

CONTENT REPRESENTATIONS IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE

by

Sultan Türkan

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A Dissertation Submitted to the Faculty of the

DEPARTMENT OF TEACHING AND TEACHER EDUCATION

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

In the Graduate College

THE UNIVERSITY OF ARIZONA

2009

THE UNIVERSITY OF ARIZONA  
GRADUATE COLLEGE

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## ACKNOWLEDGEMENTS

This project could not have been completed without the help and support of many people. I am extremely grateful to the participant teachers and students for letting me be the researcher from ‘abroad’ while re-acclimating me to my earlier ecology where I was graciously allowed to conduct the study.

I would not have been standing where I currently am just a few weeks away from starting a new job at Educational Testing Services, without the support and help of my committee members, Diane Austin, Walter Doyle, Beatrice Dupuy. Thanks to these distinguished individuals, I am taking along a toolkit full of research rigor, vision in research on teaching, and dedication to contribute to educational progress. I feel thankful for the opportunity to work with Diane Austin who was most caringly ready to listen even in the middle of the night and offer her intellectual expertise with rigor, integrity, and respect. I am grateful to my advisor, Walter Doyle, for letting me indefinitely explore my inquiries no matter what impossible schedules and workloads I masochistically created for myself. As of the first day of being admitted to the program, Dr. Doyle made me believe that I could do this well without ever ceasing to share his tremendous intellectual acumen and vision. His patience, endless support and guidance brought me to where I am right at this point. To Beatrice Dupuy, I am truly grateful for her incessantly attentive and most supportive guidance throughout the dissertation and job search processes. Thanks to her vision and best teaching, I know that foreign language classroom could be transformed into most effective learning environments.

I could not have done this project without my strong perseverance making it possible to stay afloat at times when drowning was likely. I must have picked up this trait growing up in the beloved home country where I became committed to educational progress. Had I not grown up with the mission believing that educational change is possible with scholarly productivity and self-actualization through boundless curiosity and enthusiasm to pursue inquiries, I would not have ‘dared to know’. Thus, I am grateful to my ‘memleket’ and all the intellectual background I might have persistently represented from that ecology in my burden while traveling to the other half the world. In making that geographical leap, I am very grateful to my mom for having the courage to let me ‘go’, with all her endless trust that I would find a way to grow above and beyond my potentials. To my dad I am grateful for wiring me with the vision to relate to those who are ‘other’ed in the other part(s) of the world.

Sevgili babam, annem ve kardeş, tüm içten sevginiz ve bu işi yapabileceğime dair inancınız için sonsuz minnettarım. Sevgili anam, bunca yıldır yanı başından

uzaklaşmama gösterdiğin sabır inanılmazdı. Bu sürecin her aşamasında gösterdiğin sevgiyle güç verdin, hakkın ödenmez; sana sonsuz teşekkür borçluyum.

And a last but very special thanks to my dear spouse, ‘yoldaş’: Hiç usanmadan, yılmadan verdiğin tüm desteğe sonsuz teşekkürler. Sen olmadan yalnızlığımın sonu gelmez ve bu yolculuk asla bitmezdi.

## DEDICATION

This work is dedicated to Gillian Fulton, whose support played a major role in my educational pursuits and who could not be with us to celebrate this time. Her absence is and will be sorely missed.

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## ABSTRACT

This study was an exploration of what English language content was represented in a classroom in which English was taught as a foreign language (EFL). The purpose of this study was to explore the way EFL teachers represent English language content/constructs in a classroom setting. The motivation behind this exploration is to contribute to the understandings of EFL teachers' practices in classroom settings. Doyle's task framework was employed, specifically with the intention to map what content representations emerged out of the teachers' classroom practices. All in all, the teachers' classroom content representations were found to be entrenched with the idea of high-stakes test preparation for university admissions in Turkey.

## CHAPTER 1: INTRODUCTION

This chapter begins with a goal statement followed by a description of the lines of recent research trends on language teachers' classroom practices. Next, the statement of the problem is followed by an overview of the theoretical framework. Then, the research questions are introduced along with an overview of the methodology. Finally, this chapter ends by introducing the organization of the dissertation.

### 1.1 Purpose of the Study

This study was an exploration of what English language content was represented in a classroom in which English was taught as a foreign language (EFL). The purpose of this study was to explore the way EFL teachers represent English language content/constructs in a classroom setting. The motivation behind this exploration is to contribute to the understandings of EFL teachers' practices in classroom settings. This motivation arises from the need to understand the ways in which EFL teachers enact English language content through exploring teacher content representations.

### 1.2. Background of the Research

The need for research on EFL teachers' practices stems from the shifts in understandings of language teachers' practices that came along with the declaration of the 'postmethod era' (Kumaravadivelu, 2001). This declaration claims that 'there is no best method' to teach (Prabhu, 1990; Richards, 1990; Kumaravadivelu, 1994, Canagarajah,

2006; Kumaravadivelu, 2001; Larsen-Freeman 2001; Brown, 2002; Bell 2003 & 2005). Before this declaration, language teachers' practices were examined in relation to particular methodologies.

The notion of methodology which inherently prescribes the best or right way to teach has been predominant in language teaching since the middle of the twentieth century (Adamson, 2004). Kumaravadivelu (1994) sums the common perception of the 'method' in language teaching with the following definition: "a method consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers" (p. 29). Different methodologies theorized in second language teaching used to be popular in understanding teachers' practices. Further, these teaching methodologies grounded the exploration of the foreign/second language teachers' classroom practices and became popular in classroom research at different times. For instance, communication and performance-based methodologies like Communicative Language Teaching (CLT) (Savignon, 1991; Canale and Swain, 1980) gradually replaced discrete grammar and structure-driven teaching methodologies such as Grammar Translation Method, Silent Way, Suggestopedia, Community Language Learning (Adamson, 2004). However, the notion of 'method' in foreign/second language teaching has been criticized in recent years (Hu, 2005).

Some scholars (Brown, 2000; Swaffar, Arens, & Morgan, 1982) claim that the notion of methodology is not useful because classroom practices subsumed under different methodologies could be enacted in similar ways. Other critics (Bartolome, 1994; Tedick & Walker, 1994) eliminate the notion of methodology arguing that it is a futile

attempt to understand teachers' practices according to a certain methodology given the diversity of second/foreign language learning and teaching contexts. Moreover, Richards (1987), (Ellis, 1994; Freeman & Richards, 1993) suggest that the language teaching profession should go beyond teaching methodologies and focus on exploring the nature and conditions of effective teaching and learning. These arguments have led to the current 'postmethod era' (Bell, 2005; Kumaravadivelu, 1994 and 2006).

The current trend is to unpack teachers' instructional practices through focusing on the teacher rather than exploring the quality of teachers' practices in relation to the specific teaching methodologies (Prabhu, 1990, Freeman and Johnson, 1998). To make sense of what gets represented in the classroom and how, recent research in language teacher education focuses on the exploration of teachers' experiences through narrative inquiry and mapping teachers' reflections (Johnson, 2007). Alternatively, the focus is on second/foreign language teachers' knowledge bases and how these teachers use such knowledge base to make sense of the classroom (Richards, 1990; Freeman and Johnson, 1998; Golombek, 1998).

In an attempt to contribute to the recent trend in second/foreign language teacher education, this dissertation study explored the ways in which English language content gets represented in an EFL classroom through employing the notion of teacher content representations and particularly the concept of 'academic task' to the EFL classroom (Doyle, 1983, 1986, 1991; Carter & Doyle, 1989).

### 1.3. Statement of the Problem

The ways in which English language gets represented and enacted in EFL classrooms are worth exploring because the language is not commonly used for communication outside classroom settings. It is significant to examine EFL teachers' content representations of the language as they transform and enact English language content in classrooms. This representation and enactment have important implications for what students learn in classrooms. To contextualize this problem, the characteristics of the EFL context under study are described next.

In a developing nation like Turkey with typically a dense young population, English as an international language is often associated with easier and prestigious access to educational and socioeconomic benefits. In EFL settings like Turkey where English is not spoken outside classroom settings as the primary language, the ways in which English language is taught take place in classroom settings. I attended primary through undergraduate level higher education in Turkey. Throughout my elementary and secondary educational experience, I had access to English language instruction in classroom settings. Communicating or using the language outside the formal classroom settings would only be possible through individual initiations such as employment at a touristic resort, study or work abroad, and travel abroad. Alternatively, it was possible to have access to English language at non-school settings like coaching settings or specialized language schools where instructional practices also occur in classroom settings. Residing in a touristic city, I would create opportunities to 'practice' English

language outside a classroom setting through initiating conversations with tourist native English speakers. I also experienced the alternative ‘non-school’ route by going to cram schools which involved classroom instruction as well. As I later chose to be an English language teacher, the kind of English language teacher training I received targeted creating communicative language classrooms. In many ways, I was trained to cater my instruction to classroom settings as most of the students would not typically be expected to have access to English language outside these settings. Hence, in most EFL contexts, learners of English are exposed to English language most commonly through classroom instruction, no matter whether it takes place in language schools, coaching settings, or formal elementary or secondary schools or higher education settings. Therefore, the ways in which English language gets enacted as the EFL teachers theorize and enact English language ability and skills become crucial for access to English language.

Moreover, in EFL settings like Turkey and Israel (Shohamy, 1998), teachers’ content representations might be influenced by the centralized national curriculum and the English language test centrally administered nationwide once a year. In Turkey, the English language university entrance exam is administered under the official name of Foreign Language Examination (Turkish acronym for this title is YDS). YDS is designed and administered independent of the national English language curriculum standardized for use at Anatolian Lycees across the nation. YDS is a high stakes test designed to assess English language aptitude and proficiency. This assessment functions as a gatekeeper to select those test takers who choose to be placed at programs like English language teaching, English language and literature, and American culture and literature.

On the English language proficiency test (YDS), a total of 100 items is annually administered nationwide. The test is applied to a diverse population of examinees who typically attend various types of high schools such as the Anatolian (Anadolu) lycees, Science Lycees, and Anatolian teacher training high schools. At any of these schools, the students taking YDS are those who choose English as their major areas of concentration. These students will be referred as English majors throughout this dissertation.

As for the centralized national curriculum, it is designed for the 11<sup>th</sup> grade English major classrooms at the Anatolian Lycees across the nation. There is no national curriculum for the senior level 12<sup>th</sup> grade English majors. Thus, the national curriculum that is geared towards use at both the 11<sup>th</sup> and 12<sup>th</sup> English language classes includes such curricular elements: broad objectives grouped under modalities, topics, language functions, language structures, vocabulary items, tasks, and projects to be performed. Therefore, YDS is designed independent of the national high school curricula centrally standardized by the Ministry of Education.

Given the above scenario, little is known as to how the classroom instruction works in the context of Turkey. In order to get smart about EFL classroom instruction in this context, teachers' content representations have implications for the content students learn in classrooms. Next, the theoretical framework of teacher content representations that grounds this study is overviewed.

#### 1.4. Curriculum Enactment and Content Representations

This dissertation study focused on the “enacted curriculum” in EFL teachers’ classrooms. This notion is relatively new to the EFL literature borrowed from the mainstream curriculum studies. Synder, Bolin and Zumwalt (1992) discuss enacted curriculum under the title ‘Beyond Surface Curriculum’ (p. 422). To them, enacted curriculum perspective views curriculum knowledge as “an ongoing process” rather than “a product or an event” (p. 429). In view of enacted curriculum, “the most significant education variation exists at the level of the practitioner—not at the level of instructional materials, packaged programs, or the like” (Busis, Chittenden, and Amarel, 1976, p. 1). In this view, teachers use the “externally designed curriculum” as a resource “as they engage in the ongoing process of teaching and learning in the classroom” (Synder, Bolin, Zumwalt, 1992, p. 429).

In application of this framework to the examination of the EFL curriculum, Shaver (2009) discusses three perspectives at the classroom level: curriculum fidelity, curriculum adaptation, curriculum enactment. From the perspective of fidelity, curriculum is seen as “a course of study a textbook series, a guide [and] a set of teacher plans” (Snyder, et al., p. 427) and emphasis is placed on faithful use of these expert developed materials. This view limits attention to teacher interpretation to the curriculum. An emphasis on adaptation (Cohen and Ball, 1999) or enactment (Doyle 1992), on the other hand, underscores the ways teachers transform and reconstruct the content according to the context and their own theories of the content (Clandinin & Connelly, 1992; Craig, 2006). In the enactment approach, teachers actively design and

shape the ways in which the content can be made comprehensible to the learners. Advocates of the enactment approach emphasize the extent to which the formally designed curriculum could be turned into different designs depending on the constituents within the context (Doyle, 1992; Randolph, Duffy, & Mattingly, 2007; Shaver, Gilmore, & Banks-Joseph, 2008).

The current study examined the enacted curriculum i.e., the curriculum that unfolds in classrooms through the actions of teachers and students (see, for example, Zumwalt, 1989; Weade, 1987). In this examination, the focus was on how teachers develop their own theories of content as the curriculum is ‘brought to life’ in the classroom (D’Agostino et al, 2007). As Snyder et al. (1992) state, curriculum-knowledge is no longer a product, but ongoing constructions out of “the enacted experiences [that] students and teacher create” (p. 410). And, as Cohen and Ball (1999) note: “curriculum is often developed in advance, but students’ and teachers’ interactions with this material comprise the enacted or effective curriculum” (p. 4). Therefore, this study examined enacted curriculum through mapping two teachers’ content representations. The concept of content representations helps to understand how content is brought to life in the classroom tasks teachers identify for students. This concept is briefly introduced next.

### *Content Representation*

One way to pick up the enacted curriculum is to focus on teachers' content representations. Through the concept of content representations, curriculum occurs in classrooms as a process. Broadly speaking, content representations refer to the ways in which teachers create opportunities for learners to learn content/skills. More specifically, content representations refer to "the ways in which the curriculum is made concrete in the classroom tasks teachers define for students" (Doyle, 1984, p. 3). In line with this view, Doyle's concept of *academic tasks* provides a way of understanding how content is represented in the classrooms (Doyle, 1983). In abstract terms, tasks provide a venue for students and teachers to accomplish work in classrooms. Tasks are not only defined with the work accomplished but also through the specific ways in which teachers bring content to life in the classrooms. Thus, tasks help to understand the "dynamic process in which content is produced and transformed continuously" (Doyle, 1992, p. 72). In this study, this notion of task is employed to examine teachers' representations of content as a classroom process.

In light of the theoretical view elaborated above, this study raises the following research questions which are overviewed along with the methodology in the next section.

### 1.5. Research Questions and Overview of Methodology

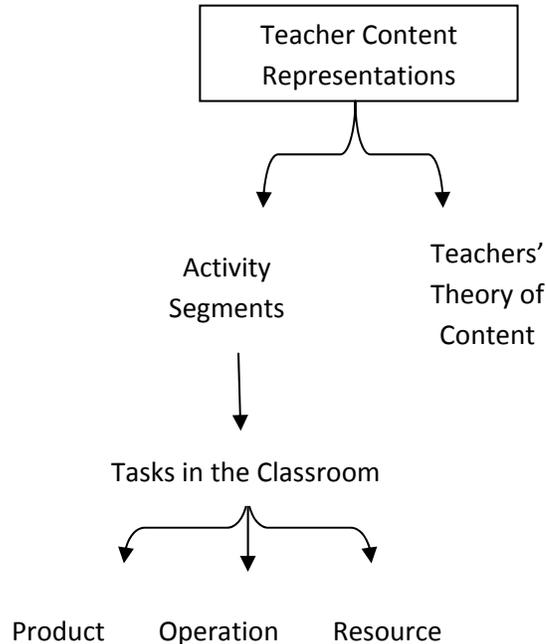
The central purpose of this study was to explore the overall question of: How do the two EFL teacher participants represent English language in their instructional practices over 12 weeks? To achieve this purpose, two enabling questions were posed:

- a. What academic tasks did the teachers attempt to enact in their classes?
- b. How were the tasks enacted?

Data collection took place during a 12 week-long study-exploring what content teachers represented in their classrooms. Data consisted of teacher logs, teacher interviews, and classroom observations. Bi-weekly teacher logs were designed to gather data on what language knowledge the teachers emphasized in class and how they enacted their intended emphasis in classrooms. In the interviews, the focus was on teachers' theories of content and the way teachers described what got represented and how and why it was represented. Teacher logs yielded data on what content teachers emphasized and represented, observations and teacher interviews were to complement how the content enactment occurred. As is outlined in figure 1 below, teachers' content representations were mapped through two main frames of analysis: 1) teachers' theory of the particular content represented in the classroom, 2) description of the classroom activity in a 'behavior segment'. More specifically, the interviews and teacher logs provided the data base to unpack teachers' theories of the particular content area. The classroom observations and transcripts of the recordings grounded the analysis of

teachers' ways of representing the content area selected for analysis. The transcriptions of the classroom interactions were segmented to facilitate the mapping of the academic task(s) that got enacted in the classroom. The next stage of analysis involved elevating the task from the actual transcripts through using Doyle's (1988) components of task: (a) the product declared to the students and the products required or expected by the teacher; (b) the physical and conceptual operations or procedures explicitly or implicitly indicated to the students as well as those that students initiate themselves to undertake the task; (c) the tangible or intangible resources used or transformed in undertaking of the task.

**Figure 1.** General outline for the areas of analysis



### 1.5.1. Setting and Participants

In addressing the above mentioned research questions, the data sources were collected only from two teachers' classroom practices. One school located in the Mediterranean province of Turkey was identified on the basis of convenience. Two EFL teachers were recruited for participation. Both teachers were teaching at the 12<sup>th</sup> grade at the school. The school recruited for the study is an Anatolian Lycee which is one of the screened types of schools. This screening takes place when elementary school graduates take a national test. Those who are successful are then admitted to Anatolian Lycees depending on their test scores and choices of location. The distinctive characteristics of these schools is that students get to receive intensive English instruction from English teachers who are appointed to these schools by the Ministry of Education only when they receive the passing grade on a national test.

At the particular Lycee, the study was conducted in a 12<sup>th</sup> grade English major classroom. There were 20 students in this particular classroom. All of these students were English majors and preparing for the university entrance English language test. The two participating English language teachers were teaching different classes in the same 12<sup>th</sup> grade classroom. Two different teachers taught at the same classroom for several reasons. First, this was a mutual decision taken by both teachers so that students could experience variation of teaching styles across the two teachers. Also, this decision was taken with the intention to divide certain content areas across the two teachers. As it emerged in the informal talks with the teachers, reading, grammar, vocabulary were the main content areas that they chose to emphasize for the 12<sup>th</sup> grade English majors who

are preparing for the test. One teacher emphasized reading and administration of practice tests while the other teacher focused on grammar and vocabulary as the main areas of content. Thus, through the teachers' division of labor, it was intended that students would readily and conveniently expect what work to do in individual teacher's classroom practice. This division of responsibility determined what content area each teacher emphasized in the classroom. Hence, this influenced the findings that mapped the ways in which each teacher represents the particular area of emphasis.

#### 1.6. Summary and Outlook in this Dissertation

This chapters presented in this dissertation are the introduction, literature review, methodology, findings, and conclusion. Chapter 2 introduces content representation and defines "academic task" and focuses on studies that examine teachers' representations of content. In chapter 3, the method is discussed along with the data sources and the data collection procedures are detailed. Chapter 4 presents the combined analysis of the classroom observation transcripts, interviews, and teacher logs. Chapter 5 discusses the findings and concludes the study with the recommendations for practitioners and future research.

## CHAPTER 2: REVIEW OF SELECTED LITERATURE

### 2.1. Overview of the Chapter

This study explores the ways in which EFL teachers represent content in classrooms. This exploration is grounded on the perspective of teacher content representations. To solidify this framework employed, this chapter begins by introducing the popular line of research pursued on teachers' practices in the field of foreign and second language teaching. This line of research is then contrasted with the approach of content representations by introducing the perspective that this study takes towards examining foreign language teachers' practices; namely, enacted curriculum and content representations. Next, recent research on teacher content representations is discussed with regard to 1) research question (2) methodology, and (3) findings. The chapter ends by discussing the concept of 'academic task' which is used as a window to EFL teachers' content representations in this study.

### 2.2. Research on Foreign Language Teaching

In recent decades, a great deal of research has been carried out on foreign language teachers themselves, on their thinking and their classroom practice, to directly or indirectly encourage effective teaching. In the field of foreign/second language (FL/SL) teaching, exploration into teachers' practices have mostly been pursued through examining teachers' cognition (Borg, 2003). The assumption behind this is that teachers' cognition affects "their approach to teaching, students, subject matter, curricula, materials, instructional activities and self" (Borg, 2003, p. 82). Borg reviewed 64 studies,

most of which specifically examined the teaching of English between 1970s and 2002. This review showed that seventeen studies have been carried out in the USA, eleven in Hong Kong, nine in the UK, seven in Canada, and five in Australia. The remainder report studies conducted in Malta (6), the Netherlands (2), Turkey (2), and Germany, Singapore, and Colombia with one each. Most of the studies have specifically examined the teaching of English, mainly in ESL as opposed to EFL contexts, though in several cases teachers of English have been just one of a larger group of foreign language teachers studied (e.g., Lam 2000; Meijer, Verloop, & Beijaard 1999). Other examinations of foreign language teachers' practices were conducted through looking into the relationship between foreign language teachers' beliefs and practices-(Elbaz, 1983; Nespor, 1987; Kleinsasser, 1993; Graden, 1996; Golombek, 1998; Nyawaranda, 1998; Nien, 2002; Andrews, 2003, Da Silva, 2005).

When it comes to specifically in English language teaching, Freeman and Johnson wrote a ground breaking piece in 1998 to call for a reconceptualization of the knowledge base for teacher education in English. A decade before this piece, most of the classroom-based research aimed to describe effective teaching behaviors, positive learner outcomes, and teacher-student interactions that were conducive to effective and successful EFL/ESL learning (see Chaudron, 1988). Freeman and Johnson (1998) associate this trend in classroom-based research in the field of FL/SL teaching with the process-product research in the general education in that the research on language teaching focused more on "discrete amounts of knowledge, usually in the form of general theories and methods that were assumed to be applicable to any teaching context" (p. 399). Freeman and

Johnson acknowledge the transformations that emerged in the views of teaching in the mid-80s. They cite various scholars who argued that teachers' work is shaped by "their prior experiences as students (Lortie, 1975), their personal practical knowledge (Connelly & Clandinin, 1988), and their values and beliefs (Pajares, 1992)" (p. 400). According to Freeman and Johnson, research on teaching began to argue that teachers construct their knowledge about teaching in their experiences in classroom settings (Bullough, 1989; Clandinin, 1986; Grossman, 1990 as cited in Freeman & Johnson, 1998, p. 400).

