both prerequisite content knowledge and language proficiency required for transition to regular courses. In the sheltered full-year curriculum students have to attend a regular program of 1.5-hour classes twice a week for thirteen weeks each semester. In the sheltered psychology classes the psychology professor and a second language teacher collaborate, and the language teacher spends 15 to 20 minutes on carrying out prereading activities and dealing with language problems. Major concepts and terminology of the preceding lecture are reviewed and those of the following lecture are introduced. Strategies for successful reading, writing, speaking, and listening skills are presented. In other words, the language teacher prepares students to the subsequent lecture of psychology. During the lecture, the professor makes a number of adjustments in the organization, content selection, and presentation to increase the comprehensibility. The lectures are delivered more slowly, frequent and longer pauses are given to help students process what is going on and take notes. Main

points and key concepts are highlighted during the lecture. More frequent, shorter and more structured written assignments are given to students. The final grades of students are given by considering their performance both on the final exam and in their classwork equally.

Adjunct Model

Through the coordination of specialists from both areas, content and language are integrated. The teachers from both camps coordinate, specify the needs of learners, set their objectives accordingly, and carry out classroom activities in a mutually complementary relationship. In this type of program both native and nonnative students can study together; non-natives follow both language and content instruction, and natives only content. This program is more appropriate for intermediate- or advanced-level adults who have professional academic goals (Crandall, 1987; Brinton et al., 1989; Oxford, 1993). Brinton et al. (1989) describe the UCLA Freshman Summer Program (FSP) to exemplify the adjunct model. It is designed to ease transition from high school to college. This seven-week intensive program aims at meeting academic and academic language needs of learners as well as their social and recreational needs. The distinctive nature of the program is the complementary integration of language and content courses. FSP students enroll in one of the introductory survey courses which undergraduate students normally take in their required academic program, such as psychology, history, political science, and human geography. Each of these introductory survey courses is integrated to one of the English language courses depending on the students' language proficiency

level. Students attend ten to twelve hours of language instruction and eight hours of compact content course instruction per week during the seven-week period. Both English and content course teachers coordinate and plan the course collectively in order to improve the learners' academic language proficiency, content knowledge and study skills which are all prerequisite for the subsequent regular university academic program. Throughout the course both content and language teachers meet weekly to evaluate the work of the preceding week and coordinate that of the following.

The Cognitive Academic Language Learning Approach

This model, which is designed as a transitional type of instruction for upper elementary and secondary learners with intermediate or advanced proficiency, integrates language, content, and strategy training. It aims at improving academic language knowledge and skills through CBI by teaching students how to use learning strategies. It is assumed that strategy training helps learners comprehend the material more easily and keep both content knowledge and language skills more efficiently (Chamot & O'Malley, 1987; Crandall, 1987). Sorani & Tamponi (1992) report the application of the Cognitive Academic Language Learning in Italian secondary schools. The program is designed for the students with intermediate or advanced level of English proficiency. To design the course language and content teachers come together and collaborate. The course is organized around topics, such as art and literature, science, and computer science. Around each topic, content area, language development, and learning-strategy activities are built up. The learning-

strategy training is essential to increase students' independence in using metacognitive, cognitive, and social-affective strategies. With this training it is assumed that learners become efficient and cope with the learning context more effectively. For this reason, in addition to language and content activities, learning-strategy training activities are planned for each unit.

Immersion Programs

Immersion programs are built on the integration of second/foreign language learning and content through the use of the target language to teach regular academic subjects and language arts as well. Learners are provided with intensive exposure to the target language through natural communication with a native speaker teacher while learning a subject matter. Immersion teachers teach regular school subjects in the target language as if learners were native speakers of that language. In short, immersion programs are designed to create similar conditions in which the emphasis is on creating an inner force in students to learn a language to get involved in meaningful, purposeful, and interesting communication (Krashen, 1985; Genesee, 1987; Brinton et al., 1989). Genesee (1987) describes the late French immersion programs in Quebec, Canada. At the end of the elementary school or at the beginning of the secondary school, late immersion programs which require the intensive use of the second language are implemented. In one-year late immersion programs, except for the English language art course, all courses are taught in the second language. In two-year late immersion programs, the same curriculum is repeated for two years. The curriculum of late French immersion programs is

generally the same as that of regular programs. The late French immersion students are required to study the same academic courses their counterparts take in the all-English program. In other words, the curriculum and the materials of the late French programs and regular English-medium programs are identical.

ESP

Since there has been a tendency to evaluate ESP as one of the antecedents of CBI, and both CBI and ESP are based on similar premises (learners' needs, backgrounds, and interests), there has been a tendency to classify them as the same type of instruction (Crandall, 1987; 1993; Brinton et al., 1989; Oxford, 1993; Brinton, 1993). Nevertheless, ESP is the offspring of commercial endeavors for roughly homogenous groups of learners with specifiable needs, and aims at teaching language skills required in particular settings for specific needs. Moreover, ESP generally concerns itself with end-product with not much concern on process. It concentrates on what should be taught and achieved, and the syllabus is organized to meet these ends (Kerr, 1977). That is to say, ESP has a dominant training aspect, a narrow scope focusing on primarily certain language objectives and, in addition, content that are set in relation to what learners need in their future professional life. It is text-based, and its field-specific topic becomes an object, not a means of study (Brinton, 1993). The learners of ESP are usually adults and come together with a common goal mostly to improve their language proficiency by focusing on a specific skill or skills of language (McDonough, 1984). Furthermore, some learners of ESP might have already attended a general course and need to learn language for specific

purposes related to their jobs or following academic career. Therefore, they generally have grammatical knowledge of the language, and need to use this knowledge for communicative purposes for particular reasons in specific fields (Kennedy & Bolitho, 1985). Hence, in this approach, the content, through which specific language skills are taught has a subservient role; the primary focus is on language. Its language-centered approach, which gives high priority to language forms that learners need in their target contexts, deals mainly with what learners need to learn. That is why, unlike CBI, which aims at teaching both language and content, ESP is geared for developing language skills only through a content students are already familiar with. Moreover, ESP deals with students who are competent in their own fields and utilize their knowledge and skills adequately in their mother tongue. What ESP tries to do is to help them how to use those skills and knowledge in a second language (Kerr, 1977). In other words, students having the content knowledge and skills need to learn how to use them in a new language. For instance, learners already know "accounting"; what they need is to transfer and use those skills and knowledge in another language. For that reason, although CBI and ESP overlap, they are not the same type of instruction (McDonough, 1984; Kennedy & Bolitho, 1985; Hutchinson & Waters, 1987; Brinton, 1993).

CBI, on the other hand, emerged out of academic needs and is carried out exclusively by academic institutions. Students who do not necessarily share the same goals may study language and content for various reasons. Hence, it serves broad, heterogeneous groups of learners. Its educational aspect focusing on a broad range

of inquiry in academic disciplines, treats content not as an end in itself, but as a means of study and academic development. Its integrated approach aims at both cognitive-academic skills as well as language skills. The linguistic component of the program is not determined in relation to the systematic analysis of learners' eventual needs in the target language, but in relation to content. Content normally determines the linguistic component to be focused on to ease comprehension and foster communication. In addition, learners are encouraged to communicate about academic and social matters to master language with all its aspects (Brinton et al., 1989; Brinton, 1993, Genesee, 1994b).

Furthermore, ESP syllabus and materials are determined essentially by the prior analysis of learners' needs (McDonough, 1984). Hence, text analysis is an important issue in ESP. It is concerned with the sentence, what type of structures are used in text books, that is to say, special language and the notion of frequency of syntactic and lexical items are of great importance. Syllabus and materials are designed in relation to the analysis of language, "register analysis", to describe structural and lexical analysis of scientific style (Morrow, 1977). So, target language forms and functions are identified in advance and become the basis of language-oriented instruction. Similarly, necessary skills to carry out end-product are analyzed and part-skill practice are designed. Some skills receive more attention than others. For example, a control tower personnel needs listening and reading skills more than reading and writing, so they receive special attention (McDonough, 1984). On the other hand, CBI considers language as a whole and aims at developing/improving

language in every aspect. It does not focus on certain language forms or skills, but language as a whole to satisfy the communicative needs of learners in various contexts which are unlikely to predict in advance.

Besides these, the focus of evaluation in CBI and ESP is different. The focus of evaluation in theme-based instruction is on language, which is embedded within the themes covered. Both language and content are measured in the adjunct model and Cognitive Academic Language Learning Approach, and content is the focus of assessment in sheltered instruction and immersion programs. Thus, it can be concluded that depending on the version of CBI either content (more likely) or both language and content (but not language per se) are given importance to in measurement and evaluation. On the other hand, ESP is language-oriented and generally deals with the assessment of the knowledge of predetermined aspects of language (Brinton et al., 1989).

Another rather interesting point of view, which distinguishes CBI from ESP, classifies ESP and CBI in different categories; ESP is categorized as a domain of ELT and CBI as a syllabus. It is asserted that English language teaching (ELT) has two divisions, English for general purposes (EGP) and ESP. In addition to this classification, the syllabus types are categorized into four in ELT; grammatical, notional/functional/situational, rhetorical, content-based, and task-based. Hence, CBI is classified as a syllabus type which is no more than a newer perspective focusing on what a syllabus should include in terms of form, function, and conceptual

content. When these two types of classification are brought together, it can be inferred that the domains of ELT, ESP and EGP can use one of these syllabus types depending on the aim of an ELT program. In short, to explain the distinction between CBI and ESP, it is said that ESP and CBI are from two different categories of ELT. The ESP division of ELT may have different syllabi, and CBI is one of those (Master, 1998).

To sum up, although ESP and CBI overlap and share some basic principles, it is hard to define them as identical types of instruction as they differ in terms of several aspects discussed above. However, a language program may share some features of other language programs depending on school type, student profile, program size, community needs, time, economic considerations, and the purpose of the program. But the existence of some shared features does not necessarily imply that the programs are of the same kind. A list of the differences between ESP and CBI is given below:

ESP

1. offspring of commercial endeavors
2. generally for heterogeneous groups of learners
3. usually designed for adults
4. target language needs analysis determines the syllabus

CBI

- emerged out of academic needs
- generally for homogenous groups of learners
- designed for learners at all levels
- various academic and language needs determine the syllabus

5. aims at teaching predetermined specific language structures and skills	aims at teaching both language and content
6. text-based register analysis determines language objectives	content determines language objectives
7. end-product oriented	process oriented
8. has training aspect	has educational aspect
9. focuses on specific language skills and structures	focuses on language as a whole
10. field-specific	broad range of academic disciplines
11. content has a subservient role	content is a means of study and academic skills
12. aims at linguistic growth of learners	aims at cognitive, academic, and linguistic growth of learners
13. form-focused focus of evaluation	content-related focus of evaluation

In conclusion, the models presented thus far provide a general framework for CBI and it is always possible to create new combinations by adding some elements from other language teaching models on them depending on the nature of context and learners. Although there are different models of CBI, they are all geared to teach both content and language simultaneously to foster conceptual, cognitive, academic, linguistic, and social growth of learners. They are all based on the principle that language learning takes place more efficiently when learners are exposed to enough

comprehensible samples of language in communicative settings. In other words, it is assumed that learners gradually improve their communicative skills through interaction and negotiation of meaning. Moreover, they are all process-oriented and focus on what learners need to do to acquire a language, not what they have to know about a language (Krashen, 1985 and 1989; Kou, 1993; Long, 1994; Ellis, 1994 and 1997).

The Rationale for CBI

The standard general language teaching programs have been criticized that they mainly concentrate on language development and ignore cognitive and academic development of learners until they attain a certain level of proficiency. In a way, these students are segregated from their peers who follow a regular program and develop cognitive and academic skills as well as language skills. Hence, the students in general language classes become disadvantaged and lag behind their peers. Moreover, when they attend normal content courses at the end of a language program (remediation), they experience more difficulty in following the program in comparison to learners who followed a regular content program, because remediation students have not had enough prerequisite cognitive, academic, and study skills to follow regular content courses. Realizing these problems, an integrated approach has been suggested as an alternative to general language programs to emphasize interaction, student participation, meaningful tasks, and especially cognitive, academic, and linguistic development of learners as an integrated whole.

Consequently, this approach has become increasingly popular (Krashen & Biber, 1988; Short, 1991a; Felix, 1994; Genesee, 1994a; Met, 1994).

The reasons why CBI has aroused global interest are numerous: first of all, it creates a conducive language teaching/learning environment by providing learners with relevant content in relation to their eventual needs. This leads to high quality subject-matter teaching while learning another language (Krashen & Biber, 1988; Flowerdew, 1993). Moreover, language does not take place within a vacuum, but in context. It is a means of communication, not an end. As such, it should be used in the classroom by means of communicative tasks. Since CBI uses language to teach content, and content determines and forms a realistic and relevant context, it meets one of the conditions for realistic language instruction.

Furthermore, human cognition depends on the "relevance" and interaction between the already-existing schemata and the new situation. Underlying schemata determine the degree to which the incoming data are comprehended and processed. It is the basis on which learners interpret new events and form expectations for the future. Learners' perception does not pay attention to everything in the environment, but only a limited set of alternatives based on prior knowledge which determines what mental processes are activated. In relation to a particular goal, relevance of new stimuli receives attention. Thus, mental structures form sense by combining attended stimuli and prior expectations. When an attended stimulus is added into the network of what is known, a complex system of cognitive interrelationship is created and it

becomes meaningful (Smith, 1975). It is suggested that something is relevant only when it creates enough contextual effects and reduces the processing effort during cognitive processes. If there is not enough underlying schemata to integrate the new information, there is more uncertainty which leads to cognitive load. In this case more information and contextual clues are required to reduce uncertainty. If new information does not reduce uncertainty, match the expectation, and create enough contextual effects, it is ignored. Thus, the degree of relevance of the new information to schemata determines the degree of interaction, and, consequently cognitive involvement and development. Every relevant linguistic stimulus gets attention, and "expectation of relevance" is created to test possible interpretations. However, it is cognitively too demanding to test all the possible interpretations of the new stimuli. Therefore, it is imperative to reduce the number of interpretations for "optimal relevance" and create minimally enough contextual effects and minimal processing effort leading only to the desired interpretation (Wilson, 1994).

If learning takes place only by relating new experiences to what is already known, and people perceive and respond to a task in terms of their past experiences and current mind set, then for learning to take place, it is a must that what students are expected to know is to be built on what they already know. Therefore, for an efficient learning process, it is required to create cognitively optimal conditions through the combination of "content, context, and attitudes". CBI, which aims at integrating content and language and teaching them simultaneously, provides these conditions. Since, learners learn a language while learning content, their schemata,

which give rise to expectation of relevance, are activated , and, consequently, the new stimuli from the same content naturally become relevant. This facilitates cognitive processes by creating "optimal relevance" based on minimally enough contextual effects and minimal processing effort. In other words, the "relevance-oriented cognition" functions efficiently when it receives stimuli from the same content, because it limits the number of possible interpretations cognition deals with and keeps it on a guided track all the time. Therefore, it can be concluded that content determines and forms cognitively optimal context for learning (Wilson, 1994).

Similarly, the learning context becomes more meaningful when the learners integrate their already-existing schemata and skills with new situations. Hence, CBI is based on the belief that "effective instruction is developmental" (Genesee, 1994a) and should be built on the skills and knowledge learners bring to school. When learners' existing schemata are taken as a base to build on the subsequent instruction, they make both content and language more accessible to learners, ease the cognitive burden, decrease anxiety, increase motivation and self-esteem, and consequently facilitate the learning process. In other words, the activation of the already existing background knowledge enhances comprehension and makes the learning process more meaningful as learners build up their schemata through subject-matter learning. Increasingly expanding schemata in a subject area make subsequent tasks increasingly more comprehensible which foster the improvement of linguistic, cognitive, and academic skills recursively (Flowerdew, 1993; Kasper, 1995).

Moreover, as the CBI curriculum is constructed in relation to the needs and interests of students, it becomes more purposeful, relevant, and motivating. The course objectives, materials, and classroom activities are chosen and implemented in relation to the knowledge and skills learners need and provide interesting information required in order to communicate. Since learners are aware of the fact that those skills and knowledge are required in their future careers or education, the exploitation of content is likely to increase their motivation. They want to master the required knowledge and skills to fulfill their future goals; that is why they get both cognitively and affectively involved in what they are studying. Therefore, the relevance of materials and classroom activities to the learners' needs is likely to motivate them and increase their learning efficiency. Likewise, CBI usually aims at starting with materials which are familiar to learners. It does not start from scratch; rather it is built on what they have already been acquainted with. Hence, they do not feel frustrated and feel confident enough to handle the new materials. In short, CBI provides a stimulating and conducive context for communicative activities, interaction, and negotiation of meaning which all help develop communicative skills (Mohan, 1986; Hutchinson & Waters, 1987; Genesee, 1994b; Miramontes, 1994).

The use of content provides a variety of materials leading to interesting classroom activities and helps learners deal with more abstract and complex language (Crandall, 1987). The real, interesting, and challenging materials enrich classroom activities. Kuo (1993) asserts that CBI materials are "dynamic and unpredictable"; therefore, they are appealing to learners. Moreover, as they are cognitively challenging, they

cause high motivation and interest on the part of learners. Furthermore, in real life, language is a medium of attaining mentally challenging tasks. In addition, students interact with fellow classmates and teachers while dealing with the materials. They work in pairs or groups to learn concepts and subject matter presented to them. They negotiate them in the classroom, they paraphrase and clarify their thoughts, they listen and take notes. In other words, while negotiating meaning they employ communication strategies to understand and to be understood. All these meaningful information gap activities based on clarification and comprehension of material "socialize" academic content and foster communicative competence skills in the classroom as well (Short, 1991a). Hence, the use of CBI materials in the classroom serves the same purpose by helping create communicative context and encouraging the social use of language in the classroom setting. In other words, the CBI materials simulate real-world situations within the classroom.

Furthermore, through content learners are exposed to enough meaningful samples of the target language and receive comprehensible input vital for language acquisition. CBI offers instruction that is sensitive to learners' language development levels with the help of various teaching materials and language modification to present information in a comprehensible manner. Hence, it is an effective way of language teaching to provide natural exposure to language by using language as a medium to teach content by focusing on comprehension.

Moreover, CBI considers language as a whole. The part-skill practice, which consists of isolating specific linguistic elements and making learners practice these mechanically with a view to synthesizing them to communicate, increases the burden of the language use (Prabhu, 1987; Cline & Frederickson, 1996). Since learners are assumed to perform several cognitive processes simultaneously, such as remembering and synthesizing the parts they have learned and paying attention to meaning, appropriacy, and contextual factors as well while communicating, the process of communication gets cognitively too demanding. That is why, language should be treated as a whole that cannot be separated into its constituents. In that sense, CBI, which integrates the skills and functions of language naturally while focusing on subject matter, provides an opportunity to treat language as a whole in meaningful contexts. The contextualized use of language leads to consciousness-raising and helps learners become aware of discourse features and sociolinguistic aspects of language (Brinton et al., 1989). In other words, it provides a framework to integrate all aspects of language, lexical, strategic, grammatical, sociolinguistic and discourse and language skills (Swain, 1996). As learners become knowledgeable about subject matter, language skills, functions, and vocabulary improve with it simultaneously, too (Crandall, 1987; Blanton, 1992). Since language, oral and written, is a means of communication and exploring the world, reading, listening, speaking, and writing are not treated separately. Instead, they follow each other naturally related to the activities: students write letters, discuss a plan, work on a problem, read and evaluate an article, listen to the lectures or audiotapes, watch related topics which all integrate the language skills, functions, and aspects of communicative competence. Learners

are provided with opportunities to read, write, and speak language in a variety of contexts. The variety of social interactions also foster learners' social awareness and socially appropriate behaviors. Learners, participating in various language activities in various contexts, are provided with opportunities to deal successfully with each type of interaction. In meaningful contexts, they get more conscious about the use of language to meet social requirements. Thus, sociolinguistic and strategic competencies are fostered as well as the grammatical and discourse ones (Bernhardt, 1992). Besides these, the integration of content, language, and study skills helps learners acquire the thought patterns of the target language academic culture, and makes them familiar with specific disciplines in general. The practical experience in CBI activities, which facilitates the mastery of general social conventions of a specific culture and academic conventions of specific disciplines, increases the likelihood of learners' functioning satisfactorily enough in both social and academic contexts of a target culture (Guyer & Peterson, 1988; Hirsch, 1988). It provides students with opportunities to use the language for real, real-life, authentic, social, and scholastic purposes (Short, 1991b). Hence, through CBI activities, language systems interact with each other simultaneously and function as a whole to facilitate making sense of the world (Crandall, 1987; Bernhardt, 1992; Blanton, 1992; Genesee, 1994b).

Not only does CBI consider language as a whole, but it considers learners as a whole, too. It is believed that personal growth does not take place in isolation, but in connection with cognitive, academic, and social development. When attending to a program focusing solely upon language teaching, learners may not improve their

academic and cognitive skills and may therefore lag behind their peers. It is suggested that students usually develop BICS when they complete their general language instruction programs, but a few learners have enough CALP, which is vital for success in academic and cognitive domains. The research has shown that students learning a second or foreign language need five to seven years of general language instruction to be equipped with prerequisite cognitive-academic language skills required to be successful in regular content classes. However, through CBI, both cognitive-academic and language skills are likely to develop simultaneously, because CBI helps learners improve their academic skills and sustain their conceptual growth in a gradual, systematic manner while learning another language (Cantoni-Harvey, 1987; Short, 1991a; Met, 1994). It also promotes learners' cognitive academic language proficiency, study skills, critical thinking, and the background knowledge they need for their future education (Crandall, 1987). Providing linguistic support and equipping students with prerequisite academic-language skills lead to early start in academic studies (Short, 1991a). In that sense, it is incomparable to any other kind of program of instruction in terms of the economy it provides: it helps develop/improve cognitive, academic, and linguistic skills during the same period of time (Flowerdew, 1993). Finally, CBI fosters thinking in a target language which, in turn, encourages cognitive development. Since learners are required to process, analyze, synthesize, and evaluate information from a content area, CBI promotes cognitive skills while learners gain subject-matter knowledge (Snow & Brinton, 1988a). Due to the integration of language and content, and the cognitive challenge intrinsic in the CBI materials, learners continue their cognitive

growth as they improve their language and academic skills (Crandall, 1993). While handling the material, learners also develop learning strategies, such as getting the gist of the material, organizing and summarizing the information, and asking for clarification which are helpful to meet the demands of academic life. In summary, CBI provides optimal context for the total development of learners by creating situations which help learners grow socially, emotionally, and academically.

Students' whole education, both language and academic content growth, is the responsibility shared by language and content teachers (Short, 1991a; Bernhardt, 1992; Genesee, 1994a).

CBI also facilitates transition from language education to mainstream education or workplace (Cantoni-Harvey, 1987; Blanton, 1992). By matching materials and related language activities to learners' future needs, CBI prepares learners to real-life situations satisfactorily. In relation to the relevance of CBI materials and activities, learners are equipped with necessary linguistic, academic, cognitive skills and subject matter knowledge they need in the eventual use at higher education or workplace (McDonough, 1984; Snow & Brinton, 1988a). Moreover, CBI creates a unique context for learners to proceduralize what they know by combining both declarative (know that) and procedural (know how) knowledge. Not only does it explain the rules and patterns of communication, but it also encourages learners to use language skills they have developed in the classroom (Chamot & O'Malley, 1987; Flowerdew, 1993). Hence, the type of instruction they receive make the transfer of knowledge and skills they have acquired to other areas easily (Kasper, 1995).

Furthermore, CBI does not give rise to extra economic burden since it does not require extra teachers and classroom materials. Since teaching materials are adapted from and based on subject matter, the content teacher functions as both the content and language teacher. Thus, in terms of time and money it does not increase the operational cost of schools (Short, 1991b).

Finally, the integration of subject and language calls for cooperation and team-work between content and language teachers. Language teachers become more familiar with the problems learners experience in relation to subject matter, and content teachers become more aware of the linguistic problems of students. Hence, language teachers may integrate their materials with content, and content teachers may adapt content to facilitate language learning. This coordination is quite helpful for students since they can have direct contact with both teachers, the match between language and content becomes more evident, and the holistic development of learners is fostered (Kennedy & Bolitho, 1985; Short, 1991b; Genesee, 1994b).

The summary of the basic characteristics of CBI

1. It considers language as both a means of communication and a medium of learning.

CBI integrates language and content, and utilizes language as a means of learning.

Hence, learning both content and language forms the basis of CBI programs.

2. It integrates both language and content.

CBI is based on the systematic integration of target language and subject matter.

Content and language modifications are made and variety of techniques are used to help learners attain content achievement and language proficiency.

3. It has both language and content objectives.

CBI does not focus on just language and consider subject matter as a context in which language is practiced. Rather, it aims at developing/improving learners' content mastery and language proficiency simultaneously.

4. It calls for comprehensive collaboration.

Designing and implementing a CBI program necessitates high degrees of collaboration between school and workplace, school and parents, and language and content teachers.