Despite lagging behind, the field of language teaching has caught up with the major shifts in research on teaching in general education. In doing so, the field disavowed search for the best method (Prabhu, 1990). Especially after Freeman and Johnson's piece, it is widely recognized that research on English language teaching can not be limited to questions like how well teachers demonstrate "a codified body of knowledge about language and language learning" or the most popular methodologies in actual classroom settings (Freeman & Johnson, 1998, p. 402). Thus, it is acknowledged that research should focus on the teachers, their practices, beliefs, cognition, and classroom practices (Kumaravadivelu, 2001). As a contribution to this view on teaching that goes beyond teaching methodologies, the perspective of enacted curriculum and its application to understanding EFL teachers' practices are presented next. Later, the academic task window to teacher content representations, which is the actual theoretical framework employed in this study is expanded.

### 2.2.1. Enacted curriculum and EFL teacher practices

Shawer (2009) presents three approaches to curriculum implementation: curriculum fidelity, curriculum adaptation, and curriculum enactment. From a fidelity perspective, curriculum is “a course of study, a textbook series, a guide [and] a set of teacher plans” (Synder et al, 1992, p. 427). Curriculum is predetermined top to down by the external experts other than the teachers themselves without providing any room for the teachers to present their own interpretations, create opportunities for interactions between the new and previous knowledge base. Thus, the focus within this approach is on transmission of the selected knowledge base, not necessarily the interactions between the new and previous (Richardson, 1997). Also, local needs are not the main focus; instead, organizational standardization of the curriculum is emphasized.

Curriculum adaptation and curriculum enactment are the two other approaches for conceptualizing how teachers approach curriculum. The adaptation approach positions the teacher as the agent to shape the externally developed curricular materials in relation to students’ needs and instructional goals within the local context. As Cohen and Ball (1999) note, when teachers adapt curriculum, their “knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can” (p. 2). Within the curriculum enactment approach, teacher goes beyond adaptation of the curriculum. The curriculum is rather defined as a process “jointly created and jointly and individually experienced by students and teacher” (Synder et al. 1992, p. 428). Coupled along with this definition is the focus on the wide range of roles

teachers assume such as using, adapting, developing and making curriculum. Also, within the enacted curriculum approach, curriculum knowledge is a process rather than a product, in which both teachers and students constantly are engaged in construction of classroom experiences. Thus, in the enacted curriculum approach, the teachers are viewed as the agents who could create curriculum, rather than just adapt the externally developed curriculum to local needs.

When it comes to the application of the enacted curriculum approach to understanding EFL teacher practices, Shaver (2009) seeks to address what curriculum approach EFL teachers employ in their classrooms and what strategies they use to get at the category of the above mentioned curriculum approaches; namely, curriculum transmitters, curriculum enactors or developers, curriculum adapters. Data sources collected were general interviews, pre/post-observation interviews, student group interviews, and classroom observation. These data were collected from five curriculum developer teachers, two curriculum transmitter teachers, and three curriculum maker teachers. Since the focus of this literature review was on the curriculum developers or enactors, the macro classroom strategies used by the EFL curriculum developer teachers are listed by Shaver (2009) as follows: “curriculum change, curriculum development, curriculum supplementing, curriculum-adaptation, curriculum planning, curriculum experimentation, curriculum design, curriculum expansion, content sequencing, materials evaluation, material writing” (p. 6). The micro strategies that the curriculum developer EFL teachers used were: “multi-source of input, textbook springboard of pedagogical content, textbook cherry pick, flexible order of lesson treatment” and the like (p. 6).

From teachers' own statements, Shaver (2009) reports the following macro strategies: "I use authentic materials, internet stuff and newspapers to change the curriculum focus (4-C)"; "Where I don't like what's in the textbook, I go and look elsewhere, explore other ways to develop it (5-C)"; "thinking about students on planning lessons and the materials and activities that can suit the students (3-C)" (p. 5). As for the micro strategies, here are a few statements: "I ignore the order of the lessons. I never go through page-by-page"; or they enact activities by "giving different priority to the lessons and units" (4-C) (p. 6). Shaver's study as elaborated above exemplifies how EFL teachers establish their autonomy in their classroom practices through strategizing the use of the EFL curriculum.

Along the lines of enacting language in the classrooms, the study by Ireson, Blatchford, and Joscelyne (1995) exemplify what activities English language teachers represent to enact reading in their classrooms in the UK. Through the lenses of activity, Ireson and et al capture the processes that teachers follow to enact reading in the classroom. They define the concept of activity as "broader than the task framework and includes activities that are not written or assessed, but are organized by the teacher as part of the primary language curriculum" (p. 247). That is, their focus was to examine what reading activities the teachers enact to represent this skill or content area. Favoring the concept of activity, the focus was prioritized on the kinds of activities presented by teachers to pupils of differing ages and reading abilities as well as on teachers' conceptions guiding their choice of activity. Through this theoretical framework, the study lists the reading activities enacted by 107 class teachers at primary classrooms in

England. The number of teachers was 29 from the reception class, 27 from Year 1 classes, 26 from year 2 classes and 25 from year 3 classes. In the end, through interviews, questionnaires, and diary records, and interviews with the headquarters, it was found that % 81 of the teachers use questioning during reading activities or they check students' understandings of the facts in the text. Also, most teachers related the text to students' life or background experiences. Ireson et al. (1995) report the following: "Teachers very frequently encouraged the use of phonic strategies through breaking words into sounds (66%) and blending words from sounds (59%). They also included a range of whole-word activities, writing children's words on the board (51%), labeling classroom objects (50%) and using dictionaries (42%). Activities specifically concerned with spelling were reported with moderately high frequency (49%)" (p. 249). It was also revealed in the study that teachers emphasize hearing children read aloud and reading to them. These main activities are then supported by "by work on sounds and letters, word recognition and oral language work, and increasingly in subsequent years, by writing activities" (p. 250). In this study, the ways in which teachers enacted reading were represented through employing the concept of 'activity'. Thus, they indicated that reading as a skill was examined through mapping the activities like questioning, check for understanding of the facts and so on.

Along the same lines with the concept of activity, another study by Fazio and Lyster (1998) examine the organization and content of the activities in French submersion versus immersion classrooms. The purpose of the study was to map the differences and similarities in the type of language arts instruction across submersion

versus immersion classes. More specifically, the authors used an observation scheme like Communicative Orientation of Language Teaching (COLT) whereby the focus was on verbal interactions at the micro level and organizational and pedagogical aspects of the observed events at the macro level. The basic unit of analysis was the observed pedagogical activity coded with five main categories: 1) participant organization (individual seat work, whole class, group work); 2) content (i.e., form (including grammar, vocabulary, and pronunciation), function, discourse or sociolinguistics; *other topics*, which refers to meaning-oriented, subject-matter and thematically-based instruction; or a *combination* option); 3) content control (the answer to who is controlling the content of the observed activity; i.e., the text, students, the teachers or combinations); 4) student modality (whether the students are *listening, speaking, reading* or *writing* in isolation or as integrated); and 5) materials type (*minimal text* like isolated sentences, word lists, fill-in-the-blank activities or extended text like paragraphs, dialogues and whole stories) (Fazio & Lyster, 1998, p. 308). 24 observations were conducted in the submersion classes while 29 observations were done by different observers on different occasions in the immersion classes.

Fazio and Lyster (1998) found that 81% of the time; teacher-led whole class activities were dominant in the submersion classrooms while only 70 of the total observed time was devoted to teacher-led activities in the immersion classrooms. Thus, individual seat work and group work was more frequent in the immersion classrooms. In terms of content, the submersion classes focused more on the form and functions of the language while immersion classrooms demonstrated more emphasis on other topics than

just form and functions in the language. 77% of the time, the focus was on language in the submersion classes when in fact 32% of the time the focus was on language forms in the immersion classes. Another interesting difference between the submersion and immersion classes emerged from the category of ‘student modality’ in that students in the submersion classes spent more time primarily in listening (44% vs. 24% in immersion classes) while they spent less time engaging in skills like speaking, reading, and writing.

In addition to the study by Ireson, Blatchford, and Joscelyne (1995), Fazio and Lyster’s study constitutes another example in which language teachers’ practices are examined in terms of the kind of pedagogic activities enacted in classrooms. The units of analyses involve structural or managerial processes enacted in the classroom like organization of the class participation, the nature of the content (whether the emphasis is on the form or on a theme) and so on.

On the other side of the research spectrum in language teaching, recent research on understanding EFL teachers’ practices in the classroom manifests interesting analyses. For instance, Tardy and Snyder (2004) present the use of the concept of flow. According to them, this concept is another dynamic ruling classroom instructional practice. Tardy and Snyder (2004) apply this concept to EFL teachers’ practices in Turkey in a way not so much different from how the psychologist, Mihalyi Csikszentmihalyi (1997) described: “flow emerges when a person faces a task with a clear set of goals that require appropriate responses” (cited in Tardy & Snyder, 2004, p. 118). As applied to a teacher’s life in classrooms, it is theorized that both teachers and students experience flow when they are motivated to go beyond transmitting or acquiring knowledge and actually are

inspired to learn and share their experiences. The study done with 10 EFL teachers in Turkey revealed that most of these teachers report to be experiencing *flow* in their classrooms especially when they personally feel excited and engaged in the material or conversation and share experiences of their own with the students which brings in the *authenticity* that one teacher exemplifies from his class: “[the students] weren’t thinking so much about language, they were thinking about some kind of idea that was forcing them to use all the language that they knew in order to communicate what their feelings were about the idea” (p. 121). Besides, some teachers described the flow they were experiencing in their classes to be *spontaneous* and *unpredictable*. The authors claim that this is the case because these teachers are given a lot of autonomy in their material design, lesson planning by the administrators. Also *flow* is portrayed as being able to catch the *moments of learning* as is described by one of the teachers: “Sometimes you think, OK, let’s take that path then, and then try and come back and see where it leads us. Because then you know, it gets the students engaged, it keeps them awake, it keeps them—it gets them to remember more from the lesson than they could if you just kind of try and get them to complete activities (*italicized in the original*) ” (p. 122). These teachers described the *flow* in their classrooms as emerging when students are engaged and inspired to learn and authenticate the material by personalizing and conveying their views for real purposes.

Similar to the two other studies presented above, Tardy and Synder also do not elaborate on the actual ways in which teachers represent language to get students to a high level of engagement while maintaining the smooth ‘flow’ of the classroom practices.

Therefore, their research resembles the others in that the unit of analysis focuses on the activities and processes that teachers enact rather than “the cognitive processes that are required to accomplish tasks” (Doyle, 1991, p. 66). In other words, the actual tasks targeted and operations that the teachers design to represent the language as a content area are not analyzed in the studies reviewed above.

The studies exemplified above showed how language teachers’ classroom practices vary depending on the context and structure of the classroom. To sum the above section, Shaver (2009)’s study exemplified the application of the enacted curriculum approach to EFL teachers. Ireson et al and Frazier analyzed teachers’ classroom practices through listing the nature and organization of the activities and the activities mostly led by teachers. Tardy and Synder’s study presented teachers’ self-reports on the extent to which EFL students engaged in the activities. It was also noted that none of these studies examine the content that is actually represented by the teachers. Next, the literature on teacher content representations is presented.

### 2.3. Teacher Content Representations

Two views on teacher content representations are prevalent in the literature of teacher education and teaching. The ‘effectiveness’ perspective to teachers’ content representations constitutes the first view (see Magnusson, Krajcik, and Borke, 1999). This perspective is essentially informed by Pedagogic Content Knowledge (PCK) first described by Shulman (1986b, 1987, 2004). Through the PCK approach to teacher content representations, the focus is on the effectiveness of teachers’ practices. The focus is on effectiveness because teachers’ content representations are examined through “the

most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations-in a word, the ways of formulating the subject that make it comprehensible to others” (from Shulman, 1986, pp. 9-10). PCK refers to a teachers’ unique knowledge of how to create learning opportunities that make particular content more comprehensible to others. The construct of PCK acknowledges that teaching for understanding is a complex cognitive activity that requires the transformation (Wilson et al., 1987) of teacher knowledge from diverse domains, including subject matter knowledge, pedagogical knowledge, and knowledge of context (Grossman, 1990).

The other view on teacher content representations actually examines the ways in which teachers bring content to life in the classrooms. Pioneered by Doyle (1985, 1986), content representations refer to “the ways in which the curriculum is made concrete in the classroom tasks teachers define for students” (Doyle, 1986, p. 3). In this conceptualization, Doyle emphasizes classroom tasks to capture the ways in which teachers bring content to life in the classrooms. This approach to teacher content representations does not aim to examine teachers’ best effective representations of content. As was briefly mentioned in chapter 1, this view on content representation can be linked to the enacted curriculum perspective which is elaborated further in the next paragraph.

At the crux of pedagogy and curriculum, Doyle (1992) maintains that “classrooms are contexts in which students encounter curriculum events, that is, occasions in which they must act with respect to some content” (p. 507). This view asserts that teachers

assume the autonomy and authority to orchestrate curriculum rather than being governed by the curriculum. Along the same lines, Leinhardt and Greeno (1986) view teaching as “a complex cognitive skill which requires the construction of plans and the making of rapid on-line decisions” (p. 75). Thus, the teacher becomes the designer, generator and enacter of an academic task which in return is governing pedagogical and enactment of the curriculum in classroom activities (Doyle, 1990). In pursuit of the enacted curriculum approach, the teacher content representations could be mapped by examining the academic task (Doyle, 1986, 1990). This examination is grounded in an analysis of the *tasks* a teacher uses. The definition of academic tasks by Doyle (1983, 1986, 1991; Doyle & Carter, 1989) was drawn from sociocultural research on learning as is elaborated below by Doyle (1991):

The concept of ‘task’ has its roots in anthropology, sociology, and cognitive psychology (see Bossert 1979; Dawes 1975; Erickson 1982; Laboratory of Comparative Human Cognition 1978) and is used to refer to the way in which work, and thus cognition, is organized or structured in a particular setting (p. 58).

Doyle (1990) makes a case for capturing teachers’ content representations through mapping the “task” that gets designed, enacted, and realized by both the teacher and students’ performances in the classroom. With this framework, the attempt is to capture what content gets represented through mapping a) a goal state recognized by the teacher and expected of the students, b) conditions under which the task is to be accomplished such as the resources to be utilized, c) procedures or operations that the teacher leads or

students develop to get at the goal state, and lastly d) the significance of the work in the class system.

More specifically, to Doyle (1983, 1985, 1986, 1988, and 1990), the task that the teachers develop and enact in the classroom has the following components: product, operations, resources, and weight. Some examples of *products* attained in the classroom are: “words in blanks on a worksheet, answers to a set of questions, or an original essay. *Operations* could be exemplified as copying words off a list, remembering words from previous instruction followed to get at the products through the use of *resources* like consulting to a textbook” (Doyle, 1985, p. 5). *Weight of task* refers to the significance that a task holds on the overall or short term accountability system of the class (grade and the like). The weight could be exemplified with “a warm up exercise in math might count as a daily grade whereas a unit text might account for 20 percent of the grade for a term” (Doyle, 1988, p. 169). The weight of a task could affect a number of aspects in the representation of content like mainly the actual generation of the product, students’ resilience to engage in this generation or the smooth versus bumpy flow of the classroom activity.

To interpret all these components of academic tasks, one needs to think of the teachers’ content representations as classroom events in which the content is laid on the classroom floor through formulations of a goal state, actual operations to be followed, resources in hand or to be developed, and the significance of working on all these to get at the goal state. The task could exist at different levels all at the same time (Doyle,

1988, p. 170). The weight of the task might be quite significant in the accountability system of the classroom but may not be 'heard and interpreted' as significant by each student. All in all, various dimensions could be factored to actually analyze a task projected through teachers' content presentations. Dimensions like ambiguity and risk were conceptualized to distinguish and classify tasks. Risk encompasses the rigor placed on the evaluation criteria as well as the probability of meeting the criteria (Doyle, 1983; 1992). So, the dimension of risk involves both the difficulty and likelihood of meeting the evaluation criteria (Doyle, 1983). For instance, the task might be too difficult with a high ambiguity along with high accountability criteria and so the *risk* might be high to undertake it. As can be gathered, ambiguity refers to the clarity of specifications given in a task. High ambiguity might be embedded in tasks that require higher order cognitive engagement from the students or development of operations to generate the product (goal state) of the task. Doyle calls these kinds of tasks *novel tasks* (1988). On the other hand, *familiar* or simple tasks may be low in risk and ambiguity. Differing degrees and levels of ambiguity, risk, and difficulty of the tasks may lead to differing levels and degrees of productivity in the representation of the content in the classroom. For instance, task types such as Memory tasks, Routine tasks, Opinion tasks, and Understanding tasks (Doyle, 1983) might be enacted depending on teacher's theory of content, one among many other possible factors. Classrooms with high ambiguity and greater demands might be characterized with opinion and understanding tasks. Alternatively, classroom representation of content may be associated with enactment of memory and routine tasks when the risk, and ambiguity are low and the stakes are lower. The study of tasks,

therefore, provides a multidimensional lense in examining teachers' ways of bringing content to life in the classrooms.

The following studies are presented to situate the task window to teachers' content representations in perspective to the pedagogic content knowledge (PCK) approach to examining teacher content representations. Though very limited, the body of research on the academic task window to teacher content representations helps to illustrate the methods and findings. After reviewing these studies, the chapter ends with a synthesis of research on the examination of academic task window to the study of teacher content representations as well as with the voids in the literature on EFL teaching.

#### 2.4. Research on Teacher Content Representations and Tasks

The studies presented here are described according to: (1) research question and approach in relation to content representation , (2) methodology, and (3) findings.

To start with the studies that employ the PCK perspective to teacher content representations, the study conducted by Zemba-Saul, Blumenfeld, and Krajcik (2001) exemplifies the application of this particular content representation framework to science classrooms. Zemba-saul et al present a qualitative case study of twenty two prospective elementary teachers' science content representations. Their approach to content representations is grounded on Magnusson, Krajcik, and Borke (1999)'s conceptualization of components included in a model of science teaching. Zemba-Saul, Blumenfeld, and Krajcik (2001) includes two components of content representation for meaningful science learning; namely, "a) knowledge of instructional strategies that

promote learning and b) knowledge of students and their requirements for meaningful science learning” (p. 319). The research question was stated exactly as follows: “Having had a year of intensive emphasis on content representation, in what ways do three prospective teachers represent science content to children during their student teaching experience?” (p. 447). The data collected to unpack the pre-service teachers’ representations of content involved the science unit plans and graphical overviews generated by the student teachers; observation and videotaped teachings of science lessons; the student teachers’ reflective daily journals; and reflection interviews with the university supervisors.

The content representations of the three teachers presented in this study were analyzed for subject matter accuracy, connectedness, sequencing, and consideration of learners’ needs. Within the framework of content representation and so considering the enacted curriculum as a process, it is indicated in this study that these teachers shifted their content representations across the two complete cycles of planning, teaching, and reflection as they picked up better understandings of the learners.

On another perspective to the study of teacher content representations, Blumenfeld and Meece (1988) do not take the PCK route. Instead, they considered the cognitive characteristics of tasks enacted in the classrooms. 194 fourth through sixth graders were drawn from 8 classes across 8 schools. Essentially, Blumenfeld and Meece’s study examined classroom factors that affect students’ high cognitive engagement with learning the material in science. Instead of problematizing classrooms as “complex social-instructional systems” (p. 236) and just focusing on teachers’

managerial behaviors and the curriculum, Blumenfeld and Meece support the view that tasks are the connecting units between curriculum, teachers, students' learning and motivation. Through the lenses of this view, their research aims to how students' involvement and cognitive strategy relate to the task characteristics and teacher behavior.

To address this research question, students' task engagement was measured through questionnaires, detailed transcripts of the lessons gathered from extensive classroom observations and interviews. Tasks were categorized according to 1) their difficulty of cognitive content; 2) type of social organization of tasks like small group and individual structures requiring more personal engagement, and regulation; 3) procedural complexity of the tasks, in Doyle's terms, like simple procedural or formulaic tasks versus more complex tasks requiring more cognitive engagement from the students. Finally, products in task characteristics were considered. The form of the product determines how much ambiguity and difficulty students might encounter. By factoring the product in the task characteristics, Blumenfeld and Meece reason that students' cognitive involvement with the material might focus more on the product than the content (Doyle & Carter, 1984). If the product is complicated, their cognitive involvement with the material might vary. A questionnaire was administered to students after each of the four lessons that the researchers observed. Additionally, random interviews with the students were conducted mainly asking about students' understanding of the lesson, why or why not they were engaged in the lesson; their strategies in the lesson; and students' perceptions of the importance of the lesson.

Findings showed that the procedural complexity of the tasks hinder students' high level of engagement with the content. Another highly influential factor in students' use of high-level strategies was social organization. That is, small group or individual structures did not significantly attract students' cognitive engagement ratings. Also, when there are more complex procedures to follow, students focus more on getting through the procedures of the task. The authors also concluded that the content (difficulty or ambiguity level) of the tasks may not enhance students' cognitive engagement, when considered alone. Their remarks pointing to the fine balance among all the characteristics of a task are worth quoting here: "how students react to tasks of differing levels of difficulty and differing social organization is influenced also by their procedural complexity and products" (p. 247).

Furthermore, Elbaz (1991) presents a case study on representation of reading in fourth grade classes in Israel. This piece presents classroom data predominantly from two teachers with the goal to address the research question: "how do schools and teachers handle the reading of texts as a curricular task?" (p. 301). The teachers Elbaz refers to are teaching at a school where reading was problematized as "last year's problem" (p. 305). The need to work on reading pressed on the teachers by the school administrator and parents is identified through the measures administered by the reading specialist at the school. However, this identification is pointed at individual students, the teachers of whom are notified for special attention. Elbaz refuses to see the problem at stake as individual students' failure to understand what they read. Rather, Elbaz points to the public opinion forwarding the conviction that reading is not adequately taught at the

school. To Elbaz, this could be “a problem which might be attributed to inappropriate materials or incorrect pedagogy or both” (p. 306). Hence, she sees the problem raised by the local voices and the ministry of education “as an institutionally sanctioned way of viewing the problem” (p. 306). Thus, Elbaz sets out to address the ‘complex task’ of examining the interaction of teachers, students, and the text through observing classroom tasks which to her involve “some interaction with the text” (p. 304). Elbaz presents the classroom observation data through transcripts of interactions around three episodes; 1) the bible lesson; 2) Monsters and other friends: Literature on the assembly line; 3) Malaria, swamps and traffic jams: Reading history. Next, Elbaz’s discussion of each of these episodes is presented for each episode respectively. In describing each episode, Elbaz points at the kinds of activities, the pedagogic complexity of the task organized around the particular text.