5. It is relevant to learners' needs.

CBI programs are not designed haphazardly; on the contrary, the careful analysis of learners' future academic and professional needs determines their types and content.

6. It is learner-centered.

Not only are CBI programs based on learners' future needs, they are also designed in relation to their age level, interest, and linguistic and academic background.

7. It requires integrated assessment.

Since CBI involves the systematic integration of language and content and has both language and content objectives, it is imperative that assessment procedures measure both language and content objectives in an integrated manner.

8. It provides continuity.

CBI is based on learners' subsequent academic and/or professional needs; thus it bridges the gap between school and work place and provides continuity within an educational system.

9. Its materials are various, authentic, and adapted to learners' proficiency levels.

Various authentic materials are used to provide variety and richness in terms of language and content. However, if they are beyond learners' current level of academic and linguistic competence, they are adapted to their level by using a variety of resources and techniques.

10. It maximizes both the quantity and quality of the L2 input.

Since CBI is language sensitive and materials and classroom activities are adjusted to learners' level to make both language and content more accessible, learners are exposed to enough comprehensible samples of target language in relevant and meaningful contexts.

11. It considers language as a whole.

CBI adopts a top-down approach to language and language teaching and does not favor part-skill practice. It is based on the integration of language skills. Moreover, it aims at developing/improving both BICS and CALP.

12. It is based on the whole-person approach.

CBI does not only focus on the linguistic growth of learners, it also tries to foster their cognitive-academic and social growth as well.

13. It is based on the idea that language learning takes place within a meaningful context.

CBI is based on the belief that language is a means of communication and it can be learned/taught efficiently if a meaningful context can be created in which language is used for communicative purposes.

Empirical Support for CBI

Research has provided empirical support for CBI by demonstrating positive outcomes in terms of both mastery of content and language proficiency. Edwards et al. (1984) carried out an experiment at the University of Ottawa to study the effects of CBI on the learners' mastery of the psychology course and gains in second language proficiency. Sixteen French-speaking students in the English language sheltered section and twenty-nine English-speaking students in the French language sheltered section formed the experimental group. The students from three ESL and five French as a second language (FSL) classes served as the language comparison groups. Two regular sections of introduction to psychology course served as the content comparison groups. Second language proficiency tests, psychology achievement tests, and self-report measures were used for measurement. The comparison of the pre- and post-test mean scores of the sheltered classes on the proficiency tests and self-report measures revealed that both the French and English sheltered students made statistically significant gains in second language proficiency. When the post-test scores of the sheltered groups and the language comparison groups were contrasted, it was observed that the students in the sheltered classes

improved their second language proficiency as much as the language comparison groups. The results of the self-report measures indicated that the sheltered groups had less L2 use anxiety, higher L2 proficiency rating, and stronger intention to use the L2 in comparison to the comparison groups. Finally, the comparison of psychology test scores of the sheltered psychology and regular psychology classes revealed that the students in the sheltered psychology classes learned the subject-matter as well as those in the regular psychology classes. In short, the results revealed that ESL and FSL students taking subject-matter instruction mastered the subject matter as much as the ESL and FSL students who received the regular psychology course, and, in addition, improved their ESL or FSL skills as well as the ones who received regular ESL or FSL instruction directly.

Cummins & Swain (1986) reported the summary of 1979 findings of early French immersion programs. Students from grade 6 and grade 8 from early French immersion programs in Ottawa-Carleton, Canada served as the experimental group, and students from the same grades from the English programs as the control group. It was found that the students' French language skills were similar to those of native speakers of French. In English language skills and study skills, immersion students performed at least as well as English-only students. In terms of academic achievement, the English-speaking French immersion students were as successful as those who took the same content courses in English.

To see the effects of CBI on learners' skill-based proficiency, a whole-scale research was carried out in Canada. For this purpose, the experimental groups were chosen among the students who received subject-matter instruction through the target language. The control groups were selected from native language-speaking students from regular programs. To control intervening variables to some extent, experimental and control groups were chosen from grades 1, 2, 3, 4, and 6 students who were from the same socioeconomic background with similar academic ability. The results revealed that although the experimental groups had some problems related to literacy skills at the early stages, they performed as well as the control groups receiving regular instruction with respect to listening comprehension, oral production, and oral vocabulary skills. The experimental groups outperformed the control groups, especially, with respect to conversational skills. At later stages, they caught up with the control students in relation to literacy-related skills. In terms of achievement, no difference was observed between the two groups. In geography, history, math, and science the experimental groups did as well as the control groups (Genesee, 1987).

Likewise, Genesee (1987) reported the French language outcomes of early total French immersion and late French immersion programs. Students in grades 4, 5, and 6 from early total French immersion programs were chosen as the experimental group, and ESL and FSL students from the same grades as the control group. For the late immersion programs, both the experimental and control groups were chosen from grades 9 and 12. It was found that immersion students in both programs

achieved native-like proficiency in second language comprehension. Moreover, they also used both written and oral language very efficiently for communicative purposes. However, some linguistic errors were observed in their pronunciation, vocabulary, and grammar. But these errors were not serious enough to interfere with their use of the language for academic and interpersonal purposes. It was also observed that their language was marked with non-idiomatic forms. Although, these were not grammatically incorrect, they were distinctive from native speaker usage.

Genesee (1987) also reported the social-psychological implications of immersion programs in Canada. The extant research findings indicated that English Canadian students in immersion programs did not experience any kind of identity problems and kept their ethnic identities. At the same time, they reported more positive attitudes towards French Canadians, especially at the initial stages of immersion. They had also more positive attitudes towards the French language and language use. They were reported using French more often for interpersonal communication than English-speaking students in regular English programs.

Similarly, the evaluation results of the Culver City, Montgomery County, Cincinnati, and San Diego projects carried out in the United States indicated that the experimental groups who were the native speakers of English developed high levels of functional proficiency in target languages. Moreover, they attained required academic knowledge and skills quite satisfactorily, although they were given content instruction in the target language. These results provided strong evidence in favor of

CBI, because they were evaluated in comparison to control groups receiving regular instruction (Genesee, 1987).

Furthermore, Krashen & Biber (1988) carried out a comprehensive study in seven different schools at different levels in different districts of California. The evaluation of the Baldwin Park Unified School District showed that students attending content-based program made significant gains in terms of both language proficiency and content. They reached the national norms and performed as well as their counterparts who were fluent English speakers and attended all-English programs. The Eastman Avenue School results indicated that the CBI program had a positive impact on students' overall development, and they did better than city norms. The results of San Jose Unified School District revealed that CBI students performed at or above district and national norms. Students attending Fremont Unified School District content-based program outperformed non-CBI students in terms of reading, language, and math tests. Moreover, they reached or exceeded national norms. The results of San Diego City School indicated that students made significant progress in terms of English and math. The evaluation of Rockwood Elementary School showed that students improved their English scores remarkably and outperformed their peers attending regular programs in other district schools. Finally, Carpinteria Preschool Program results manifested that students attending the CBI program outperformed their peers who attended regular programs in terms of English, school readiness, and academic achievement. These results indicated that the CBI students could make

normal progress in subject matter and, at the same time, develop/improve their target language.

Hauptman, Wesche & Ready (1988) conducted another study in Canadian sheltered psychology classes. The French-speaking students in the English sheltered classes and the English-speaking students in the French sheltered classes served as the experimental group. The French-speaking students who took regular ESL and English-speaking students who took regular FSL formed the language control group. The students in the regular psychology classes served as the content control group. The experimental group listened to the lectures and read the texts related to psychology; whereas, the language control group was enrolled in a regular ESL program, and the content control group attended the same psychology course the sheltered classes took in their native languages. The results of the second language proficiency measures indicated that the students in the experimental group made significant gains in language skills, and their gains were at least as great as those of control students in regular classes. Moreover, the results of the attitude measures revealed that the sheltered students had greater satisfaction with carrying out real tasks in the classroom. The majority of them reported a greater ease in using the L2 in a variety of contexts. In short, they reported positive attitudes towards the language and language use. In terms of the psychology results, the students in the sheltered psychology classes mastered psychology at least as well as their counterparts who took regular psychology classes in their native tongues. Consequently, the results indicated that CBI was a quite efficient program of

instruction which yielded positive outcomes in terms of learners' second language proficiency, content mastery, and the L2 attitude.

Similarly, Snow & Brinton (1988a) carried out a study to test the effects of CBI on students' content knowledge and language skills compared to those enrolled in the standard ESL courses at the University of California. The experimental group consisted of students of UCLA Freshman Summer Program (FSP), which is an adjunct course, and the control group students were chosen from regular ESL classes of UCLA. The FSP students enrolled in one of the introductory survey courses which undergraduate students normally take in their required academic program, such as psychology, history, political science, and human geography. They reported that the CBI students performed as well as the standard ESL students on a simulated final exam. Moreover, they developed their content knowledge and academic skills as well. In addition, they were able to transfer the academic skills they had developed to other academic tasks.

Moreover, Snow & Brinton (1988a) reported a follow-up study which included the retrospective evaluation of former FSP students. The results obtained from seventy-nine of the former FSP students revealed that the students rated the activities easing the transition from high school to college. Adjusting to UCLA, increasing self confidence, and ability to use UCLA facilities were rated highly in terms of additional benefits the FSP provided. With respect to academic skills which were improved in FSP and favorably prepared them for the subsequent regular academic program, the

students rated taking lecture notes, prewriting strategies, proofreading for errors in the written work, and preparing reading guides/notes. These results indicated the usefulness of FSP in preparing students for their future academic programs.

Snow & Brinton (1988b) also examined the UCLA Freshman Summer Program, an adjunct model of language instruction in which 500 students enrolled, in terms of its effects on the learners' language and language skills. Students mentioned that they started to write better as a result of FSP, and the language component of FSP improved their content course reading and writing skills. While rating the usefulness of specific components of FSP, students reported that written comments on papers, grammar activities, and in-class writing were the most useful activities. In short, the results revealed that both Native English students and ESL students evaluated the program very highly, reporting improved self-esteem and improvement in their language and academic skills required for academic success at the university. They indicated that the content of the program was relevant and of great help for them in overcoming academic tasks.

Hirsch (1988) reported a comprehensive evaluation project investigating the effectiveness of CBI applications at Hostos Community College, New York. To measure the efficiency of the program the researcher used the techniques of comparing class grades, administering a questionnaire, and getting instructor evaluation of the project. The experimental group were chosen from among the students who received English language content courses encompassing a wide range

of liberal arts, such as introduction to business, introduction to political economy, and introduction to social sciences. ESL students who did not take such content courses formed the control group. The comparison of the final grades of CBI students and of regular ESL students revealed that CBI students obtained considerably higher grades than regular ESL students. The results of the questionnaire indicated that CBI students had a strong sense of satisfaction and success in comparison to regular ESL students. CBI students reported that CBI instruction increased their understanding of the content courses, and they felt comfortable expressing their opinions in the group. The instructor's evaluation indicated that CBI students attended classes more regularly, spoke more fluently, and participated in classroom activities more than regular ESL students. In other words, the evaluation showed that ESL students who participated in the project improved their language and academic skills as well as their content knowledge more than the control group who received regular ESL instruction. They also had a stronger sense of accomplishment and higher self-esteem and were able to transfer their knowledge and skills to other academic contexts.

Guyer & Peterson (1988) evaluated the adjunct course and student progress at Macalester College in the United States. The data obtained from student performance on a geography test, evaluations of geography professors and students were interpreted to evaluate the effectiveness of the program. CBI students were compared with American students and nonnative speakers of English with no English problems and who did not enroll in the CBI program. The results of the geography

test given at the end of the semester revealed that CBI students surpassed the nonnative speakers of English who had higher language proficiency at the beginning of the semester. Moreover, they almost performed as well as American students. In addition, geography professors reported that CBI lowered the number of student dropout rate drastically, and increased student success. Furthermore, CBI students generally reported that CBI improved both their language and study skills. It was also mentioned that the integration of content, language, and study skills familiarized CBI students with the thought patterns of American culture and the methods of a specific discipline which facilitated transition to other academic disciplines.

Another study conducted by Burger (1989) tested the effects of CBI in comparison to regular ESL classes at the University of Ottawa. Sixteen French-speaking students from the sheltered psychology course offered in English formed the experimental group. The French-speaking students in two regular ESL classes served as the language control group. At the end of the academic year, the Social Sciences Proficiency Exam was administered to both groups. The results revealed that the students in the experimental group made significant gains in general language proficiency and in all language sub-tests. However, when the scores of both groups were compared, no significant differences in gains between the two groups were observed. In other words, the results showed that the students in subject matter language teaching developed their language skills as much as the students in the regular ESL classes.

Schneider (1989) also reported a CBI study carried out in a simulated French setting. A French house was simulated in the course of one semester French course. 30 students met three hours per week during the course. During the class time, students acted as if they had been placed in a French cultural setting. Students were assigned an apartment and French identities which they kept until the end of the course. The evaluation of the course indicated that the students participating in this program showed significant improvement in skill-based and cultural proficiency.

In another study, Wesche, Morrison, Ready, & Pawley (1990) investigated the long-term effects of French immersion on first-year university students in four universities. Two main groups of students formed the subjects of the study. The first group consisted of 81 first-year university students who had completed their French immersion programs in Ottawa and Carleton Boards of education. They were attending the University of Ottawa, Carleton, Queens or McGill. 33 of the subjects completed early immersion programs, and 48 of them late immersion. The second group consisted of 22 first-year University of Ottawa students who were from other parts of Canada, but who had similar immersion background as the ones in the first group. The results of the French Proficiency tests, self-assessment questionnaire, and a French Language Use Questionnaire revealed that the students in both groups attained high levels of functional language proficiency and positive self-perception. In addition, the results also indicated low anxiety for both groups.

In a study focusing on the language use of immersion students, Swain & Lapkin (1990) examined the sociolinguistic competence of tenth-grade students enrolled in

French immersion programs. The participants were from two early immersion programs, a late immersion program, and a control group from the bilingual Francophone program. On the note-writing task, there was no significant difference among the groups in terms of the conventions of writing. In terms of the use of conditionals and the use of “tu” and “vous”, the early immersion group was more similar to the Francophone comparison group. With respect to the appropriate use of formulaic speech no difference was observed among the students. Therefore, the immersion students' conversational performance seems to approximate that of the Francophone students. Likewise, Harley et al. (1990) came up with the result that the scores of the students were closer or equivalent to those of native speakers on the discourse tasks.

Wilburn (1992) reported a study, which was conducted over eight months in a Greystone Spanish immersion school, which is a part of a large urban school system in the Midwestern region of the United States, about language learning through drama. Students were required to act out different roles during each 1.5 hour session. During the activities, students worked collaboratively and put their knowledge in the event to resolve the problem. The project continued for eight months. It was observed that the students got involved in the activities cognitively, emotionally, and socially. Through various tasks in various contexts, the whole language philosophy was realized in the classroom, and the students developed all language skills. Moreover, not only did they develop grammatical competence, but also strategic and sociolinguistic competence. They became more sensitive to the

requirements of the context and improved their socially-appropriate behaviors accordingly.

Similarly, Hickman (1992) examined language learning through literature at Ecole Glenwood, a French immersion elementary school in the American Midwest. Three teachers from the first, fourth, and fifth grades used authentic literary texts in their classrooms. It was observed that the program generally worked well. It was also reported that it helped teachers improve their teaching and refine their procedures. Moreover, It was found that students got involved in the classroom activities and met the curricular goals.

Likewise, based on a French immersion observation study carried out at Glenwood School, Salomone (1992) reported that fairly narrow questions where the expected responses are short and predictable were observed to check whether the required content was mastered or not. Besides these questions, information requesting questions requiring higher order thinking skills and extended student discourse were also addressed to students. Students initiated interactions with their teachers and friends, and also discussed their personal lives in the classroom. In other words, they participated in communicative classroom activities and negotiated meaning with their friends and teachers. Consequently, it was observed that they improved both their receptive and productive skills.

Berthold (1992) reported the evaluation of French immersion program in Benowa high school, which is located on the Gold Coast, in the state of Queensland, Australia. The program has been offered to English-speaking students as an alternative to the traditional language teaching approaches, which are blamed for unsuccessful second language education. For the study, the students who had completed the program and those who had withdrawn at various stages of the program were surveyed. It was reported that high levels of second language proficiency were achieved, especially in audio-lingual skills, in a relatively short time. Moreover, the students and their parents showed high levels of satisfaction with the program, and, because of this reason, an increasingly growing number of students enrolled in the program.

The result of the three-year research presented by Campbell (1994) showed that Anglo-immersion students performed academically as well as their peers who followed an English-only program and had better sociocultural perspective of their own culture and Mexican-American culture. However, in terms of accuracy, the immersion students did not acquire native-like competence in terms of syntactic, morphological, lexical, and phonological rules of Spanish. But, they had a high level of communicative competence and were able to use language for authentic, real-life, and scholastic purposes. Moreover, in terms of academic success, they were as successful as their Spanish peers.

Van der Keilen (1995) compared the attitudes and motivations of French immersion students with those of the students enrolled in regular English programs. Students from grades 5 to 8 from the Sudbury School District participated in the study. 176 of them were attending French immersion schools, while 124 of them regular English programs. Attitude questionnaire, Desire to Learn French Scale, Self-Rating form of French Writing, Reading, understanding, and speaking, Social Distance Scale, and Interaction Survey were used for data collection. The results indicated that French immersion students participated in activities and situations in which French was used more than regular English students. They used French more often in neighborhood, even in the family setting. They expressed more positive attitudes towards the French language and culture. Moreover, their anxiety level in the classroom was significantly lower. They also rated their French skills more highly. They also reported closer relationship with French Canadians than did regular English students. Hence, the results provided strong support for the French immersion programs.

MacFarlane & Wesche (1995) studied the French proficiency and language-related attitudes of 21 former immersion students. The participants reported high French language proficiency, near-native performance on language tests, and successful mastery of content through French. They also expressed low anxiety and high motivation towards French. They indicated extremely positive attitudes towards immersion programs.

An evaluation of the discipline-based second language teaching at the University of Ottawa was reported by Burger et al. (1997). The subjects were full-time students enrolled in the adjunct or sheltered courses given by the faculties of arts, social sciences, administration, science, engineering, and health sciences which are offered in English or French. The evaluation indicated that students made greater gains in terms of their second language proficiency than regular ESL and FSL students. Moreover, they were also successful with respect to subject-matter learning. In addition, it was reported that students had greater self-confidence, and lower anxiety in using the L2. Students also showed greater readiness and determination to the L2 for a variety of communicative purposes.

de Courcy (1997) presented the overall evaluation of the Benowa program in the state of Queensland, Australia. A late partial French immersion program has been operated since 1985. The purpose of the program is to teach English-speaking Australian students French by creating a stimulating and interesting educational environment. Research showed that integrating content and language created a context which has fostered the learners' linguistic and academic growth. Moreover, the students have been provided with opportunities for comprehensible input and output. In other words, this program supporting cooperative learning has helped the students acquire French as a second language, master academic content, and improve study skills. Thus the program is said to have been supported by the school administration, teachers, students, and their parents.

In another report, Björklund (1997) noted the overall evaluation of the Swedish immersion program in Finland on the general linguistic growth of the learners.

Because of the close ties between Sweden and Finland and a Swedish minority group living in Finland, Swedish is used in many bilingual areas in Finland. Thus, the program has been welcome. Sweden's being neighbor of Finland and the functioning of Swedish as a lingua franca in the Nordic community make Swedish important in Finland for instrumental reasons. Thus, the first Swedish immersion program was started in 1987 for monolingual Finnish students. Research about the overall evaluation of the program revealed that the program fostered the linguistic growth of the students. Hence, the result of this developing and expanding program was found to be promising.

Johnson (1997) summarized the general evaluation of the late English immersion program in Hong Kong. Although the program fell behind with the English language objectives, which were very high, in terms of academic achievement and content knowledge, English immersion students performed as well as their counterparts who followed an L1 (Chinese) medium of instruction. Moreover, the immersion students displayed high levels of proficiency in their L1. In addition, the attitudes towards the immersion program were positive, and a great concern about the program was reported.

Similarly, Eng, Gan, and Sharpe (1997) reported a case study on the English immersion program in Singapore preschools. The results about the English language skills of the students were far from being conclusive due to the non-linguistic factors.

The students who were from lower socio-economic backgrounds and who attended non-private schools did not perform as well as the students who were from higher socio-economic groups and who attended private schools. The lack of good models of immersion and teacher training were the other causes of failing to obtain the expected results. However, the teacher intervention program implemented to improve the quality of teaching resulted in positive outcomes in terms of the teachers' confidence, the students' motivation and oral, listening, and communicative skills.

Criticisms against CBI

CBI is not without criticism. It has been claimed that although the CBI students improve their communicative and language skills in general, they do not do so in terms of sociolinguistic competence and accuracy (Swain, 1985; Swain & Carroll, 1987; Day & Shapson, 1996). It is claimed that the input the CBI students are exposed to is not rich and is functionally restricted. Since learners may not learn samples of language they are not exposed to, it is unlikely that they attain full proficiency in the target language. Furthermore, if the language that learners are exposed to does not get increasingly more complex and go slightly beyond their current level of competence, their language skills may not improve any more and they may fossilize (Swain, 1991; 1996). In addition, if learners do not have ample opportunities for production or if they are not forced to produce language, their language skills are impeded as a whole. As a result, problems with syntax, morphology, lexis, and, in general, communicative competence may arise (Snow,

Met & Genesee; 1989; Swain & Lapkin, 1989; Swain 1996). Furthermore, it is also asserted that CBI may not be suitable for all students. When learners are burdened with academic demands far beyond their current cognitive and linguistic development, debilitating effects of CBI are likely to emerge (Wiss, 1989; Safty, 1989).

The Empirical Evidence for the Criticisms Directed against CBI

There is also empirical evidence validating the criticisms stated above: in an immersion observation study Swain & Carroll (1987) observed nine grade 3 and ten grade 6 classes in Ontario school boards, Canada. The observation demonstrated that teachers always kept in mind that students were there to learn language, but they had the feeling that they had a required curriculum to cover. Hence, they concentrated on the content and made sure that students reached the required course objectives. The lessons usually consisted of teachers asking questions to students about content material, and students usually gave short answers to the questions. Teachers' correction was mainly content-related. The observation study manifested that students lacked form-function analysis abilities, since they were not provided with enough linguistic feedback about their production and received functionally restricted input in the classroom which was different from non-classroom discourse. It was also observed that students were not provided with enough opportunities to get engaged in a variety of discourse in the classroom. Consequently, it was reported that immersion classes had some problems that interfered with obtaining the desired outcomes.

In another overall evaluation of the French immersion approach throughout Canada, Hammerly (1988) reported that although immersion students were quite fluent, they could not use the L2 correctly. They could not also improve their productive skills as well as their receptive skills. Furthermore, the L2 vocabulary they used in production were quite restricted and poor in comparison to that of native speakers of French. Since these flaws were observed in the L2 use of immersion students, it was concluded that the French immersion approach did not work in Canada. Likewise, White (1991) indicated that although the CBI students in Quebec perform better on all tests, they are not as successful in terms of accuracy as they are on other measures.

Similarly, Swain & Lapkin (1989) presented the overall evaluation of the immersion programs in Canada. It was reported that there was not enough explicit or implicit feedback for students about their production. In other words, the primary concern of the teachers was not over the correct and appropriate use of language, and they did not push students towards the correct use of language. It was also indicated that the input immersion students got was functionally restricted. Since the demands of classroom discourse was different from non-classroom discourse, certain uses of language did not appear naturally in the classroom context, and students were exposed to certain features of language infrequently. Furthermore, it was indicated that students had limited opportunity to use language in the classroom setting. Teachers seemed to talk most of the time, and students listened and gave short answers when they were addressed questions. Hence, they were not given enough

opportunities for sustained talk. In general, it was indicated that although CBI learners achieved fluency in the target language, they still had accuracy and sociolinguistic problems. Similarly, Hickman (1992) reported that although the learners learning language in a French immersion program participated in the classroom-oriented tasks satisfactorily, they were not given enough opportunities to use language and could not get involved in functional, personally meaningful uses of language.

Furthermore, Wiss (1989) reported a case study of an English-speaking child who was doing normal in senior kindergarten in French, but doing very poorly in grade one French immersion. She was given some tests in February to test her intellectual potential, linguistic, and academic development. It was found that although she had average intellectual potential, she demonstrated an immaturity in certain aspects of cognitive development. Moreover, she had normal language development in English, her mother tongue, but her French skills were below the average. Having these results, she was switched to grade-one class in the regular English program. The follow-up evaluation at the end of the June revealed that she was doing satisfactorily in the English program. The result of the study was interpreted as early French immersion not necessarily being appropriate for all students. There could be a subgroup of students who were linguistically and cognitively immature to follow immersion-like programs at school. The linguistic demands of such programs combined with the academic demands might exceed the linguistic and cognitive development of students. In short, it was concluded that early French immersion

programs might not work well for all learners and can cause some learners who are not cognitively and linguistically ready to "experience maturational lag" (Safty, 1989).

Likewise, to test the target language proficiency of early French immersion students in comparison to that of native speakers, a comprehensive proficiency study was carried out in Canada with the participation of 198 early French immersion students from the Ottawa region as the experimental group, and 23 students from a regular francophone school in Montreal. The students in the experimental group received 50 % of their instruction through content teaching in the target language. The results indicated that although the students receiving content instruction in the target language performed as well as native speakers on discourse tasks, they did not do so on grammar and sociolinguistic tests and scored significantly lower than the native speakers (Harley et al., 1990).

In another observation study, Allen et al. (1990) came up with critical findings about CBI. Nine grade 3 and ten grade 6 early total immersion classes were selected for the study. In the study, vocabulary instruction, "tu/vous" input, error correction, and restricted/sustained talk by students were examined. It was observed that during the vocabulary instruction mainly written varieties of French were emphasized and little attention was paid to sociolinguistic and discourse-related aspects of vocabulary. In terms of the use of "tu/vous", it was reported that the classroom environment was limited to provide a sociolinguistic context and enough opportunity for appropriate

use by the students. In addition, it was also found that the classroom talk of students was generally limited to restricted talk. Problems with providing enough appropriate feedback were also reported. In other words, the students were not pushed to more accurate and coherent use of language. In short, the study indicated that to make the immersion programs more efficient, a more systematic approach to vocabulary, error correction, and more carefully-planned activities enabling the students to get involved in extended discourse are needed. Likewise, Swain & Lapkin (1990) observed that although the immersion students were conversationally competent, they sometimes used conditionals and "tu and vous" inappropriately in comparison to Francophone students.

Conclusion

One of the conclusions that can be drawn from the research is that CBI, which is based on the premise that language can be learned effectively as a means of communication in meaningful academic and social situations, is a highly efficient program of language instruction in comparison to programs which focus on general language instruction. Again it is observed that CBI provides students with opportunities to get involved in extended discourse. Except for one study (Swain & Lapkin (1989)), the research shows that CBI students are also sociolinguistically competent enough to use language appropriately in a given context. Hence, although, CBI students may have some accuracy problems, their language skills are functionally effective. To sum up, CBI has achieved global acceptance as a program of instruction especially in ESL and French as a second language contexts although

certain shortcomings still seem to be in effect. To the knowledge of the researcher, there is no study investigating how CBI works in a typical EFL context such as Turkey. Therefore, this study will attempt to compare the effects of CBI and general EFL instruction on the false-beginner Turkish EFL learners.

METHODOLOGY

Aim

Content-based instruction has received world-wide attention as a program of instruction focusing on both content and language simultaneously. This study explored how well it works in the Turkish EFL context in comparison to a program of instruction designed to teach general English through English. Hence the purpose of the study is to investigate which type of instruction affects false-beginner Turkish EFL learners' language skills more positively, teaching EFL through English or content. More specifically the study aims at answering the following research questions:

- 1) Will CBI students who are exposed to listening and speaking skills in the L2 through content improve better in these skills more than general EFL students?
- 2) Will CBI students improve four skills in the L2 as much as general EFL students?

However, the strong body of empirical evidence supporting CBI naturally leads to the following hypotheses: (a) CBI students will improve their audio-lingual skills in the L2 more than general EFL students; (b) CBI students will perform at least as well as general EFL students in four skills in the L2.

The Boğaziçi University-Deulcom Project

The Boğaziçi University-Deulcom Project has been designed to equip people working or training to work in the various sectors of the tourism industry such as

travel agents, tour guides, and flight attendants with the prerequisite area knowledge and skills accompanied by the required English knowledge and skills. Any emphasis on structures, on functions, on lexis, on comprehension or production is only made where it is appropriate to real life circumstances. In this sense, the materials are designed to make students practice language which actually they will need during the course of work. A sample of table of contents displaying the operationalization of the educational objectives is enclosed in Appendix 1.

The project was developed in 1994 in association with the School of Education of Boğaziçi University and International Air Transport Association (IATA). It aims at taking false-beginners to the pre-intermediate level of English, which is accepted as the lowest level at which learners can apply their vocational knowledge and skills in English. The IATA content and standards were taken as basis and they were also evaluated by four major tourism companies in Turkey to test whether they met the demands of the Turkish context. The English component of the project, which was designed by the staff from the Foreign Language Education Department, was approved by the Turkish Ministry of National Education. At the moment, the project offers courses related to flight attendants' training program, IATA airport passenger services training program, IATA passenger fares and ticketing program, and travel agents' training program. In all of these formation courses, the objectives, which are set in relation to the IATA standards and local demands are fulfilled. When completing the courses, the IATA, Vocational English, and the Turkish Ministry of National Education Certificates are offered.

To meet the program objectives, the trainees receive both theoretical and practical education to develop required knowledge and skills, which is conducted in Turkish yet with a lot of code-switching involved due to the nature of the instructional materials and activities. As for the English component of the project, this precedes the formation course and it revolves around topics or themes that form the relevant context through which both language- and content-related activities or tasks are carried out in an integrated way (see Appendix 2). As the English component is built on a major theme, namely tourism, supported by a variety of subtopics, it can be named as a kind of theme-based CBI program, which is recommended for heterogeneous groups of adult learners who have similar goals and interests at all proficiency levels (Brinton et al. 1989; Crandall, 1993; Oxford, 1993).

At the end of the language component of the course, the students are given a final exam, which provides an integrated measurement of language and content. 80 % of the exam tests how students use language in a given tourism-related context. In other words, the content and language are not isolated but measured together as they are taught during the course. 20 % of the tests measure the formal aspects of English. Hence, it can be said that the final exam reflects the integrated nature of the course and provides an integrated assessment of language and content.

When implementing the English component of the project, Deulcom trained language teachers and provided them with general preliminary information about tourism which they would need while teaching the course. In addition, the professionals from

the tourism sector with very good command of English were assigned as teachers together with English teachers. As a result, a collaborative context was formed and both the professionals from the tourism sector and English teachers complemented each other. The professionals supported English teachers about the content, and English teachers helped the professionals how to be more language sensitive and teach language throughout the course. In other words, a collaborative context in which both the professionals and English teachers cooperated to teach the course was successfully realized in this course. This collaboration still exists and the teachers who take part in teaching the course work together to provide effective content and language instruction. In other words, there exists an ongoing collaboration both to improve teachers' content-related knowledge covered in the coursebook and language teaching.

The course itself aims at teaching specific language skills learners need in particular settings and focuses on particular language forms to meet the learners' particular linguistic needs in their future careers. Thus, as explained in the materials section below, it involves some elements of ESP and may not be defined as a purely theme-based instruction. In that sense, the course can also be considered as the mixture of both theme-based instruction and ESP in various degrees. In other words, the program allows flexibility and depending on the context and the learners' needs, it utilizes some principles of other language teaching programs when necessary. Actually, like any other programs of language instruction, no types of CBI can be defined as purely CBI programs. It is inevitable that they include some features of

other language teaching programs in relation to contextual factors. Hence, any language teaching program is a mixture of different language teaching programs in various degrees (Brinton et al. 1989; Crandall, 1993; Oxford, 1993).

Subjects

One experimental group receiving content-based instruction and one control group receiving general EFL instruction formed the target population of the study. Each group contained 50 false-beginner Turkish EFL students. The learners in both groups were chosen among 154 high school graduates on the basis of the scores they received from an adapted version of the grammar part of the Oxford English Language Placement Test (see Appendix 3). A questionnaire (see Appendix 4) investigating the participants' language learning background and experience was given to the subjects. Therefore, more detailed information about the participant profile was obtained.

The findings of the questionnaire, which were given at the beginning of the course, can be summarized as follows, as can be seen from Table 1. 94 % of the subjects in the experimental group and 90 % of those in the control group studied EFL for six years during their secondary and high school education. 83 % of the subjects in the experimental group and 80 % of the subjects in the control group mentioned that they studied standard ELT materials, namely An English Course for Turks, during their six-year EFL education. In terms of contact with the native speakers of English, 10 % of the subjects from both groups indicated that they had had contact with the native speakers of English for one year or more than one year. The subjects had had contact with them due to their tourism-related jobs in Turkey.

Table 1 The language learning experience and background of the experimental and control groups

	Experimental Group	Control Group
Taking an EFL course during the school years	94 %	90 %
Studying ELT materials of Ministry of Education	83 %	80 %
Having contact with the native speakers of English	10 %	10 %
Reading printed materials in English	5 %	7.5 %
Following English-medium TV and radio	10 %	10 %
Watching English movies	2 %	5 %
Being in an English-medium context	9 %	24 %

Similarly, 5 % of the subjects from the experimental group and 7.5 % of the subjects from the control group reported that they had read at least one of the following printed materials in English, such as story books, novels, newspapers, and periodicals at least fortnightly for two or more than two years. 10 % of the subjects from both groups mentioned that they had followed English-medium TV and radio twice or more than that every week for at least a year. The percentage of the subjects watching English movies in both groups is negligible, 2 % for the experimental and 5 % for the control group. Finally, 9 % of the subjects from the experimental group and 24 % of the subjects from the control group reported that they had been in an English medium-context for more than six months. All of these (had) worked in the tourism industry in Turkey. As can be seen from Table 1, the majority of the learners in the experimental group did not work in any tourism-related jobs. Thus, they had neither practical nor professional knowledge about tourism when they enrolled in the Boğaziçi University-Deulcom Project.

Table 2 shows the geographic background of the subjects. As can be seen from Table 2, 100 % of the subjects from the experimental group and 85 % of the subjects from the control group were from the major cities in Turkey.

Table 2 The geographic background of the subjects

	Experimental Group	Control Group
Major cities	100 %	85 %
Small cities	--	15 %

15 % of the subjects in the control group came from small cities in Turkey.

The findings of the questionnaire indicated that the subjects in both groups had more or less the same language learning experience and background. The information obtained on the questionnaire was used together with the scores the subjects got on the adapted version of the Oxford Placement Test, which was the placement test used to form the experimental and control groups.

The learners in the experimental group attended one of the vocational programs, such as flights attendants' training program, IATA airport passenger services training program, IATA passenger fares and ticketing program, and travel agents' training program after completing the language component of the project. The learners in the control group, on the other hand, did not attend such programs after graduation. They just attended the general EFL program for a variety of individual needs and interests. The learners were free to choose the type of program they liked to participate in.

Each group contained 50 false-beginner Turkish EFL learners who were attending the two different types of program of instruction organized by the same institution. The learners in both groups were highly motivated to learn English for mainly occupational reasons and they paid tuition fees to participate in these programs. The learners in the experimental group receiving content-based instruction would seek tourism-related jobs, such as positions as tour operators, assistant travel agents or flight attendants, and the learners in the control group wanted to learn English for instrumental reasons such as better job opportunities. The participants were exposed to roughly an equal amount of instruction in English given by two different teachers of similar background and experience. Participants in the experimental group felt motivated because, the course syllabus has been designed by and training given at one of the most prestigious universities in Turkey, Boğaziçi University. Receiving a certificate from the university increases their self-esteem and confidence in the training they received. Besides that, almost all of them (87 % of flight attendants training program and IATA airport passenger services training program, 100 % of IATA passenger fares and ticketing program, and 90 % of travel agents training program graduates) would secure employment when they completed the course successfully.

To see the effects of two different types of treatment (CBI and general EFL) on the learners' language knowledge and skills, the CBI learners of English were compared with learners of general English of the same level of proficiency who were also enrolled in a different program designed by Boğaziçi University and approved by the

Ministry of National Education. The CBI program is an intensive 96-hour weekend program which lasted eight weeks. Each weekend day students received six hours of instruction. The EFL program, on the other hand, is extensive (staggered) and composed of 128 hours of instruction. The students met two days a week and received three hours of instruction each day.

The involvement of two teachers for the experimental and control groups may be considered as a shortcoming. However, if one teacher teaches both groups and favors one type of instruction, then it may get more difficult to obtain objective and reliable results. Hence, two different teachers with roughly similar education background and teaching experience favoring their own program of instruction are more likely to yield more reliable results (Hillochs, 1986, cited in Havisher & Selfe, 1989).

Measurement

Both groups were given the adapted version of the grammar part of the Oxford Placement Test before the instruction as a pre-test. The test was adapted for two reasons. First of all, when the English language objectives determined by the Ministry of Education are compared with the scope of the Oxford Placement Test, it can be seen that the range of the test is more comprehensive than the objectives set by the Ministry of Education. For example, there are some structures, such as "Had I seen you last week, I would have invited you to my birthday party" which students do not study during their EFL instruction. That is why, to match the objectives of

the Ministry and obtain more valid results on the test, the test was adapted.

Secondly, that the test may include some lexical items Turkish students might not have been exposed to during their EFL instruction can decrease the validity of the test. Students may not answer some questions on the test due to unfamiliar lexical items, not because of the lack of knowledge about the language. Hence, the test was adapted and lexical items which students are familiar with were included in the question stems on the test to increase the validity of the test. However, the adapted version of the Oxford Placement test is not included in the appendix, because the project is in progress, and to publicize such a test is likely to create confidentiality problem. That is why, the original form of the Oxford Placement test is given in the appendix instead of the adapted version.

The Key English Test (KET) was administered as a post-test at the end of the treatment to see the effects of two different types of instruction on the participants' language skills. Why were two different tests used for the pre- and post-measurement? First, the grammar part of the Oxford Placement Test, which is a standard test, was extended and adapted to the needs of the students on the basis of the careful analysis of the English language objectives set by the Ministry of Education for high schools in Turkey. Second, due to the type of language instruction they had received before enrolling in this project, the participants may not have been familiar with the tasks on KET and KET-like target culture-based tests, and, consequently, it might not have been possible to get proper scores about their attained proficiency due to the lack of practice with such tests. That is why, it seemed

to be more appropriate to give a structure-focused test which is more compatible with the type of form-focused language instruction the participants had received at high schools. Third, KET includes some elements of the British culture Turkish students may not have been acquainted with; thus it may not have been valid to choose the participants according to the scores of a partially culture-loaded test like KET. However, the structure-focused Oxford Placement Test is neutral in terms of cultural elements and more appropriate to give as a pre-test at the very early stages of the language instruction. Fourth, the adapted version of the Oxford Placement Test has been used for the placement of the students for the Deulcom project successfully for three years. During the period the project has been in effect, out of 3,000 students who were placed according to their scores on the test, only about ten to fifteen students have turned out to be "misfits". In other words, it has been practically proven that the test differentiates the students satisfyingly according to their entry-level degrees of proficiency and seems to have reliability and validity.

The Oxford Placement Test

The Oxford Placement Test places students from elementary to post-proficiency level. The test has mainly two parts, each of which consists of 100 multiple-choice questions. The first part is a listening and reading test, and the second is a structure test. For the placement of the students for the Boğaziçi University-Deulcom Project, only the grammar test of the Oxford Placement Test is used. The first part tests learners' knowledge of the sound and writing systems of English and abilities to use this knowledge. All of the 100 items in this part of the test are constructed based on

the analysis of the conversations of both native and non-native speakers of English over a number of years. Learners are required to mark the correct choice form the two grammatically plausible and equally meaningful possibilities. In the test, the listening and reading elements are combined, and the knowledge of the written and spoken forms of English determines the degree of success on the test.

The grammar test consists of 100 multiple-choice questions each of which has three options. This part of the test, which measures the knowledge of grammatical structures of English, is formed as a result of the careful analysis of the content of the widely-used ELT coursebooks and computer data about the difficulty level of each item. Many of the test items are presented within a context or they are thematically linked. This part of the test comes in two parts which can be used independently; one part of the test can be used if there is not enough time to administer both parts. The second part can be used to grade advanced students. Both parts include sentence-level items as well as the items at the paragraph level (see Appendix 3).

The Key English Test

After a 90-hour English instruction, KET was given as a post-test. It was assumed that the learners were exposed to tasks in the classroom that made them familiar with the items on the test. In other words, the materials they covered and the tasks they carried out in the classroom increased their acquaintance with the KET tasks.

Moreover, the classroom materials and activities provided the learners with enough information about British culture so that they were able to answer some culturally-

loaded items on the test. In addition, KET is a comprehensive test and measures the four skills of language. Hence, it is more appropriate to the purpose of the study. Consequently, KET was chosen a post-test to measure to compare the effects of two types of instruction on participants' language skills.

KET was developed by the University of Cambridge Local Examinations Syndicate (UCLES) between 1991 and 1994. KET is at Cambridge Level One, and it is a free-standing test offering a basic qualification in English. It also represents a first step for those wishing to progress towards Cambridge Level Two, the Preliminary English Test (PET) and the rest of the UCLES examinations. KET consists of reading, writing, listening, and speaking components (see Appendix 5).

The reading part of KET includes five different types of questions. In the first half of the first type, testees are to select from among three options the one that conveys the meaning of a sign. In the second half, they are expected to match the message with a sign or a notice that expresses it. In the second type, they are asked to match a set of topic-related words to the appropriate definitions. In part three, in the first half, they are asked to choose from among three options the one which reflects the language of the routine transactions of daily life. In the second half, the candidates are asked to complete a longer dialog by choosing from a list of options. In part four, they are expected to read a message and choose the correct option from among three options. In part five, they are asked to complete the text by choosing the appropriate word from among three options.

The writing component consists of three parts. In part one, the testees are expected to produce language in a limited way by completing a gapped text. In part two, they are asked to use the information in a short text to fill in a form. In part three, they are required to write a short note to a friend.

The listening test includes five parts. In the first part, the testees are required to identify and mark the simple factual information from among three multiple choice options in five separate short conversational exchanges. In part two, they are asked to identify simple factual information in a longer conversation. In this part candidates are required to show their understanding of the conversation by answering five multiple choice questions with three options. In parts four and five, they are asked to extract specific factual information from a dialog or monologue, and to write it down to complete some sort of memo, message or form.

The speaking test has two parts and involves two examiners and a pair of candidates. In the first part, each candidate interacts with the interlocutor and gives factual information of a personal kind, such as name, address, occupation, and family. In the second part, the two candidates interact with each other. They ask and answer questions about factual information of a personal or non-personal kind. Prompt cards are used to stimulate questions which are related to daily life, likes/dislikes, and social life.

The scoring of the adapted version of the Oxford Placement Test and KET was performed in accordance with the procedures of each test. Two scorers evaluated the writing and the speaking tests. The interrater reliability for the two raters was .89 for the writing test and .87 for the speaking test at the significance level of .001.

Treatment

The participants in both groups received roughly 90 hours of language instruction, which took about two months for the experimental group and three months for the control. For the experimental group, based on the topical syllabus, the teacher tried to integrate both the subject matter and the language skills. In other words, the purpose was on developing/improving their knowledge and skills necessary to carry out services in the tourism sector. The teacher mainly focused on the content, and also supplemented it with language explanations and activities when necessary. The primary concern of the teacher was covering the content and doing content-related activities. In that sense, language was used as a means of covering the content and helping the learners deal with relevant tasks. However, depending on the content and the nature of the activities, learners were provided with language-related tasks to increase their linguistic awareness and the comprehensibility of the texts. The organization of the coursebook is compatible with this type of treatment. As can be seen in Appendix 6, in the first activity, learners are required to understand the telex language and message in the telex and then reserve rooms accordingly. Next, they are wanted to write a reply to it. This is followed by a pair work in which the learners discuss about how to promote the hotel industry in their country; then they

present their ideas to the class. The second activity is an act out between a receptionist and a businessman. This activity fosters learners' conversational skills and provides a relevant practice. These content-related activities are followed by a language summary which draws learners' attention to the linguistic features they use or need to use while carrying out classroom activities. Hence, it can be said that content determines the linguistic component of each unit. It is not presented and practiced mechanically, but within a context. The need to focus on language emerges out of context naturally. In short, it can be concluded that the organization of each unit focuses on different skills and aspects of language in accordance with the content related activities. Thus, it approaches language as a whole and aims at total linguistic growth.

Furthermore, the organization of the coursebook and related classroom activities foster both BICS and CALP. Activities, such as role plays, dialogs, pairwork, and groupwork, help learners develop/improve BICS in English. They learn how to express themselves appropriately in different BICS contexts. Similarly, learners get engaged in CALP in some other activities. For example, in the first activity in Appendix 6 learners are required to understand the telex, special abbreviations in it, and write and send a reply to it. In addition to these activities, the summary section in each unit also draws learners' attention to formal aspects of the language. Thus, it can be said that the coursebook and required activities support the holistic linguistic growth of learners, including both BICS and CALP.

The teacher covers the coursebook, First Class English for Tourism, not only in terms of language but also content. Depending on the students' would-be job-related needs, some additional materials are prepared and used to equip learners with the required knowledge and skills. For example, field-printed materials are used to carry out tasks, such as preparing an itinerary for a businessman flying from İstanbul to Madrid, then to Mexico City, and back to İstanbul again (see Appendix 7). Similarly, real airline tickets are used to work out the itinerary of the passenger (see Appendix 8). Likewise, railway timetables are used to teach students how to read the information in them. Furthermore, some extra materials from other tourism-related books or magazines such as Turkish Airline's Skylife are used to provide students with both extra information and practice (see Appendices 9 and 10). Hence, these materials provide a variety of activities in the classroom. They make the classroom tasks more interesting and challenging. The use of realia, such as plane tickets, and preparing itineraries by studying flight tables, studying railway timetables are all relevant activities and similar to the ones they would be engaged in the workplace. In short, the teacher tries to improve the students' content knowledge and skills as well as their language skills. These help students master basic relevant professional and linguistic knowledge and skills they would need at their subsequent training program and workplace.

The students in the control group received general EFL instruction by participating in communicative classroom activities through their coursebook, Headway Elementary, and other communicative materials and tasks prepared by the teacher.

In this communicatively-oriented classroom, the focus is on the message, and the learners try to improve their pragmatic, discourse, and sociolinguistic competencies. To carry out these communicative activities the teacher also focuses on the language system and tries to provide learners with necessary language knowledge and skills to better their knowledge of grammatical rules. The teacher does not dominate the class, rather she acts as an organizer, a guide, and a participant. She focuses on the message and communicative value of student production, but she values accuracy as well as fluency during the classroom activities.

In short, both groups were engaged in more or less similar classroom activities. The only main difference between them was the experimental group's following a topical syllabus to improve their knowledge and skills on a specific content in a more intensive manner.

Materials

First Class English for Tourism is a coursebook prepared for false-beginners who get training or who work in the tourism industry. It aims at taking learners to the low-intermediate level of English proficiency by providing essential concepts, knowledge and skills in tourism. It is organized around realistic tasks learners have to carry out in the workplace, provides practice with these tasks focusing on four skills. It is also accompanied by a teacher's book, workbook, and an audio cassette.

The coursebook consists of 20 units which focus on different aspects of the tourism industry, such as flight reservations or rail enquiries (see Appendix 1). Each unit begins with a listening or reading section and related comprehension activities to make students focus on the messages in specific tourism-related topics. This section introduces the topic and provides a context for the following activities to equip learners with novel knowledge and skills in a given topic. Then this section is followed by a language study section which provides learners with activities about the formal aspects of language. The language study section in each unit determined by the content highlights certain structures and functions to facilitate carrying out CBI activities. Hence, this section examining particular aspects of language and language use is likely to reflect some features of an ESP program. Then, these are followed by reading or listening, speaking, and writing tasks, which are all about the topic covered in that unit. These activities pave the way to the summary part outlining the formal and functional aspects of language covered within that unit and presenting the list of newly-introduced vocabulary items (see Appendices 2 and 6).

Headway Elementary, which is designed for elementary learners, is the second book in the Headway series (see Appendix 11). It tries to combine both conventional and communicative methods to develop both accuracy and fluency. Grammar, vocabulary, and all four skills are emphasized throughout the book. Everyday conversations are also focused on separately. It is accompanied by a teacher's book, workbook, video cassette, and two audio cassettes.

A typical unit in the coursebook starts with the presentation section which provides the target structures and lexical items to be studied. Then, learners are given a listening task to practice and retell these items. These are followed by grammar activities. Next, learners are provided with a variety of listening, reading, speaking, and writing activities both to consolidate target linguistic items and get engaged in communicative activities, which are all contextualized and personalized.

To conclude, each group used a coursebook which was appropriate for the kind of content and the type of activities which were covered in the classroom in tune with the stated program objectives. The coursebooks were expected to be covered through almost the same amount of exposure, although, in terms of their treatment, the CBI component was relatively more intensive in nature.