The first episode which is on reading the story of Ehud from the bible is presented as a script from an interaction between the teacher and the student(s). To Elbaz, the first episode demonstrates students’ perception of the particular reading lesson as ‘work’ which is indicated by a student’s question: “do we have to answer this?” ; “ what is there to answer?” (p. 309). In discussing so, she draws from Doyle's (1986) claim: “Most of the lessons I observed strongly support ‘an overriding impression one gets from studying academic tasks in American classrooms is that the curriculum is represented to students as work’ (p. 371).” Further, Elbaz comments that the texts are viewed as containers of messages or knowledge. In this view of the text, knowledge is to be extracted from the text by following the correct procedures. According to Elbaz, “In such work, the teacher's

job is first to give whatever level of guidance pupils need in order to master the basic information in the text, and then to provide appropriate exercises at which they can be left to 'work' on their own; some tasks merely involve reproducing the information in various forms, other tasks call for manipulation (e.g., categorizing) or extension of the message (e.g., stating an opinion)" (p. 313).

Coupled with the 'work' perception of reading, Elbaz points at the familiarity versus novelty of tasks. That is, the familiar tasks that involve proceduralization of tasks do not encourage the students to engage in the meaning of the text. Their attention is diverted from meaning rather to the procedures. On the other hand, within the same episode on the bible lesson, Elbaz points to the facilitation that both teachers offer for the students to be able to delineate meaning from a difficult and complex text. They do so through engaging students to write down everything about the text that they recognize. This operation is then followed by a teacher-led activity of writing all the familiar parts of the text on the board. Elbaz gathers that teachers facilitate students' task of interacting with the text which constitutes a significant part of all the lesson episodes presented in the study.

The second lesson episode is on working on the tasks and questions on the cards; some examples are : "Write a story, poem or play to describe one of the characters in the text."; "Show how the language of the poem expresses the feelings of the narrator (a small boy) towards his dog"; "Draw a monster and write about it (for a poem called "Monsters"); "Compare the description of the Hoopoe Bird ("Duxifat") in the poem with the description in the encyclopedia; which characteristics does the poet choose to

emphasize in the poem, and which ones does he ignore?" (p. 309). The core of the lesson, as discussed by Elbaz, is to carry out the *work* and to give correct answers to the questions, depending on the particular card or task which is reflected by students' questions asking each other: "What did you get for number three? what question are you on?" (p. 310).

The third episode which is on a history text is contrasted with the biblical text by the author in terms of its simplicity. More specifically, the text is on the factual draining of swamps during the early settlements of Israel. The lesson operates on procedures like reading the text, asking questions, and answering questions on the summarizing worksheet. It is noted by Elbaz that this text and the teacher's questions lead to students' engagement with the meaning of the text. This engagement manifests itself in the form of students' discussion of the settlers' problems and modern problems in the swamps. Thus, this is interpreted as a benefit of leading a 'simple' task. Although this discussion around the text focused on the meaning derived from the text, Elbaz notes that the students' personal opinions were not encouraged. Hereby, the perception of the text as a container of knowledge or message is reinforced once again by Elbaz.

After discussing these episodes as summarized above, Elbaz concludes that the two teachers represent the textual material that is centrally standardized across the nation by employing various techniques such as deliberation of the text or "an innovative form of group reconstruction of meaning." (p. 317). Another implication drawn from the lessons is that teachers translate the centrally imposed curricular material into use in the

classroom. A final compelling remark from Elbaz is that teachers shape the curriculum in the classroom through creating a complexity of processes in interaction with the curricular material. With that said, she points to the classroom task shaped by the teacher knowledge which is represented around the nature of the text.

Doyle's study (1988) presents another example in which tasks function "as a context for students' thinking during and after instruction" (p. 167). It also complements the understanding of the points on familiar versus novel tasks raised in Elbaz's study. Charged with the purpose to map the types of tasks and characteristics of the task systems (i.e., "the collection of tasks that constitute the work of a class for a grading period or a unit of content"), Doyle observes two Math teachers (p. 172). These teachers were renown for their expertise and emphasis on higher order thinking in their classroom practices. Data sources included extensive observations of classroom events and documents and student work collected from the teacher. Also, teachers and students were interviewed. Three themes emerged from this study in terms of the familiarity, level of production and accountability requirements of the tasks. In terms of familiarity of tasks to the students, *familiar tasks* like warm up or practice sets were identified as curriculum events that involved standardized and routinized operations to facilitate the products. These tasks were observed to be helpful to generate smooth and predictable workflow when the task involved complex operations or information. *Novel tasks*, on the other hand, mainly were characterized by the autonomy enforced on the students in having to take decisions about what to produce and how to produce (p. 173). Novel tasks were unpredictable and thus the workflow involved 'bumpy' moments. In terms of the level of

production, familiar tasks were observed to generate high productivity. This was because the familiar tasks followed predictable sequences and steps.

With regard to the accountability requirements of tasks, familiar tasks placed rigorous demands on students' performance like high grades, or strict grading of students' answers. Novel tasks, on the other hand, place relatively more lenient demands of task completion or repeated opportunities given for submission of the work. In concluding, Doyle calls for additional research that is implicational to the impact of classroom tasks on students' motivations, attitudes, and cognitions.

More recently, Herbst (2003)'s study exemplifies the effects of novel tasks coupled with subject specific tensions on teachers' management of the work. The hypothesis tested in this study is that novel tasks bear certain tensions that teachers tackle in interaction with the students. Tested in Math classrooms, Herbst lists the tensions as follows: "the direction of students' activity, the representation of mathematical objects, and the elicitation of the conceptual actions that students need to invest" (p. 199). The study by Herbst examined a class of four 14-year-old girls who had recently graduated from middle school and were taking part in a 6-week, for-credit summer course in geometry. Data sources involved descriptions of classroom interactions, informal teacher interviews, and additionally teacher journals which were not observed as a data source in the other studies. The descriptions of the classroom interactions were transcribed from a video camera. Interviews were conducted before and after instruction with a focus on the teacher's approach to instruction and sequence of tasks. Teacher's journals

complemented the teacher's reflections and reasoning about the lessons. The analysis was based on 'records of practice' (Lampert & Ball, 1998).

Earl, an experienced teacher who participated in Herbst's study experienced the kinds of tensions hypothesized by Herbst while enacting novel tasks. More specifically, Earl experienced tensions in trying to decide what resources to provide to the students. He was to either give clues or hints in solving the problems or leave room for ambiguity to encourage students to "actions that make sense to them as being instrumental in completing the task" (p. 207).

Herbst lays out that the tensions emerging from the need to lead students' activity to a direction might result from the dilemma between the product and creation of new ideas. Herbst acknowledges Doyle's (1988) explanatory postulation on the nature of novel tasks in that they lead to bumpy workflow while at the same time expand "the limits of classroom management and intensifies the complexity of the teacher's task of orchestrating classroom events" (p. 174). Herbst's study indicates that didactical contract between the teacher and students which involves negotiation of meaning and obligations around teaching and learning of mathematics. Herbst also recommends that novel tasks should be seen as bouncing boards in that "the tensions should not be taken as excuses to avoid teaching with novel tasks but as tools to figure out what -is at stake when doing it" (p. 232).

Those studies that presented *the task window* to teacher content representations demonstrated the pattern of examining classroom events as processes in which various dimensions of academic tasks like the risk and ambiguity are considered. This window

helped to understand what content and theory of content teachers represent within the subject domain. This understanding certainly goes beyond the activity perspective to teacher content representations which help to map the kinds of conditions or operations enacted in the classroom (i.e., seat work, writing children's words on the board and the like). Methodologies employed in these studies tried to capture the rich picture of the classroom. Most studies that sought to capture academic task consisted of observations, interviews, and document analyses, except for the use of teacher journals in Herbst's study.

## 2.5. Summary of the Literature Review

It was reviewed that the view on enacted curriculum (Shawer, 2009) positioned the English language teachers as active agents who shape, adapt English language content in lieu with the particular context. Along the lines of enacted curriculum, teacher content representations were examined through concepts of *activity* (Ireson, Blatchford, and Joscelyne, 1995; Fazio & Lyster, 1998). In line with the view on enacted curriculum, content representations were theorized through presenting Doyle's task framework (Herbst, 2003; Elbaz, 1991; Doyle, 1988). Elbaz's study specifically illustrated how teachers vary their representations of reading depending on the nature of the text, students' interactions with the text and their obligations towards the overall schooling context. Thus, it is illustrated that reading is at times represented as a skill of transmitting information or discussion of messages at other times. Through allowing the task characteristics like familiarity, Elbaz maps how students do not focus on meaning but

rather on the procedures to just accomplish the task product when faced with a novel task (e.g., answering questions on the cards).

Given this brief summary of highlights from the literature, it should be further highlighted that there is no study that examines EFL teachers' content representations in the classroom. More specifically in the context of EFL teaching in Turkey, the line of research that is most proximal to the focus of this study is very limited. Apart from Tardy and Synder's study on EFL teachers' perceptions on the flow of their classrooms, there is no other study that examines EFL teachers' representations of any of the English content or skill areas enacted at high schools. This specific note marks the significance of this dissertation study. Most importantly, the task window to examining teachers' content representations could contribute to the current 'postmethod era' of English language teaching in which the focus is shifting onto the English teachers and on understanding their practices in varying contexts.

## CHAPTER 3: METHODOLOGY

### 3.1 Introduction

This chapter starts with an overview of methods used in the study and the connection between data sources and the research questions. Profiles of the two participating teachers are presented through situating them in the school setting where the researcher met them. Simultaneously, the school profile that was chosen as the research site in this study is detailed. Finally, the analysis of data is discussed.

The principal question and the sub-questions guiding this research were: 1) How do the two EFL teacher participants represent English language in their instructional practices over 12 weeks? a) What academic tasks did the teachers attempt to enact in their classes? b) How were the tasks enacted?

### 3.2. An Overview of Approaches to Research Methods

Qualitative methods were chosen to answer the main question of this research for two reasons. First, the study was exploratory. Second, it sought to map rich local descriptions of classroom practices of two teachers. Therefore, it did not involve any interventions. Also, the examination of teachers' practices did not pass any judgment into the quality of teaching practices in any shape or form. Thus, the descriptive analysis of what content teachers represented and how they represented it did not carry a criterion of judgment.

The qualitative approach to exploring and understanding classroom practice *in situ*, in its local context, is rooted in the framework of situated practice (Brown, Collins,

and Duguid, 1989; Greeno, 1997; Greeno, Collins, & Resnick, 1996). According to this framework, all the constituents of one's knowledge and practice are bound to the situations, context and activity in which they are produced (Brown, Collins, and Duguid, 1989). Putnam and Borko (2000) specifically relate this framework to teaching and claim that teachers' practices, knowledge, and learning can be studied in the setting where they are situated without referring to any criteria or standard code of effective teaching practice.

Qualitative methods in this study included local and situated analysis of the two teachers' theories of content as reflected in the ways in which they represent content in the classroom in interaction with the students. This analysis was based on classroom observations that were triangulated with the teacher logs and teacher interviews. Next, the data sources are elaborated in relation to research questions.

### 3.2.1. Linking the research questions with data sources

Examining what the two teachers represented in the classroom was grounded in classroom observations. Rowan, Camburn, and Correnti (2004) argue, however, that classroom observations alone do not suffice for research on teaching. Observations offer records of classroom enactments that get filtered through the researcher's lenses. Moreover, it is not feasible to observe each and every one of the class sessions that each teacher conducts. Therefore, semi-structured teacher logs were used to supplement the observations. For efficiency, these logs were designed to provide the teachers the

opportunity to choose from the listed language functions that teachers would find easy to check off. In addition, the logs provided space for them to supplement the list with content they chose to enact in an open-ended manner.

Through interviews, this study sought to get the teachers to debrief what content they had enacted during the previous week and how. These debriefings helped to unpack teachers' theories of the particular content as well as their reflections on the enacted content. So, the content of the interviews mainly focused on what lesson or content the teachers claimed to have enacted in their logs.

Whilst each data collection procedure was being introduced to both teachers to obtain consent for participation, teachers were informed about the topics and questions to expect during the bi-weekly interviews. Moreover, interviews were conducted in a conversational style while the topics of interest and questions had been specified in advance and informed to the teachers. The bi-weekly interviews were conducted the week after the classroom observations were conducted and teachers had filled out the log for the week. Herbst (2003) conducted interviews with the teacher (Earl) before the lessons seeking to discuss Earl's anticipations about the lesson. Interviews done after the lesson sought to unpack the tensions arising from the planned novel versus familiar tasks. This study, however, did not seek to do a comparative analysis between the teachers' apriori expectations of a planned lesson and their actual enactments of the lesson in the classroom through the interviews.

In this study, Doyle's (1986, 1991) views on content representations and specifically the notion of "task" are employed to map what work gets organized,

structured and enacted in the classroom. As a result, particular attention was given to what instructional tasks were structured in the classrooms. The task framework involves coding for goals, products, operations, resources employed, and weight or significance in the accountability system. The goal states were captured in teachers' discourse through the interviews. The products achieved, operations followed, and resources employed were captured through observations. The way tasks are enacted in the classroom involves "a dynamic process in which content is produced and transformed continuously" (Doyle, 1991, p. 72). During this dynamic process, complex conversations would be expected to occur. Along these lines, the audiotaped classroom interactions significantly contributed to the analysis of 'task' enacted in the classroom. These interactions were described and transcribed through observation data. In other words, the interactions were transcribed and described to solidify the content episodes gathered and narrated from observations. The language used (Turkish or English) was also considered for coding the observation data and the transcripts of the audio recordings. All these classroom data including conversations and descriptions of activity were conducive to the analysis of what content gets represented in the English classroom through the task framework. The purposes and justifications for each data source are linked to the research question in table 1 below.

Table 1. Research Questions and Data Sources

Research Question	Data Source	Purpose	Justification
1) How do the two EFL teacher participants represent English language in their instructional practices over 12 weeks?	<ul style="list-style-type: none"> <li>• Teacher Logs</li> </ul>	Understand what content selected from the curriculum the teachers choose to emphasize in their practices	<ul style="list-style-type: none"> <li>• A daily log provides a space for the teachers to reflect on what content got represented in their classrooms on a daily basis during the week.</li> <li>• Teacher participants get to select the language functions listed under skill areas on the teacher log.</li> <li>• Teachers get to openly formalize what they think they emphasized in the classroom, independent of the listed functions.</li> </ul>
<p>1a) What academic tasks did the teachers attempt to enact in their classes?</p> <p>1b) How were the tasks enacted?</p>	<ul style="list-style-type: none"> <li>• Classroom observations with audio recordings</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Depict classroom activity</li> <li>• Understand teachers' theory of content through looking at their talk about their enacted representations of content</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the classroom activity unfolds with the students' cooperation and participation</li> <li>• Understand how teachers discourse around their enacted practices</li> </ul>

Data were collected over the entire first semester of 2008-2009 academic year between September 16 and December 25, 2008. The data consist of a) bi-weekly teacher logs, b) bi-weekly teacher interviews, and c) classroom observations. The schedule for data collection consisted of a repeated pattern of (a) having the teachers keep content logs for one week during which classroom observation were made and (b) conducting teacher interviews during the subsequent week. There were a total of 6 teacher log data points and 6 follow up interviews after the collection of the teacher logs (see table 2). The reason for these numbers of teacher log and interview data points resulted from the bi-weekly design of data collection. It was intended that the bi-weekly design would help to eliminate the teacher fatigue factor.

After an initial two months of building rapport in the classroom, some of the observations starting from October, 2008 were audiotaped. There was a total of 10 hours of classroom audiotapings. From this pool, a total of 6 hours and 6 minutes was selected according to criteria to be explained below in the section on classroom observation. It is well recognized that the inclusion of classroom observations that were audiotaped at both teachers' convenience caused the exclusion of other classroom practices that were either not audiotaped or not attended for observation at all. This recognition constitutes the basis of the main limitation in this study which is identified as the small sample of data.

Table 2. Timeline of Data Collection and Data Points

Type of data	Total # of collection	Specific dates of collection		Numerical codes given to each data point	
<b>(A) Weekly teacher logs</b>	6	1 <sup>st</sup>	September 22-26, 2008	1.1	1.1a Ms A English teacher
					1.1b Ms B English teacher
		2 <sup>nd</sup>	October 13-17, 2008	1.2	1.2a Ms A English teacher
					1.2b Ms B English teacher
		3 <sup>rd</sup>	October 27-31, 2008	1.3	1.3a Ms A English teacher
					1.3b Ms B English teacher
		4 <sup>th</sup>	November 10-14, 2008	1.4	1.4a Ms A English teacher
					1.4b Ms B English teacher
		5 <sup>th</sup>	November 24-28, 2008	1.5	1.5a Ms A English teacher
					1.5b Ms B English teacher
		6 <sup>th</sup>	December 15-19, 2008	1.6	1.6a Ms A English teacher
					1.6b Ms B English teacher
<b>(B) Weekly teacher interview transcriptions</b>	6	1 <sup>st</sup>	October 6-10, 2008	2.1	2.1a Ms A English teacher
					2.1b Ms B English teacher
		2 <sup>nd</sup>	October 20-24, 2008	2.2	2.2a Ms A English teacher
					2.2b Ms B English teacher
		3 <sup>rd</sup>	November 3-7, 2008	2.3	2.3a Ms A English teacher
					2.3b Ms B English teacher
		4 <sup>th</sup>	November 17-21, 2008	2.4	2.4a Ms A English teacher
					2.4b Ms B English teacher
		5 <sup>th</sup>	December 1-5, 2008	2.5	2.5a Ms A English teacher
					2.5b Ms B English teacher

		6th	December 22-23	2.6	2.6a Ms A English teacher
					2.6b Ms B English teacher
<b>(C) Selected Observational descriptions</b>	5	Animal Farm Relative Clause Reduction in Relative Clauses			Prepositional Phrases Phrasal Verbs

### 3.2.1.1. Teacher logs

Teacher logs were selected as a means to get at the question of what content the two teachers choose to emphasize in the classroom. Studies have shown that the ongoing logs allow teachers to reflect frequently on what content is covered and represented in the classroom before they forget (Rowan, Camburn, and Correnti, 2004, p. 11).

The frame for the design of the teacher log employed in this dissertation (see appendix) is taken from Rowan, Camburn and Correnti (2004). Unlike their design, the teacher log used in this study did not ask the teachers to consider a predetermined focal student and report whether or not she/he demonstrated comprehension in the particular content area that the teachers related in their content coverage report. Rowan, Camburn and Correnti attempted to link the content coverage with the particular students' achievement, but this question was not a focus of this dissertation. Carroll's (1963) "time on task" was not part of the teacher log utilized in this dissertation either; because, again, the focus here was to explore and describe what content gets represented and how. The log designed for this dissertation was semi-structured in that it both listed the language content areas taken from the national curriculum for the teachers to choose from and asked the teachers to note down what they chose to emphasize if it was not among any of

the listed content areas. Thus, the high school language curriculum objectives taken from the 11<sup>th</sup> grade national English language curriculum were integrated in the logs. To remind the reader, the 11<sup>th</sup> grade national English language curriculum is standardized for use both at the 11<sup>th</sup> and 12<sup>th</sup> grade English major classrooms. In other words, there is no unique centralized national curriculum exclusively designed for the English major 12<sup>th</sup> graders at Anadolu Lycees. However, the local curriculum is geared directly towards the 12<sup>th</sup> grade English majors attending Anadolu Lycees in the Mediterranean city. It includes very specific behaviors targeted towards preparing the students for the test. This information was influential in designing the log used in this study in that if any of the elements from the local curriculum had been integrated into the log, it would have appeared as a surveillance to the teachers as if the goal of conducting the log was to examine how well each teacher complies with the local curriculum. Therefore, none of the curricular elements from the local curriculum were integrated into the log.

Once the log was constructed, it was piloted on five teachers that were contacted both at and outside the participating school. This pilot aimed to validate the language of the teacher log. Since the log instructions on each section were both in Turkish and English, teachers were informally notified that with their collaboration, the researcher would be able to validate the instructions on the log and make modifications, if need be. Given this design, the specific procedures followed to collect teacher logs are explained next.

As noted above, the logs were administered on a bi-weekly basis in order to increase the return rate and reduce over confluence of classroom data to analyze. One

week after the start of the data collection when teachers had completed one week of the logs, I decided to ask them to fill out the logs by considering the lessons enacted during the whole week in tandem. The reason for this decision was that both teachers clearly interconnected their lessons in terms of planning and enactment. Thus, one lesson was a continuation of the previous or next one. Out of 13 hours worth of English instruction during a week, Ms. A taught 9 hours while Ms. B taught the remaining 4 hours.

Therefore, they both clearly were planning for one or two tasks or goals to be enacted in their proportion of the overall class time. In the below chart, the distribution of the teacher log administration across 12 weeks is presented along with the coordination of the interviews and observations.

Table 3. Distribution of interviews, teacher logs, and observations across 12 weeks.

<i>Target School</i>	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	5 <sup>th</sup> week	6 <sup>th</sup> week	7 <sup>th</sup> week	8 <sup>th</sup> week	9 <sup>th</sup> week	10 <sup>th</sup> week	11 <sup>th</sup> week	12 <sup>th</sup> week
Participant Anadolu Lycee (2 teachers)	Teacher logs (TL) & Observation (O)	Teacher interview (TI)	TL & O	TI	TL & O	TI						

### 3.2.1.2. *Classroom observations*

The observation protocol follows one of the qualitative analysis patterns suggested by Lindlof (1995). The framework that illuminates the analysis is named “expanding frame” in which the collection and analysis of the qualitative data begin with a tight focus on one element or a few elements. As the researcher collects evidence, and sees new ways to consider, she/he widens the frame of evidence in analysis. This deductive data collection and analysis procedure adapted from an ‘expanding frame’ allowed me to start with a tight focus on teachers’ content representations without diverting the focus to teachers’ classroom management, effectiveness of their content representations or interactions with the students. However, I simultaneously held a flexible mindset to let the frame of evidence widen the data analysis. In keeping up with this framework, I observed one 12<sup>th</sup> grade English major classroom. After transcribing the classroom data, I started with a tight focus on existing categorical scheme or codes, that Doyle (1985) elaborated as academic tasks to unpack the content represented in the classroom. Given this approach to the observations, I sought to answer the following questions while doing the analysis on the transcribed classroom data.

- 1) What got enacted in the classroom?
- 2) How was the particular content represented?
  - a. What end product was targeted?
  - b. What procedures were followed or developed to get at the product?
  - c. What resources were employed or developed?

In light of these questions, the codes and definitions below were asked of the transcripts of the field notes and audiotapings during the descriptive coding stage. Even then, the

frame of evidence was allowed to widen the data analysis. This expansion was particularly needed to make sense of what content got represented and how especially during the 5<sup>th</sup> week of data collection. During this time, it became evident that these observation codes did not help to understand how reading as a content and skill area was being enacted by one of the participating teachers (Ms. A). At this point, while the focus questions did not change, the frame of evidence was expanded to an activity level as there was no written or assessed end-product that emerged from the ways in which this particular EFL teacher was representing content.

The codes developed for data analysis are listed below.

Code 1: Task products in a language classroom

Definition: Task product is any requirement or academic work expectation that is put forth for the student to demonstrate understanding/comprehension/application of the content taught in class.

When to use this code: when the teacher describes what she/he expects the students to carry out/complete (if this code is used, provide narrative records of the expected task product). For instance, a task product in a language classroom might entail task outcomes like responding to a set of questions by listening to an audio tape or file; filling in words/structures in blanks on a worksheet or textbook; writing an original essay; discussing with the peer on an assigned topic and so on.

When not to use this code: do not use when the expected task product is just to do silent reading without responding to any set of comprehension check questions or writing about the text read or discussing about the text.

#### Code 2: Operations in a language classroom

Definition: Operations followed to produce the task product refer to cognitive, communicative operations involved in assembling and using resources to reach the goal state and/or the product.

When to use this code: when the teacher gives directions/instructions and walks the students through the steps that they will need to take or follow to get to (or produce) the task outcome or task product. (if this code is used, provide narrative records of the operations described and taken).

When not to use this code: when the teacher reads the instructions/directions verbatim from the textbook without providing her/his interpretation of the operations students are asked to take.

#### Code 3: Resources

Definition: Resources refer to any linguistic, visual, auditory, written input or realia and peer interaction that is provided by the teacher and/or is available as immediate to the classroom context.

When to use this code: when the teacher tells the students that they can interact to carry out the task operations or to produce their own resources AND when she/he provides

manipulatives, visual/auditory and/or written input or realia for the students to utilize in order to carry out the task operations. (if this code is used, provide narrative records of the resources provided and used). When not use this code: when the teacher does not provide any resources to facilitate the task operations and instructs the students to stand alone and finish the task within an allotted time.

### *3.2.1.3. Teacher interviews*

This research employed semi-structured interviews whereby the main topic of each interview question on the protocol was pursued while allowing for naturally evolving topics and points to emerge as the research unfolded over 12 weeks (Mishler, 1986; LeCompte & Preissle, 1993). Just as with the classroom observations, I followed a deductive data collection and analysis procedure circumscribed from an ‘expanding frame’ which allowed me to start with a tight focus on existing interview questions, particularly what teachers represent, how and why. At the same time, the flexible mindset was kept to let the frame of evidence widen the data analysis.

The interviews were conducted in Turkish in order to allow for the maximum comfort zone for self expression by the teachers. Transcriptions of the interviews were later translated by the researcher. The interviews were scheduled at the teachers’ convenience on a biweekly basis. As was shown on the table of distribution of interviews, teacher logs, and observations across 12 weeks, the interviews were conducted after the teachers had submitted their teacher logs and the researcher had conducted classroom observations. The questions on the interview protocol are elaborated next.

The following interview questions were raised once only on the first interview during the first week of the school.

1. How many years have you taught English at Anadolu (Anatolian) Lycess?
2. How do you view the English language curriculum that you are expected to follow by the Ministry of Education?
3. How does it influence your instructional practices in the classroom?
4. How do you view the annually administered English language university entrance exam?

The following seven interview questions constituted the interview protocol. The first two questions were raised on each bi-weekly teacher interview.

1. What did you emphasize in your classroom practice this past week?
2. Why did you emphasize the content and/or skills that you indicated on your log? OR What do you think led you to make that instructional decision that you indicated on your log?

The following two questions were raised when the teachers did not mention the work or goal achieved. Most often, the answers to these two questions were addressed with associations with multiple-choice exercises that were completed in class. Thus, the sense of work completion was often associated with the completion of worksheets or sets of sample multiple choice exercises.

3. What were the assignments?

4. What work did you want the students to accomplish with respect to the content on the floor in the classroom? How did it get done?

I had to stop asking the following question after a while as I would observe the teachers reminding me that their focus is on the test and so, they cater the content according to the particular content areas that the students would mostly need to prepare for the test.

5. What curriculum elements do you see connected to what you have done in the classroom during this past week?

As for the following 6<sup>th</sup> question, I did not have to raise it on each interview because the teachers would view the test elements as an inevitable aspect of instruction. Hence, it was observed that the two teachers would naturally mention the test and attempt to indicate how they connect what they enact with what is represented on the test. For variation, I would ask what they would do if there was no such reality as a standardized English language university entrance exam. This question would remind the teachers of their fundamental theories of content and how they believed four skills (writing, reading, listening, speaking) should actually be integrated in English instruction.

6. What test elements do you see connected to what you have done in the classroom during this past week?

Whenever the following 7<sup>th</sup> question was raised to the teachers, the goal was to get them to reflect back on what it was that made the content representation work or not work. In this reflection, it was observed that the two teachers gave away the task considerations they put into designing the classroom activity, for instance, about operational questions that the teacher asked about a song and the response she expected the students to know. For instance, one particular teacher reflected that it was wrong of her to assume that the students would be making the connections that she expects her generation to make. At other times, both teachers mostly appeared confident that the activity worked in its targeted operations or goal states.

7. Do you look back and think about classroom interactions/activities and wonder why an activity worked or why it didn't work? If so, what can you say about the classroom activities that you enacted or aimed to enact within this last week?

### 3.3. Site and Participants

Anadolu Lycees (Anatolian high schools) constituted the core context of this study. The national English language curriculum for English majors is in effect only in screened schools like Anatolian high schools where there is intensive English language instruction and the medium of instruction in certain subjects such as science and mathematics is English. Another reason for choosing this school type was that every teacher is screened to be able to teach the subject matter in English at these schools. Students who attend these high schools are screened through varying cutoff scores that they receive on the entrance exam administered at the end of the elementary schooling. Later on at the second year of high school, those students who choose to be English

majors mostly opt to attend the four or more year undergraduate programs like Teaching English as a Foreign Language (TEFL), American Culture and Literature, and English Language and Literature. Hence, the particular school selected for data collection served as a purposively sampled site where English language instruction is capitalized specifically in English major classrooms.

The focus city is in the Mediterranean province of Turkey. This city is relatively large with a population of over 2 million people. The reason for choosing this city mainly emerges from the researcher's familiarity and networks with the teachers and schools. Using a purposive (Patton, 1999) and convenient sampling strategy, one out of the nine Anadolu Lycees available in the city, was selected as the focal context for this study. There were two teachers who were teaching the 12<sup>th</sup> grade English majors in this study. Ms. A reported to have finished 16 years of teaching, 15 of which were spent in Anadolu Lycees. She was not originally trained to be a teacher in her undergraduate education as she majored in food and nutrition engineering. Ms. B reported to have taught for over 15 years, some of which was spent at the cram schools preparing students for the English university entrance exam. At the selected Anadolu Lycee, there was only one 12<sup>th</sup> grade English major classroom and the number of English major students was 20 in this class. The teachers reconciled on a decision to teach different content areas in this class. According to this arrangement, Ms. A was charged with 9 hours of classroom instruction to focus on reading and practice tests while Ms. B spent the remaining 4 hours emphasizing mostly vocabulary and grammar. This division of labor was arranged after reflecting on the previous year when students were overwhelmed with 13 hours of

English instruction from the same teacher (Ms. A). Thus, through Ms. A's initiation this arrangement of two teachers for one class was enacted to bring variation in teaching styles and division of labor on content emphases.

The two English language teachers teaching 12<sup>th</sup> grade English majors consented to participate in the study. They signed the consent forms at the school where the principal's consent was obtained as well. Also, teachers gave permission to conduct classroom observations on a bi-weekly basis in their particular English major 12<sup>th</sup> grade class. Once permission was obtained, the data collection procedures like the logs, classroom observation schedules, and the content of interviews were explained to the teachers. Simultaneously, interview schedules were arranged with both of the participating teachers depending on their convenience and availability.

### 3.3.1. Profiles of the Teachers

It should be noted here that my familiarity with Ms. A was qualitatively different from the familiarity I had with Ms. B. While I had first met Ms. A back in 2004, I met Ms. B at the outset of this study. Due to the background differences in my familiarity with the participants, I had to develop rapport with Ms. B while this was not sufficiently needed with Ms. A. This qualitative difference affected the extent to which I got to know each teacher's background in teaching English.

*Ms. A*

An energetic teacher with about 15 years of experience, Ms. A is committed to raise her students awareness around social, historical and gender-related issues in Turkey and abroad. She is currently pursuing her Ph.D. in educational sciences with a concentration on peace education in history and language classes. She is an active member of social-civil societies and a national teacher union represented across the country. In fact, during the study timeline, she had to travel to an EU country to serve as part of an EU integration project. She keeps a very open mind to worldly issues to an extent that she cares for her students' English language learning as a medium to reach out to the information age and networks of people at home and abroad. She caringly builds close relationships with her students so as to offer any sort of support that they might need. She was the 'class teacher' of the 12<sup>th</sup> grade class I observed. One of the responsibilities of being the 'class teacher' is to hold weekly 'counseling' sessions. During the weekly two-hour sessions required by the school administration, Ms. A and students would discuss all sorts of issues that the youngsters were experiencing like test preparation, career and university choices, social and familial issues and so on. Students were very comfortable with this teacher as she had taught in this class the previous year. Classroom management was never an issue for her as far as I could gather throughout my observations in this class. Moreover, she held a special interest in literature and reading because she stated that that is how she got to learn and speak English. That is, she attended the English preparatory class at her undergraduate years in the capital city of Turkey. Although her major was in nutrition engineering, she developed her English

language aptitude through reading world literary classics in English. She got her certificate to teach English through the Teaching English as a Foreign Language training programs offered by the British Council abroad. Ms. A reflected influences of her training in some of her interview responses. For instance, when asked what kind of a test YDS would have to be in order for her to do the kinds of classroom activities that she imagined to be doing, she responded explaining the features of the First Certificate like its design of incorporating all four skills. She also mentioned about the proficiency levels accepted within the Common European Framework like B-2. The following excerpt exemplifies the way she uses this information to refer to how an English major attending the Anatolian Lycee is supposed to be at the upper-intermediate proficiency level in English: *“when a student graduates from Anadolu Lycee, it is planned and assumed that he/she reaches the English proficiency level at B-2.. you know that, right?”*

I had met Ms. A four years ago while I was pursuing my MA in applied linguistics. At the time I met her, she was teaching English at the Anatolian teacher training high school that I had attended. She appeared very interested in the kinds of academic and professional pursuits I was involved in the USA. Later, we built a strong friendship enriched through discussions around educational issues and research topics. However, not until had I decided to pursue research at the school she was teaching, I got to observe her teaching at actual classroom settings.

*Ms. B*

Ms. B has taught English for over 15 years. Unlike Ms. A, she was a graduate of a four year long TEFL program that she attended in the capital city, Ankara. She related that she taught English for the university entrance test preparation at cram schools for over 5 years. Later, she was appointed by the Ministry of Education to teach at Anatolian Lycees after having passed the screening test administered for the teachers. She claimed to have acquired a lot of knowledge base in the design and preparation of practice tests geared towards success on the national English language university entrance test. Thus, her earlier experiences teaching at cram schools were noteworthy to keep in mind while situating Ms. B within the division of labor between the two teachers. According to Ms. B, the division of labor that was arranged between Ms. A and Ms. B in the 12<sup>th</sup> grade class was meant to benefit students with her expertise in what vocabulary tends to appear on the test. Ms. B taught 4 hours of English in the participating class. Her care for the 12<sup>th</sup> grade English majors' learning scaled heavier towards ensuring students' success on the imminent university entrance exam. Ms. B had not taught in the particular 12<sup>th</sup> grade English majors before. During the course of the study, she mentioned about her efforts to get to know students' learning styles to find the most effective way to teach. The goal she set for her teaching was to help student succeed on the test, in any way she could. Hence, she appeared to be a very dedicated teacher in teaching at the participating 12<sup>th</sup> grade class since it was her first time to have taught the particular group of students in this classroom. Among many instances of her dedication to preparing students for the test, one remarkable point emerged when she shared her experiences observing one 12<sup>th</sup> grade

classroom in her visit to Lithuania. One of the main differences she drew was that the English teacher she met on her visit to the particular school taught English at the 12<sup>th</sup> grade classroom for three hours as opposed to thirteen hours of instructional time Ms. A and herself shared in the 12<sup>th</sup> grade classroom. Moreover, she observed that since the English language university entrance exam administered in this country integrates all four skills into its design, teachers' classroom practices rarely emphasized grammar as the main focus of instruction targeting test success was performance in public speaking and writing in English. Thus, both teachers had been exposed to visits to classroom practices outside their immediate contexts of teaching in Turkey.

The above depictions of the two teachers' profiles could make more sense to the reader, after reading the statement of positionality as presented below.

#### 3.4. Statement of Positionality for Qualitative Research

I as a researcher hold a socio-cultural identity in-between two cultures, i.e., Turkish and American. In-betweenness has to do with the diachronic construction of my insider and outsider identities in both cultures, i.e., Turkish and American. Constant interaction between my insider-ness and outsider-ness in both contexts certainly influences my positionality. The issues I was interested in and preparing to look into in Turkey came about again from an outsider-within standpoint, yet in interaction with my insider identity as 'tied by family, friends, and work to local issues and events' (Bays, 1998 as cited in Naples 2003, p. 46). Briefly, I inhabit a researcher positionality driven

by my intellectual growth in the 'inside' and an 'outside' context and encouraged by my 'cultural historical' ties that guide the specific sets of issues I examine. This hybridity is rooted in my border land "where space and time cross to produce complex figures of difference and identity, past and present, inside and outside, inclusion and exclusion" (Bhabha, 1995 as cited in Gonzalez, 2005, p. 38).

Therefore, it is vital in my stance to unpack the bricolage of interpretations through understanding the situated knowledge and realities within particular contexts and discourses. Hence, situating and contextualizing knowledge, the voices, the self and 'other' become really central to my epistemological framework. In this regard, the aforementioned issues on the research agenda necessitate a *bricolage* of interpretations and depictions "pieced-together" from various methodological and theoretical angles (Denzin, Lincoln 2005, p. 5). Hereby, it is significant to mention that this personalized stance got shaped through comparing various interpretive paradigms all dealing with the fundamental question of how one comes to know what he/she claims to know. My epistemological stance therefore emerges at the crux of constructing and/or co-constructing the reality contextualized in the local as opposed to constructing binaries between the researcher and 'subject' or researched. Therefore, the voices raised in this study are from 'participants.' Yet, I knew what it means to be a student and teacher in the context of this study.

### 3.5. Analysis Methods

The analysis of the data sources was conducted through descriptive and interpretive coding. Rather than a ground-up approach to the descriptive coding, certain questions were asked of the classroom field notes, transcripts of the classroom interactions, the teacher interviews and logs.

The analysis started with the logs. This set of data provided the basis of the lessons or content areas that the teachers claimed to have enacted and registered into the log. To remind the reader, on the log content areas were organized under the four skill areas; reading, writing, listening and speaking. So, once the contents under respective skill areas that the teachers indicated were retrieved, the corresponding observation data points were matched. Through this system of matching, an inventory of data was developed. Then, the interviews were triangulated to match with the particular content areas that the logs registered as enacted as well as with the observation transcripts corresponding to that particular enactment. This matching of log data with the interview and observation data showed which particular content areas were mostly emphasized by the teachers.

Once the particular content areas mostly emphasized by the teachers were identified, five content episodes were selected as representative of mostly enacted content domains; reading, grammar, and vocabulary. The set of data sources (teacher interviews, logs, and classroom observations) that cover the selected content episodes was located. Then, descriptive coding was applied to each one of the data sources that relates to the

respective content episode. During this descriptive coding stage, the answers to the following questions were highlighted:

- 1) What got enacted in the classroom?
- 2) Why was the particular content enacted?
- 3) How was the particular content enacted?
  - a. What end product was targeted?
  - b. What procedures were followed or developed to get at the product?
  - c. What resources were employed or developed?

The answers to these questions were then integrated into two holistic interpretive frames of analysis that emerged. 1) teachers' theory of content, and 2) classroom tasks gathered through breaking the classroom activity into segments. At this stage of interpretive coding, the focus of coding was on mapping themes that indirectly or directly related to what, why, and how got enacted and represented in the particular classroom. Throughout the interpretive coding process, my outsider-within perspective as described above helped to understand what the teachers meant whenever they stated the perceived obligation to enact tested content. This understanding of teachers' obligations facilitated the discussion of certain themes drawn from the interpretations of the data; e.g., teachers' entrenchment in the obligation to enact tested content.

In this dissertation, the first research question centralizes the focus of analysis on what content and how it gets represented by the two participating teachers in the classroom across time (12 weeks). The *what* of this analysis was descriptively tallied from the teacher logs that the two teachers filled out across 6 weeks. By standardized administration across the city, 13 hours of English instruction is allotted to the 12<sup>th</sup> grade

English majors. The two participating teachers taught the same particular 12<sup>th</sup> grade English major classroom that I visited. These teachers shared a division of labor in which each teacher emphasized certain content or skill areas that are laid out in the local curriculum. Ms. A who spent 9 hours in the particular 12<sup>th</sup> grade classroom had agreed to focus on reading and grammatical structure while Ms. B spent 4 hours in the same classroom with 20 students, focusing on vocabulary and grammatical structures. This arrangement of content to teach predetermined what each teacher was to emphasize in the classroom. In turn, it influenced what content area each teacher was to reflect during individual interview discourse.

As the table below shows, the most recurring modality or skill area that got enacted was ‘reading’ and ‘grammar.’ Occasionally some speaking and listening skill functions were checked off by the teachers. The check marks represent the number of times that the particular language function was checked by the respective teacher(s). Rewriting a paragraph in Ms. B’s class happened once in the course of the time spent observing in the classroom. This was an activity in which the teacher reflected in her log as follows: *“I had them rewrite sentences using these phrasal verbs. My goal in doing so was to reinforce all the phrasal verbs or nouns they had learnt before. So both phrasal verbs and their grammar were reinforced.”* Thus, the main focus of instruction was not on rewriting a text but rather on phrasal verbs, yet the teacher utilized the rewriting activity as a means to get at the ultimate focus of ‘reinforcing’ the knowledge base on all the previously studied phrasal verbs. Thus, this was not a typical writing activity in which the introduction, body and conclusion of a written text would fully be developed with the

teacher's guidance or in any other design. In fact, both teachers related in interviews that writing is not an area that they choose to emphasize either because students find it irrelevant or useless for test preparation. This point is conveyed by Ms. A as follows: *“for instance, I am having a hard time getting them to paraphrase...all these students have to do is to write down just one sentence or two that gives the same meaning... Unless the item format is in multiple choice, the student doesn't approach any other format sympathetically...writing even just one word seems useless to them...because sometimes I give worksheets on which they need to write...”* (2.4a)

Thus, in Ms. B's class, the writing activities that got enacted were the ones such as putting the sentences in order, rephrasing or rewriting the text in one sentence or two sentences. Thus, again, the predominant skill areas that were enacted in the classroom were in reading, and grammar as can be seen in the table below.

Table 4. The Language Functions Checked in the Teacher Logs

	Language Function Emphasized in the EFL classrooms	Ms. A	Ms. B
A1a.	Paraphrasing a text about (technology)		X  (paraphrasing the text read)
A1i.	Rewriting a paragraph (sentences) (based on heroes and heroines)		X
B1i.	Listening to a text and guessing the meaning of unknown words (related to computers)	XX	
C1j.	Inferring from a text (based on an agony)	XX	
C1L.	Reading and finding out the common points in a text (based on great men or women in history)	X	
C1m.	Reading for scanning in a text (based on communication technology)		X
C1n.	Reading for skimming related to fashion		X
C1o.	Reading and guessing vocabulary through contextual clues (about technology)	X	X
C1p.	Reading and interpreting about (famous) characters	X	
C1s.	Reading and asking questions about (heroes and heroines)	X	
C1x.	Reading and choosing the correct option	X X	XXX
D1b.	Expressing opinions (about family relations, relations with friends)	X	X
D1d.	Expressing various sorts of feelings		XX (about greasy food)
D2a.	Describing someone		X (predicting someone's personality by looking at his/her appearance/

			clothing style)
E1r.	Order of adjectives [e.g., The dusty tiny old heart - shaped black Victorian wooden country cottage; -It's the most interesting place I've ever visited; -It's the most boring film I've ever watched]	X	
E1w.	Recycling tenses	X	
E1x.	Recycling relative clauses: Defining and non - defining	X	
E1y.	Recycling the adjectives ending with - ed and - ing.	X	
E2b.	Verb Constructions: Regret, remember, forget, stop, start 1. Verb + infinitive: Don't forget to call me. 2. Verb + gerund: Stop talking! 3. Verb + gerund / infinitive: - He started to play tennis; - He started playing tennis	X	X (Phrasal verbs)
E2e.	Prepositions of place / movement / time [e.g., 1. Underneath, beneath, over, below, above, on top of, beside, nearby, by; Onto, off, up, down, through, into, past, along, across, round; On, in, by, from, to, since, for, during	X	X (Prepositional Phrases)

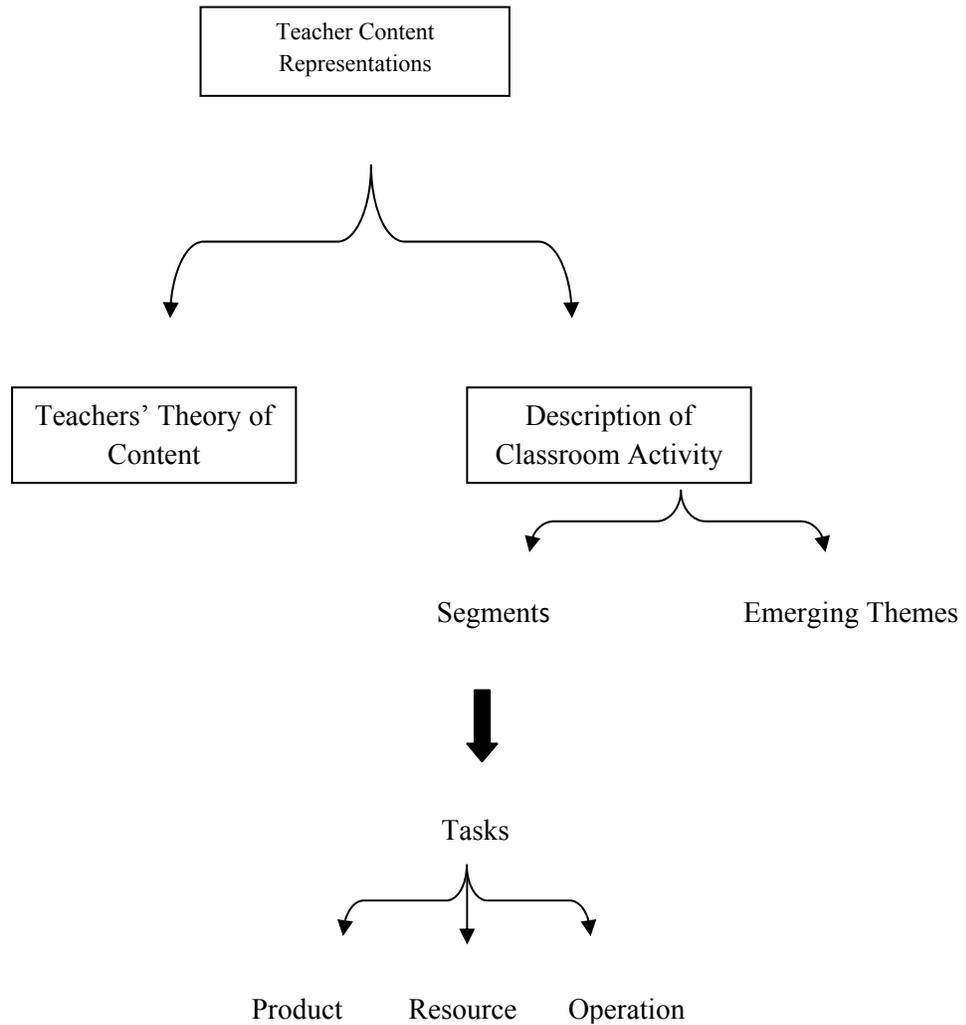
As for the *how* of the two teachers' content representations, the content represented in the classrooms is called 'content episodes' throughout this analysis. The thick description of the content episodes is presented through teachers' retrospective interview discourses shed around their classroom enactments as well as through log reports, and transcriptions of the classroom interactions. To get at the broader picture on teacher content representations depicted through the fine-grained descriptions gathered

from three data collection means; log, interview, classroom observation, two holistic frame of analysis are employed.