Reactions to the Treatment

Throughout and at the end of the course the reactions and attitudes of both the teacher and learners were obtained. The reactions and attitudes of the students to the program were different at different stages of the program. During the very first weeks, they were enthusiastic because of being enrolled in a program that would pave the way to a promising future career. However, they also reported that they felt frustrated because this type of program was quite new for them. They had been used to form-focused instruction and they were expecting a similar one. Mainly focusing on the themes and dealing with the language forms when necessary were not what they were awaiting. They mentioned that at the early stages of instruction

they felt as if they had not been learning anything. Nevertheless, during the following weeks, they indicated that the teacher's explanations about the nature of the instruction, and their getting involved in the classroom activities helped them get accustomed to this kind of instruction. Since they found almost every topic relevant to their future needs, they focused their attention on how to deal with these activities to improve their vocational knowledge and skills. They also indicated that the classroom tasks helped them become more aware of their linguistic needs. For that reason, they also paid attention to the language forms, especially to the specific expressions and terminology used in tourism.

At the end of the language component of the project, every student was interviewed about the program. They generally reported that the length of the instruction was not sufficient. However, all of them were satisfied with the nature of the program, and said that in terms of subject matter knowledge, language skills, and tourism-related terminology they had sufficient knowledge and skills. They generally evaluated the classroom activities and materials as relevant and useful. Furthermore, some of them found the content of the program very helpful and even wished that more detailed activities had been carried out and more vocational information had been given during the instruction.

In addition, at the end of the language component of the project, the students in the experimental group were given a questionnaire to elicit their ideas about the program (see Appendix 12). The results indicated that 70.6 % of the students found the

length of the program short. 94.4 % of the students reported that the classroom activities and materials were not difficult for them. They also indicated that the program helped them improve their grammar (43.8 %), vocabulary (21%), listening (15.7 %), and speaking (10.4 %).

The teacher also reported similar ideas. He indicated that the very first weeks of instruction were a little bit problematic because of the language-learning habits of the students. However, he reported that it did not take much time to establish the patterns of classroom activities. The students were highly motivated and reported their confidence in this kind of program to improve their language skills and content knowledge to some extent. The teacher also mentioned that he found the program quite interesting because he was teaching the language through tourism. Hence, he found himself in the continuous process of improving his subject matter knowledge about tourism. Dealing with a field like tourism personally made the teacher quite happy. Moreover, he mentioned that teaching the motivated students made classroom activities interesting. The nature of the activities made the students participate in the classroom tasks actively, and a communicative environment was created in the classroom. In short, the reactions and the attitudes of the teacher towards the instruction were positive.

Data Analysis

As mentioned above, the adapted version of the Oxford Placement Test was used as a pre-test, and KET as a post-test. The Statistical Package for Social Sciences (SPSS)

was used to analyze the data. To compare the pre-test scores of the experimental and control groups a t-test was used. To see the effects of two different types of instruction, or in other words, to compare the post-test scores of the experimental and control groups on KET, a t-test was also used. The level of significance was set at alpha .05.

RESULTS

The Placement Test (The Adapted Version of the Grammar Part of the Oxford Placement Test for Turkey)

The preliminary results both the experimental and control groups obtained on the adapted version of the Oxford Placement test, which was previously mentioned on page 72, indicated that two groups were equal in terms of their initial language performance. This result can be seen from Table 3 which summarizes the mean, standard deviation, and t-values of the placement test for the experimental and control groups.

Table 3 The mean, standard deviation, and t-values of the placement test for the experimental and control groups

	THE ADAPTED VERSION OF THE OXFORD PLACEMENT TEST			
	N	X	s.d.	t-value
Experimental Group	50	29.62	6.0	.907
Control Group	50	29.48	5.9	.907

The scores of the placement test varied from 21 to 44 over 50 for the experimental group, and from 21 to 40 for the control group over 50. The results showed that both groups had almost the same mean scores on the placement test ($X(\text{exp})= 29.62$, $X(\text{cont})= 29.48$), and no significant difference was observed between the two groups ($p<.907$).

The Key English Test (KET)

KET, which was indicated previously on pages 72-75, offered the following results that can be seen from Table 4, which presents the mean, standard variation, and t-values of KET results for the experimental and control groups.

Table 4 The mean, standard variation, and t-values of KET results for the experimental and control groups

THE KEY ENGLISH TEST																
VARIABLES	LISTENING				SPEAKING				READING				WRITING			
	N	X	s.d.	t-val	N	X	s.d.	t-val	N	X	s.d.	t-val	N	X	s.d.	t-val
Experimental	50	18.9	4.9	.000	50	9.6	2.5	.000	50	29.9	5.0	.617	50	14.3	3.5	.211
Control	50	15.4	3.9	.000	50	7.5	2.5	.000	50	30.4	5.0	.617	50	13.4	3.5	.211

The experimental group obtained better results on the listening test in comparison to the control group. The scores of the experimental group varied from 9 to 25, and those of control group from 9 to 22 over 25. With respect to the mean scores (X(exp)= 18.9, X(cont)= 15.4), the mean score of the experimental group was significantly better than that of control group (p<.000).

The speaking test scores of the experimental group varied from 5 to 14, whereas, those of the control group varied between 4 to 14 over 15. As indicated in table 4, the mean score of the experimental group was 9.6, and that of the control group was 7.5; therefore, the experimental group obtained a significantly higher score than the control group (p<.000).

On the reading test, no significant difference was observed between the two groups ($p<.617$). The reading scores of the experimental group varied from 21 to 38, and of the control group from 19 to 38 over 40. The mean scores of the groups were quite similar ($X(\text{exp})= 29.9$, $X(\text{cont})= 30.4$).

In terms of the writing scores, both groups performed almost the same, and there was no significant difference between them ($p<.211$). The writing scores of the experimental group varied from 7 to 19, whereas those of the control group fell into the range of 7 to 20 over 20. They obtained similar mean scores, $X(\text{exp})= 14.3$ and $X(\text{cont})= 13.4$.

The Cumulative Score

The cumulative KET scores as indicated in Table 5, which presents the mean, standard variation, and t-values of KET cumulative scores for the experimental and control groups, report significant language gains in favor of the experimental group.

Table 5 The mean, standard deviation, and t-values of KET cumulative scores for the experimental and control groups

	CUMULATIVE			
	N	X	s.d.	t-value
Experimental Group	50	72.7	12.0	.014
Control Group	50	66.8	11.5	.014

In terms of the cumulative KET scores, the experimental group got a mean score of 72.7, and the control group 66.8 over 100. Therefore, there was a significant difference between the two groups with respect to cumulative KET scores ($p < .014$).

The cumulative scores of KET showed that CBI students (the experimental group) who had almost the same scores with the control group on the placement test improved their language skills in general significantly more than the English-only students (the control group) who received a general EFL course. In terms of listening and speaking skills, the experimental group obtained significantly higher scores than the control group. On the other hand, no significant difference between the two groups was observed after the treatment in reading and writing skills and they performed almost the same in these skills.

DISCUSSION

The adapted version of the grammar part of the Oxford Placement test was given as a pre-test at the entry-level in accordance with the language learning experience and background of the learners, as explained in the measurement section. The aim was to test the students' knowledge about the formal aspects of English. However, due to the communicative nature of both programs, KET, a four-skill-based test, was given to both groups as a post-test. Although the post-test results were of skill-based nature, they could still be interpreted in terms of Canale & Swain's definition of communicative competence, which is subserved by language skills. For instance, speaking requires paying attention to form and accuracy (grammatical competence), connecting utterances to form coherent and cohesive whole (discourse competence), starting, expanding, and terminating a conversation (strategic competence), and using language properly in a given context (sociolinguistic competence). Hence, the results of this study can be evaluated by referring to the definition of communicative competence proposed by Canale & Swain (1980) to which language skills are subservient.

The results of KET showed that false beginner Turkish EFL learners who learned English through their occupational subject area (tourism) were significantly more successful than false beginner Turkish EFL learners who received general language instruction with respect to listening, speaking, and cumulative scores. On the other hand, with respect to reading and writing scores, the CBI students performed as well as general EFL students, and there was no significant difference between the two

groups. Thus, the results provided positive answer to the research questions and confirmed the hypotheses: first, the listening and speaking test scores suggested that CBI students who were exposed to listening and speaking skills in the L2 through an occupational content improved better in these skills than general EFL students. Second, the test scores in all skills generally pointed out that CBI students improved these four skills in the L2 as much as general EFL students. In short, the test scores provided positive data about the research questions and hypotheses formed to test the effectiveness of CBI in an EFL context such as Turkey.

The results also supported and strengthened the idea that language learning takes place more efficiently in a communicative context where learners are exposed to enough comprehensible samples of language while learning a subject matter through that language (Mohan, 1986; Crandall, 1987; Krashen & Biber, 1988; Brinton et al., 1989; Short 1991a; Genesee, 1994a and 1994b; Met, 1994; Kauffman, 1997). To build up their basic content knowledge and learn how to carry out tourism-related tasks, such as preparing an itinerary, making reservations, preparing a tour, and renting a car. CBI learners focused on the message and used the language as a means of communication. While dealing with the content and content-related activities, the learners also focused on the language when necessary to deal with the content. These classroom activities helped learners improve both their content knowledge and language skills simultaneously. In other words, the basic premises of efficient language learning-- creating a meaningful context in which language is used as a means of fulfilling communicative needs, building up and expanding schemata,

focusing on language when necessary, and receiving enough comprehensible input-- were generally met with this CBI program.

It must be admitted that although both groups (experimental and control) went through communicative activities and learned the language within a communicative context, there were differences between them. For the experimental group, besides being communicative, the classroom activities were relevant to their immediate occupational needs. Furthermore, the content of the course fit their specific expectations. Hence, both the activities and the content were inherently motivating due to occupational link and caused the students to get engaged in what was going on in the classroom. In addition, CBI students were, in general, mentally and psychologically prepared for the program and had specific vocational interest at the beginning of the program. Their being cognitively ready in terms of relevant schema activation caused the learning process to move more smoothly. In other words, as schema expanding is easier than schema building, schema readiness facilitated comprehension of the content, performance of the classroom activities, and the use of the language for communicative purposes. On the other hand, the control group did not have a predetermined, specific content to deal with, and they had no such expectation. For that reason, although they carried out communicative activities, what they did within the classroom could not have been specifically relevant to their individual needs. Hence, the relevant content and classroom practice as well as the schema readiness factor created an optimal atmosphere for language learning for the experimental group.

The reason why the experimental group outperformed the control group significantly on listening and speaking tests can be explained in several ways: first of all, this result is compatible with Cummins' BICS and CALP dichotomy. Since BICS refers to the immediate interpersonal aspect of proficiency which involves context-embedded language features used in a "here and now" fashion for oral-aural fluency and sociolinguistic appropriateness, it is likely to precede CALP which refers to context-reduced, formal features of language along with literacy skills (Snow, 1991a; Met, 1994; Genesee, 1994a). The CBI students dealing with similar topics might have been exposed to more contextual clues and paralinguistic features of the language because of their familiarity with the topics, and this might have facilitated oral-aural skills, namely their listening and speaking abilities. In that sense, the experimental group might have been more advantageous to improve their BICS.

Secondly, audio-lingual skills require context-embedded aspects of language more in comparison to reading and writing which necessitate its context-reduced dimensions. Thus, it seems natural that audio-lingual skills predate reading and writing which are more CALP-oriented. In this case, CBI learners might have used the advantage of dealing with familiar topics, and consequently may have been exposed to contextual clues and paralinguistic features more in comparison to the control group.

Furthermore, working with familiar topics might have provided the experimental group with prerequisite schemata which might have made the tasks less cognitively demanding and more comprehensible and easier. Hence, the nature of the CBI

program might have put the experimental group in a more advantageous position to develop/improve their audio-lingual skills in comparison to the control group, as they seemed to experience both context-embedded language available for expressing and receiving meaning and cognitive ease in processing data involving a shared reality between the parties.

Nevertheless, the study is not without limitations which are to be taken into account while interpreting the findings. First, the experimental group received an intensive 96-hour weekend program which lasted eight weeks. The control group on the other hand received a less intensive (more staggered) program composed of 128 hours of instruction. When both groups took the KET after 90 hours of instruction, the experimental group almost completed their program, but the control group would still receive 38 hours of instruction to complete the course. Hence, the results did not give the complete picture about the performance of the control group, and, moreover, the delayed effects of this 90-hour instruction which might have emerged during the rest of the program could not have been observed. Second, a 90-hour instruction in an EFL context like Turkey where the classroom is the main (or only) source of L2 input may not be enough to get adequate evidence about the effects of an L2 program on the performance of the learners' L2 development. Third, the involvement of two teachers for the experimental and control groups might have influenced the learning process and the results in general. Fourth, the use of different materials for both groups might have affected the quantity and the quality of input, the degree of student interest which might have in turn affected the learners'

performance. In short, the study should be evaluated with these limitations in mind, before one draws general conclusions from the data about the effects of these two types of instruction on L2 learners' language development and performance.

CONCLUSION

This study was designed to see the effects of two types of instruction; teaching EFL through English or content to false-beginner Turkish learners. Specifically, it was conducted to investigate the following research questions: (a) Will CBI students who are exposed to listening and speaking skills in the L2 through occupational content improve in these skills better than general EFL students? and (b) Will CBI students improve the four skills in the L2 at least as much as general EFL students?

Although the study has the limitations stated above, the following conclusions can be drawn from the results. The study indicated that learners who learned English as a foreign language through the subject matter, tourism, improved their listening and speaking skills significantly more than the general EFL learners. In terms of reading and writing skills, statistically significant gains were not obtained and both groups of learners performed about the same. Finally, with respect to the cumulative score, again the CBI learners were superior to their general EFL counterparts. Hence, these results provided positive answers to the research questions and hypotheses stated above.

The results revealed that integrating language and content is an effective program of instruction. While learning a subject matter, the learners focused on the message, carried out meaningful classroom activities, and were exposed to meaningful samples of the target language. In addition, they received instruction about the formal aspects of the L2 when necessary. Therefore, there was a sound combination of the content

and the language. The content determined the language, not vice versa, and language was used as a medium. In this meaningful context, the students received enough comprehensible input to improve their language skills subconsciously. Moreover, the instruction about the language functioned as a consciousness-raising activity and helped the learners be aware of the formal aspects of the L2. As a result, the experimental group benefited from this integrated program of instruction and improved their global language proficiency and listening and speaking skills more than the control group, and performed as well as the control group in reading and writing skills.

This study suggests that CBI is a powerful tool to be used to teach a target language. Learners' language skills can be developed/improved through CBI combined with form-focused instruction. Thus, both for ESL and EFL contexts, teaching English through occupational content is a powerful alternative to general English teaching programs which generally focus on the language itself, dwelling on structures, functions, and notions too often at the expense of relevant themes. Therefore, the most noteworthy aspect of these results is that, not only in an ESL context but also in an EFL context, like Turkey, CBI can be used as an effective program of language instruction. It can be concluded that CBI holds much promise for improving the quality and efficiency of the L2 instruction especially in foreign language contexts.

Furthermore, CBI offers a sound alternative to foreign language instruction in countries with limited financial, logistical, and personnel resources, because it is quite

economical and efficient. It makes teaching both content and language simultaneously possible. Since, within the same period of time two objectives, both language and content, can be achieved, it provides economy with respect to time, materials and equipment, personnel, and building. Hence, it provides economy and effective use of national resources.

Moreover, creating a meaningful context in which learners get engaged in real, purposeful, and meaningful activities within a classroom in a foreign language context is a challenge for foreign language education, especially if there is no or little contact with the target language outside the classroom. Therefore, learners have no or limited opportunity to use the target language as a means of communication and, consequently, to improve their sociolinguistic, discourse, and strategic competencies. However, CBI is likely to overcome this problem by providing a meaningful and purposeful foreign language context in which the target language is used as a means of instruction and by helping learners get engaged in experiential learning.

Finally, when the students are enrolled in a general foreign language program, although they may improve linguistically, they are deprived of following the content courses and lag behind their peers who attend regular academic programs in terms of their cognitive-academic growth and study skills. Moreover, when learners attend general foreign language classes, they are not exposed to any content courses for a period of time during which they are cut off from academic life both physically and psychologically. However, at the end of this period, when they start their regular

academic program, they are most likely to experience difficulty. Similarly, they do not build up prerequisite content knowledge essential to follow regular academic instruction. In short, it is more likely that they are neither psychologically nor academically ready for their subsequent academic program. Hence, CBI, which integrates both language and content and fosters total growth of learners, offers a solution to prevent cognitive-academic regression of learners. It provides learners with opportunities to improve their language skills and simultaneously creates a context in which they are exposed to content as well as language. In this context, learners get cognitively involved with learning the content and forward their conceptual growth. Thus, CBI promises to avoid cognitive stagnation of learners and support their total growth both linguistically and conceptually.

IMPLICATIONS FOR FOREIGN LANGUAGE LEARNING

The results of this study are compatible with the belief that language is acquired successfully in meaningful contexts in which learners receive enough comprehensible samples of the target language when focusing on meaning (Krashen, 1982; Prabhu, 1987; Ellis, 1994; Long, 1994). Hence, it becomes a must to create conducive language learning environments in the classroom context in which learners try to communicate. However, how can such a context be created? The answer is to integrate content and knowledge to make the language learning process more natural, realistic and purposive. Subjects, such as geography, science, literature are all part of the curriculum students have to cover. Therefore, by associating the target language with these subjects, a means of communication is created whereby language is used in realistic, relevant, and even authentic contexts. Learning a subject they deal with in a target language provides immediate motivation for learners. They feel that they are actually carrying out real school work instead of focusing on only language whose objectives are remote and not specified yet (Chamot & O'Malley, 1987). Then, learners realize the "practical relevance of language as a means of communication" (Widdowson, 1988).

The project is the result of the successful collaboration among the tourism sector in Turkey, IATA, and course administration as well the collaboration between the professionals in the tourism sector and language teachers. As the design and implementation of the Boğaziçi University-Deulcom project suggest, the integration of language and content has significant implications for language learning. It calls

for collaboration between school and workplace on one hand, and subject and language teachers on the other, to teach both content and language efficiently to meet the vocational, social, and academic demands of learners. CBI requires collaboration between content and language teachers to complement each other to create a full-fledged program of instruction (Short, 1991a). Language teachers work together with content teachers to understand how language is used to convey "the conceptual structure of a subject" (Johns & Dudley-Evans, 1985), and diagnose the problems which arise related to it to help learners and subject teachers overcome them. Moreover, through cooperation, content-obligatory language can be identified, and, accordingly, the instruction can be prepared based on the language needs to support and facilitate content instruction. Besides that, through collaboration, language teachers become familiar with the content and, consequently, combine content with language instruction to make content more accessible to learners. Similarly, content teachers collaborate with language teachers to revise/enlarge their knowledge about language acquisition and language teaching methodology. Then, they become more conscious and sensitive about planning and carrying out activities which foster language development. Consequently, they integrate language objectives with subject matter while teaching content by determining which concepts of a topic to be focused on, how to present them to learners, how to increase their comprehensibility, and how to foster linguistic and cognitive-academic skills of learners. Thus, the link between content and language through which one supports the other bilaterally, can be established and intensified. In sum, through cooperation, both content and language teachers share the

responsibility for academic, cognitive, and linguistic growth of their learners, and enhance the efficiency of instruction in general (McDonough, 1984; Benesch, 1988; Short, 1991b; Genesee, 1994a; Milk, Mercado, & Sapiens, 1994; Day & Shapson, 1996).

Naturally, this type of collaboration necessarily calls for teacher education. To make teachers sensitive to both content and language needs, a special "content-based instruction teacher training" program should be implemented to help them combine content and language teaching techniques and pedagogy. Since the teacher factor determines the success of a program to a great extent, this kind of teacher education program eliminates the possible conflict between language and subject teachers and increases the efficiency of the program (Johns & Dudley-Evans, 1985; Chamot & O'Malley, 1987; Crandall, 1987; Snow & Brinton, 1988; Snow, Met, & Genesee, 1989).

In this project, the coursebook is used to provide students with preliminary information and linguistic resources about tourism-related topics. Besides the coursebook, as mentioned above, extra materials from other sources and authentic materials are commonly used. In CBI, it is desirable to use authentic materials; however, in the case of students with limited language proficiency levels, it may be necessary to adapt materials appropriate to their proficiency levels. While carrying out the material adaptation process, key information should be given in a clear and precise manner. In relation to course objectives, academic needs, and abilities of

learners, teachers should decide what is to be presented to students and chip away unnecessary details. To ease the burden of learning, it is essential to start first with what is concrete and tangible, then continue with what is abstract. It is also useful to personalize the materials by replacing character and place names from the students' own culture, and to indicate topics that are familiar to students. Moreover, presenting materials by using different modalities is likely to increase comprehension; therefore, realia, demonstrations, charts, graphs, pictures, maps, filmstrips, films, video tapes, audio cassettes, and pictures should be used prolificly. This helps students rely more on context than language to comprehend. In addition, materials are to be presented in series of thematically incorporated lessons to activate and expand schema, and keep student interest in materials. Materials should also be constantly evaluated throughout the year to clarify certain topics, to check instructional methods and to provide a variety of opportunities to students to comprehend and interact with them (Short, 1991a and 1991b).

Moreover, the project aims at developing/improving both content and linguistic knowledge of students while dealing with tourism-related topics. CBI calls for integrated curriculum when creating language and content curricula. To avoid artificial separation between language and content, and ensure that a program reflects the reality of a particular context, a team is formed by the staff from both language and content camps. They identify the objectives of each area and form the curriculum, determine the teaching materials and activities that serve the integrated content and language education. For instance, to link the language and content

courses, a needs analysis of the required skills of a content is carried out, working together with content teachers. By assessing the feedback from both subject and language teachers, and analyzing content and language materials, the curriculum designers from both the language and the content camps work in partnership to create a more reasonable curriculum to fulfill the content and language goals. This partnership never ends and continues at each stage of the instructional process (Crandall, 1987; Snow & Brinton, 1988; Genesee, 1994a).

Similarly, the administration of the project has been in touch with the tourism sector to get feedback in order to adapt the program to the demands of the sector. That is why, in a workplace, language professionals, curriculum designers should collaborate with employers, employees, and supervisors to carry out an effective vocational needs analysis. Questionnaires, surveys, interviews, observations can be used, and all other job-related printed materials, equipment, and technical stuff can be analyzed to increase the validity of the data gathered. Furthermore, the tasks that are carried out at the work place and language knowledge and skills necessary to perform those tasks should be analyzed. Based on the data, the knowledge and skills required for that particular job are identified to design purposive language programs. Then the goals for job training and language learning are specified, and the materials are chosen or produced in relation to the objectives (McGroarthy, 1993).

Likewise, the project tries to bridge the gap between the classroom and workplace by carrying out realistic tourism-related tasks by using realistic materials in the

classroom. Classroom instruction should facilitate transition from school to workplace or subsequent education. To provide it, the materials and classroom tasks and activities should be relevant to the ones students will deal with in their future lives. To increase its relevance and real world applicability, the instruction should be based on the careful analysis of the materials students will handle and the knowledge and skills they will need in their future careers or academic lives (Mohan, 1979; Kasper, 1995).

During the project, students deal with various activities and accomplish various tasks, such as preparing itineraries, designing appropriate programs for tourists, making reservations and arranging a conference, all of which require higher mental processes. Likewise, each lesson should include critical thinking and study skills. Classroom activities should be planned in such a way that students can be provided with opportunities to develop/improve thinking skills, such as predicting, categorizing, inferring, observing, categorizing, analyzing, synthesizing, classifying, and justifying. Teachers should also be aware of different learning styles and arrange the presentation of materials accordingly. Hence, materials should be designed to address visual, aural, tactile, and kinesthetic modes of learning (Short, 1991b).

Moreover, various tasks carried out in the classroom foster the students' conversational skills. The students performed different roles in different situations, such as confirming a reservation on the phone, writing a letter of complaint, and giving a briefing to a group of tour operators. Thus, to improve the social skills of

learners, interactive tasks should be performed in the classroom. When learners cooperate with each other, negotiate meaning with their peers and teachers, they polish their conversational skills in the target language. They learn how to clarify themselves and seek clarification, how to start, expand, and end a conversation. Since these are vital to perform basic communication, social interaction between students and teachers should be encouraged by creating optimal conditions for communication within the classroom. Thus, the different dimensions of communicative competence, that is, grammatical, sociolinguistic, strategic, and discourse competencies, should equally be emphasized during the classroom activities. A rich communicative context should be created to provide learners with enough opportunities in various contexts to improve their communicative competence as a whole (Day & Shapson, 1996; Swain, 1991 and 1996).

The students in the project are also required to analyze written texts to carry out the given task, such as arranging a tour in relation to the information given in the text; and they are engaged in various writing activities such as preparing a brochure about a hotel. Similarly, classroom activities should also be geared to foster both BICS and CALP, which are two interdependent components of proficiency to some extent. However, despite BICS and CALP being complementary, having BICS does not guarantee success in using language in context-reduced situations which require metalinguistic knowledge about the abstract system of language. Likewise, there is no guarantee that CALP-related activities enhance BICS as equally as they foster CALP. That is why, developing both BICS and CALP is also to be aimed at to have

full-functioning individuals in terms of their linguistic skills (Saville-Troike, 1984; Krashen & Biber, 1988; Cummins, 1994; Met, 1994).

Furthermore, the language summaries in the coursebook make students more aware of the linguistic features of the tasks they get engaged in during the classroom activities. That is why, depending on the content, to improve comprehension and motivation, language consciousness-raising activities ought to be implemented in CBI. If learners have gone through the formal operations stage in their cognitive development and are mature enough to deal with the abstract system of language, there would be an inner need to deal with it explicitly. Some specific parts of language can be highlighted for conscious study. This conscious knowledge would stimulate them because of the feeling that they have mastered some parts of the language. Besides this motivational aspect, the conscious knowledge of rules can help learners establish form-function relationships and facilitate the comprehension of the target language, and support language learning indirectly by helping learners perceive and analyze the input. Moreover, explicit knowledge of grammatical structures can draw learners' attention to target language items in the input and help them notice the gap between these features and the ones they use in communication. Hence, in order to focus learners' attention on the specific linguistic properties in the course of carrying out communicative activities, and to satisfy and stimulate their motivation, the explicit study of the rules of a target language could be quite fruitful for language learning (Seliger, 1979; Rutherford, 1987; Gass, 1991; Swain, 1991; Terrel, 1991; White, 1991; Ellis, 1993; 1994; 1997; Day & Shapson, 1996).

In addition, all the tasks the students are engaged in during the course are not beyond their current level of competence and conceptual readiness. Therefore, this implies that the appropriacy of classroom tasks for the academic and linguistic levels of learners is of vital importance to provide maximum access to language and utmost cognitive growth. When the classroom tasks are made easier by reducing cognitive demand without considering the learners' intellectual potential, their academic and intellectual growth may be hindered. To reduce the difficulty and complexity of tasks, providing extra contextual cues should be considered first. In planning activities, the purpose should be keeping the cognitive demand of a task while increasing contextual clues which may compensate learners for their limited linguistic skills in order to ease comprehension and task accomplishment (Cline & Frederickson, 1996). Thus, if the cognitive and linguistic requirements of classroom tasks are not systematically planned, students may get fossilized and their linguistic development may level off. Similarly, in terms of cognition, if the tasks are easier than usual, learners are likely to lose their interest in classroom activities. When they are too difficult, comprehension is impeded, and learners get frustrated and lost. As a result, they feel more anxious and less motivated. That is to say, classroom tasks should be neither too easy nor too difficult. Accordingly, learners ought to be provided with cognitively challenging and properly contextualized academic tasks at an optimal level of difficulty to stimulate both cognitive and language development and avoid the danger of fossilization and loss of interest. Moreover, subject matter should be directly related to the linguistic development of students, and modified accordingly to make lessons more cognitively challenging. Together with teachers'

experience and feedback they get from students, Cummins' framework can be used as an aid to adapt the classroom materials and to provide students with sufficiently challenging tasks. Adaptation process can be fulfilled in two ways; either by increasing contextual support or decreasing cognitive demand. However, what is recommended is the first one, moving horizontally to give extra contextual support to learners (Genesee, 1987; Prabhu, 1987; Krashen & Biber, 1988; Felix, 1994; Rogers & Pratten, 1996; Swain, 1996).

Moreover, the students have specific interest in the content of the course, and they are both mentally and psychologically ready to take part in classroom activities. The classroom activities are build on such readiness. Thus, it can be inferred that it is necessary to build the instruction on what learners are familiar with. This increases comprehension and reduces cognitive burden on learners. Since human cognition produces possible hypotheses on the basis of the background knowledge to process and interpret the new data, teaching through content creates a relevant context through which cognitive processes work more efficiently to process new stimuli by activating and enlarging the already-existing schemata (Felix, 1994).

Furthermore, the project focuses on the language as a whole and rather than isolating and practicing specific aspects of language, it adapts a holistic approach to language and aims at providing the students with necessary means to carry out required tasks. Consequently, it can be generalized that language should be treated as a whole that cannot be separated into its constituents. The use of language in natural contexts

calls for a holistic competence more than its parts. Any kind of division causes artificiality, increases cognitive burden on behalf of learners, and makes the transfer of what is learned in the classroom to natural contexts less likely (Prabhu, 1987). For that reason, all aspects of language proficiency and skills should be aimed at during the classroom activities. CBI, which aims at developing language skills within a context, meets this requirement by integrating language skills and different aspects of proficiency (Leone & Cisneros, 1994).

Not only should language be approached as a whole, but also learners. Language learning does not take place independent of other aspects of personal growth. It is interwoven with cognitive, academic, and social growth. Any kind of program which aims at developing only linguistic growth actually is cheating and misleading learners. Their cognitive, social, and academic development are robbed away at the expense of teaching a language. It is evident that only linguistic skills are not enough for a full-functioning individual. That is why, language teaching programs, like CBI, should be designed to provide and pave the way for the total growth of learners (Felix, 1994; Genesee, 1994b).

During the course, the students are exposed to comprehensible samples of the language. The results showed that providing comprehensible input to students is vital for efficient language instruction. It is evident that language learning takes place successfully when learners are exposed to enough meaningful samples of target language. Hence, making both language and content accessible to learners is vital.

To manage it, context-embedded tasks should be designed especially at early stages of instruction. The contextual clues can reduce the cognitive burden and facilitate comprehension. In addition, rich authentic materials are to be incorporated into classroom activities both to ease comprehension and provide a variety of input in an appealing manner. Besides these, by building the new situation on the already-existing skills and knowledge of learners to link new learning with background knowledge, it is also possible to make language more comprehensible (Krashen, 1982; Saville-Troike, 1984; Crandall, 1987; Krashen & Biber, 1988; Cummins, 1994; Genesee, 1994a; Met, 1994).

In addition, the final exam the students take is administered to measure to what extent they use language efficiently in given contexts. Hence, the content and language are not divorced from each other. The focus of evaluation shows that measurement and evaluation, which form an integral part of any language program, should be compatible with the particular nature of CBI. Since CBI is characterized by the integration of language and content, it is imperative that measurement and evaluation procedures be in tandem with this dual nature of CBI. Consequently, this duality leads to specification of what to measure and evaluate in CBI and development of appropriate procedures to carry out valid measurement (Snow et al., 1989; Short, 1991a and 1993; Genesee & Hamayan, 1994; Met, 1994). Thus, the measurement and evaluation procedures ought to be based on the careful analysis of both language and content objectives, considering the fact that language and content are interwoven and it is artificial and impossible to detach one from the other. As

measurement is built on course objectives and related classroom activities, particular procedures reflecting the characteristics of specific groups of learners and measuring what is wanted to be measured are called for rather than general standard measurement and evaluation procedures (Snow, 1993; Grimble & Filer, 1996).

Although a holistic assessment procedure integrating content and language is called for, when learners are not succeeding in a course, it is advisable to define language and content objectives separately and focus on a single objective in a given measurement procedure. The lack of enough linguistic resources may interfere with learners' manifesting their learning of content or the lack of enough content knowledge may interfere with their linguistic performance during measurement (Snow et al., 1989; Short, 1993). Thus, determining whether content or language objectives are assessed in a measure avoids the likelihood of interference between language and content, and increases validity. For example, students who have already mastered a given content area may not demonstrate it, if the language that is required to understand and carry out the tasks is beyond their current level of competence. Hence, the difficulty level of language while measuring content should be considered. Conversely, they may fail to show their mastery of language skills, if they lack academic and content knowledge or are unfamiliar with social conventions. Clearly, determining language and content objectives in advance, and being clear about what to assess, either language or content, in a given procedure are basic to obtain valid results (Mohan, 1986; Snow et al., 1989; Short, 1991a and 1993).

Similarly, positive washback effects on CBI programs demand an efficient match between classroom materials and tasks as well as materials and tasks used on assessment procedures. Hence, assessment activities should be contextualized and prepared in accordance with what learners are doing and which materials they are using in the classroom (Snow et al, 1989; Haworth & Joyce, 1996). Not only should assessment procedures be appropriate for classroom activities and materials, but also they should be so in terms of learners' academic and linguistic development. For this purpose the Cummins' framework can be utilized to create appropriate challenge in both language and content activities on assessment procedures (Rogers & Pratten, 1996; Haworth & Joyce, 1996). Moreover, measurement procedures ought to be designed and carried out with reference to the requirements of the real world settings to see if students would perform satisfactorily in the workplace or academic life. As the ultimate aim of CBI is to equip learners with necessary knowledge and skills to prepare them for real life contexts, designing relevant and appropriate assessment activities based on external criteria reflecting real world situations should be at the heart of the evaluation process (Clark & Lett, 1988).

Another implication of the study is that as learners can benefit from a variety of assessment tools in relation to their learning strategies and learning styles, it is advisable to utilize a wide range of measures to get a picture about student performance. Since students may not demonstrate their abilities on one test, they should be evaluated frequently to get more reliable feedback on whether course objectives are realized or not (Snow et al., 1989; Short, 1993). In addition, it

should be kept in mind that evaluation, which is an indispensable part of any language education program, is an ongoing process, and continuous assessment of students' language skills and mastery of content areas are required to decide whether course objectives are fulfilled and whether the program needs to be revised or not (Met, 1994; Genesee & Hamayan, 1994). Besides standardized tests, ongoing integrative tests should also be used widely to supplement objective data and get a more comprehensive picture of student performance. For this purpose, students' classroom performance, tasks, reports, and journals through which students may employ various communication skills simultaneously can be utilized (Short, 1991a; Canales, 1994).

Finally, the last implication is about the nature of L2 instruction, including ESP. Since learners biologically tend to develop their audio-lingual skills prior to their reading and writing skills, audio-lingual skills deserve special attention. In order to be compatible with this natural tendency and improve the efficiency of L2 instruction, L2 instruction should generally focus on audio-lingual skills more with a view to fostering the development of these skills at the early stages of L2 learning unless it is designed especially to develop/improve literacy skills.

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APPENDIX 1

Ref: First Class English for Tourism

4

Unit contents chart

1

People in tourism

Present simple for facts and habits; present continuous for temporary activities.

Finding out about people working in tourism. Listening for specific information. Writing a job description.

2

Flight reservations

Requests: *Can ...?/Could ...?/Would ...?; have got.*

Dealing with flight reservations. Understanding abbreviations and symbols. Days and dates.

3

Changes and cancellations

Wh- questions; present continuous for future arrangements.

Making alterations to flight bookings. Asking for and giving factual information. Writing letters explaining cancellation charges.

4

Rail enquiries

would like + to infinitive, would like + nouns; countable and uncountable nouns.

Dealing with enquiries about rail travel. Reading a descriptive passage. Writing replies to requests for information.

5

Timetables

Preferences: *would prefer (to)/would rather.*

Answering timetable enquiries on the telephone. Using the 12-hour/24-hour clock. Inferring meaning from context.

Unit contents chart

6

Travel requirements

Degrees of obligation: *must/have to, needn't, mustn't*.

Informing customers about travel requirements.

Transferring information from a letter to a form. Writing letters of confirmation.

7

Giving directions

Imperatives in instructions; prepositions of place and movement.

Understanding and giving directions on a map and in an airport building. Reading for specific details. Talking about services and facilities.

8

Tourist information

Giving advice and making suggestions: *should, ought to*.

Offering advice to tourists. Listening for specific information. Reading and writing promotional material.

9

Methods of payment

Past tense of regular and irregular verbs.

Dealing with different methods of payment. Listening and transferring information to a form. Writing a narrative in the past simple.

10

Hotel facilities (1)

Comparatives and superlatives: *-er, -est; more ... than, the most ...*

Comparing hotel facilities. Listening and inferring. Writing brochure descriptions of hotel services.

Unit contents chart

11

Hotel facilities (2)

Talking about plans and intentions: *be going to*.

Visiting hotels as a tour company representative. Reading promotional material. Writing letters of recommendation.

12

Telephone enquiries

will; telephone language; time prepositions.

Taking reservations over the telephone. A guide to telephone language and behaviour. Writing telephone messages and letters of confirmation.

13

Checking in

Degrees of probability: sentences with *if* and *when*.

Receiving guests. Reading and talking about features of the hotel industry. Understanding and writing telexes.

Promoting your country's hotel industry.

14

Complaints

Expressions used when complaining or apologizing; tense revision.

Dealing with complaints. Building dialogues. Guidance on replying to letters of complaint.

15

Conference facilities

enough/too with nouns and adjectives.

Describing conference requirements and facilities.

Promoting your town/region as a conference centre.

Organizing a conference.

Unit contents chart

16

Local tours

Present and past passive.

Describing processes. Reading and contrasting texts.

Discussion about the effects of tourism in your country.

Preparing and giving a talk.

17

Foreign tours

Present simple for programmes and schedules.

Explaining tour diaries. Reading about special interest holidays. Using descriptive adjectives. Preparing and writing tour diaries.

18

Itineraries

Present perfect for talking about experiences; present perfect contrasted with past simple.

Dealing with enquiries about itineraries. Planning and writing personal itineraries. Controlled dialogue building.

19

Car and equipment hire

Present perfect with *for* and *since*.

Arranging car and equipment hire. Describing sports facilities and advising clients on choosing a resort.

20

Job interviews

Degrees of probability: the conditional with *would*.

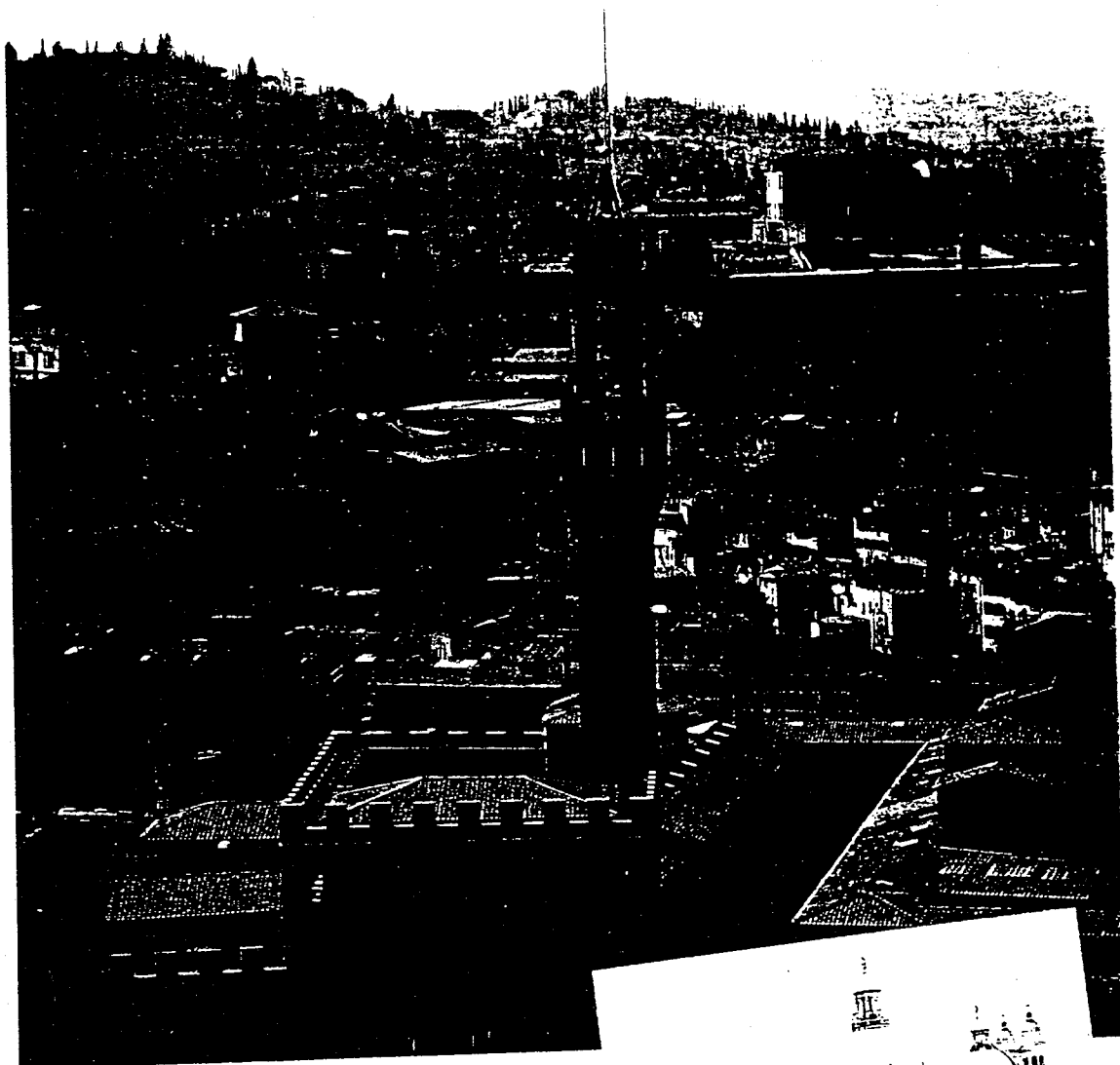
Taking part in job interviews. Reading and writing letters of application. Discussion on the future of the tourist industry.

APPENDIX 2

Ref: First Class English for Tourism

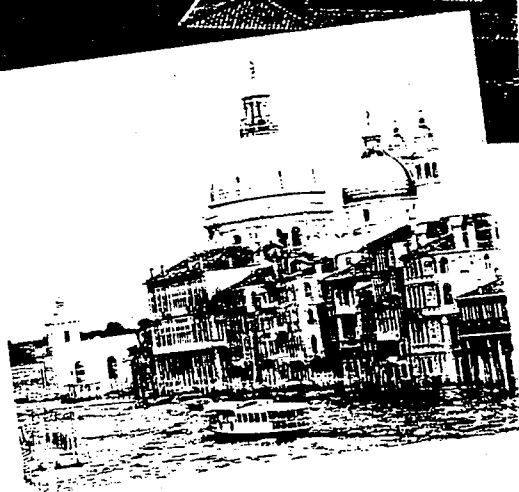
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Itineraries

*Listening*

Listen to this conversation in a Rome travel agency and answer these questions.

- 1 Why is the woman in Rome?
- 2 What does she want the travel agent to do?
- 3 Has the woman been to Florence before?
- 4 Why does she have to be in Venice on the Wednesday?



Itineraries

Language study 1

One of the uses of the present perfect tense is to ask or talk about experiences. In such cases we are not particularly interested in *when* something happened. We form the present perfect with *have* + the past participle.

Have you ever been to Florence?

I've never visited Tuscany.

I've seen very little of Italy.

We've already booked tickets.

Practice A

Match these questions and answers. Write an answer for f.

- 1 Have you ever eaten snake meat?
 - 2 Have you read any good books recently?
 - 3 Have you ever been to New Zealand?
 - 4 Have you ever flown first class?
 - 5 Have you been ill recently?
 - 6 Have you ever ridden a motorcycle?
- a Yes. I tried some in Thailand last year. I quite enjoyed it.
 - b No, I haven't. But I'd like to go there some time.
 - c Yes. That's how I get to work every day!
 - d No. I've been too busy the last couple of weeks.
 - e Yes, once. The company paid.
 - f ...

Practice B

Write down three exciting or unusual things you have done in your life. Has anyone else in your class done the same as you? Ask and find out.

Language study 2

Compare the use of the past tense. Remember, we use the past tense to talk about activities which happened at a specific time in the past.

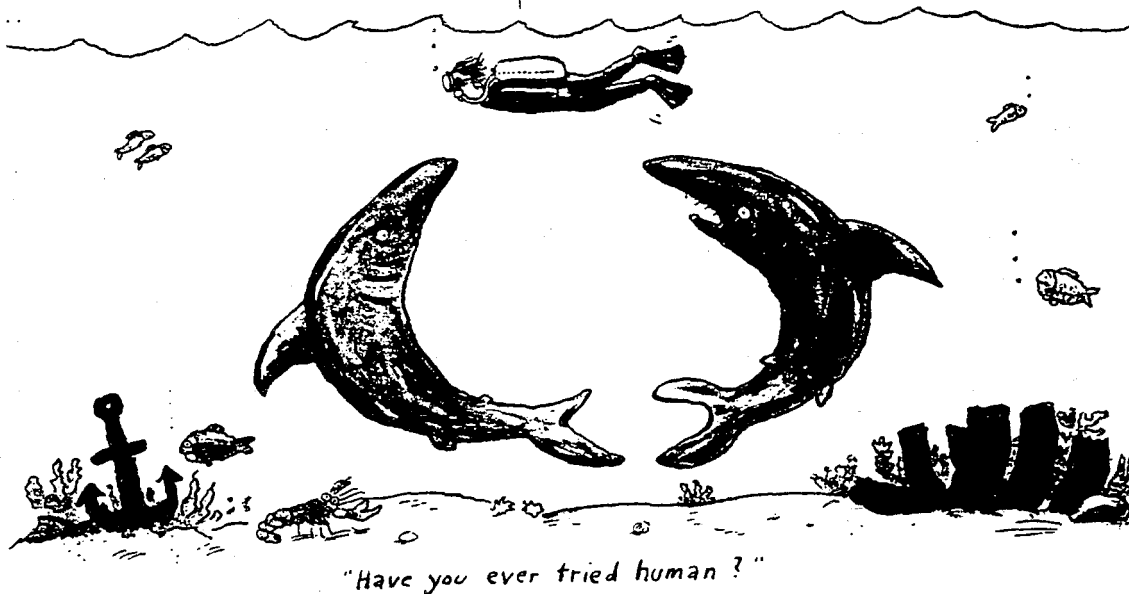
A *I went to the cinema yesterday.*

B *Which film did you see?* (They are still talking about yesterday.)

Practice C

Find out what your partner has and hasn't done. Make up dialogues starting *Have you ever tried ... / been to ... / seen ...* etc.

- Example: A *Have you ever tried raw fish?*
 B *Yes, I have. (No, I haven't.)*
 A *When did you try it?*
 B *When I went to Japan.*



Itineraries

Reading

Read the letter and itinerary that the travel agency FAXed to Mrs Munro. Suggest times when Mrs Munro and Miss Parker could go on the excursions. Are there any excursions they will not be able to take?

Dear Mrs Munro

Here is a suggested itinerary for your trip to Florence and Venice.

Can you come into the office tomorrow to collect your tickets and to settle your account?
Please note that I will need to take your credit card number to guarantee the hotel bookings.

ITINERARY FOR MRS MUNRO AND MISS PARKER

Saturday, 5 April

Depart Rome (Termini)	11.00
Arrive Florence	13.10

Hotel Brunelleschi, via della Scala 7

Excursions

Florence city tour and Pitti Palace - afternoon, Mon-Fri
Pisa - morning, Tues, Thur, Sat
Siena and San Gimignano - full day, Mon, Wed, Fri

Tuesday, 8 April

Depart Florence	14.51
Arrive Bologna	15.42
Depart Bologna	16.44
Arrive Venice	18.44

Hotel Londra Palace, Riva degli Schiavoni

Excursions

City tour and gondola ride - morning, daily
Venetian islands - morning, daily
Evening gondola serenade - 1 hour, daily

Saturday, 12 April

Depart Venice	10.25
Arrive Bologna	12.23
Depart Bologna	12.42
Arrive Rome (Termini)	16.05

Yours sincerely

Carla Silvestrini

Carla Silvestrini

Itineraries

Activity

Mr Rossi is on a business trip in Linz, Austria. He would like to extend his trip to visit Salzburg and Vienna. Look at the notes and timetables. Then make up a suitable itinerary for Mr Rossi.



Notes

Mr Rossi wants to leave Linz on Monday 15 October. Must be back in Linz by 11 a.m., Friday 19 October at the latest. Would like to spend at least two days in each city. Wants information on excursions. Has arranged a business meeting in Vienna on 17 October at 11.00 a.m.

Hotels:

Hotel Elefant, Sigmund Haffnergasse 4, Salzburg.
Hotel Ananas, Recnte Wienzelle 101, Vienna.

Excursions, Salzburg:

City tour (Mozart's house, Mirabelle Palace) – daily, mornings.

Lakes and Mountains – daily, full day.

Excursions, Vienna:

City tour – daily, half day.

Vienna Woods and concert – Tuesday, Thursday, Saturday.

VIENNA - LINZ - SALZBURG

Vienna	dep.	0700	0800	0838	1000	....	1200	1300	1400	1504
Linz	arr.	0852	0954	1022	1152	....	1352	1452	1552	1657
Linz	dep.	0854	0956	1024	1154	1210	1354	1454	1554	1700
Salzburg	arr.	1015	1120	1137	1320	1400	1515	1615	1715	1825

Salzburg	dep.	0650	0812	0940	1040	1140	1240	1340	1440	1540
Linz	arr.	0759	0923	1101	1201	1301	1401	1501	1601	1700
Linz	dep.	0801	0925	1103	1203	1303	1403	1503	1603	1703
Vienna	arr.	0938	1105	1300	1400	1500	1600	1700	1800	1900

Summary

Now you can

Use the present perfect tense to ask and talk about experiences

Have you ever been to Venice?

No. In fact I've seen very little of Italy.