The two main holistic frames of analysis are as follows: 1) Teachers' theory of the particular content representations reported in the bi-weekly logs and interviews, 2) description of the classroom activity in a 'behavior segment'. The first holistic frame of analysis is applied to data gathered from teachers' interview and logs seeking answers for the question of why the teachers enact the content in ways that they report to be enacting. The second holistic frame of analysis is applied to classroom data by mapping the shifts in content, teacher or student roles, and in use of the tangible resources. Through the mapping of shifts, the classroom level analyses of content representations as projected in classroom 'tasks' were conducted. So, the notion of 'task' was utilized as a micro level analytical frame to elevate the content representations from the descriptions of the segmented classroom activities. More specifically, Doyle's (1986) conceptualization of 'task' is employed in this analytical examination by coding for the following: 1) the task products attained in the classroom, 2) task resources employed or designed by the teacher and/or students and 3) operations followed to produce the product targeted.

These apriori theoretical codes are employed to elevate content representations to a level of comparative analysis across time and the two focal teachers. The theoretical codes are illustrated below in figure 1. Next, the two holistic frames of analysis and more analytical task analysis at the classroom level are deliberated further.

**Figure 2. Analysis of the Content Represented on Logs, Interviews and Observations**



### 3.5.1. Analysis of Teacher Content Representations

The analysis and interpretation were conducted on the data collected across 12 weeks. The total amount of data points available comprised of 6 teacher logs from each teacher, 6 teacher interviews, and 25 classroom observation points approximately totaling to 35 hours of classroom time. The main focus of this analysis is to explore the ways in which the two teachers bring English language content to life in the classroom. This sample of classroom data, although limited, constitutes the breadth of analysis on the two teachers' content representations in this study.

#### *Teachers' Theories of Content as Depicted in the Logs and Interviews across 12 weeks*

The first exploration is to describe teachers' theories of content representations in order to help enrich depictions of the classroom content representations. While presenting the representations of content as depicted in the logs and interviews, interpretations of direct teacher quotes are presented. Teachers' retrospective discourses around the content enacted in the previous week appear on the log and interview data. Thus, this data set was coded for any teacher statement that indexed to a theory of content, more specifically, the reasons as to why the particular teacher chooses to represent the certain content.

#### *Content Representations as depicted in the Classroom Interactions across 25 days within 12 weeks*

The classroom interactions are described to depict the ways in which teachers' understandings of content actually are enacted or brought to life in the classroom context.

In taking the first analytical step which is to describe the activity “in a behavior stream” as it was brought to life in the classroom (Doyle, 1984, p. 266), the in-class dialogues are presented in a narrative and fictional manner. It was analytically challenging to move and transform the narration systematically to an activity level where propositions of teacher content enactments can be made. This transformation was critical to bridge the description of the activity with its abstracted symbolic meaning so that the microevents, meanings behind actions embedded within the activity could be unpacked. Charged with this task, it was then posited that classroom processes can be unpacked by mapping the natural ‘segments’ that are embedded in the classroom activity (Doyle, 1984). While describing the segments, special attention was shed to depict what the students and teacher did while following or guiding the flow of the activity. Also, any actions taken by teacher and students that simplified or precluded the activity from its smooth flow were described. While writing the activity, the following steps were adapted from Doyle (1984) to facilitate the description of the segments:

- 1) Read through the entire narrative
- 2) Eliminate any judgments with regard to the teachers’ use of methods that might have been noted and recorded during the course of classroom observation
- 3) “go through each segment and write a description of (i) what the teacher and students did to carry out the segments.
- 4) describe all transitions between segments” (p. 266).
- 5) record any themes or patterns that emerged from the descriptions of the activities.

Subsequently, the actual description of activity segments involved at least one of the following information:

- 1 The teacher's ex-post facto stated goals and overall description for the activity inadvertently revealed the depictions of the activity segments.
- 2 Shifts in the roles and responsibilities i.e., teacher's questions, students' level of comprehension, student initiated questions.
- 3 Differences in arranging students such as pair work, group work, and whole class discussion.
- 4 Cause for the interruption of a continuing segment; more specifically, a focus shift in the continuity of processing and acquiring the content being enacted.
- 5 Shifts in the use of tangible resources (materials teachers used to bring about the activity) as well as individuals' verbal resources that get dispersed and shared.

As the shifts in the classroom activity are marked, the tasks achieved or attained surface onto the descriptive analysis of the classroom activity. The interpretation of the tasks is grounded on but not limited to Doyle's task framework.

Doyle (1986) advanced a task framework as a means of describing the organization of learning in the classroom. Included in this framework are "a goal state or end product to be achieved, a problem space or a set of conditions and resources available to accomplish the task, the cognitive operations involved in assembling and using resources to reach the goal state, and the importance of work to be done" (Doyle, 1986, p. 3). The depicted tasks are 'reconstructed' through my own observation of the activity in the classroom, and segmentation of the transcriptions of classroom interactions audiotaped in the context

of this research. Still, the teacher's organization of classroom instruction is depicted with the elements of the task; 'product', 'operations', 'resources', and 'weight of task' which are the elements of the task framework. So, the descriptive analysis of the classroom instructions in this research concerns the segmentation of activities according to the aforementioned criteria and the products, operations, and resources of the activity organized by the teacher.

As was explained in the methodology section, the tight focus on this task framework was then expanded to allow for any emerging themes that would help examine what content teachers represent and how. The frame of analysis was expanded because some of the sampled classroom instruction includes activities that are not written or assessed, but are organized by the teacher e.g., reading *Animal Farm* along with the audiotape. Thus, in the expanded frame of analysis, concept of an activity became more predominant, rather than a task.

All in all, teachers' content representations in the classroom are explored in 1) ex post facto discourse about what got enacted during their interviews with the researcher as well as in their bi-weekly logs 2) teachers' actual representations of the content depicted through transcription of the classroom interactions. The set of classroom data collected across 6 weeks was exposed to sampling. Each sampled classroom activity is called 'content episode.' In the next section, the selection criteria utilized to sample content episodes are deliberated.

### *Selection of Content Episodes*

Five specific content episodes were selected for the analysis of teachers' content representations. The episodes highlighted here are: Relative Clauses, Reduction in Relative Clauses, Animal Farm, Prepositional Phrases. These five episodes were selected for three reasons. Primarily, they constituted a point of comparison with the predominant domains represented on the test; semantic, structural, and discursive domains. Thus, they served as a point to compare what gets represented on the test and in the classroom. For instance, Animal Farm as a content representation of reading within the semantic domain. It was the only class activity in which reading a lengthy text was enacted over a considerable amount of time in the 12<sup>th</sup> grade class during the course of time I was on the site. Above and beyond these considerations, special attention was paid to the distinctive nature of reading because students' "memory" is on the ground and their efforts to "search" and abstract specific information from the text are iteratively tested (Doyle, 1985). This distinctive nature of reading is also embedded in that both EFL teachers and students acquire it as a skill diachronically over time. The distinct nature of reading is also acknowledged in the field of language testing that a "direct assessment of the... is impossible since it is a mental operation which is unobservable" (Gordon, 1987, p. 5).

Second, these episodes were selected because full audio recordings of these classroom activities were available to the researcher. Third, these tasks emerged as significant to select based on two of the five task selection dimensions identified by Doyle and Carter. Doyle and Carter (1984) identify two related dimensions employed for task selection as *worth in class* and *the weight of task* in the accountability system. These

two dimensions covered weight of task both in the accountability system of the class and that of the national educational system. Worth of task in the classroom refers to the weight or emphasis the teacher(s) gave in their instructional practices. Weight of the task in the accountability system of the class refers to how the particular task is included in a grading scheme merely designed to monitor student progress. Weight of the task with regard to the high stake English language test is assessed in reference to how many test items are raised within the particular domain that the task is functioning; i.e., reading comprehension, grammar or vocabulary etc. The assessment of the selected episodes according to these dimensions is presented and summarized in table 5.

Table 5 Selected Content Episodes

<i>Task</i>	<i>Worth of Task in Classroom Enactment</i>	<i>Weight of Task in the Class; Overall Accountability System</i>	<i>Task Type</i>
Animal Farm	Major	Minor in the Class- Indirectly major in the overall accountability system (YDS)	Reading and Listening
Relative Clause	Considerable	Direct	Structural-grammatical
Reduction in Relative Clauses	Considerable	Direct	Structural-grammatical
Prepositional Phrases	Considerable	Direct	Lexical-grammatical
Phrasal Verbs	Considerable	Direct	Lexical-grammatical

As is seen above, the following episodes are from Ms. A's class: Animal Farm, Relative Clauses and Reduction in Relative Clauses. The other episodes; namely, Prepositional Phrases and Phrasal Verbs are featured from Ms. B teaching in the same class as Ms. A.

Animal Farm is a representation of reading from Ms. A's class. This content episode was emphasized quite considerably over 8 class periods. It was not tied to any classroom quiz, or any other classroom related exam on which students' understanding of the story Animal Farm was assessed. So, the weight of the task was minor in the classroom accountability system. However, as was articulated by the teacher, the purpose of this activity was to help with students' performance on reading comprehension questions on the test and appreciation of literature, both directed as long term goals.

Relative clauses, reduction in relative clauses, prepositional phrases and phrasal verbs were content episodes of grammar. They were selected because grammar constituted a major emphasis in classroom enactments of both teachers. Still, grammar as a content area was depicted through mapping two teachers' distinct representations.

The next chapter presents the results of the analyses.

## CHAPTER 4. RESULTS

This chapter is composed of four sections. The first section of the chapter presents the analysis of the two teachers' theories of content that emerged from their logs and interviews. The following section is on the overall structures of the tasks emerging in the content areas enacted the most: reading, grammar, and vocabulary. Later, the enactment patterns are discussed, mapping how the content in these areas is commonly enacted in the 12<sup>th</sup> grade English majors' classroom. The chapter ends with the illustration of the content episode 'Animal Farm' as a special case.

### 4.1. Theories of Content

In this section, the first exploration is to describe teachers' theories of content in general. Later, patterns in teachers' theories of content emerging from the two teachers' classroom content representations in reading, grammar, and vocabulary are presented. At the outset, it is significant to recognize that teachers' individual theories of content were bound by the content areas (reading, grammar, vocabulary) that each one was responsible for enacting within the division of labor.

In the first section, 'General Patterns', the first holistic frame of analysis, teachers' theory of content, is applied to data gathered from teachers' interviews and logs seeking answers for the question of why the teachers enact the content that they report to be enacting. While presenting the theories of content as depicted in the logs and interviews, interpretations of direct teacher quotes are presented. Teachers' retrospective discourses around the content enacted in the previous week appear on the log and

interview data. Thus, this data set was coded for any teacher statement that indexed to a theory of content; more specifically, the reasons as to why the particular teacher chose to represent the certain content.

#### 4.1.1. General Patterns

The overarching pattern across the two teachers' instructional practices in the 12<sup>th</sup> grade classroom was that both teachers conceived the senior year as a 'review' and 'test practice' year of instruction. Subsumed in this pattern were two emerging related themes. One theme was that teachers emphasize the tested content areas like reading, grammar, and vocabulary in their instructional practices for the 12<sup>th</sup> grade senior English majors. The second theme was that the content areas chosen to be emphasized in the classroom are identified by the tested content areas. When this is the case, it emerged that such content areas as listening, speaking, and writing were not prioritized. As illustrated below, listening and writing activities were theorized to either bring in variation to the classroom activities or to reinforce the 'review' of previously acquired structures during the senior year.

To start with the overarching pattern, Ms. B illustrated the point that students learned most of the fundamental structural skills during the preceding years that they had spent learning English. In those preceding years (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades), Ms. B stated that the focus of instruction was on activities that would integrate four skills—reading, writing, speaking, and listening. However, during the senior year (12<sup>th</sup> grade), especially when the students are English majors who are going to take the university entrance exam, the focus of instruction is on reviewing, practicing, and reinforcing already acquired

structures and skills in the English language. As this theme was emerging, one supporting point exemplified by one of the teachers was that rewriting exercises are geared towards ‘review’ of the previously acquired structures, rather than towards enacting ‘writing’ in the classroom.

*T: I shall think about this as student needs...they will take this test and so due to the test anxiety, we need to work towards the test, surely, all these need to be learnt along with all the dimensions without any test anxiety while learning another language, it shouldn't merely be about writing or bubbling in practice tests but then since they're seniors and will be taking the test...since the test is so close up, we accelerate things. If they were 9<sup>th</sup>, 10<sup>th</sup> graders it would mean integrating four skills but since these students are 12<sup>th</sup> graders, we enact general reviews, revisions and reinforcements or using the language..That's why I give these rewriting exercises. At the bottom line lies whether the student is able to use the structures he/she learnt the preceding years, now that he/she is a 12<sup>th</sup> grader (#2.4b).*

What is significantly implicit in the above excerpt is the central position that test preparation holds in this senior year of teaching and learning English.

Along with the overarching theme suggesting that the senior year is spent on test practice and review of the previously acquired content areas, another related pattern was the central role the test played in teachers' theories of content. The following description from Ms. A illustrates how the test plays a significant role in the teacher's evaluation as to how successfully the classroom activity worked or did not. Below, Ms. A explains her point of reference as to what works or does not work in her classroom practice. To her, the number of multiple-choice questions students answered correctly determined the degree to which a theorization and enactment of content had worked or had not. This point emerged when I asked the following on the first interview conducted with Ms. A on

October 10: *“Let’s think about the week before the Ramadan break again, how do you understand that what you chose to enact worked or didn’t work?”*

Teacher (T): *as I just said...since the ultimate goal is YDS...the tests on YDS become the ultimate measurement or assessment tool. For instance, that a student got several questions right makes a difference...for instance, if we had worked on word-building in the previous class and if I had given a relevant exercise, worksheet, I look to see how many questions they were able to get done and how many of them were correct.*

T: *I mean.. did the student answer 3000 or 10.000 questions? Is he able to instantly utter the answer on the first look at the first sentence? This process becomes (is) automated recognition of grammatically correct sentences but the student can’t form that sentence to express ideas by him/her self. (#2.1a)*

On another occasion, the same teacher similarly related that the test is central in influencing their decisions as to what to teach and how, especially while teaching English majors at the senior level. The central role that the test holds appeared to determine what content teachers needed to centralize in their practices. Thus, the senior year of learning and teaching English at this high school was spent on the most-tested content areas: reading, vocabulary, and grammar. The point was related in the following:

*“When it comes to English majors, as the ultimate goal is YDS, YDS determines our curricula...it identifies our goals...that is it, period. The vocabulary or grammatical structures that appear on YDS are taught...the reading skills are given based on the texts that could appear on YDS.” (#2.4a).*

When this is the case, Ms. A’s enactment of a listening activity, which was a talking point of focus during the same interview, was contradictory. Thus, Ms. A was asked why the activity “listening to a song and putting the lyrics in order” as noted in her log was enacted. At that point, her conflicted choice of enacting this activity surfaced. On the one

hand, she believed this was not an activity geared towards the test; on the other hand, this enactment was attributable to her perception that students need variation in the classroom as variation refers to enacting classroom activities that are not oriented towards test preparation. Her lines expressing these points are as follows:

*“Quite frankly, since the target was YDS at the macro level, this activity did not mean anything..this was done just for like cookies, ... snack purposes (the literal translation would be ‘snacking on nuts’ in Turkish)...normally, I didn’t think I would enact any activity that involved songs...I thought I would perhaps have them watch a video but I passed that onto the other teacher...thanks to her, I was able to meet their request for a song...when this is the case, I brought the song to class at a time when we were actually supposed to respond to the previous tests...so we used the remaining time to listen to the song...” (#2.4a)*

Ms. A explicitly articulated the double bind in enacting the listening activities in the classroom. The bind unfolds in her discourse as she acknowledges on the one hand that listening activities do not ‘serve’ to prepare students for the test, whereas the task she picked from the textbook involved a vocabulary section which “contributed to the vocabulary mostly tested on YDS.” In the actual enactment of the task, in which the goal state and product were to complete the T/F exercise, the teacher asked questions like “*Do you think it is a good idea to judge somebody by their appearance?*” which opened up the venue for students to discuss in English, although most of the students preferred to speak in Turkish to express their ideas. Even if the listening activity was not within the content areas emphasized for test preparation in this classroom, Ms. A considered it as conducive to test preparation in terms of ‘contributions to the tested vocabulary’:

*The activity itself composed of T/F exercise...Let’s say it served kind of as a pre-listening activity and there was a reading text on judging people by their*

*appearance...This text attracted students' attentions as well...I mean they liked it..it also helped them to evaluate themselves. Also, it contributed to the vocabulary mostly tested on YDS. Actually, listening activities do not serve for preparing for YDS but in order not to deprive them from listening activities, I enact listening tasks once or twice a week (#2. 1a).*

So, other skill areas like speaking, listening, and writing were enacted, but teachers would most commonly find a way to link the particular enactment to test preparation. For instance, Ms. B conceives rewriting a text as an exercise that allows students to implement all the grammatical and structural knowledge bases, as well as their knowledge of synonymous words and phrases in English, that they have acquired up to their senior year (12<sup>th</sup> grade). Here is how Ms. B articulates her conception of 'rewriting':

*T: it also assesses the accumulation of knowledge...like the grammatical structures and so the students get to apply that information...both as a grammatical structure and finding the synonyms...in this sense, I consider rewriting exercises as application of what ever the students learnt until then.*

As for teachers' theories of tested content areas, Ms. B stated how her enactment of vocabulary is heavily identified by the most frequently tested words on the English language university entrance exam (YDS). She associated her enactments and choices with the perceived content assessed on the test. As she explained in her second interview (as illustrated below), her choices around the set of vocabulary she enacts are driven by the test. During the interview, she was asked why she enacted academic words as was registered in the log. Her identification of the academic words is also governed by what is represented on the test.

*Interviewer (I): As for grammar, you said you focused on basic academic words...*

*T: I gave those..with their synonyms..or similar meanings*

*I: so how do you identify these academic words? According to what? Does the curriculum give you those words like you need to give such and such vocabulary or do you find them in a test from some test bank?*

*T: yes, I focus on the vocabulary that have already appeared on the test up until now..I look at the previously tested items and determine what to bring to classroom by saying things like 'this vocabulary might appear on the test' ...or I could say 'students really don't know about this and they should definitely learn...' I diagnose their knowledge level and determine the vocabulary sets for them to learn based on the tests and based on what kinds of questions/items appear on the test (#2.2b).*

In addition to the influence of the test on Ms. B's choices of lexical content, another interview with Ms. B revealed the recurring point that the weight of vocabulary tasks enacted in this particular classroom is determined by the degree of success on the test. Thus, the worth of the specific tasks enacted as representative of the tested content areas was also influenced by the test.

*T: In terms of vocabulary, frankly, I gave a quiz...on the academic words ...There was a 50% of success rate...some students who get the logic can really make it...otherwise, the other half fails to do so..*

*I: where does the remaining stay?*

*T: well... those who have lots of mistakes receive their tests back and get a chance to see where they got mistaken...since we go over the whole test altogether in class, they see the correct responses and reflect on their mistakes, then they get another chance to review...well at the 12<sup>th</sup> grade, you can't force them too much..they are almost adults now and so I show them their mistakes, and tell them 'you're this..you're that' ...I expect some of the things from them, like for them to initiate...then they can self-evaluate and they're able to say 'oh I see, these are my mistakes'(#2.3b).*

Ms. A also diagnosed and evaluated students' level of learning through the quizzes she administered every two weeks. She would most often give multiple-choice practice tests, which helped her to identify on what grammatical or lexical structures the students might need instruction. In making these points, she relates in the following excerpt that test preparation sources like the ELS journal are employed.

*Through the multiple choice tests that I regularly administer for practice purposes, I identified some deficiencies in students' knowledge about the structures EITHER/NEITHER, SO, TOO and so I decided to allocate 2 class periods to these topics. I explained the topic in Turkish and by using the blackboard. To teach these structures, I utilized the ELS journal. Since there were technical issues with our Xerox machine, I typed them myself (#2.2a).*

In addition to the point that students' performances on the tested areas like reading, grammar, and vocabulary are reinforced through weekly quizzes and practice tests, the following excerpt shows that textbooks and test preparation journals are employed to gear instruction towards the test. It should be added that "the textbooks geared towards the test" or "ELS journals" are widely used both by the students and teachers for test preparation, because they significantly contribute to the targeted process of reviewing the previously acquired content areas and practicing for the test during the senior year of high school. Also, these resources might serve as teachers' curriculum that aligns with their theories of content which are significantly driven by the test. This latter point was explicitly articulated by Ms. A:

*Well, now since we focus on activities geared more towards YDS exam which does not assess writing, speaking, and listening, we end up emphasizing the content domains like reading, grammar and vocabulary. For this reason, pretty*

*much in each class, I try to enact those three skill areas by integrating them all. Since we don't have a special curriculum designed directly to prepare students for the test, I don't follow a specific curriculum that integrates all of the skills. But I determine certain sets of vocabulary mostly tested on YDS, and sometimes I stumble on advanced sets of vocabulary skills. I choose textbooks or test journals like (ELS) designed directly towards the test. Sometimes, I choose texts that I like most. (2.1a)*

### Summary

The data illustrated above point to one overarching pattern in the two teachers' theories of content: both teachers circumscribe their theories of content according to their conception of the 12<sup>th</sup> grade as a senior year of review and practice for the test. Related to this pattern was the theme that the teachers' theories of content enacted in the particular 12<sup>th</sup> grade English major classroom are heavily influenced by the tested content. The fact that reading, grammar, and vocabulary are the most-enacted content areas is not a coincidence, as Ms. A very explicitly states in the interview (2.1a). As Ms. A acknowledges in the same interview, the test becomes the curriculum in the absence of an official national curriculum that specifically prepares students for the test. Teachers compensate for this absence by employing such resources as test preparation journals and textbooks. Therefore, the enactment of content areas like speaking, writing, and listening becomes ancillary to the central content areas that students need to have mastery over, like reading comprehension, grammatical and structural forms, and wide lexical repertoire. Teacher log entries, shown in Table 5, support the point that the most

recurring modalities or skill areas that were enacted by both teachers were ‘reading’ and ‘grammar’.

The pattern is obvious in teachers’ log registries, interviews, and my classroom observations—reading, grammar, and vocabulary were the most-enacted areas of content. With this finding in mind, each teacher’s theories of content are explored in the areas of reading, vocabulary, and grammar.

#### 4.1.2. Teachers’ Theories of Content in Reading, Grammar, and Vocabulary

In the previous section, it appears as a pattern both in the logs and classroom observations that the two teachers chose to emphasize skill and content areas like reading, grammar, and vocabulary.

In this section, each teacher’s theory of content in these areas is analyzed.

##### 4.1.2.1. *Ms. A’s Theory of Reading*

Within the division of labor reconciled with Ms. B, Ms. A agreed to focus on reading and practice tests. Ms. A’s theory of reading involved two sides. On the one hand, Ms. A associated reading with the kinds of skills that are tested on YDS. Within this theory of content, it was apparent that the text used as a resource to enact the reading task was at the paragraph level. On the other hand, during the course of the study, it became evident that Ms. A conceptualized reading as continuous exposure to literary classic works, and as a skill that involved being able to capture holistic understandings of

texts written in English. When looking at this side of her theory of reading, her choice of texts was driven by the motive to raise students' awareness around socio-cultural, political issues. Thus, the texts were longer than paragraph-level texts, such as stories and/or abridged literary works (Animal Farm).

The association of reading with tested reading skills at the paragraph level on the university entrance exam emerges from Ms. A's second interview. The types of texts that the teacher is referring to are paragraph-level texts:

*We usually identify a content area that is tested like filling in the missing sentence in a paragraph...I say, 'so this is what we're going to be doing and this is the method to solve these kinds of questions...if you pay attention to such and such technicalities then you will be able to solve these questions (get the questions correct on the test)..so we had done such things before as our typical classroom 'task' is made of exercises like that...or I don't know...finding the missing sentence in the dialogue...predicting the sentence (looking at the multiple choices) that doesn't fit the paragraph...these kinds of exercises are actually and fundamentally built on the skill to be able to find the main idea or gist of the paragraph or dialogue...exercises geared towards finding the supporting points and fluency of the paragraph and coherence of the paragraph...(#2.2a).*

It is significant to note from the above excerpt that her theory of reading involves such tested skills: “*Finding the missing sentence in the dialogue...predicting the sentence (looking at the multiple choices) that doesn't fit the paragraph...these kinds of exercises are actually and fundamentally built on the skill to be able to find the main idea or gist of the paragraph or dialogue...exercises geared towards finding the supporting points and fluency of the paragraph and coherence of the paragraph...*”

In addition to these sub-skills that reside in Ms. A's theory of reading, the following activities in reading emerge both from her log registry and follow-up interview:

- *Finding the right titles for each paragraph. So students read the text fast and choose the right titles for each paragraph.*
- *Find the main idea of the paragraph or they find the missing sentence or they find the sentence that distracts from the coherence of the paragraph.*
- *Finding the main idea of the paragraph is tested most and so I emphasize that skill in my instructional practices.*
- *Doing a pre-reading exercise...and during that stage, I could highlight some words or try to get students interested and involved in the topic through some leading questions.*
- *Read along with the reader or the audiocassette.*
- *Silent reading as they need to acquire fast reading skills and also because they comprehend better.*
- *Find the missing sentence in the text or take out the sentence that doesn't fit the text. Or the student will be able to find the missing statement in a continuing dialogue, like a cloze test, that is, the student fills in the missing vocabulary in a text.*

Her follow-up interview after the submission of the log repeated her theory of reading.

This particular theory is geared towards being successful on the YDS exam. Therefore, tasks like multiple-choice exercises on the practice of reading skills (like finding the main idea of the paragraph, or finding the missing sentence within the paragraph) “meet students’ needs more.”

*I: When it comes to reading, how do you enact reading skills?*

*T: again, in preparation for the YDS exam, among the texts that I choose, I sometimes choose multiple choice, fill in the blanks, sometimes, direct discussion activities....since these students are English language majors and prepare for the test, multiple choice exercises address their needs more.*

When asked what would happen to her enactment of reading if there was no test preparation, the other side of Ms. A's theory of reading emerges. The reader should note that this interview was conducted two or three weeks before Ms. A enacted Animal Farm. Enactment of Animal Farm explicitly demonstrated the clear-cut distinction in her theory of reading from the paragraph-level texts geared for test preparation. Then, I got to understand that Ms. A was actually in a double bind in the sense that she enacts paragraph-level exercises, as noted above, while her theory of reading faithfully and simultaneously resides in continuous exposure to numerous literary works. In talking about the ways of representing this latter theory of reading, Ms. A discourses around *"highlighting some words or try to get students interested and involved in the topic through some leading questions; involving students in discussion through leading questions, silent reading and reading along with the reader or audiocassette,"* which she calls "pre-reading activities." Then she talks about the "post-reading" activities, which range from *"finding the information right from the text or complete comprehension questions or extending the text with a discussion,"* to giving *"take-home assignment that involves small scale research about the sociological events or characters of the novel or story."* Then, the double bind is verified as Ms. A acknowledges how futile it could be to do these kinds of post-reading exercises with 12<sup>th</sup> grade English majors whose main goal is to attend college through passing the exam.

*I: Hypothetically, what if there wasn't such a reality as the YDS and preparing the students for this exam, how would you go about bringing the same text or reading skills to life?*

*T: There are certain methods at least as far as I have been able to learn. Like first doing a pre-reading exercise...and during that stage, I could highlight some words or try to get students interested and involved in the topic through some leading questions. In the previous years, I was able to do these kinds of exercises with these same students. Sometimes, they wanted to read the text aloud as they want to hear themselves speak in and I would let that happen. Sometimes, they read along with the reader or the audiocassette. I believe in silent reading as they need to acquire fast reading skills and also because they comprehend better. Post-reading exercises follow those pre-reading exercises. These could vary...sometimes, they need to find the information right from the text or complete comprehension questions or I would extend the text with a discussion. In the preceding years, I would give a writing activity right after each reading activity. Sometimes, I would do this in class or give it as a take home assignment. Or else, I would give a text in which the topic is concerned with an event or individual that I would like my students to be aware of. I then might ask them to do research about the topic. For instance, if I gave them a text on the events in 68s, I would ask them to do a small scale research on the events in 1968s and they would come having read and written about that topic. Say, if we talked about or read about Mark Twain, I would ask them to do research on Mark Twain. So I would give them extension exercises not that directly related to the text but research assignments that would supplement their comprehension of the text better. I would do these kinds of exercises on 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade but I have to skip those exercises with 12<sup>th</sup> graders...like I mean...with 12<sup>th</sup> graders, I still give research assignments but don't complement it with writing activities or speaking. I skip pre-reading, post-reading exercises with 12<sup>th</sup> graders as they're preparing for this test (#2.1a).*

In another interview (#2.6a), she helps me complete the depiction of her theory of reading by implying that 'exposure to text' is important. Following this significance, she relates that she pushes to get through the text in order to provide students with more exposure to other texts. While doing so, she capitalizes on holistic understanding of the texts because she believes the students will have "picked up some literary taste from each book," not to mention the vocabulary benefits she believes each text to be bringing along. Moreover, she acknowledges that she does not have time for 'while-reading activities', which

basically allow for guided immediate comprehension checks while the student is engaged in the reading. Ms. A's articulation of the theory of exposure profoundly unfolds as she talks about her own experience learning English. She articulates this point during the interview (#2.6a):

*I want to get them to read another book...in addition to that other book, they will read the third book by themselves...the more they read...at my college years, it was a fact that we wouldn't thoroughly understand every book we read but we read so many books in English that certain sections from each book allowed me to fill in my weaknesses and to improve my reading skills really well...seriously we read lots of books..in one semester, we would read 10-15 books in English..and remember, we were just college students attending English preparatory classes...I wish these students also had a similar opportunity...they won't grasp all of them really well and but eventually, once they finish the books, they will have not only picked up some literary taste from each book but also will have added new distinct things onto that taste”*

The ‘other’ texts that Ms. A considers exposing students to, through investing her time and enactment, are Pygmalion, 1984, Lord of the Flies, and Animal Farm. These are mentioned in the interview excerpt below. Thus, she believes in enacting literary works as she expresses personal identification with this enactment: *“Having the students make the most of the literary works through reading, encouraging them to be interested in the literary works...I have always found myself very close to this goal. I think that especially the senior students should definitely acquire this goal because they will attend the university.”* (#2.4a)

Another point to highlight is that Ms. A associates her theory of reading with exposure to literary works not only because students will have picked up some literary taste, but also

because of the sociopolitical knowledge base and messages that they potentially offer.

This point emerges from the following:

*After this story (referring to Animal Farm), I'm going to bring in Pygmalion...I have the book...It is possible to download the electronic copy of the book online any ways...there is the movie as well...one of the other English teachers has found the movie for the book '1984'...perhaps I could or you could find 'the Lord of Flies' ...in this way, we could at least do some literary work...this is not pure literary classroom instruction because pure literature is enacted through dramas, discussions...for instance, while reading Animal Farm, you have to talk about Stalin and Soviet Russia...but then we will do as much as we can. (# 2.4a)*

This motivation and determination to bring in texts bearing sociopolitical aspects that could help to raise students' awareness emerges when I ask about whether she generally prefers to read aloud together with students. Ms. A responds to the question saying, “no, not really,” but she expands the conversation to a dimension that demonstrates her deep conviction to bring in literary, sociopolitically charged texts. This conviction is because she thinks her students are not well informed about contemporary Turkish history.

*T: no not really...before students listen to the text read aloud in audio mp3 format, we did a pre-reading activity, by asking questions like: “what kinds of animals are found on a farm?” and later we got to know George Orwell and we were informed about the time period in which this book was written. I assigned that as homework and we're actually going to talk about that once we're done with the whole book, like talking about Stalin and Soviet Union...they get even more interested just when this Turkish movie 'Mustafa' is so controversial these days because it is commonly discussed in the public that during the Turkish independence war, the unfounded Turkish republic borrowed money from the Soviet Unions..So they get attracted to this book because of that too. These kids were born in 1991 and so they don't have any conception of the Soviet Union. The most they could know is from James Bond movies...they don't know anything about the Cold War...They don't even know our contemporary history in which*

*the military coup happened on September 12..when I start talking about September 12, 1980, they question as to whether I am talking about 9/11. They just have the mental schema about the bombings in US on September 11. They don't have any mental schema about September 12 which happened in this country. There is that kind of a depolitization or social dementia...I thought reading this book will be of good use because of that very reason.*

In terms of the genre of texts read in the classroom, Ms. A's theory of reading literary works constitutes a contrast with the theory of reading that she brings to life by having students work on multiple-choice exercises designed around paragraph-level texts. When asked what kind of a test she envisioned in order for her to be able to enact her theory of exposing students to literary works without having to worry about her alignment with the test, she specified an internationally known test (e.g., First Certificate). The reason for choosing this particular test was because it integrates all four skills in its design. Here are her words stating these points:

*I: if we were to think about the washback effects of the test, what kind of a test would YDS have to be in order for you to do the kinds of classroom activities that you imagine to be doing? Like readings...that is, what kind of a structural change would have to occur in order to be able to enact reading in the way you would like to?*

*T: If YDS were a test like the First Certificate or any other test that the Cambridge University administers...and were designed in four or five sections, integrating use of English and vocabulary, writing, listening, speaking then any teacher would have to cover and integrate four skills...because the test requires you to do so...we would then do things in that manner...now the preparatory classes have been eradicated but before English prep classes were taken out of the Anadolu Lycee systems, we would definitely use textbooks like first certificate...we would also use textbooks that prepare students for the test 'First Certificate'..because students would reach the upper intermediate level and we wouldn't be able to go any further any ways...*

Ms. A envisioned being able to enact literary works in the classroom through the reconstruction of YDS being modeled after another test. However, in the imagined absence of a testing situation, Ms. A clearly believed that it is highly beneficial to read full-length literary works, pointing out that this is how she herself acquired English language. Thus, she feels close to this theory of reading, as opposed to reading the “dry paragraphs tested on the exam” (#2.4a). However different the two theories of content might seem, Ms. A believes in “exposure to the text.” Given that, she constantly and continuously exposes students to both types of texts. That is, she consistently administered multiple-choice exercises and practice tests designed around paragraph-level texts every single week during the course of the study. While continuing to administer these exercises, she consistently enacted the reading of Animal Farm, which constitutes the contrasted end of her theory. At the bottom line, this did not seem to be a contradiction to Ms. A, as she believed that exposure to reading would benefit students’ reading skills and overall language proficiency, no matter what. To her, so long as students read well and often, success on the test would be inevitable. Thus, she considered the two theories of practice as a whole, cross-feeding each other.

#### *4.1.2.2. Ms. B’s Theory of Reading*

In contrast to Ms. A, Ms. B’s theory of reading was not conflicted with the need to emphasize stories that are not paragraph-level texts but rather are oriented around certain sociopolitical issues. This partially resulted from the division of labor between the two teachers, in that Ms. B did not spend a considerable amount of her class time on

reading activities. However, whenever she did enact reading activities that involved paragraph-long texts, she mostly drew her selection of texts from the textbook. Her theory of reading was oriented around the test and her perception of the reading skills assessed on the test. This was the only pattern emerging from the data in relation to her theory of reading.

Thus, this theoretical orientation was projected in the kinds of reading tasks enacted in the 12<sup>th</sup> grade classroom. For instance, on her first log, she wrote the following: *“I asked questions related to family styles and parenting issues. Students read the text silently and did the exercises (multiple choices). I checked the students reading comprehension by multiple choice questions.”* (#1.1b)

The task assigned to the students here was to complete multiple-choice exercises about the text on family styles and parenting issues. This task was also shaped by the text as the resource located and selected by Ms. B. This selection in turn was shaped by the test; more specifically by Ms. B’s search for texts that resemble the representation of reading skills tested on YDS. Ms. B clearly states her goals in this classroom:

*“Two things are important for me: being able to comprehend the text as a whole and mastery of vocabulary...I also tailor things towards the test...I wanted to focus on synonyms and antonyms because I want to give the vocabulary in addition to the reading passages...they also get to see the vocabulary in context...that is, instead of giving vocabulary independently of the context..I choose to give it in the reading...”*

To illustrate another case, while enacting the reading of a text called ‘From Rags to Riches’, the instruction in the textbook was as follows: *“Read the text in exercise 2*

*quickly, and put the following points in order to form a summary of the article.*” This instruction in the textbook shaped the course of the task; the operations students followed by first reading the text silently and the kind of linguistic resources offered by the text. Thus, the actual task was to form the summary of the text through ordering the given sentences from the textbook. In looking at this activity, I asked why she asked students to order the sentences:

*I: What was your goal in getting them to order the sentences?*

*T: so in order to see if they could holistically comprehend what they have read...so there were sentences telling the main ideas for each paragraph...in a way, summary...first they will understand the whole paragraph ....I think it was a good exercise..that is...they don't have to understand everything word by word...my goal was to see whether they understand the paragraph as a whole or not..that was important.*

I inquired further about her choice and whether she could think of other ways in which the goal of holistic understanding of the text could be achieved. Ms. B mentioned her preference not to distort the coherence and continuity of all the exercises attached to this text. That is, she generally stayed loyal to the exercises presented on the worksheet. Talking further about this text and its enactment in the class, Ms. B reveals another side of her theory of reading, which conceives vocabulary as a big part of understanding texts in English. The exchange of questions and answers occurred as in the following excerpt (#2.1b):

*I: so how much does focusing on individual words help with the holistic understanding of the text?*

*T: some of the vocabulary are key words...in such cases, comprehension gets to be much easier...that is, some students get stuck with some of the*

*vocabulary...that is, they get stuck with unfamiliar words as if they are not going to understand the text when there are unknown words...it is suggested that too much focus on individual words gets in the way of comprehension...since the ultimate goal is to be prepared for the test, I want them to learn vocabulary...rather than reading the text and being done with it, I choose to expand it with vocabulary exercises.*

*T; they read the text as a whole...for me, if the vocabulary exercise had been done at the first place, it could have been distractive...However, since the vocabulary was given later on or while-reading, I think it rather helped to reinforce their understanding of the text. First, the student tries to have a holistic understanding and instead of asking what this or that word is which could be distractive...in the second reading, I don't think they get distracted with the vocabulary exercise...I did get that impression.*

Moreover, Ms. B's theory of reading reveals itself as she was talking about her enactments in the classroom. She pointed to her textbook resource, which provided the practice on skills like finding a missing sentence or paragraph among the multiple choices offered. When I realized that the format of the texts taken from the textbook Exam Excellence actually align with the types of reading items that appear on the test, I asked to verify my understanding. Ms. B approved. However, she then talks about other exercises like 'suffix or prefix exercises' and 'vocabulary exercises', which she denotes as exercises that are not really geared towards the test. That is, Ms. B brings in reading texts that she thinks meet students' needs and levels. These texts involve tasks like *"filling in the missing words/phrases in a paragraph or sometimes, finding a missing paragraph or sentence."* Then, Ms. B agreed that these tasks resemble the types of reading items on the test. The other tasks like vocabulary exercises and prefix or suffix exercises that Ms. B takes from similar resources supposedly bring in variation to the class routine of preparing for the test. These observations imply that Ms. B's enactment

of reading is significantly shaped by the available resources she has access to. When her theory of reading is heavily influenced by the test, she makes choices of resources and texts accordingly. These observations are highlighted in the following interview excerpt from the second interview (#2.2b):

*I: generally you give a text...but what is your resource?*

*T: I didn't specify the resource... because I am trying to use different resources...I look at books and decide which one is appropriate and say 'this is good, this is suitable..this is not' then I choose according to students' levels and needs. There is no certain, definite structure, quite frankly.*

*I: but does the format of the text resemble the test format? Or is it different? You said in the log: there was a text about cell phones perhaps one paragraph or two-three paragraph long and there are multiple choice questions underneath the text.*

*T: Generally, when we do exam excellence, it could be filling in the missing words/phrases in a paragraph or sometimes, finding a missing paragraph or sentence, we try to find that one.*

*I: so again the format of the text is in the test format?*

*T: yes..but I use the book 'exam excellence' these days...because I want to give them different things..I don't want to work constantly towards the exam, for instance we did these kinds of vocabulary exercises...occasionally, and I do suffix or prefix exercises so they know the roots of the words...*

In another enactment of reading, Ms. B's fourth log continued to register reading tasks that included the completed product of multiple-choice exercises such as in the following:

*"I handed out a text on the negative effects of industrialization. They read it silently and were asked to rephrase the main point of the text in their own words. Later, in order for them to acquire the words, they were asked to match the corresponding meanings with the words. After the text was fully comprehended, multiple choice exercises were done."*

In her subsequent interview (#2.4b), Ms. B continued to discourse around the task on reading about industrialization in terms of finding the main idea, rephrasing the main idea in students' own words, and the like. This discourse was again focusing on her practice geared towards test-oriented tasks like finding the main idea of the text among multiple-choice questions. Here is Ms. B's talk around this lesson: *"We covered a reading text. That reading was about technology, industrialization, if I remember right, on the text there were exercises like finding the main idea, rephrasing the main idea in your own words, and multiple-choice questions."*

Another enactment of reading that happened during the course of the study was on fast food habits. Ms. B's theory of reading is intertwined with her role to emphasize vocabulary in this 12<sup>th</sup> grade class. So whenever a reading text was brought in, the main goal state was to find the main idea. To facilitate this task, allowing students to learn the "related vocabulary" had to be part of the enactment. As Ms. B states in the following, the product of this reading and vocabulary activity was the completed multiple-choice exercises.

*"We read a text about fast food habits and learnt the related vocabulary. First off, I asked whether they eat out and we talked about what kinds of places they go to. Later, we read a text titled 'grease' and generally asked about the main idea of the text. The meanings of the idioms that appear in the text were given through multiple choice exercises. The words were grouped into the ones with negative or positive meanings. At the end of the exercise, multiple choice exercises were done." (#2.5b)*

The bulk of reading tasks enacted in Ms. B's class aimed to find or rephrase the main idea of the text. She selected the texts so they aligned with the types of reading items assessed on the test. Since the product of the reading tasks was mostly the completed multiple-choice exercises, the selection of texts complemented the teacher's theory of reading, which is considerably shaped by the way reading is assessed on the test. Thus, unlike Ms. A's theory of reading, the kinds of texts she selected were at the paragraph level. The paragraph-level texts selected from the textbook or test preparation resources were most commonly accompanied with exercises that resembled paragraph item types on the test. Another pattern emerging from the reasons why Ms. B enacted reading is that reading paragraph-level texts helped to enlarge students' lexicon and eventually, their success on vocabulary sections of the test. Since she was charged to focus on vocabulary in this particular 12<sup>th</sup> grade classroom, she theorized about reading as a medium to contextualize vocabulary in English.