Plan and write an itinerary

New words

daily
gondola
guarantee
lake
raw

serenade
settle an account
snake
Venetian
woods

APPENDIX 3

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Oxford Placement Test 1

Grammar Test PART 1

Name _____

Total Listening _____ / 100 Total Grammar Part 2 _____ / 50

Total Grammar Part 1 _____ / 50 Grand total _____ / 200

Look at these examples. The correct answer is ticked.

- a In warm climates people like likes are liking sitting outside in the sun.
- b If it is very hot, they sit at under the shade.

Now the test will begin. Tick the correct answers.

- 1 Water is to boil is boiling boils at a temperature of 100°C. 1 _____
- 2 In some countries there is is it is very hot all the time. 2 _____
- 3 In cold countries people wear thick clothes for keeping to keep for to keep warm. 3 _____
- 4 In England people are always talking about a weather the weather weather 4 _____
- 5 In some places it rains there rains it raining almost every day. 5 _____
- 6 In deserts there isn't the some any grass. 6 _____
- 7 Places near the Equator have a warm the warm warm weather even in the cold season. 7 _____
- 8 In England coldest the coldest colder time of year is usually from December to February. 8 _____
- 9 The most Most of Most people don't know what it's like in other countries. 9 _____
- 10 Very less little few people can travel abroad. 10 _____
- 11 Mohammed Ali has won won is winning his first world title fight in 1960. 11 _____
- 12 After he had won have won was winning an Olympic gold medal he became a professional boxer. 12 _____
- 13 His religious beliefs have made him made him to made him change his name when he became champion. 13 _____
- 14 If he has would have had lost his first fight with Sonny Liston, no one would have been surprised. 14 _____
- 15 He has travelled a lot both and or as a boxer and as a world-famous personality. 15 _____

- 16 He is very well known all in / all over / in all the world. 16
- 17 Many people is believing / are believing / believe he was the greatest boxer of all time. 17
- 18 To be the best from / in / of the world is not easy. 18
- 19 Like any too sportsman Ali had to / must / should train very hard. 19
- 20 Even though he has now lost his title, people would / will / did always remember him as a champion. 20

The history of aeroplane / the aeroplane / an aeroplane is quite a a quite / quite short one. For many centuries men are trying / try / had tried to fly, but with little / few / a little success. In the 19th century a few people succeeded to fly / in flying / into flying in balloons. But it wasn't until the beginning of this / next / that century that anybody were / is / was able to fly in a machine who / which / what was heavier than air, in other words, in who / which / what we now call a 'plane'. The first people to achieve powered flight were the Wright brothers. His / Their / Theirs was the machine which was the forerunner of the jumbo jets and supersonic airliners that are such / such a / so common sight today. They could / should / couldn't hardly have imagined that in 1969, not much / not many / no much more than half a century later, a man will be / had been / would be landed on the moon. Already a man / man / the man is taking the first steps towards the stars. Although space satellites have existed since / during / for less than forty years, we are now dependent from / of / on them for all kinds of informations / information / an information. Not only are they / they are / there are being used for scientific research in space, but also to see what kind of weather is coming / comes / coming. By 1998 there would / must / will have been satellites in space for forty years and the 'space superpowers' are planning to have / make / let massive space stations built. When these will be / are / will have been completed it will be the first time when / where / that astronauts will be able to work in space in large numbers. Apart / For / Except all that, in many ways the most remarkable flight of / above / at all was it / that / that one of the flying bicycle, which the world saw on television, flying / to fly / fly across the Channel from England to France, with nothing apart / but / than a man to power it. As the bicycle-flyer said, 'It's the first time I realize / I've realized / I am realizing what hard work it is to be a bird!'

Grammar Test PART 2

- 51 Many teachers say to say tell their students should learn a foreign language. 51
- 52 Learning a second language is not the same as like than learning a first language. 52
- 53 It takes long time long a long time to learn any language. 53
- 54 It's said that Chinese is perhaps the world's harder hardest more hard language to master. 54
- 55 English is quite difficult because of all the exceptions who which what have to be learnt. 55
- 56 You can learn the basic structures of a language quite quickly, but only if you
are wanting will to are willing to make an effort. 56
- 57 A lot of people aren't used to the study to study to studying grammar in their own language. 57
- 58 Many adult students of English wish they would start would have started had started
their language studies earlier. 58
- 59 In some countries students have to spend a lot of time working on by in their own. 59
- 60 There aren't no any some easy ways of learning a foreign language in your own country. 60
- 61 Some people try to improve their English by hearing listening listening to the BBC World Service. 61
- 62 Live Life Living with a foreign family can be a good way to learn a language. 62
- 63 It's no use to try trying in trying to learn a language just by studying a dictionary. 63
- 64 Many students of English would rather not would rather prefer not would rather not to take tests. 64
- 65 Some people think it's time we all learn should learn learnt a single international language. 65

Charles Walker is a teacher at a comprehensive school in Norwich. He has joined joined joins
the staff of the school in 1988 and has been working worked works there ever since. 66

Before move to move moving to Norwich, he taught in Italy and in Wales. 67

and before that he has been was was being a student at Cambridge 68

University. So far he isn't wasn't hasn't been in Norwich for as long 69

as he was in Wales, but he likes the city a lot and should would could 70

like to stay there for at least another two years. for how which as he 71

puts it, until his two children have will have will be grown up a bit. 72

He met his wife, Kate, in 1982 while he was to live was living had been living 73

abroad for a while, and they got married in 1986. 74

Their two children, Mark and Susan, are were have been both born in Norwich. 75

The Walkers' boy, who ~~which~~ ~~he~~ is four, has just started
 at nursery school, but his ~~their~~ ~~her~~ sister
shall stay ~~stays~~ ~~will be staying~~ at home for another couple of years,
 because she is nearly two years younger ~~more young~~ ~~the younger~~
 than him. Charles and Kate Walker are used ~~use~~ ~~used~~ to live in the
 country, but now that they have children, they have moved ~~move~~ ~~moved~~
 into the city. Charles wanted a house next ~~near~~ ~~close~~ the
 school in order ~~for~~ ~~to~~ get to work easily. Unfortunately
the ~~a~~ ~~that~~ one the two of them really wanted was too expensive,
 so they must ~~should~~ ~~had to~~ buy one a bit further away. By the time the
 children go ~~will go~~ ~~will have gone~~ to secondary school,
that ~~which~~ ~~what~~ Charles and Kate hope will be in Norwich, the
 Walkers will have been ~~have been~~ ~~will be~~ living there for at least fifteen years.
 They can't be sure if they stay ~~do stay~~ ~~will stay~~, but if they
don't ~~didn't~~ ~~won't~~, their friends won't be too surprised.

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Look at the following examples of question tags in English. The correct form of the tag is ticked.

- a He's getting the 9.15 train, isn't he ~~hasn't he~~ ~~wasn't he~~ ?
 b She works in a library, isn't she ~~doesn't~~ ~~she doesn't~~ ?
 c Tom didn't tell you, hasn't he ~~didn't he~~ ~~didn't he~~ ?
 d Someone's forgotten to switch off the gas, didn't one ~~didn't they~~ ~~haven't they~~ ?

Now tick the correct question tag in the following 10 items:

- 91 John's coming to see you, hasn't he ~~wasn't he~~ ~~isn't he~~ ?
 92 It's been a long time since you've seen him, hasn't it ~~isn't it~~ ~~haven't you~~ ?
 93 He's due to arrive tomorrow, won't he ~~isn't he~~ ~~will he~~ ?
 94 He won't be getting in till about 10.30, isn't he ~~is he~~ ~~will he~~ ?
 95 You met him while you were on holiday, didn't you ~~weren't you~~ ~~haven't you~~ ?
 96 I think I'm expected to pick him up, aren't I ~~don't I~~ ~~are you~~ ?
 97 No doubt you'd rather he stayed in England now, didn't you ~~wouldn't you~~ ~~shouldn't you~~ ?
 98 Nobody else has been told he's coming, is he ~~has he~~ ~~have they~~ ?
 99 We'd better not stay up too late tonight, didn't we ~~have we~~ ~~had we~~ ?
 100 I suppose it's time we called it a day, didn't we ~~isn't it~~ ~~don't I~~ ?

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APPENDIX 4

ANKET

Aşağıdaki soruları dikkatle okuduktan sonra boşlukları doldurunuz veya doğru seçeneği işaretleyiniz.

1. Adınız ve soyadınız:.....
2. Doğum yeriniz ve tarihi:.....
3. Baba ve annenizin eğitim durumu
Baba: üniversite..... yüksekokul..... lise veya dengi okul..... ortaokul..... ilkokul.....
Anne: üniversite..... yüksekokul..... lise veya dengi okul..... ortaokul..... ilkokul.....
4. Baba ve annenizin meslekleri: Baba:..... anne:.....
5. Daha önce yabancı dil öğrendiniz mi? evet..... hayır..... Cevabınız EVET ise
İlkokul yabancı dilin türü..... haftadasaatyılay
Ortaokul yabancı dilin türü..... haftadasaatyılay
Lise yabancı dilin türü..... haftadasaatyılay
Özel kurslar yabancı dilin türü..... haftadasaatyılay
6. Ortaokulunuzun adı:..... türü: özel..... devlet.....
7. Ortaokulu okuduğunuz şehir..... ilçe..... semt.....
8. Orta okulda okuduğunuz yabancı dil ders kitaplarını sıralayınız:.....
9. Orta okuldaki yabancı dil not ortalamanız: 90-100..... 70-89..... 50-69..... 30-49..... 0-29.....
10. Lisenizin adı:..... türü: özel..... devlet.....
11. Liseyi okuduğunuz şehir..... ilçe..... semt.....
12. Lisede okuduğunuz yabancı dil ders kitaplarını sıralayınız:.....
13. Lisedeki yabancı dil not ortalamanız: 90-100..... 70-89..... 50-69..... 30-49..... 0-29.....
14. Daha önce hiç İngilizce konuşulan bir ülkede bulundunuz mu? evet..... hayır.....
Cevabınız EVET ise hangi ülkelerde?..... ne kadar süre?..... kaç yaşındayken?
15. İngilizce gazete, dergi veya benzeri yayınları takip ediyorsanız süresini yazınız.yılay
16. İngilizce roman, hikaye ve benzeri eserleri okuma durumunuzu belirtiniz.
her hafta..... her onbeş günde bir..... her ay..... her üç ay..... her altı ay..... hiç.....
ne kadar süreden beri?yılay
17. İngilizce televizyon programlarını izleme durumunuzu belirtiniz.
her gün..... her iki günde bir..... her üç günde bir..... her hafta..... her ay..... hiç.....
ne kadar süreden beri?yılay
18. İngilizce film seyredersiniz?
her gün..... her iki günde bir..... her üç günde bir..... her hafta..... her ay..... hiç.....
ne kadar süreden beri?yılay
19. İngilizce radyo programlarını dinlersiniz?
her gün..... her iki günde bir..... her üç günde bir..... her hafta..... her ay..... hiç.....
ne kadar süreden beri?yılay
20. Hiç anadili İngilizce olanlarla iletişim kurdunuz mu? evet..... ne kadar süreyle? yıl ay
hayır.....
21. Daha önce turizm sektöründe çalıştınız mı? evet..... hangi alanda?..... ne kadar süreyle?.....
hayır.....
22. Daha önce İngilizce kullanılan bir ortamda çalıştınız mı?
evet..... hangi alanda?..... ne kadar süreyle?.....
hayır.....
23. Deulcom İngilizce kursuna devam etmeniz en önemli nedenini kısaca yazınız:.....

Candidate Name _____

Centre Number

Candidate
Number

--	--

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
Examinations in English as a Foreign Language

KEY ENGLISH TEST

0085/2

PAPER 2 Listening Test

Saturday

26 NOVEMBER 1994

Afternoon

Approx. 25 minutes
(including 8 minutes
transfer time)

Additional materials:

Answer sheet

Eraser

Pencil

TIME Approx. 25 minutes (including 8 minutes transfer time)

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided on the question paper.

You will have eight minutes at the end to transfer your answers, in pencil, onto the separate answer sheet.

At the end of the examination, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

There are 5 parts to this test and you will hear each part **twice**.

There will be a pause before each part to allow you to look at the questions, and other pauses to let you think about your answers.

This question paper consists of 8 printed pages and 4 blank pages.

READING AND WRITING PAPER

Part 1 Questions 1 - 5

Who are these notices for?
For questions 1-5, mark A, B or C on the answer sheet.

EXAMPLE	ANSWER
<p>0</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Under 16s half price</p> </div>	<p>A car drivers B old people C children</p> <p style="text-align: right;">C</p>

1

*BIRTHDAY CARDS
UPSTAIRS*

- A car drivers
- B customers
- C hotel guests

2

British and
European passports

- A tourists
- B shop assistants
- C school children

3

Please do not take
bathroom towels
to the beach

- A people in a cinema
- B secretaries
- C hotel guests

4

No stopping
on motorway

- A school children
- B bus drivers
- C passengers

5

A free coke
with every pizza!
.....

- A people in a restaurant
- B people in a museum
- C people in a theatre

Questions 6-10

Which notice (A-H) says this (6-10)?

For questions 6-10, mark the correct letter (A-H) on the answer sheet.

EXAMPLE	ANSWER
0 We can help you.	E

- 6 We do our job fast.
- 7 We are open this afternoon.
- 8 We sell food.
- 9 You can save money here.
- 10 This is too old.

A

Closed for Lunch 1 - 2 pm

B

Use Before 20.10.92

C

STAMPS
ONLY

D

Freshly made Sandwiches

E

INFORMATION

F

Buy more and spend less!

G

ONE HOUR
PHOTO SERVICE

H

GRAND OPENING
8 JANUARY

Part 2

Questions 11 - 15

Read the descriptions (11 - 15) of some places.

What is the name of each place (A - H)?

For questions 11 - 15, mark the correct letter (A-H) on the answer sheet.

EXAMPLE

0 You can see a film here.

ANSWER

C

11 You can buy medicine here.

12 People often stay in a room here on holiday.

13 If you are very ill, you stay here.

14 You can buy stamps here.

15 When your car has a problem, you take it here.

PLACES

A camping-site

B chemist

C cinema

D garage

E hospital

F hotel

G post office

H theatre

Part 3**Questions 16 - 20**

Complete the five conversations.

For questions 16 - 20, mark A, B or C on the answer sheet.

EXAMPLE	ANSWER
0 Do you want to go to the bank?	B
A Yes, I have.	
B Yes, I do.	
C Yes, I went too.	

16 Can I use your telephone?

- A Phone me at 5 o'clock.
- B Yes, of course.
- C Sorry, you have the wrong number.

17 When's Tom coming?

- A Last night.
- B At lunch time.
- C Two days ago.

18 How old is David?

- A He's good.
- B Next year.
- C Twenty.

19 How much will the ticket be?

- A £50.
- B Two hours.
- C 50 miles.

20 Jane's away.

- A On holiday?
- B Yesterday?
- C Has she?

Questions 21 - 25

Complete the conversation.

What does Mario say to Jenny?

For questions 21 - 25, mark the correct letter (A - H) on the answer sheet.

EXAMPLE	ANSWER
Jenny: Hello, Mario. How are you?	
Mario: O.....	D

Jenny: Fine. Are you doing anything on Saturday?

Mario: 21

Jenny: Well, would you like to come to the beach with me and some friends?

Mario: 22

Jenny: We're meeting at Mike's house. Have you been there before?

Mario: 23

Jenny: That's right. Can you be there at 7.30?

Mario: 24

Jenny: Please don't be late! We're all taking some food. Can you bring something?

Mario: 25

Jenny: Right. Bye!

A Yes, I'd love to.

B Yes, I'll make some sandwiches.

C The bus leaves at 8 o'clock.

D I'm fine, thanks. How are you?

E It's opposite the park, isn't it?

F It's a beautiful beach.

G That's very early!

H No, I don't think so. Why?

Part 4

Questions 26 - 32

Read the article about a young tennis player.

Are sentences 26 - 32 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't Say' (C).

For questions 26 - 32, mark A, B or C on the answer sheet.

Love 15!

Jennifer Capriati is just 15 years old. This year she played tennis at Wimbledon and won against the champion, Martina Navratilova. This is what she told our interviewer.

Do you think you have played well this year?

Well, I'm playing better than last year. At Wimbledon they said I hit the ball at 155 kilometres an hour!

People often say you are like Christ Evert. Do you agree?

Chris is my friend and I really admire her, but we play very differently. I don't try to play in the same way as her.

Is it easy to do your school work when you travel all over the world?

My mother and father don't let me forget my school work when I'm away from home. And my teachers help me a lot.

How do you get on with boys?

I love to beat them when we play tennis together! They say things like "No girl is going to beat me," which makes me try twice as hard!

Do you have any hobbies?

Shopping with my mum. All those people who say I was born to play tennis are wrong. I was born to shop!

EXAMPLE

ANSWER

0 Jennifer started playing tennis when she was 15.

B

A Right

B Wrong

C Doesn't Say

26 Jennifer was the youngest player at Wimbledon.

A Right

B Wrong

C Doesn't Say

27 The ball goes very fast when Jennifer hits it.

A Right

B Wrong

C Doesn't Say

28 Jennifer and Chris often play tennis together.

A Right

B Wrong

C Doesn't Say

29 Jennifer wants to play like Chris.

A Right

B Wrong

C Doesn't Say

30 Jennifer's parents make her do her school work.

A Right

B Wrong

C Doesn't Say

31 Jennifer tries very hard when she plays against boys.

A Right

B Wrong

C Doesn't Say

32 Jennifer doesn't have time for any hobbies.

A Right

B Wrong

C Doesn't Say

Part 5

Questions 33 - 40

Read the article about Sherlock Holmes.

Choose the best word (A, B or C) for each space (33 - 40).

For questions 33 - 40, mark A, B or C on the answer sheet.

Sherlock Holmes

Most people know the names of the famous detective Sherlock Holmes and 0 good friend Dr. Watson. But perhaps you don't know 33 facts about Sherlock Holmes.

The first Sherlock Holmes story 34 written by Arthur Conan Doyle in 1886.

Conan Doyle was 35 doctor and he 36 only write his books when he wasn't busy with sick people.

In the stories, Holmes and Watson lived 37 221B Baker Street. Hundreds of people from all over the world 38 write to Holmes at that address every week asking 39 his help. The building is now a bank, and 40 is a secretary in the bank who reads all Sherlock Holmes' letters!

EXAMPLE

0

A his

B its

C their

ANSWER

A

33 A that

B these

C this

34 A has

B is

C was

35 A a

B one

C the

36 A must

B may

C could

37 A at

B by

C on

38 A never

B still

C yet

39 A for

B to

C with

40 A here

B she

C there

Part 6

Questions 41 - 50

Complete these letters.

Write ONE word for each space (41 - 50).

For questions 41 - 50, write your words on the answer sheet.

Dear Teacher,

I (Example: am) sorry I cannot come 41 class today. I 42 got a bad cold. I must stay 43 bed for two days. I'll be back at school next week.

Please 44 you give me 45 homework?

Yours,

Tina

Dear Tina,

I'm sorry you are 46 . Get better 47 !

You can read page six of 48 course book, and then 49 the exercise on page seven.

I'll see you in class 50 Monday.

Yours,

A. Bennett

Part 7

Questions 51 - 55

Read this information about a family who want to visit China.

Fill in the information on the VISA APPLICATION.

For questions 51 - 55, write the information on the answer sheet.

Joseph Flood is from the USA. He is 36 years old and he is a pilot. He lives in the Mid-West in a town called Oshkosh. He is married to Jane. They have two daughters and one son.

VISA APPLICATION

First name

Joseph

Surname

51

Nationality

52

Age

36

Job

53

Wife's name

54

Number of children

55

Part 8**Question 56**

You must see your friend, David, before tomorrow evening.

Write a note to David.

Say:

why you want to see him.

where and when to meet you.

Write 20-25 words.

Write your note on the back of the answer sheet.

LISTENING PAPER

Part 1

Questions 1 - 5

Listen to the tape.

You will hear five short conversations.

You will hear each conversation twice.

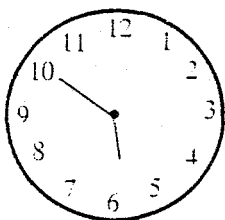
There is one question for each conversation.

For questions 1 - 5, put a tick ☒ under the right answer.

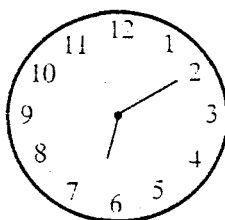
Here is an example:

EXAMPLE		
0 What time is it?		
06.00	08.00	09.00
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

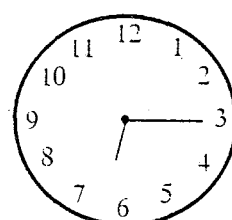
1 What time does the train go?



A ☐

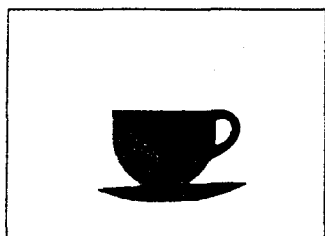


B ☐

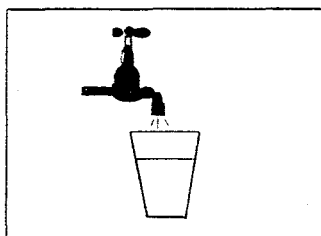


C ☐

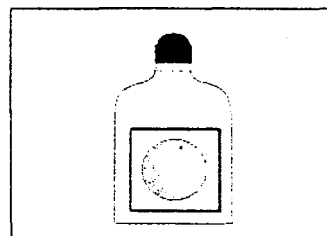
2 What does the woman drink?



A ☐



B ☐

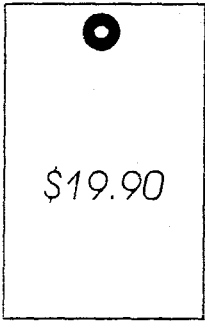


C ☐

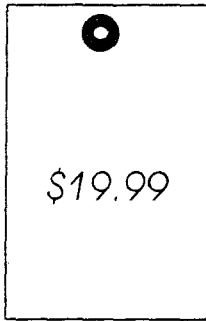
3 How much is the skirt?



A ☐

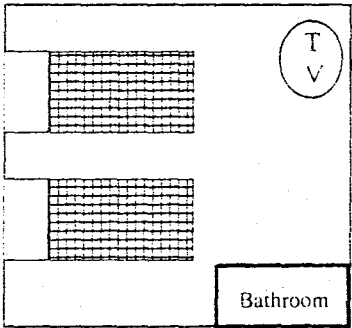


B ☐

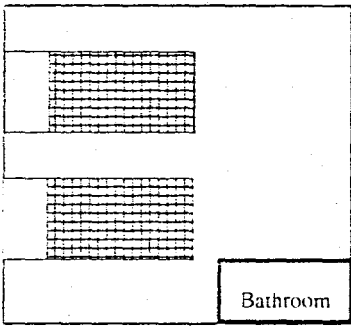


C ☐

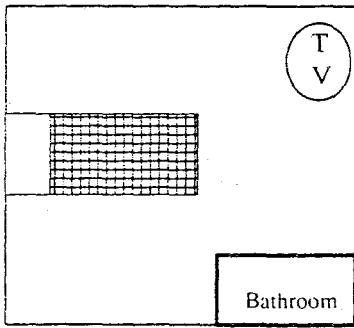
4 Which room does the woman want?



A ☐

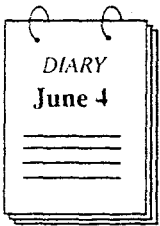


B ☐

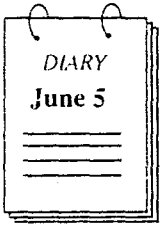


C ☐

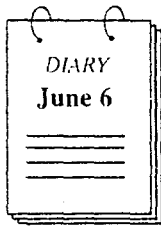
5 When is Jackie's party?



A ☐



B ☐



C ☐

Part 2

Questions 6 - 10

Listen to Sandra talking to Lucy about her holiday.

Sandra went to six countries.

What did she buy in each country?

For questions 6 - 10, write a letter (A - H) next to each country.

You will hear the conversation twice.

EXAMPLE	ANSWER
0 Italy	B

COUNTRY

6 Germany ☐

7 Spain ☐

8 Holland ☐

9 Portugal ☐

10 France ☐

THINGS BOUGHT

A cassette

B coffee

C guitar

D hat

E picture

F plate

G suitcase

H sunglasses

Part 3

Questions 11-15

Listen to Jill talking to a friend about a visit to Ireland.

For questions 11-15, tick ☒ A, B or C.

You will hear the conversation twice.