#### *4.1.2.3. Ms. A's Theory of Grammar*

One of the content episodes selected for analysis was on 'relative clauses' and 'reduction in relative clauses', both of which were emphasized in Ms. A's class. Ms. A filled out the log between November 10 and November 14, when she registered that the grammatical content 'reduction in relative clauses' was emphasized in class. Since Ms. A's role in this class was to emphasize reading and grammar, and administer practice tests, she was asked why she enacted relative clauses. She related that it is tested on YDS,

and she had realized some of students' mistakes emerging from confusions or misunderstandings about this particular grammatical structure. Here is where she refers to the test: *"My criterion is the tests and the items that cover reduction as the content area..."* (#2.4a). She implied that this was both a review of the grammatical structure 'relative clauses' as well as an introduction to the structure 'reduction in relative clauses'. This content was brought to life because the teacher targets the discrete test items that assess students' knowledge base in various grammatical areas, one of which, according to her, is relative clauses and reduction in relative clauses. Thus, the choice of content and the ways of representing the grammatical content are both driven by the test, which is a point emerging as a pattern throughout her enactments of grammar.

Central to Ms. A's theory of grammar was the use of the board to write down the rules and example sentences. While teaching relative clauses, she gave out a practice test after writing down all the rules and example sentences on the board. The whole lesson was conducted completely in Turkish. Thus, other central elements to Ms. A's theory of grammar were the administration of practice tests, and the use of Turkish, the board, and a dictionary to be used for unknown words and prepositions. While the rules and example sentences are written on the board, the students are to copy it all down in their notebooks and to contribute their own examples on the board. In reflecting on this overall teaching of grammar, which is basically centered on practicing grammatical structure through exercises, Ms. A states the following:

*"I focused on Relative clauses this past week but didn't check out the relevant sections because this structure had been covered extensively in the previous*

*years. This time round, I just focused on Reduction in Relative Clauses'. I taught the structure in Turkish by deductively writing on the board and giving examples or putting students' sentences on the board. Following that, we did some of the exercises that appeared on handouts given out earlier. I asked them to do the remainings at home. Among the exercises assigned as homework, there were tests on words and prepositions. I asked them to do these parts themselves and use the dictionary if need be. Since there was a midterm this past week, we didn't do much" (2.4a).*

Despite the pattern elaborated above, Ms. A's practice and theory of teaching grammar inherently manifests a double bind. The bind emerges from the perceived obligation to teach grammar in a deductive manner by explaining all the grammatical rules in Turkish, and simultaneously giving example sentences in English for each rule. This obligation is perceived to be the only way to teach grammar. However, she in contrast acknowledges how grammar should ideally be taught. The ideal scenario does not include any of the rule explanation which she originally thinks has to be done only if the goal is to prepare students for the test. According to Ms. A, the particular theory of grammar that yields more effective English instruction situates the target structures in a communicative and authentic real-life situation. In this ideal case scenario, through consciousness-raising, students could acquire grammatical structures as 'chunks' rather than translated rules which are accompanied by example sentences. Her articulation of this ideal grammar teaching scenario appears in the following interview excerpt (#2.1a):

*So, the main issue is always grammar...let's imagine that today I'm going to talk about present-perfect tense...in order to teach it, what kind of a situation would be the best to present this? The best case or situation would be this...I am referring to the ideal teacher who would act like this...I'm just making up, if the students have come back from vacation, for instance, the teacher might say: "let me use drama in class and in groups, they could tell where they have been and we all talk about that' or things like that. By creating situations like this, students*

*might be made to talk about these situations then the students could be made to listen to the sentences that appear in present perfect tense and so audio familiarity could be developed in students and the teacher might ask 'what sentences did you hear? This doesn't have to be designed in the form of a drama but perhaps, based on a reading text as well..familiarity and awareness should be aroused and developed...the ideal case is to have the student realize himself or herself...Another thing that I understand from situational instruction for English is that lets say there is a shopping context, perhaps through having them watch a drama or role play or an authentic material or a video, the student could be given the opportunity to perceive the structures like 'how much is it?' as a whole as it occurs in the real-life occasion. He/she shouldn't say 'oh there should be an 'is' before 'it'.*

Above, she acknowledges that the form-bound method of teaching grammar is not effective for expressing ideas and meaning, especially with the delivery of instruction in Turkish. Despite her conviction about the ideal grammar teaching scenario, she appears equally confident that treating grammar as math formulas presented along with example sentences is the only efficient way to teach grammatical structures for test preparation, even if some students have proven to be failing at some of the structures after having studied the structures for over two years. Even if Ms. A observes that some students do not comprehend and internalize the structures, Ms. A stays convinced that she cannot spend all her time during the semester trying to raise students' awareness of grammatical structures through contextualized grammar instruction. As she mentions below, students' success on the test lies above and beyond every teaching consideration (integration of four skills). Given that, the textbooks and 'cram schools' all guide the enactment of contents in a "formulaic and structural way," as this is perceived to be how the test is assessing English language skills. Here are her words referring to these points:

*...students at other schools demonstrate where they are at because they all convene at cram schools...the student buys a textbook from the market to study...the contents are presented in a formulaic and structural way...that is to say, there is no integration of 4 skills and so the student expects that from you and eventually, you as the teacher bear the responsibility, concerns and worry to enact things in the way the test expects the students to show their English language skills...you value their success on YDS (#2.2a)*

All in all, Ms. A's preference—to conceive grammar as a content area to be taught through building connections between the rules and example sentences—manifests itself in all the other content episodes of grammar she enacts. This preference is illustrated in Ms. A's three other enactments of grammar:

- 1) The first episode, enacted in the second week of the data collection, was on the structures *either/neither, so, and too*. In the following account debriefed on this episode, the teacher points to her theory of grammar by stating that it can be taught and learnt through explaining the structures in Turkish which are illustrated with example sentences in English.

*Through the multiple choice tests that I regularly administer for practice purposes, I identified some deficiencies in students' knowledge about the structures EITHER/NEITHER, SO, TOO and so I decided to allocate two class periods to these topics. I explained the topic in Turkish and by using the blackboard. To teach these structures, I utilized the ELS journal. Since there were technical issues with our Xerox machine, I wrote the exercises down on the board. I told them that these kinds of structures will be handy and useful to solve the YDS items on dialogue completion and so if they get the logic of these structures, their task to find the appropriate statement to complete the dialogue will be much easier. (#2.2a)*

- 2) Another episode, on question tags enacted during the week of October 27–31, was similarly shaped by the practice tests and the patterns of mistakes that the students manifested on these tests.

*The content I briefly focused on was short answers and question tags. For this purpose, I considered the mistakes done on the tests and used the board to explain some of the things they were constantly getting wrong. I responded to their questions and reminded of the mistakes mostly done. Afterwards, I tried to reinforce their understandings by doing several short exercises. (#2.3a)*

- 3) The third episode, about her practice on ‘gerunds and infinitives’ during the tenth week of the study, demonstrated once again that the success on the practice tests is contingent on doing well on grammar tasks.

*On gerund-infinitives, I provided extensive information especially about perfect infinitive. I did this activity by using the board. I then tried to reinforce their comprehension through the exercises handed out later on. We did exercises on that...I reviewed some of the content areas that I had thought they were having issues with and then gave a practice test afterwards. We did some of the practice test items in class and they did the rest at home. Then they came back to class and to my surprise, the number of items they got right was more than what I had expected...I wasn't expecting them to do that well on gerunds and infinitives...because it is the content area that they usually get wrong because they don't memorize and there are so many of those verbs and words to memorize...like preposition...adjectives...perhaps, it is due to the fact that they worked on the practice test by looking at the table of gerunds/infinitives...yet, there were some students who were confused about perfect infinitive...I explained that to them...like having done...having been done...their performance doesn't look bad to me for the time being. (#2.4a)*

Another point of highlight on Ms. A's theory of grammar is that she thinks grammar should be taught on a continuum of content ordered from the simple to complex. The implication I got in an interview, an excerpt from which is presented below, is that she

believes discrete areas of content could only be taught starting from simple to complex. When she says, “if you’re referring to a particular topic,” she means discrete grammatical structures, vocabulary units, and syntactical structures. For Ms. A, the only instances that content could be taught from complex to simple are when students are supposed to be analyzing a complex text or deciphering meaning from the text, which she puts as “induction while reading a text.” Here is the interview excerpt stating these points:

*I usually prefer going from the simple to the complex...because when you go from the complex to the simple, things may demotivate the students...when you start with something complex, they might stay at that level...they may get stuck there...and they may have difficulties seeing the simpler things...if you refer to something like induction while reading a text for instance, then that wouldn't be a problem but if you're referring to teaching a particular topic like in grammar or vocabulary, while covering that topic, going from the complex to the simple wouldn't work...for instance, it always helps to go from the simple to the complex while teaching grammar or learning vocabulary. (#2.5a)*

So far, the pattern emerging from Ms. A’s stated reasons for enacting grammar is that grammatical structures tested on the exam could only be enacted through completing multiple-choice exercises.

Ms. A manifested two theories in relation to teaching grammar. One is her theory of content, while she also has a theory of practice. These two seemed to be in conflict. The cause for this conflict seems to arise from the obligation to align her practices with the tested content. Within her theory of content, she conceives grammar as a content area that cannot be acquired through drills. It can only be acquired through implicitly raising consciousness over the grammatical rules, and form recognition activities. According to

her theory of practice, which is heavily governed by the rules and forms, she prefers to go from simple to complex structures. In her practice, she makes sure to take notice of students' mistakes on the grammar sections of the practice tests that she gives every week. Building on those mistakes, she writes the rules on the board while providing examples, which she takes from the test preparation sources like ELS journals and so on. Right after the deductive way of explaining the rules, she administers multiple-choice exercises so that students get a chance to practice and reinforce what they have learnt.

#### 4.1.2.4. *Ms. B's Theory of Vocabulary*

Ms. B mostly emphasized lexical structures in her instruction in this particular classroom, as this was the division of labor reconciled with Ms. A. In doing so, Ms. B explicitly underscores the two focal aspects of her instruction: "*being able to comprehend the text as a whole and mastery of vocabulary.*" (#2.2b) When this is the case, she was, most of the time, observed to enact discrete vocabulary exercises and vocabulary exercises contextualized in a reading text.

As it appears as a pattern emerging from her discourse and her enactment of vocabulary in the classrooms, her theory of vocabulary in English is shaped by her observations as to what lexical knowledge base is assessed on the test. In picking up observations, she looks at the previously tested items and administers practice tests that are published in test preparation journals. These estimates then drive her decisions on what to enact in the classroom. She identifies what students need in order to succeed on the exam. She adapts her instruction according to her estimations of tested content as is

stated in the following: *“Through the practice exams that I administer, I give exercises...while going over the worksheets, they certainly get to see words or structures that they don’t know...so I adjust everything accordingly...I enact things according to my estimations about their needs and my estimations as to what they need.”* (#2.4b)

Further, her theory of vocabulary is circumscribed by the lists of words that have appeared or are potentially about to appear on the test. Through these lists of words (adjectives, prepositional phrases, phrasal verbs, and the like), Ms. B believes that students are exposed to the ‘content’ of English language vocabulary. For instance, when asked why she chose to teach this content in a list where the definitions and usages of prepositional phrases were provided, Ms. B pointed to the need for test preparation in her log and later in the interview:

*Log #1.4b: I focused on prepositional phrases. The structures that they could possibly face on YDS were given on a table and a practice test was given in relation to these particular structures”*

*Interview #2.4b: ...geared towards the test...because of this need, I plan things in my mind as well as observe their needs. These prepositional phrases could definitely appear on the reading texts that they have to answer, perhaps not directly on the vocabulary questions raised on the test...Because of this, I thought they would need some of these prepositional phrases at some point in time...because they have some deficiencies to work on, they raise questions like: does this mean so and so?*

Then, Ms. B adds that these lists save time, teaching the content that students need to learn in an efficient manner. She relates this point in her log and interview as follows:

*They are going to go to university..and due to lack of time, it is handy and useful for them to have these kinds of lists.. If I didn’t believe in the usefulness of these*

*things, I would never have given such things to them...because these lists will be available right there whenever they need...since the remaining time is limited and they don't have the luxury to search and find these things, and since I believed in the usefulness, I gave it...seriously, for some students these things are crucial and extremely essential to have...I think they are also useful to have right there in hand while taking practice tests as they can just pull the list up. (#2.4b)*

What is apparent in the above discourse is that Ms. B samples words and lists of words according to what she believes would appear on the test. She filters her test preparation resources to get at the lists of words that are most likely to appear on the test. These points emerge in her own words as follows:

*I focus on the vocabulary that have already appeared on the test up until now...I look at the previously tested items and determine what to bring to classroom by saying things like 'this vocabulary might appear on the test' ...or I could say 'students really don't know about this and they should definitely learn...' I diagnose their knowledge level and determine the vocabulary sets for them to learn based on the tests and based on what kinds of questions/items appear on the test.*

Furthermore, Ms. B believes in having a wide repertoire of lexical knowledge, which she conceives as instrumental in improving students' reading skills in terms of comprehension. She cares to give lists of words and applies practice tests to reinforce students' understanding of these words, so that students eventually do not have any problems understanding the paragraph items that appear on the test. Thus, Ms. B conceives a strong lexical knowledge base as having a direct effect on students' performance in the vocabulary and reading sections of the test. Even if the lists of words that she emphasizes do not appear as discrete vocabulary items on the test, Ms. B believes that having a wide lexicon will benefit their understanding of the paragraph items. These points emerge from the following interview discourses:

*In order to emphasize the vocabulary, tested words, and the vocabulary that they need to know, I gave that reading text and I didn't want them to read without making sure that they understand all the vocabulary. Sometimes they might not know all the vocabulary on the reading text and so they might just guess. But since I emphasize the vocabulary here, I try to give the vocabulary through providing their definitions or synonyms for the words.*

*These prepositional phrases could definitely appear on the reading texts that they have to answer, perhaps not directly on the vocabulary questions raised on the test...Because of this, I thought they would need some of these prepositional phrases at some point in time...*

Another instance—in which Ms. B emphasizes the synonyms of various adverbs like ‘predominantly’, ‘solely’, ‘only’, or ‘exclusively’, and the opposite of words like ‘urban’, ‘not welcoming’, or ‘bleak’,—the reason for enactment of these words is because she aims to ensure that the reading text is comprehensible to them. This particular text was on greasy food. This enactment was coded in the observations as well. During the interview, Ms. B reminded me of the reason for all these emphases she put on the synonyms or antonyms of the above-listed words:

*T: eventually....I always say the same thing but since we're working towards the exam, in order to emphasize the vocabulary, tested words, and the vocabulary that they need to know, I gave that reading text and I didn't want them to read without making sure that they understand all the vocabulary. Sometimes they might not know all the vocabulary on the reading text and so they might just guess. But since I emphasize the vocabulary here, I try to give the vocabulary through providing their definitions or synonyms for the words. I also tailor things towards the test...I wanted to focus on synonyms and antonyms because I want to give the vocabulary in addition to the reading passages...they also get to see the vocabulary in context...that is, instead of giving vocabulary independently of the context..I choose to give it in the reading...*

Lastly, when Ms. B was asked to imagine what would happen to her instruction of vocabulary if there was no such reality as the test, she mentioned she would not use the lists. Rather, more communicative and contextualized means of teaching vocabulary

would be preferred. She calls these ‘imagined’ ways of teaching vocabulary as ‘variation’ from the familiar tasks like worksheet exercises carried out in her classroom. Here are her own words stating these points:

*T: if there wasn't such a reality as the exam, I wouldn't give those prepositional phrases in a list at the first place but as a list later on. The context is really important, actually....as a context, I would choose to enact a mutual dialogue or a reading text, perhaps some activity taken from the textbook. In fact, we do have a textbook resource...now and then, to provide some variation, I choose activities from that book (referring to Exam Excellence) ...not to bombard the students with the tests, I do things from that book...there are various activities like listening activities or vocabulary exercises...I do all that...since I have a resource as such, I choose things from that book to diversify and bring in variations...I consider that book as a distressing resource or as an opportunity to provide the students with a context (#2.5b).*

What is also quite interesting to observe from the above excerpt is that she conceives a resource, which is ironically called ‘Exam Excellence’, as a potential tool to bring in variation and diversification of tasks. This variation literally refers to doing language activities other than working on multiple-choice exercises and/or practice tests. Among the resources that the text offers to the students might be a listening or reading activity with discussion questions. In her idealized way of teaching vocabulary, the relevant lists of words have to be contextualized. However, she could only imagine her enactment of the ‘ideal’ theorization of vocabulary instruction in the case that the test did not exist.

In addition, the interview question elicited Ms. B’s implicit theory of what works in learning a language. She implies that test banks or practice tests assess students’ ability to “recognize” the vocabulary without really allowing them to communicate their own meanings in writing.

*Using the vocabulary in the context...if students do not use vocabulary in context...I wouldn't just use the test banks as students just 'recognize' in the tests...so I could use reading texts and reinforce with the writing exercises...I actually do such tasks in other grades..I give the relevant vocabulary..For instance, accustomed to...I ask students 'how would you use this in a sentence?' I might get them to write a paragraph by assigning a topic and asking questions relevant to the topic, and using the vocabulary. Because the vocabulary might be reinforced...used in context...they usually read and comprehend what they have read but a writing activity would be more effective for them to use the vocabulary in context. (#2.2b)*

All in all, it is a strong pattern that Ms. B's theory of vocabulary is identified with the tested content. The way she chooses to enact this content area is through having students do various types of exercises that are geared towards success on the test, such as multiple-choice exercises or practice tests, fill-in-the-blanks, finding synonymous words in the text, and so on. She prefers to give lists of words along with Turkish–English correspondences and example sentences. On the other hand, if there were no obligation to prepare students for the test, she imagines contextualizing vocabulary within reading texts and writing activities.

### *Summary*

Both teachers' theories of reading, vocabulary, and grammar depicted that the tested content governs most of their instructional decisions. In reading, Ms. A's theory of reading included the acquisition of such tested skills as finding the main point of the paragraph and finding the missing sentence, which situated reading at the paragraph level. On the other hand, Ms. A also valued exposing students to reading literary works. Thus, her theory of reading was split between having to ensure that students acquire the

skills highlighted on the paragraph-level reading test items and being continuously exposed to abridged literary works. As for her theory of grammar and vocabulary, which was mainly geared towards test preparation, she believed in teaching discrete vocabulary and grammatical structures on a continuum ordered from simple to complex. Also, she considered the use of the board and the native language (Turkish) as beneficial to enhance students' associations between the structural rules and the respective example sentences. In an imagined non-testing situation, she envisioned teaching grammar through raising students' awareness over the forms or rules within context.

Ms. B's theory of reading was not as conflicted, as she situated reading tasks as a means to teach vocabulary. Theory of reading, for her, meant having students read paragraph-level texts with the goal to decipher the holistic meaning within 'summary' tasks. Ordering sentences to form the summary of the article read was mentioned as an example for such tasks. Ms. B's theory of vocabulary was also driven by tested content. She sampled previously tested vocabulary or estimated lexical content that could potentially appear on the test. This theory of vocabulary included lists of discrete words and phrases to be learnt on worksheet exercises through placing the suitable word or phrase in the blanks left within sentences. However, when asked how she would go about teaching vocabulary in an imagined non-testing situation, Ms. B revealed her baseline theory explicating how she believes vocabulary learning ought to happen. In her envisage, vocabulary should be taught through contextualization and assignment of writing tasks that would allow students to use their newly acquired vocabulary to express their own ideas.

## 4.2. Overall Structure of Tasks

In this section, the content representations of reading, grammar, and vocabulary in both teachers' classes are mapped through illustrations of tasks enacted in the 12<sup>th</sup> grade classroom. Then, the task characteristics of the content episodes selected for analysis are detailed with samples of the segments mapped from the classroom activity.

### 4.2.1. Overall Task Structures for Reading

The overall task structure of enacting reading in the 12<sup>th</sup> grade classroom manifested a pattern across two different teachers. The task product typically involved completion of a worksheet or practice test that was linked to a paragraph-level text. The text serves as the resource of the task while simultaneously being the product of the task, as the work students are engaged in is the multiple-choice or fill-in-the-blank exercises that are bundled underneath the text. The operations students take under a testing situation involve silently reading the paragraph, simultaneously reading the questions, looking up unknown words (see a student's writing on the worksheet exercise below), and finally circling the right choice. The end product would then include a completed multiple-choice exercise. A typical paragraph-level reading exercise would look like the text shown below.

## 5. Check What You Know

## Stories of Flags

## The Flag of Turkey



The current flag of the Turkish Republic has a complex (1) ..... because it is an ancient design. Before the Ottoman conquest of Constantinople

in 1453, a crescent moon (2) ..... on the city's flag for over 1,000 years. The five-pointed star had also been in occasional use on Byzantine flags since the time of Constantine I. The Ottoman Empire adopted the flag, (3) ..... green as a background colour. In 1793, Sultan Selim III changed the background colour to red, about 50 years (4) ..... Sultan Abd-ul-Mejid added the star beside the crescent. By the time of the fall of the Ottoman Empire, the flag had changed a little, and featured three crescents on either a green or a red background. When the Turkish Republic was founded in 1923, an older version of the Ottoman Empire's standard flag was selected (5) ..... the new nation.

1. A) version B) incident  
C) origin D) preference  
E) pride
2. A) features B) has featured  
C) had been featuring  
D) is featuring  
E) has been featuring
3. A) use B) using  
C) having used D) to use  
E) used
4. A) later B) then  
C) since D) then  
E) before
5. A) to represent  
B) representing  
C) represent  
D) having represented  
E) represented

## The Flag of Ireland

Inspired by the French tricolour flag, the flag of the Republic of Ireland was first used by Irish nationalists (6) ..... the 1848 'Young Irelanders' rebellion (7) ..... British rule on the island. The flag



has three vertical bands, from left to right: green, white, and orange. It was designed to symbolize the Catholic majority (green) and the Protestant minority (orange) joined together in peace (white). Of course, (8) ..... anyone familiar (9) ..... the history of Ireland knows, this idealistic vision (10) ..... a constant reality so far.

6. A) when B) while  
C) as soon as D) since  
E) during
7. A) with B) towards  
C) within D) against  
E) upon
8. A) when B) while  
C) as D) like  
E) so that
9. A) at B) with  
C) on D) for  
E) from
10. A) hasn't been  
B) wasn't  
C) hadn't been  
D) won't be  
E) isn't

## The Flag of the United States

When the US flag was first approved in 1777, there was no special symbolism attached to the colours red, white, and blue. And so, five years later,



the secretary of Congress presented a report in (11) ..... he simply made up meanings for the colours: red meant strength and bravery; white, purity and innocence; and blue, justice. But the stars and stripes on the flag (12) ..... a less improvised meaning since then: they stand for the individual divisions of the union. According to the original plan, each time a new state came into the union, one star and one stripe (13) ..... As the country grew at an astonishing pace, though, people realized that this wasn't going to work. (14) ..... the Flag Act of 1818, the number of stripes at 17 came to represent the original 13 colonies, and the number of stars corresponded (15) ..... the number of states.