EXAMPLE	ANSWER
0 Jill is going to Ireland next	A week. <input type="checkbox"/>
	B Monday. <input type="checkbox"/>
	C month. <input checked="" type="checkbox"/>

- | | | |
|---------------------------------|-----------------|--------------------------|
| 11 The taxi will cost | A £10. | <input type="checkbox"/> |
| | B £11. | <input type="checkbox"/> |
| | C £13. | <input type="checkbox"/> |
| 12 The hotel is | A cheap. | <input type="checkbox"/> |
| | B big. | <input type="checkbox"/> |
| | C unfriendly. | <input type="checkbox"/> |
| 13 The hotel receptionist is Mr | A MANUJA. | <input type="checkbox"/> |
| | B MANAKA. | <input type="checkbox"/> |
| | C MENUGA. | <input type="checkbox"/> |
| 14 Jill should take | A a raincoat. | <input type="checkbox"/> |
| | B a camera. | <input type="checkbox"/> |
| | C warm clothes. | <input type="checkbox"/> |
| 15 The weather will be | A sunny. | <input type="checkbox"/> |
| | B windy. | <input type="checkbox"/> |
| | C wet. | <input type="checkbox"/> |

Part 4

Questions 16 - 20

Listen to a girl speaking on the telephone.

She wants to speak to Colin, but he is not there.

For questions 16 - 20, complete the message to Colin.

You will hear the conversation twice.

MESSAGE	
To:	Colin
From:	(16) _____
Meet her outside:	(17) _____
At:	(18) _____
Wear:	(19) _____
Bring:	(20) _____

Part 5**Questions 21 - 25**

Listen to some information about a swimming pool.

For questions 21 - 25, complete the information about the swimming pool.
You will hear the information twice.

WATERWORLD SWIMMING POOL		
Opens:		<i>8.00 am</i>
Closes:	(21)	_____
Cost for adults:		<i>£ 2.60</i>
for students:	(22)	_____
Wednesday mornings for:	(23)	_____
and for:	(24)	_____
Café opens:	(25)	_____

APPENDIX 6

Ref: First Class English for Tourism

Checking in

59

Writing

Here is the telex Mr Casado's secretary sent to reserve his room in Stockholm.

ATTN RESERVATIONS EXCELSIOR
HOTEL STOCKHOLM

PLS RESERVE ONE SGLB FOR TWO
NIGHTS FROM 20 DEC IN NAME OF
CASADO PLS CFM ASAP BY TLX
RGDS

See Appendix 3 for a list of common telex abbreviations.

- 1 Rewrite the telex above in plain language.
- 2 You work for Zap Travel, New York. Write a telex to the Swan Hotel, Stratford-upon-Avon, England, and reserve two double rooms and one single, all with bath, for five nights from 14 February, in the name of P. Noble. Ask for confirmation by telex as soon as possible.
- 3 Now write the telex reply to 2 above, confirming the booking.

Activity 1

Imagine that you have to promote your country's hotel industry to a group of tour operators from abroad. Work in pairs. Prepare notes on the features you will talk about (e.g. service, hospitality). Are there any famous hotels that you will mention?

Now present your talk to another pair, or to the rest of the class.

Activity 2

With a partner take turns to be a hotel receptionist and a business traveller.

Receptionist

You are the receptionist in a hotel in your town/city. The hotel has a restaurant and bar, but no room service. You are at the reception desk when a guest arrives. Help the guest to check in and tell him/her about the facilities.

Business traveller

You are on a business trip. You want to check into the hotel. You are expecting a telephone call from an important customer. What do you want the receptionist to do if the customer calls? Tell the receptionist that you want a late dinner in the hotel tonight, and that you want an alarm call in the morning.

Summary

Now you can

- 1 Help arriving guests
Would you like dinner tonight?
Have a pleasant stay, sir.
- 2 Use sentences with *when* and *if*
Can you ask him to call me when he arrives?
If you want something to eat later than that, just call room service.
- 3 Read and write simple telexes

New words

alarm call	receptionist
bustle	refined
dial	shaded
establish	shark
identification	standard
imperial	traditional
pleasure	unique
rating	

APPENDIX 7

16

DEULCOM INTERNATIONAL FARE CHART

From	ISTANBUL	Y/OW	Y/RT	From	SAN SALVADOR	Y/OW	Y/RT
To	<i>Kualalumpur</i>	1825.00	3650.00	To	<i>Istanbul</i>	1975.00	3950.00
To	<i>Madrid</i>	586.00	1172.00	To	<i>Kualalumpur</i>	2325.00	4650.00
To	<i>Mexico City</i>	1612.00	3224.00	To	<i>Madrid</i>	1740.00	3480.00
To	<i>San Salvador</i>	1895.00	3790.00	To	<i>Mexico City</i>	95.00	190.00
To	<i>Singapore</i>	1716.00	3432.00	To	<i>Singapore</i>	2110.00	4220.00
To	<i>Vienna</i>	672.00	1344.00	To	<i>Vienna</i>	1820.00	3640.00
From	KUALALUMPUR			From	SINGAPORE		
To	<i>Istanbul</i>	1840.00	3680.00	To	<i>Istanbul</i>	1745.00	3490.00
To	<i>Madrid</i>	1875.00	3750.00	To	<i>Kualalumpur</i>	1825.00	3650.00
To	<i>Mexico City</i>	2331.43	4662.86	To	<i>Madrid</i>	2016.00	4032.00
To	<i>San Salvador</i>	2286.56	4573.12	To	<i>Mexico City</i>	2875.00	5750.00
To	<i>Singapore</i>	110.00	220.00	To	<i>San Salvador</i>	3809.05	7618.10
To	<i>Vienna</i>	1920.00	3840.00	To	<i>Vienna</i>	1956.00	3912.00
From	MADRID			From	VIENNA		
To	<i>Istanbul</i>	586.00	1172.00	To	<i>Istanbul</i>	650.00	1300.00
To	<i>Kualalumpur</i>	1870.00	3740.00	To	<i>Kualalumpur</i>	1816.00	3632.00
To	<i>Mexico City</i>	1815.00	3630.00	To	<i>Madrid</i>	416.00	832.00
To	<i>San Salvador</i>	1952.00	3904.00	To	<i>Mexico City</i>	1710.00	3420.00
To	<i>Singapore</i>	2016.00	4032.00	To	<i>San Salvador</i>	1890.00	3780.00
To	<i>Vienna</i>	410.00	820.00	To	<i>Singapore</i>	1870.02	3740.04
From	MEXICO CITY						
To	<i>Istanbul</i>	1506.00	3012.00				
To	<i>Kualalumpur</i>	2416.00	4832.00				
To	<i>Madrid</i>	1800.00	3600.00				
To	<i>Mexico City</i>	1815.00	3630.00				
To	<i>San Salvador</i>	400.01	800.02				
To	<i>Singapore</i>	2612.00	5224.00				

APPENDIX 8

LISBON

LS

LISBON

TS

IB3100

IBERIA
IB 008717
MAD 02 FEB

ve
AL
ilgi

indir.

'kredi

1. bilet

LF den

- When payment is by credit card, the cardnumber (preceded by the appropriate two-letter code) and the approval code have to be computer-imprinted respectively in the "FORM OF PAYMENT" - and "APPROVAL CODE" - box. **Handwritten entries and/or alterations in the ticket coupons are not permitted.**
- Before extracting the Agent coupon, the cardholder has to sign this sheet,
- Tickets issued under an inclusive Tour Package (IT) may not be paid by Credit Card.
- When tickets are issued in conjunction, the cardholder only has to sign on the **FIRST** ticket being issued in conjunction.
- In case of payment by Credit Card, this sheet may not be separated from the Agent/CCCF coupon.

etın total alanında g sterilen miktardan farklı oldu unda yazılacaktır./to be competed if

216 114

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Experimental Restrictions 111

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• **Prüfung: Klausur**

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MADRID	Radioactive checked	Pos.	Nit.	Unchecked	Pos.	Nit.	Unchecked	Pos.
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APPENDIX 9

Ref: English for Travel

Unit 2 Making travel arrangements

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2	PA	103	Y	16MAY	JFKLAX	HS1	2100	2325
3	PA	811	Y	21MAY	LAXAKL	HS1	2015	0745
4	PA	812	Y	31MAY	AKLLAX	HS1	2130	1705
5	PA	120	Y	2JUN	LAXLHR	HS1	1830	1335

RCVD/RLOC-PSCR

FONE-LON-D 759 2595

TKT-001FEBLON016B1

PSCR RQSTS NON SMOKING AISLE SEAT

FREQUENT PAN AM PASSENGER

TO BE SEATED WITH PARTY 2 JACKSON LAX/AKL/LAX SEGMENTS

ADVISED OF ALL TRAVEL DOCUMENTS

NYC STATION INFORMATION

01FEB

** MOVE DOWN ** FOR NA INFO

KENNEDY INTL - 16 MILES FROM CITY CHECK-IN 60 MIN

CONNECTING TIME IN MINUTES

BTWN DOM SVC/ FROM DOM TO INTL/ FROM INTL TO DOM/ BTWN INTL

60

75

105

120

*.....PA DOMESTIC TO PA DOMESTIC - 40MIN

**.....AL TO PA - 45MIN

***.....PA TO AL - 60MIN

81

Unit 2 Making travel arrangements

Dialogue

Listen to the Dialogue. If you need to, you can look at the words in your book or at the Key Words after the Dialogue.

Peter and Maria Almar decide to go to Athens by air. Maria goes to the travel agency to book the tickets.

Maria Good afternoon. I'd like to book two return air tickets from Istanbul to Athens, please.

Travel agent Certainly. When are you travelling?

Maria We want to take the flight tomorrow afternoon and come back next Friday afternoon.

Travel agent First class or economy class?

Maria Economy class.

Travel agent Two adults?

Maria Yes.

Travel agent And your name is ...?

Maria Almar. A-L-M-A-R.

Travel agent Initials?

Maria M. H.

Travel agent And the other passenger?

Maria P. J. Almar.

Travel agent On the 11th and the 14th, did you say?

Maria That's right. Do we have to change?

Travel agent No, it's a direct flight. Here are your tickets, Mrs Almar. These are for the outward journey – Istanbul to Athens on flight SN 862 at 17.50 on 11th July. And these are for the return journey – Athens to Istanbul on SN 863 at 15.10 on 14th July. Don't forget to be at the airport 45 minutes before departure time.

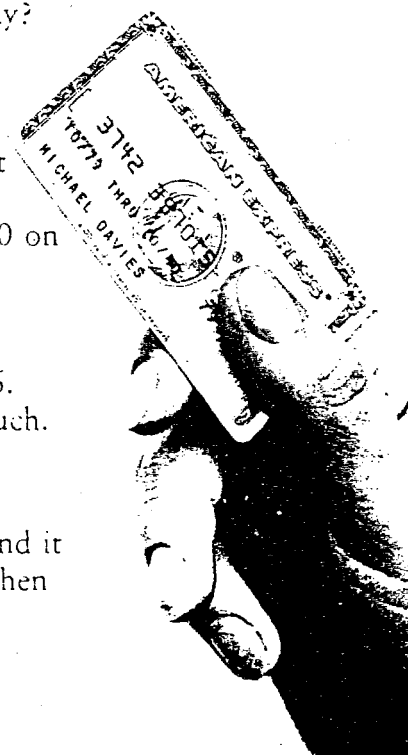
Maria Thank you. Do you accept credit cards?

Travel agent Certainly. Thank you. That's TL6796.

Could you sign here, please? Thank you very much.

Maria Thank you.

Credit card



Go back and listen again to the Dialogue until you can understand it without looking at the words. Then practise saying Maria's words after her.

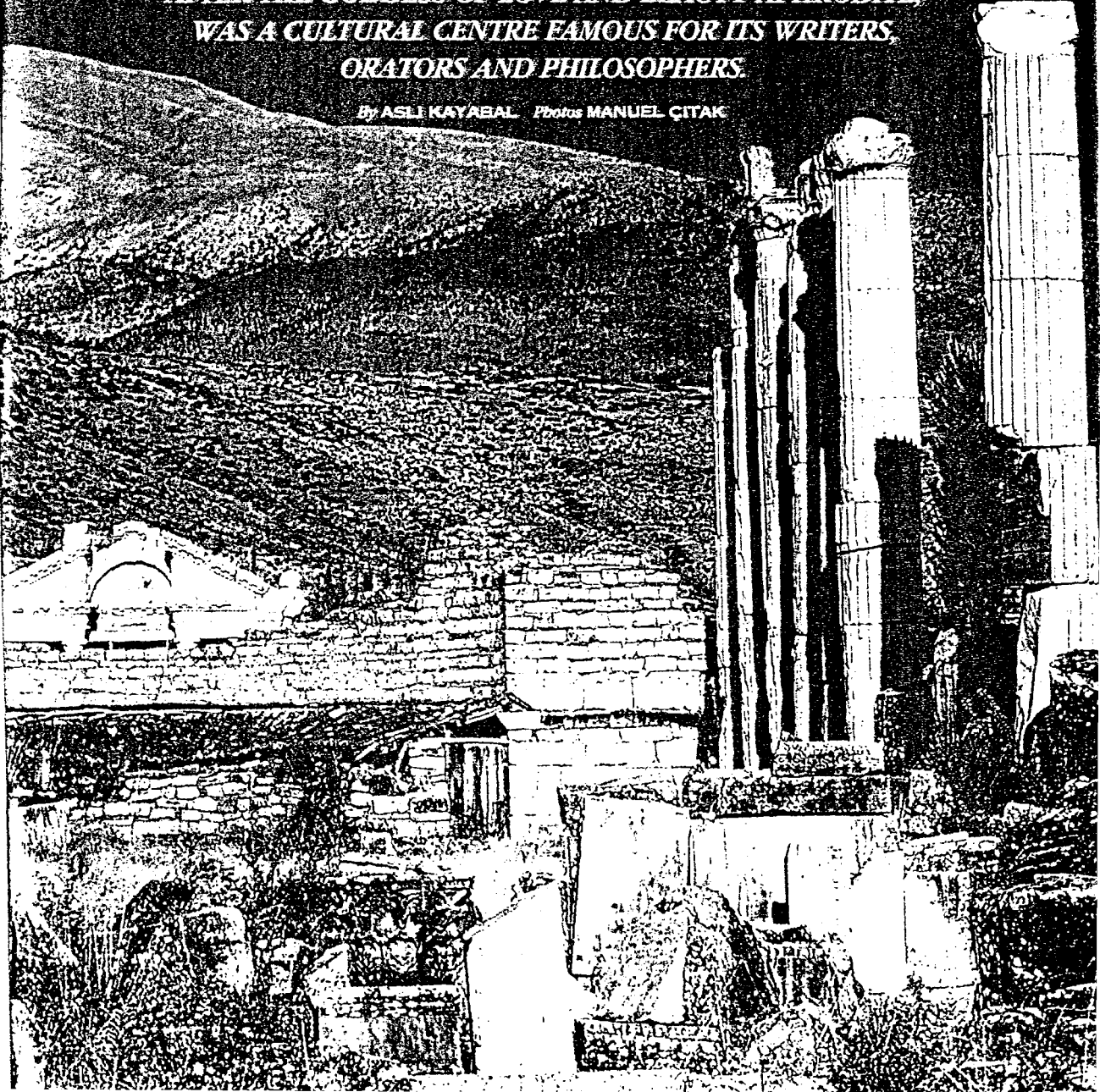
APPENDIX 10

AŞK VE GÜZELLİK TANRICISI APHRODİTE'İN
İSMİNİ TAŞIYAN APHRODISİAS ANTİK KENTİ, YETİŞTİRDİĞİ
YAZARLAR, HATİPLER VE FİLOZOFLARLA ÜN KAZANMIŞ
BİR KÜLTÜR MERKEZİYDİ.

APHRODISİAS

*THE ANCIENT CITY OF APHRODISİAS, NAMED
AFTER THE GODDESS OF LOVE AND BEAUTY APHRODITE,
WAS A CULTURAL CENTRE FAMOUS FOR ITS WRITERS,
ORATORS AND PHILOSOPHERS.*

By ASLI KAYABAL Photos MANUEL ÇITAK

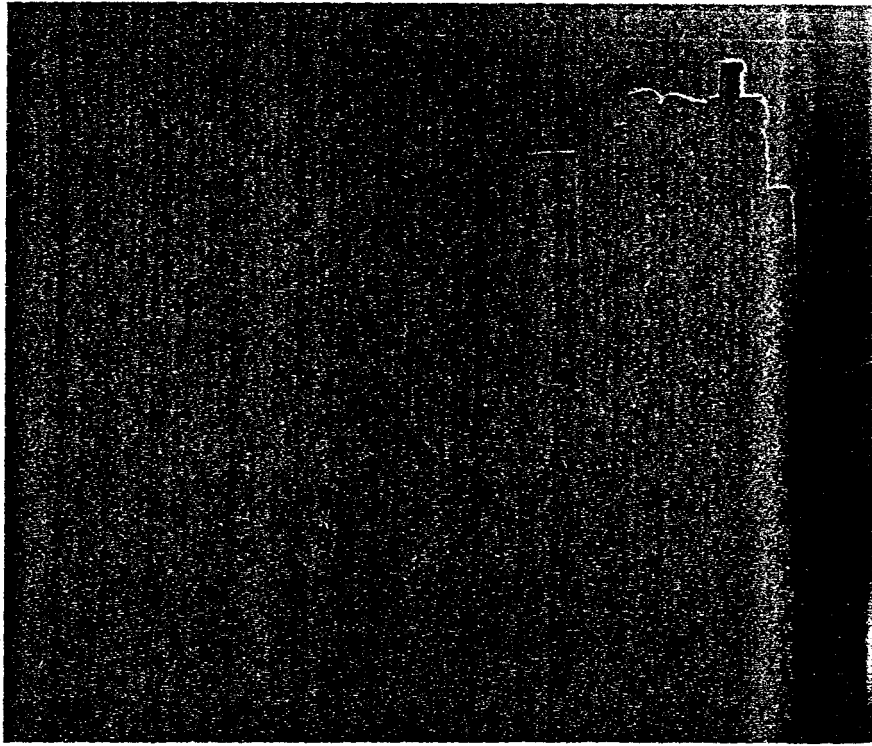


"S ordum kendime Sappho, dedim. Elinden ne vermek gelir Herseyi olan Aphrodite gibi birine? Dedim ki Ak bir keçinin Semiz but kemliğini Yakacağım Sunağında o güzeline..." Antik çağın kadın şairlerinden Sappho, tapınma törenleri için yazdığı koro şiirlerinden birinde, Aşk ve Güzellik Tanrıçası Aphrodite'den böyle söz ediyor.

Aphrodite'nin adını taşıyan Aphrodisias antik kenti Aydın ilinin Karacasu kazasına bağlı Geyre köyünün yakınında. Antik adı 'Salbakos' olan Babadağ, bu kenti doğudan kuşatıyor. Aphrodisias'ın kalıntıları arasında dolaşmaya başlamadan önce, kentin öyküsünü dinleyelim: Bizanslı tarihçi Stephanos'a

"asked myself Sappho, I said, What can you give / To one such as Aphrodite Who has everything? / I will burn The fatty leg bone Of a white goat: / At that beauty's altar" ... So speaks Sappho, the woman poet of ancient Lesbos, in one of her choruses written for ceremonies in worship of Aphrodite, goddess of love and beauty.

The ancient city of Aphrodisias named after Aphrodite is near the village of Geyre in the district of Karacasu in Turkey's southwestern province of Aydın. Mount Babadağ (the ancient Salbakos) rises to the east of the city. Before we begin our tour of the ruins here, let us hear the story of the city. According to the Byzantine historian, Stephanos, the city's first name was Leiegonopolis,



Aphrodite'in ismini taşıyan Aphrodisias, Aydın ilinin Karacasu kazasına bağlı Geyre köyünün yakınında. Antik adı Salbakos olan Babadağ, kenti doğudan çevreliyor.

göre kentin ilk adı, 'Leiegonopolis'tir. Kent daha sonra 'Megapolis' olmuş. Geç dönemlerde ise, Babil'in efsanevi kralı Ninos'un adı verilmiş Aphrodisias'a.

Aphrodisias'ın kalıntıları, denizden 600 metre yükseklikte bir plato üzerinde duruyor şimdi. Bu verimli topraklara, ilk kez, 7800 yıl önce Geç Neolitik ve Kalkolitik çağlarda yerleşilmiş. Yerleşmeler, Tunç ve Demir çağlarında da sürmüştü. Aphrodisias, Hellenistik çağda önemli bir kent; İmparatoriye döneminde ise Roma'nın gözdesi olmuş. Öyle ki tarihçi Appian'a göre Roma'lı diktatör Sulla, Delphoi bilicisinin önerisi ile MÖ. 82'de, Karia'lı Tanrıça Aphrodite'ye bir altın tac ve çift yüzlü bir balta gönder-

after the mysterious Lelegians whom the Greeks took to be the pre-Hellenic indigenous people of the Aegean islands. The city later became known as Megapolis, and was subsequently named after Babylon's legendary King Ninos. The ruins of Aphrodisias are situated on a plateau at an altitude of 600 metres. This fertile land was first settled 7800 years ago in the Late Neolithic and Chalcolithic ages, and remained inhabited through the Bronze and Iron ages. During the Greek period Aphrodisias grew into a major city, and under the Romans was so respected that according to the historian Appian, the Roman dictator Sulla sent gifts of a golden crown and a double bladed axe to the Carian goddess at the instigation of the oracle of Delphi in 82 BC.

miş...

Aphrodisias MS. 2. 3 ve 4. yüzyıllarda hem bir kültür merkezi hem de dinsel bir merkez olarak en parlak dönemini yaşamış. Hristiyanlıktan sonra kent 'Hac Kenti' anlamına gelen 'Stavropolis' adıyla anılmış. Bizanslılar ise, Aphrodisias'dan 'Karia' olarak sözederler. 6-11. yüzyıllar boyunca kent, giderek önemini yitirmiş.

Aphrodisias kazıları 20 yüzyılda başlar. Fransız mühendis ve amatör arkeolog Paul Gaudin, ilk kazıyı 1904 ve 1905'te gerçekleştirmiş. İtalyan bilgini Giulio Jacopi ise, 1937'de, birkaç hafta Agora'nın köşesini kazmış. Prof. Dr. Kenan Erim, kesintisiz otuz yıl sürecek kazı çalışmalarına 1961'de başlamış. Aphro-

Aphrodisias enjoyed its heyday as a cultural and religious centre during the 2nd to 4th centuries. After the spread of Christianity Aphrodisias became known as Stavropolis, meaning City of the Cross, while the Byzantines referred to the city as Caria. From the 6th century onwards the city fell into gradual decline, and had disappeared from the stage of history without trace by the 11th century.

The first excavations of the site were carried out in 1904 and 1905 by the French engineer and amateur archaeologist, Paul Gaudin. In 1937, the Italian scholar Giulio Jacopi spent a few weeks uncovering one corner of the agora. Then in 1961, the Turkish archaeologist Prof. Dr. Kenan Erim began excavations which were to



Aphrodisias is one of the loveliest ancient cities in southwest Turkey, at the foot of Mount Babadağ (Salbakos) near the village of Gevre in the province of Aydın.

disias kazıları, Prof. Erim'in 1990'da ölümünden sonra ABD'li meslektaşı Prof. Dr. R. Smith tarafından yürütülüyor.

Aphrodisias'ın kalıntıları düz bir alanda yer alıyor. Antik tiyatronun yapıldığı 15 metre yüksekliğindeki tepe, eski çağlardan kalma bir höyük. Doğuda kalan Pekmez Tepe ise, prehistorik bir yerleşme.

Akropolis'e ulaşan eğimli toprak yoldan sola doğru kıvrılırsanız Aphrodisias'ın Hellenistik çağa tarihlenen tiyatrosuna ulaşabilirsiniz. Bu yapı, köyün terk edilmiş evlerinin altından çıkarılmış. Üst oturma sıraları kısmen, alt oturma sıraları ve sahne, bütünüyle korunmuş. Sahnenin birinci katı üzerindeki yazıt, bu tiyatronun İmparator Sezar ve Augustus'un azatlı

last 30 years without interruption, and revealed Aphrodisias in all its splendour. Since Prof. Erim died in 1990 his American colleague, Prof. Dr. R. Smith has been carrying on the uncompleted work.

Aphrodisias lies on a flat site, the 15 metre high mound against which the amphitheatre leans being an even older tumulus. Another mound to the east known as Pekmez Tepe is the remains of a prehistoric settlement.

Turning left onto the sloping road leading up to the acropolis brings you to the Hellenistic theatre of Aphrodisias. This structure was discovered below a group of derelict cottages. The lower seats and skene are in a perfect state of preservation, and the upper seats are partially complete. The inscription over the first storey of the

kölesi Zollos tarafından yapıldığını ve halka adandığını bildiriyor. Sahne binasının hemen sağında, kente verilen ayrıcalık ve onurları içeren imparator mektupları yer alıyor. Tiyatronun ortasındaki orkestra kısmı ise, Marcus Aurelius döneminde derinleştirilerek arenaya dönüştürülmüş. Vahşi hayvan ve gladyatör dövüşlerine de sahne olan bu alana hayvanlar sahne binasının altındaki dehlizden salıverilirlermiş. Bizans döneminde ise tiyatro, çöplük olarak kullanılmış.

Antik kentin yönetim ve ticaret merkezi olan Agora'yı Akropolis'ten batı yönünde yürüyerek görebilirsiniz. 205x120 metrelik bir alanı kaplayan Agora'nın doğu kesimi İmparator Tiberius'a adanmış. Batı kesiminde, Hadrianus Hamamları yer alıyor. Bu hamamlar altı salondan oluşuyor. Başlıca salonlar 'Calidarium' (sıcak oda), 'Sudatorium' (terleme odası), 'Tepidarium' (ılınma odası) ve 'Frigidarium' (soğukluk). Paul Gaudin, bu yüzyılın başında yaptığı kazılarda, hamamın önündeki sütlü avluda çok sayıda heykel ve figürlü sütun bulmuş.

Hadrianus Hamamlarından kuzeye doğru ilerlerseniz karşınıza bir dizi oda ve salon çıkar. Bu yapıların Roma çağından kalma özel bir eve ait olduğu sanılıyor. Bizans çağında ise, Piskopos Sarayı'na dönüştürülmüş olabileceği varsayılıyor. 1962 yılında ortaya çıkarılan Odeon.

Aphrodisias'ın iyi korunmuş yapılarından biri. Bu yapının geçmişte üzeri örtülmüş ve daha fazla seyirci sırasına sahipmiş.

Aşk ve Güzellik Tanrıçası'na adanan tapınak, Odeon'un hemen kuzeyinde yer alıyor. Tapınağın giriş sütunlarından çoğu bugün de ayakta. Bu anısal yapının inşasına Hellenistik çağda başlanmış. Tapınak, İmparator Augustus döneminde tamamlanmış. Tanrıçanın hasar görmüş bir heykeli. Tapınak ile Odeon arasında, bir Bizans yapısının temellerinde bulunmuş.

Aphrodisias'ın en etkileyici yapısı, hiç kuşkusuz, antik çağın en iyi korunmuş Stadium'u. Bu yapı, 1. veya 2. yüzyılda inşa edilmiş. 30 bin seyirci alan bu Stadium'un uzunluğu 262, genişliği 59 metre. Atletizm yarışmaları için inşa edilmiş olan yapı, Roma döneminin sonuyla Bizans döneminde Arena olarak da kullanılmış.

skene relates that the theatre was endowed by Zollos, a manumitted slave of the emperors Caesar and Augustus, and that it is dedicated to the people. To the right of the skene are letters from the emperor declaring the privileged status and honours accorded to the city. The orchestra pit in the centre was deepened and transformed into an arena during the reign of Marcus Aurelius. The wild animals and gladiators who fought here entered the stage from the vault below the skene. During the Byzantine period, the theatre served a useful but less spectacular function as the city waste dump.

The agora, which was the administrative and commercial hub of the city, is on the western side of the acropolis. Covering an area of 205 x 120 metres, the eastern section was dedicated to the Emperor Tiberius. On the other side are the Baths of Hadrian, a large complex of six rooms including the calidarium (hot room), sudatorium (sweating room), tepidarium (cooling room) and frigidarium

(cold room). When Paul Gaudin excavated here at the turn of the century, he discovered many statues and caryatids in the arcaded courtyard in front of the baths.

Turning northwards from the Baths of Hadrian you come across a series of small and large rooms believed to belong to a Roman villa of grand proportions which in Byzantine times was used as the bishop's palace. The odeon, which was uncovered in 1962, is one of the best preserved buildings



1961'den 1990'da ölümüne kadar Aphrodisias kazılarını yürüten Prof. Dr. Kenan Erim'in mezarı antik kentte bulunuyor./ Prof. Dr. Kenan Erim, who conducted excavations in Aphrodisias from 1961 until his death in 1990 was buried in the ancient city.

ings in Aphrodisias. It was once roofed and its rows of seats would have accommodated several hundred people comfortably.

The temple dedicated to the goddess of love and beauty is just north of the odeon. Most of the temple columns are still standing today. Construction of this monumental building commenced in Hellenistic times, and was completed during the reign of the Roman emperor Augustus. A damaged cult statue of the goddess has been found in the foundations of a Byzantine building between the temple and the odeon.

The most imposing monument at Aphrodisias is without doubt the stadium, which is in a better state of preservation than any other of its kind. Dating from the 1st or 2nd century, it seated 30,000 people and measured 262 by 59 metres. Originally used for athletic competitions, the stadium served as an arena for the late Romans and Byzantines.

APPENDIX 11

Ref: Headway Elementary

UNIT 13

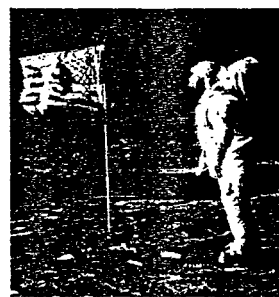
Question forms – Adverbs – At the railway station

Did you know that?

PRESENTATION (1)

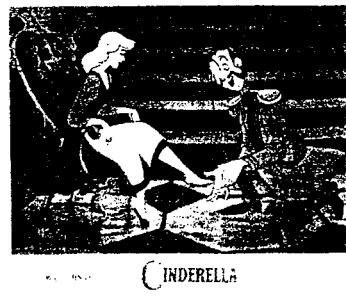
Question forms

1 Work in groups. Answer the quiz!



General Knowledge Quiz

- | | | |
|---|--|--|
| <p>1 When did the Berlin Wall come down?
a 1988 b 1989 c 1990</p> <p>2 When did the first American walk on the moon?
a 1961 b 1965 c 1969</p> <p>3 Where are the Andes mountains?</p> <p>4 Who did the actress Elizabeth Taylor marry twice?</p> <p>5 Who won the 100 metres in the Seoul Olympics?
a Ben Johnson b Carl Lewis
c Ed Moses</p> <p>6 How many countries are there in the European Community?</p> <p>7 How much does an African elephant weigh?
a 3-5 tonnes b 5-7 tonnes
c 7-9 tonnes</p> | <p>8 How fast does Concorde fly?
a 2,000 kilometres an hour
b 2,500 kilometres an hour
c 3,000 kilometres an hour</p> <p>9 How far is it from London to New York?
a 6,000 kilometres
b 9,000 kilometres
c 12,000 kilometres</p> <p>10 How old was Charlie Chaplin when he died?
a 75 b 83 c 88</p> <p>11 What languages do Swiss people speak?</p> <p>12 What did Columbus discover in 1492?</p> <p>13 What sort of music did Elvis Presley play?
a Jazz b Blues c Rock'n'roll</p> | <p>14 What happens at the end of the story <i>Cinderella</i>?</p> <p>15 What happened in Chernobyl in 1986?</p> <p>16 Why do birds migrate?</p> <p>17 Which newspaper does Queen Elizabeth read?</p> <p>18 Which language has the most words?
a French
b Chinese
c English</p> |
|---|--|--|



- 2 **T73** Listen and check. Listen carefully to the intonation of the questions. Practise some of the questions.

Grammar question

Underline the question words.

Which questions are in the Past Simple, and which are in the Present Simple?

- 3 In groups, write some general knowledge questions. Ask the class!

Practice

1 Question words

Match a question word in A with an answer in B.

A	B
When?	Five.
Where?	A book.
Who?	60p.
How?	The new one in the High Street.
How many?	Because I need it for my job.
How much?	Jenny.
What?	To the cinema.
Why?	By bus.
Which one?	Last Saturday.

2 Grammar

- 1 Put the words in the correct order to make questions. Then choose the correct answers from list B above.

a cigarettes you many do a day how smoke?

b go you night where did last?

c does petrol much a cost litre of how?

d last go you shopping did when?

e restaurant did go to which you?

f come today school how you to did?

g shops did buy the at you what?

h party to speak who did the at you?

i English want learn to you do why?

- 2 In pairs, ask and answer the questions about yourselves.

3 Listening and pronunciation

T74 Tick (✓) the sentence you hear.

- a Where do you want to go?

b Why do you want to go?
- a Where does she work?

b Where does he work?
- a She walks to the bank.

b She works in a bank.
- a He won the match.

b Who won the match?
- a Did she marry him?

b Is she married, Jim?
- a How old was she?

b How old is she?
- a Johnny Page played the guitar.

b Johnny Page plays the guitar.
- a Where did you go last night?

b Where do you go at night?

4 Speaking

Read the introduction about Laurel and Hardy.



They are called *El Gordo y el Flaco* in Spain, *Helan och Halvan* in Sweden, and *Stanlio e Olio* in Italy, but in English they are called **Laurel and Hardy**, the most famous comedy duo in cinema history.

Work in pairs. Your teacher will give you some more information about Laurel and Hardy, but you do not have the same information.

Ask and answer questions to complete the information.

Example

Student A

Laurel and Hardy met in ...
(Where?) in 1926.

Student B

Laurel and Hardy met in
Hollywood in ... (When?).

Student A

Where did they meet?

Student B

They met in Hollywood.

They met in 1926.

When did they meet?

PRESENTATION (2)

Adverbs

- 1 Look at the sentences.

Lunch is a *quick* meal for many people.
I ate my food *quickly* and left the restaurant.

Quick is an adjective. It describes a noun.

Quickly is an adverb. It describes a verb.

- 2 Are the words in *italics* adjectives or adverbs?

- Smoking is a *bad* habit.
- The team played *badly* and lost the match.
- Please listen *carefully*.
- Jane's a *careful* driver.
- The homework was *easy*.
- Peter's very good at tennis. He won the game *easily*.
- I know the Prime Minister *well*.
- My husband's a *good* cook.
- It's a *hard* life.
- Teachers work *hard* and don't earn much money.

Grammar questions

- How do we make regular adverbs? What happens when the adjective ends in -y?
- Which adverbs are irregular?

Practice

1 Listening and speaking

- 1 Check the meaning of these adverbs in your dictionary.

___ quickly ___ slowly
___ carefully ___ suddenly
___ quietly ___ immediately



- 2 **T 75** Listen to a man describing what happened to him in the middle of the night and put the adverbs in the correct order.

- 3 In pairs, tell the story again.

2 Grammar

- 1 Match a verb or phrase in A with an adverb in B. Sometimes, more than one answer is possible.

A	B
run	hard
work	early
get up	fluently
speak two languages	carefully
do your homework	fast

- 2 Put the word in brackets in the correct place in the sentence. If necessary, change the adjective to an adverb.

- We had a holiday in Spain, but unfortunately we had weather. (terrible)
- Maria dances. (good)
- When I saw the accident, I phoned the police. (immediate)
- Don't worry. Justin is a driver. (careful)
- Jean-Pierre is a Frenchman. He loves food, wine and rugby. (typical)
- Please speak. I can't understand you. (slow)
- We had a test today. (easy)
- We all passed. (easy)
- You speak English. (good)

3 Correcting the mistakes

Each sentence has a mistake. Find it and correct it.

- Where does live Anna's sister?
- What sort of music you like?
- What means *scream*?
- Did they went out last night?
- Do you can help me, please?
- When is going Peter on holiday?
- I last night to the cinema went.
- Do your homework very careful.
- You drive too fastly! Slow down!
- You're a beautifully dancer!

VOCABULARY

Talking about a book

- 1 It is a good idea to read stories in English. You can read at home, in bed, on the train, anywhere!
Maria read a story called *The Monkey's Paw*. Match a question about the book with Maria's answers.

Questions about the book


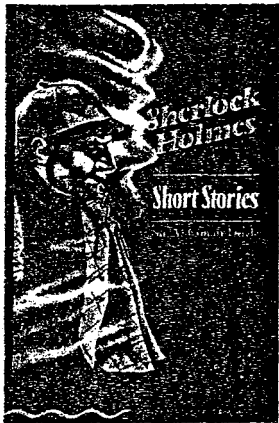
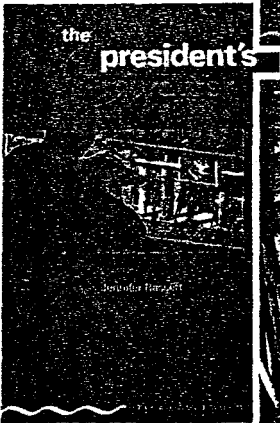
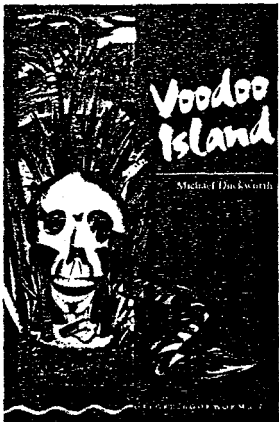
- 1 What's the title of the book?
- 2 What sort of story is it?
- 3 Who are the main characters?
- 4 What's it about?
- 5 What happens in the end?
- 6 Did you enjoy it?
- 7 Do you recommend it?

Maria's answers

- a The son dies in an accident at work.
- b Yes, I do.
- c Old Mr and Mrs White and their son, Herbert.
- d It's called *The Monkey's Paw*.
- e It's a horror story.
- f Yes, I did. It was very interesting.
- g A monkey's paw which is magic. It can give people three wishes, but the wishes don't bring happiness.

T76 Listen to Maria and check your answers.

- 2 Here are four texts from four books. Match A, B, and C.

A	B	C
		<p>A DETECTIVE STORY</p>
		<p>A ROMANCE/ BIOGRAPHY</p> <p>AN ADVENTURE STORY</p> <p>A HORROR STORY</p>
	<p>a He was very frightened now. He got up and went to the bathroom to wash his face. He looked in the mirror and screamed. In front of him, in the mirror, there was the head of a dead man. There were no eyes, and no nose, just deep black holes. Then suddenly the head came alive, and it began to laugh.</p> <p>b For the next thirty years the Duke and Duchess lived in Paris. They gave parties and travelled round the world, but they never went back to Buckingham Palace. When King George died in 1952 and Queen Mary died in 1961, Edward returned to Windsor for a few days. But Wallis stayed in France.</p> <p>c That night we went back to the house. When we saw Helen Stonor's lights, Holmes and I got in quietly through the window. Then we waited silently in the middle bedroom. We waited for three hours and did not move. Suddenly we saw a light and heard a sound ...</p> <p>d 'Run!' the man thought. 'Move! Faster! I can't stop now.' Over the man's head the night sky was black and cold, and in front of him were the trees. Tall, dark trees ... 'I can hide there,' the man thought. He looked behind him. He could see the lights. There were five or six men. Then he heard the dogs ...</p>	

READING AND LISTENING

A short story

You will read a story called *The Girl with Green Eyes* from a book of short stories from the *Oxford Bookworm Series* called *One-Way Ticket*.

Pre-reading

- 1 Do you like train journeys? What can you do on a train journey that you can't do on a car journey?
- 2 Do you like looking at people on trains?
Look at picture 1.
Who are friends?
Who are strangers?
Who are husband and wife?
- 3 What do you think happens in the story?

Reading and listening

- 1 **T77** Read and listen to part 1 of the story. Answer the questions.
 - a Who is related to who?
 - b Who is who in the pictures?
 - c What does Julie think of her husband?
 - d What do you think happens in the story?
- 2 Read and listen to part 2. Answer the questions.
 - e What does Bill do? What does the tall dark man do?
 - f Why does Julie read the back of the newspaper?
 - g Does she look into the tall dark man's eyes the first time? And the second time?
 - h What does she think of the tall dark man?
- 3 Read and listen to part 3. Answer the questions.
 - i What happens when the train arrives at the station?
 - j Who sees Julie get off the train?
 - k 'People don't always need words, young man.' What does the mother mean?
 - l Why does Julie leave her husband?

Vocabulary

Which parts of the body are in the story? Which parts especially? Why, do you think?

Speaking

- 1 Work in groups of three. Student A is Bill. Student B is the little girl, and Student C is the girl's mother. Practise the dialogue from 'Where's Julie?' to the end.
- 2 Look back at the questions on page 95. Use them to ask and answer about *The Girl with Green Eyes*. Retell the story in the Past Simple.



There were seven people in the carriage.



Julie opened her eyes and looked at the back page of tall dark man's newspaper.



Green eyes looked into dark brown eyes for a long, long minute.



She got off the train at Plymouth. With the tall dar

The Girl with Green Eyes

Part 1

'Of course,' the man in the brown hat said, 'there are good policemen, and there are bad policemen, you know.'

'You're right,' the young man said. 'Yes. That's very true. Isn't it, Julie?'

Julie didn't answer and looked bored. She closed her eyes.

There were seven people in the carriage. There was the man in the brown hat; the young man and his wife, Julie; a mother and two children; and a tall dark man in an expensive suit.

The young man's name was Bill. He had short brown hair and a happy smile. His wife, Julie, had long red hair and very green eyes – the colour of sea water. They were very beautiful eyes.

Part 2

Bill and the man in the brown hat talked and talked. The tall dark man took out his newspaper and began to read. Julie opened her eyes and looked at the back page of his newspaper. She read about the weather in Budapest and about the football in Liverpool. She wasn't interested in the weather and she didn't like football, but she didn't want to listen to Bill and the man in the brown hat. 'Talk, talk, talk,' she thought. 'Bill never stops talking.'

Then suddenly she saw the tall man's eyes over the top of his newspaper. She could not see his mouth, but there was a smile in his eyes. Quickly, she looked down at the newspaper again. She read about the weather in Budapest for the third time. Then she looked at the tall man's hands. They were long, brown hands, very clean. 'Nice hands,' she thought. He wore a very expensive Japanese watch. 'Japan,' she thought. 'I'd like to go to Japan.' She looked up and saw the man's eyes again over the top of his newspaper. This time she did not look away. Green eyes looked into dark brown eyes for a long, slow minute.

Part 3

Bill and his new friend went to buy something to eat and drink. The train was nearly at Plymouth. The tall dark man stood up, put the newspaper in his bag, and left the carriage. The train stopped at the station. A lot of people got on the train, and two women and an old man came into the carriage.

The train moved slowly away from Plymouth station, and Bill came back to the carriage. 'Where's Julie?' he said. 'She's not here.'

The little girl looked at Bill. 'She got off the train at Plymouth,' she said. 'With the tall dark man. I saw them.' 'Of course she didn't!' Bill said. 'She's on this train. She didn't get off.'

'Yes, she did,' the children's mother said suddenly. 'I saw her too. The tall man waited for her on the platform.'

'He waited for her?' Bill's mouth was wide open. 'But ... But he read his newspaper all the time. He didn't talk to Julie. And she never talked to him. They didn't say a word.'

'People don't always need words, young man,' the children's mother said.

'But I don't understand,' said Bill. 'She's my wife. Why did she go? Why did she leave me? What am I going to do?'

(Adapted from a story by Jennifer Bassett)

● EVERYDAY ENGLISH

Catching a train

- 1 Ann lives in London. She wants to go to Newcastle for the day and decides to go by train. She phones the British Rail Talking Timetable Service.

T 78a Listen and complete the timetable. Notice we often use the twenty-four hour clock for timetables.

7.00 in the morning = 0700 (oh seven hundred hours)

DEPARTURE TIME from KING'S CROSS	ARRIVAL TIME in NEWCASTLE
0700	
	1130
0950	
	1437
1200	



- 2 **T 78b** Ann goes to the Information Office at King's Cross station. She wants to know about train times back from Newcastle. Listen and complete the conversation.

A Good morning. (a) _____ the times of trains (b) _____ Newcastle, please?

B Afternoon, evening? When (c) _____?

A About five o'clock this afternoon.

B About (d) _____. Right. Let's have a look. There's a train that (e) _____

4.45, and there's (f) _____ at 5.25.

A And (g) _____ get in?

B Back at King's Cross at 7.15 and (h) _____

A Thanks a lot.

- 3 Ann goes to the ticket office. Put the lines of the conversation in the correct order.



- 1 A Hello. I'd like a ticket to Newcastle, please.
 ___ A I want to come back this evening, so a day return.
 ___ C How do you want to pay?
 ___ A Return, please.
 ___ C Here's your change and your ticket.
 ___ C Single or return?
 ___ A Twenty, forty, sixty pounds.
 ___ C Day return or period return?
 ___ A Cash, please.
 ___ C Forty-eight pounds fifty, please.
 (1) A Thank you.

T 78c Listen and check. Close your books. Try to remember the conversations! In pairs, practise saying them.

- 4 **T 78d** Look at the noticeboards at the railway station and listen to the announcement. Correct the mistakes.

ARRIVALS				
FROM	• PLATFORM	TIME	● ●	REMARK
Edinburgh	• 18	0830	● ●	On time
Hertford	• 6	0835	● ●	On time
Newcastle	• 15	0845	● ●	Delay 30 mins
Darlington	• 9	0845	● ●	On time
DEPARTURES				
DESTINATION	• PLATFORM	TIME	● ●	REMARK
Peterborough	• 12	0825	● ●	Ready
Newcastle	• 7	0840	● ●	Ready
York	• 5	0850	● ●	

GRAMMAR SUMMARY

Question forms

When	did Columbus discover America?
Where	are the Andes?
Who	did she marry?
How	do you get to school?
What	do you have for breakfast?
What	happens at the end of the story?
Why	do you want to learn English?

How many	people are there in the class?
How much	does she earn?
How far	is it to the centre?
What sort of	car do you have?
Which newspaper	do you read?

Adjectives and adverbs

Adjectives describe nouns.

- a **big** dog
 a **careful** driver

Adverbs describe verbs.

- She ran **quickly**.
 He drives too **fast**.

To form regular adverbs, add *-ly* to the adjective.
 Words ending in *-y* change to *-ily*.

Adjective	Adverb
quick	quickly
bad	badly
careful	carefully
easy	easily
immediate	immediately

Some adverbs are irregular.

good	well
hard	hard
early	early
fast	fast

Prepositions

- What's the story **about**?
 What happens **in** the end?
 What do you think of Peter?
 I want to go **round** the world.
 A girl **with** green eyes.
 Are you interested **in** ballet?
 The train is **on** time.
 The train leaves from platform 9.

Study the Word List for this unit on page 126.

APPENDIX 12

ANKET

Adınız ve soyadınız:

Aldığınız kursun adı:

Öğretmeninizin adı:

Bogaziçi Üniversitesi-Deulcom Projesi'nin değerlendirilmesi için katkılarınıza gereksinim duymaktayız. Lütfen aşağıdaki soruları yanıtlayınız:

1. Kursa başladığınızda İngilizce bilginiz nasıldı?
 - a. çok iyi
 - b. iyi
 - c. normal
 - d. kötü
2. Kurs, İngilizce alanındaki ihtiyaçlarınıza cevap verebildi mi?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç
3. Kursu bitirdikten sonra İngilizce bilginizi nasıl değerlendiriyorsunuz?
 - a. çok iyi
 - b. iyi
 - c. normal
 - d. kötü
4. İngilizce kullanımı açısından, kendinizi daha gelişmiş ve bağımsız buluyor musunuz?
 - a. evet
 - b. hayır
5. Kursun sonunda, hangi dil alanlarında kendinizi daha gelişmiş hissediyorsunuz?
 - a. kelime bilgisi
 - b. gramer bilgisi
 - c. konuşma becerisi
 - d. yazma becerisi
 - e. okuma becerisi
 - f. dinleme becerisi
6. Kursu sizin çalışmayı düşündüğünüz alanla ne kadar ilintili buldunuz?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç
7. Kurs sizin mesleki bilgi alanındaki ihtiyaçlarınıza cevap verebildi mi?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç
8. Kurs süresi yeterli miydi?
 - a. evet
 - b. hayır
9. Materyaller ve ders içi aktiviteleri çalışmayı düşündüğünüz meslekle ne kadar ilintili (uygun)?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç
10. Materyaller ve ders içi aktiviteler zor muydu?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç
11. Materyaller ve ders içi aktiviteler ilginç miydi?
 - a. çok fazla
 - b. yeteri kadar
 - c. çok fazla değil
 - d. hiç

12. Kursa başlarken beklentileriniz nelerdi? (birden fazla seçeneği işaretleyebilirsiniz)
- | | |
|--------------------------------|------------------------|
| a. İngilizceyi geliştirmek | c. sertifika almak |
| b. mesleki bilgimi geliştirmek | d. meslek sahibi olmak |
| e. kendimi geliştirmek | e. diğer (belirtiniz) |

13. 12. maddede belirttiğiniz beklentileriniz ne kadar gerçekleşti? (sertifika almak ve meslek sahibi olmak maddeleri dışında).
- | | | | |
|--------------|-----------------|--------------------|--------|
| a. çok fazla | b. yeteri kadar | c. çok fazla değil | d. hiç |
|--------------|-----------------|--------------------|--------|

14. Kursu genel olarak nasıl değerlendiriyorsunuz?

	a. çok yeterli	b. yeterli	c. fazla yeterli değil	d. hiç yeterli değil
a. eğitim programı
b. süre
c. öğretim görevlisi
d. ders materyalleri
e. Boğaziçi Üniversitesi-Deulcom
kurs yönetimi
f. diğer

15. Bu kursun daha verimli olması için önerileriniz nelerdir?

16. İlerideki mesleki hedefleriniz nelerdir?