11. A) that B) what  
C) where D) which  
E) when
12. A) developed  
B) develop  
C) will develop  
D) were developing  
E) have developed
13. A) had added  
B) is added  
C) would be added  
D) has been added  
E) will have added
14. A) Since B) After  
C) When D) When  
E) Because
15. A) around B) from  
C) at D) to  
E) between

The operations of this commonly enacted reading task involved procedures like choosing or writing down answers to a set of comprehension questions and completing fill-in-the-blank exercises on related vocabulary from the text. As can be seen above, each multiple-choice exercise is typically bundled under individual paragraphs. The weight of these paragraph-bundle items in the class accountability system was high, as students would complete the multiple-choice exercises on the revision test administered by Ms. A every week. The revision tests were mock exams that students had to sit through for three hours on Fridays without any breaks. Since a total of 21 paragraph items is raised on the university entrance exam, students were eager to know their progress from a previous week to the next. Thus, students valued the class practice tests for providing the chance to improve their performance on these items, even though they did not receive grades.

The texts used as a resource to set the task around reading were mostly at the paragraph level. Both Ms. A and Ms. B brought in texts which would be simplified including several short paragraphs. These texts would mostly be taken from a supplementary textbook that the teacher used, or from a test preparation source in which the multiple-choice questions or vocabulary exercises would readily be available. Ms. B explicitly debriefs the characteristics of these types of tasks: *“I asked questions related to family styles and parenting issues. Students read the text silently and did the exercises (multiple choice). I checked the students’ reading comprehension by multiple choice questions.”* (#2.2b)

These tasks did not involve any ambiguity as students were very familiar with the procedures involved in a reading task with the product of a completed worksheet. Their familiarity was recorded in instances where the teacher would draw their attention and motivate them into the task saying:

T: *We'll do something you like most!*

Students (Ss): *Are we going to choose among multiple options?*

Teacher mockingly verifies: *Sure, out of 8 choices.*

Ss: *Let's do it then.* (October 15, 2008)

Despite the low ambiguity, the difficulty of these types of reading tasks would vary depending on individual student's performance on getting the items correct. These variations in the difficulty of the tasks would also depend on whether or not Ms. A spent classroom time in reading the text together with the students and so facilitating students' comprehension of the text. In the case that students were engaged in working on the multiple-choice exercises to get an overall score, like on the practice tests administered on Fridays, the teacher and observer would not get to monitor or facilitate the difficulty of the task. In these individual seat-work reading tasks, the risk of getting the task wrong was 50 percent (%). However, at other times when the text is read along with the teacher, facilitation of the task would be observed. This would allow the students to confirm or reject their comprehensions of the texts which would significantly lower the risk of getting the multiple-choice exercises wrong. For instance, a task on a text 'Punishment

Takes Many Forms' enacted in Ms. A's class manifested facilitation of the task. The task is depicted below. After this illustration, reading tasks from Ms. B's enactment are depicted.

### *Punishment Takes Many Forms*

This text, which was about the types of punishment in Britain, had seven paragraphs (see appendix C.I). For the students' part, the task involved reading this text, following along with the teacher as she read aloud, and responding to the questions she raised about the unknown vocabulary. All of the students' answers to these questions at the word level were in Turkish. After reading the text, the students' role was to work on the worksheet. Some exercises asked students to guess the meanings of the italicized words from the text and read the given sentences to choose the correct word to fill in the blanks, as well as answer various true/false exercises. Also, they were to fill in gaps using the information in the text, find inferences for the given pronouns (e.g. it, they, those), and find words that were synonymous to the given phrase. So, the worksheet to be completed by the students included seven sections. Each section assigned students to work on one of the exercises as exemplified above. Thus, the task was marked by the product of the completed worksheet.

This task did not have any immediate weight or accountability measures. All that the students were required to do was to follow along the teacher's read-aloud of the text and then, work on the exercises. As an operation of this task, the teacher read the text aloud sentence by sentence. Whenever she thought there was an unknown word or a

sentence that was hard to comprehend, she paused and asked questions like: “*suspended prison sentence?*”; “*embark?*”; “*proportionally?*” checking students’ understanding of the phrase or word. However, during the whole read-aloud segment of the task, Ms. A would typically read aloud a paragraph without any pause, as in the following: “*One or two ideas have surfaced in the last few years. The most revolutionary one is the use of electronic tagging. Ministers have decided to introduce a pilot scheme whereby British offenders will be forced to wear an electronic device while they are on probation, enabling their whereabouts to be monitored by the police. There are also plans to extend the Community Service Order to include help for the aged and sick.*” At the end of the paragraph, she would pause and translate the main idea of the paragraph into Turkish without asking any comprehension or analysis questions to the students. Alternatively, she would pause at intervals and summarize two or three sentences at once to give the main idea up to that point. There was only one instance in which (only two) students participated in the classroom talk. This instance occurred by the time Ms. A was done reading aloud the text; one student jumped in and drew associations between whatever abstract meaning he had drawn from the text and a prison that he had seen in Istanbul. Simultaneously, another student intervened, giving an update from the daily news on a government-related court case (‘Ergenekon’) that was being interrogated at the time of the study. He said in Turkish: “*They are going to publicize the 2,000 page-long indictment soon.*” The teacher did not interrupt these interpretations, even if they had nothing to do with the text, and thus seemed like ‘alternate vectors’ interrupting the smooth flow of the activity. Nonetheless, the teacher just said, “*OK. We got the news for*

*the day.*” Simultaneously, she prompted students to turn the back of the page to work on the ‘inferred’ exercises. On these exercises, students are asked to find the phrase within the paragraph that refers to the given pronouns [it (para. 1), they (para. 2), those (para. 7)]. Before students started to silently work on these exercises, the teacher gave hints and strategies to get these kinds of test items right. This task on completing seven sections of exercises was then completed all together, after students were given the chance to seat-work on them silently.

The above task was a familiar one in the sense that students got to produce responses to the exercises on the worksheet. The teacher did not even have to give any instructions as they were all written out on the sheet. The most interesting part of this reading activity was that the text and exercises on the worksheet were all in English; however, all of the teacher discourse and student–teacher interactions around the text were in Turkish. As illustrated above, the meanings the two students expanded were conveyed in relation to the daily events in Turkey. Thus, it seemed like students read a text in English to elucidate the meanings that they gathered from real-life issues in their context.

All in all, it was a typical task of reading enacted in this class, in that the worksheet exercises most commonly accompanied the paragraph-level texts, and the translations of words or sentences into Turkish were commonly observed.

Ms. B enacted similar tasks on reading as depicted below.

### *Industrialization*

This episode included two activity segments and another segment on the teacher's strategies for reading. One activity segment was to read the paragraph and the second was to find the words from the paragraph corresponding to the given definitions. In the last segment, students listened to the teacher's strategies given for their performance on paragraph items.

The teacher instructed the students to first read the paragraph given on the practice test (which the teacher had given along with a worksheet on prepositional phrases). Here is how this activity segment flowed in the classroom:

Ms. B: *Now first of all, read the passage and one or two sentences. With your own words, the main idea, OK? I want to write some definitions in order on the board. While you are reading silently, I will write them down. First of all, the main idea in one or two sentences:*

Students take about seven to eight minutes to read the paragraph and then the teacher instructs them in Turkish to identify the main idea.

One student then responds: *Industrial revolution affected all things like cultural effects, economic effects, and social effects.*

Teacher emphasizes that she is asking for a sentence that is phrased like the options on the multiple-choice question: *I want a sentence that summarizes this paragraph.*

One student: *This paragraph emphasizes the rise of industrial revolution on people's life and social life.*

T: *OK. Anything else? That is all? OK finished then.*

At this moment, the next segment is already signaled.

*Find the corresponding words for the given definitions*

As Ms. B transitions to another segment, she starts by drawing students' attention to the board and asks, "*Shall we find the words on the board?*" This instruction hints that students are to find the corresponding words from the text for the given definitions.

The following adverbs are written on the board: *mainly, largely* \_\_\_\_\_

Students all together find the synonym for 'mainly' and 'largely' from the text and respond: *predominantly*

Teacher asks them to continue with the next noun phrase on the board, "*and next one?*":

*to move far apart in different directions* \_\_\_\_\_

Students respond: *scatter*

One student inquires about the meaning of one word from the text: *Teacher, what does bleak mean?*

Teacher responds: *bad, not welcoming*

Later, students continue with the next words written on the board: *solely, only*

\_\_\_\_\_

They find the response: *exclusively*

The next phrase on the board is: *the opposite of 'urban'* \_\_\_\_\_

Students respond: *rural*

The whole class moves on to: *Very strong wish to get more of something* \_\_\_\_\_

Students respond: *greed*

At that moment, teacher inquires if they know what the adjective form of 'greed' means:

*You know greedy*

Students respond in Turkish: "açgözlü"

Teacher now moves on to the rest of the questions presented on the paragraph exercise.

While students are responding to the questions, Ms. B offers strategies as to how to go about these kinds of questions. This constitutes a new segment which is depicted below.

*Strategies for the reading comprehension questions*

Teacher instructs: *Alright, now...I think you will do the first question here. The paragraph is mainly concerned about...*

Students respond: *the rise of industrial revolution*

Teacher verifies and moves onto the next one: *and two? and please...*[telling them to be quiet].

Ms. B then gives the strategies: “*The first one is the main idea and so you have to look at the whole passage but the second one says 'it is stated in the text that' so you can see clearly in the text. You can see it clearly but in different words, but clearly. That is the strategy, ha?*” Here, students are advised to seek for the main idea of the paragraph by understanding the whole paragraph. However, when the item stem asks students to point at what is explicitly stated in the text, students are actually advised to find the sentences listed in the multiple-choice options as restated within the particular part of the paragraph.

Ms. B rephrases the strategy she has just advised in Turkish:

*Şimdi it is stated dendiği zaman genelde parçada açık bir şekilde görebilirsiniz ama tabii farklı kelimelerle, iste eş anlamlı kelime olabilir. zıttını kullanarak olumsuz filan yapılabilir bunu görebilirsiniz. Main idea olunca da ya tümünden düşüneceksiniz ya da ilk paragraf ya da son paragrafa bakacaksınız. Burda tümünden düşünmemiz gerekiyor değil mi? industrial revolution olarak.*

Ms. B then announces the end of the class. This lesson illustrated how a paragraph-level text is geared towards practice on reading comprehension items on the test. The task in the end is the worksheet completed through following the instructions given on the worksheet.

### *From Rags to Riches*

In this lesson, the task was to summarize the story about homeless people in Britain by ordering the given sentences (see appendix C.II). Before being engaged in the operation

to order the sentences, students were told to do silent reading for the first five to eight minutes of the class. Once the class reconvened, the text written in English was read aloud in English with interruptions to translate word- or sentence-level meaning into Turkish. While reading aloud in a whole class format, the meaning was delineated and discussed in Turkish. Most of the discussion was led by the teacher. Focus was on the individual words which were translated to Turkish. During the interview, the teacher was asked why she often focused on individual words. Ms. B repeated her theory of reading intertwined with vocabulary. That is, Ms. B enacted her lessons on reading through focusing on individual words or synonyms and antonyms of words because it was her role to do so in this class. To her, holistic understanding of the text is facilitated through familiarizing the key unknown words that appear throughout the text. The interview that points at these characteristics of the reading tasks in Ms. B's class unfolded as follows:

*I: in the previous lesson that I observed...there was a text about homeless people and before you read the text with the whole class, you asked them to do a quick read....one of the things I observed in this activity was that you focused on individual words...and asked them what some words meant, their synonyms. So your focus of instruction seemed to be on individual words and the acquisition thereof...Why was that?*

*T: two things are important for me: being able to comprehend the text as a whole and mastery of vocabulary...I also tailor things towards the test...I wanted to focus on synonyms and antonyms because I want to give the vocabulary in addition to the reading passages...they also get to see the vocabulary in context...that is, instead of giving vocabulary independently of the context..I choose to give it in the reading...*

*I: so how much does focusing on individual words help with the holistic understanding of the text?*

*T: some of the vocabulary are key words...in such cases, comprehension gets to be much easier...that is, some students get stuck with some of the vocabulary...that is, they get stuck with unfamiliar words as if they are not going to understand the text when there are unknown words...it is suggested that too much focus on individual words gets in the way of comprehension...since the ultimate goal is to be prepared for the test, I want them to learn vocabulary...rather than reading the text and being done with it, I choose to expand it with vocabulary exercises.*

The resource which was a selected unit from the textbook shaped the entire task and operations involved. That is, the instruction on the textbook assigned the readers to “*read the text in exercise 2 quickly, and put the following points in order to form a summary of the article.*” The whole activity around this text therefore followed this assignment. In other words, students and the teacher did not generate any other operation than the ones instructed on this textbook unit to produce the summary of the article on ‘From Rags to Riches.’

Another related product was to form a coherent text by filling in the blanks with the given sentences that are ordered from A–F. In the end, students had a three paragraph–long text filled in with suitable sentences. Also, they had ordered sentences to form a summary of the article on ‘From Rags to Riches.’ Similar to the reading activity on ‘Punishment Takes Many Forms,’ there were no such accountability measures as a quiz grade or daily grade assigned for students’ progress in reading. However, the text was clearly selected by Ms. B to help with students’ reading comprehension performance on the test, as it included such *exam hints* (emphasis in the original text) as “*Before you fill in the gaps,*

*read through the text to get a general sense of what each paragraph is about. This will help you decide which extracts belong to which part of the text.*” The extracts that this hint refers to are the sentences that students were to fill in the blanks given throughout the article. To sum, the task of forming the summary of the text and filling in the blanks on the paragraph with the correct sentences was shaped merely by the specifications given in the text used as a resource for the reading activity enacted in the classroom.

Next, exceptions to task types and structures enacted in reading are presented.

### *Exceptions*

Exceptions to the task structures included reading a short story or full-length novel for the semester. The semester project was assigned by Ms. A on September 24, 2008, at 12:45 p.m. The task was to write a summary following the instructions given by the teachers. This task included operations like reading a book of one’s choice and writing the summary of the story or novel. Thus, the product was going to be a written summary of the novel. The teacher instructed that the summary should include: 1) type of novel, 2) short summary, 3) main characters, 4) setting, 5) theme, 6) language used, and 7) what you like or dislike about the story (do you recommend it or not?). This writing task was to be turned in by the end of February, after the winter break starting in January 2009. This would count as 15% of their final grade in this class. Ms. A also suggested a list of books that students could read which attracted reactions like: “*Why isn’t there Tolkien?*” In the end, the list was suggested and students would choose a literary work of their own desire.

Similar to the above-mentioned semester project that involves reading a full-length book, Ms. A enacted the reading of Animal Farm between the week of November 24 through 28 and December 16, 2008. She assigned a small-scale research in which students were supposed to prepare a talk about the Soviet Union and the life conditions under Stalin by the time they were finished reading the book. However, this research was not graded or attached to any accountability measures. Nonetheless, having assigned this task, Ms. A draws parallels between the semester project and the classroom reading activity on Animal Farm in that both activities do not involve paragraph-level texts. Ms. A mentions in her fourth interview that reading Animal Farm in the classroom was meant to prepare students for the semester project. This point comes forward in her own words: *“Through Animal Farm, I am sort of modeling how they should be reading the book that they have chosen for the semester project.”* However, reading Animal Farm did not include any product to be produced, unlike the written summary required by the semester project on a novel. Likewise, Animal Farm was not linked to any accountability measure or any product to be generated after reading the novel. Nonetheless, Ms. A sees some accountability attached to the assignment as she talks about Animal Farm in the following interview excerpt: *“Later we got to know George Orwell and we were informed about the time period in which this book was written. I assigned that as homework and we’re actually going to talk about that once we’re done with the whole book, like talking about Stalin and Soviet Union.”*

I speculate that the homework was not graded in the end and those who were really interested ended up researching the assigned topic. Thus, Animal Farm as a reading

activity was certainly not like the semester task, which actually includes specific operations students needed to take to produce the summary of the selected story or novel.

The content episode on Animal Farm lasted over two weeks, taking up more than eight class periods worth 50 minutes each. The task involved in this episode was a reading exercise in which students and the teacher followed along the story Animal Farm, both from a recorded auditory input and the photocopied hard copies of the story. While reading, students were encouraged to listen to the recording and follow the exact lines from the text as narrated in the audio recording. The audio recording, which was found available on the internet by the teacher and her colleague in the English cohort, was from a British native speaker of English. Another goal targeted with this activity was to get students to talk about the first four chapters of the book and Ms. A calls this action of ‘talk’ the ‘post-reading’ activity.

To analyze the structure of this activity, I noted in my observations that it was composed of two main stages. In the first, Ms. A allowed the students to listen and follow the auditory input in their texts. At unequal and unpredictable intervals, the teacher stopped the tape to check for understanding about specific vocabulary. Second, once the particular chapter was thoroughly read and heard, the teacher recollects students’ comprehensions of specific parts of the text through retrospection into the sections she selected. The bulk of the task operations followed was teacher-led as she controlled when and where to stop the tape, as well as the questions directed at the students. The resource

was found to be both the teacher herself and the auditory input from a native speaker of English with a British accent on an MP3 player.

Regarding the operations she follows, her own words point to some terms prevalent in English language teaching methodology like ‘pre-reading activity’, ‘while-reading’, and ‘post-reading activity’, that she claims to be incorporated in reading Animal Farm:

*“First I do a classic pre-reading activity, sometimes basing it on the individual words, or sometimes on individual chapters...the book is composed of 10 chapters. I finish two chapters at a time.”* More specifically, she states that pre-reading activity was to talk about the farm animals in general, and later, George Orwell as the author. The resource which mainly is the recording of the text in the MP3 format is revealed in her talk as well: *“Before students listen to the text read aloud in audio MP3 format, we did a pre-reading activity, by asking questions like: ‘What kinds of animals are found on a farm?’ and later we got to know George Orwell and we were informed about the time period in which this book was written.”*

*“before starting to read a text, in order to prepare the student for the text, first you need the pre activities...not necessarily in reading only...before listening and writing, there should be a preparation phase there as well...what is the student going to do in that activity? What topic is he going to read about or write about or listen about? So those kinds of preparation activities are pre-activities for me..while enacting that activity, some activities could simultaneously be happening..or as soon as the students are finished with the text, some other activities could be done geared towards further comprehending the text...these are usually while or post activities...post activity, for me, usually refers to some kind of production, that is, if the students write about something that they have just listened to, then this will be an instance to develop their critical thinking...more related to production...being able to go onto the next level. For me, the most difficult of all is that production stage...it is always problematic to do post activities with the English majors who are preparing for YDS...”*

What emerges in this teacher post-task discourse where the teacher is discoursing around the content episode is the meta-talk that depicts teacher's oversight through the use of 'could' and foresight in saying "...*will be an instance...*" Also, Ms. A in a way concedes that there is not production in this reading because she adds that there are time constraints. Because of that, she usually converges while-reading with post-reading: "*I didn't do much while-reading activity but mostly post-reading...the post-reading activity I just mentioned could be considered as a while-reading activity because I try to get the students to approach Major's speech more analytically and talk about what Major is saying about the conditions of the farm and what he's proposing to change...these are mostly related to comprehending the text...comprehension questions...so this makes this post-reading activity like a while-reading activity...even if it is done right after reading the text, it has a while-reading feeling to it....*"(#2.4a)

In the subsequent interviews, it emerges that the teacher also employs her personal resources, relies on her funds of knowledge in history and politics, and actually tries to encourage awareness of issues she cares about: "... *while reading Animal Farm, you have to talk about Stalin and Soviet Russia...but then we will do as much as we can.*"

Despite all these meanings attached to reading Animal Farm, there was no task accomplished throughout all the class sessions spent on reading and discussing the text.

Lastly, another exception occurred when Ms. A assigned reading a text titled the Diary of Adam by Mark Twain, which was longer than paragraph-level texts. While sharing the text with me, she noted that she has kept this text since her English

preparatory years at college (which she had attended before starting her freshman year in nutrition engineering). This text also was different from the mainstream paragraph-level texts in that it did not involve any task multiple-choice exercises, just as the semester project and Animal Farm did not either.

### *Summary and Commonalities across Three Tasks*

One pattern is that the product of the reading task was a completed worksheet. These worksheets typically included some reading comprehension questions, vocabulary exercises, and sentence fill-in-the-blank exercises. Ms. B exclusively selected texts in which students could work on synonyms or antonyms of words. Another pattern is that both teachers chose to converse in Turkish whenever comprehension was at stake or throughout the whole class session.

Tasks in reading were enacted with the goal to ultimately help students with their performance on the English language university entrance exam (YDS). The typical reading tasks, three of which were illustrated above, involved paragraph-bundle test-related exercises. The task then was to complete these exercises. The paragraph-level texts embodied the resource as the reading content, the work to be produced, operations to get at this product; i.e., the completion of the exercises. Exceptions to these tasks occurred in Ms. A's practice as she was charged to enact reading in this 12<sup>th</sup> grade classroom. In line with the theory of reading laid out before, Ms. A brought in literary works like Animal Farm. Also, she assigned a semester project for the students to read a literary classic of their own choice. While the activity of reading Animal Farm did not

include any task or accountability measure, the project of reading a literary work was linked to an end of the semester grade. All in all, reading was represented as a content area geared towards test preparation through working on multiple-choice, fill-in-the-blanks, and word inference exercises. At the same time, it was a skill area to be performed on literary works like Animal Farm and the Diary of Adam by Mark Twain. These two representations seemed to constitute contrast in terms of the generated product during actual enactment of reading these texts.

#### 4.2.2. Overall Task Structures for Grammar and Vocabulary

All of the grammatical and lexical tasks produced in the 12<sup>th</sup> grade English major classroom involved completion of various types of exercises geared towards the university entrance exam. There were no exceptions of representations in this content area. To get at the completion of worksheets, the task specifications were familiar to the students in that one operation to follow was to copy down the grammatical rules that the teacher wrote on the board. Another one was to participate in the teacher's call for sentences to exemplify the particular rule. This procedure was familiar as well; however, it included some risks on the students' parts as the example sentence a student randomly produces might not be grammatically correct or make sense, which would then cause embarrassment. Given this risk, it was observed in each class session involving operations like rule explanation and generating example sentences that only certain students would participate. Still, the risks involved in the tasks oriented around acquisition of grammar or vocabulary were low, as all the operations within these tasks

would be followed in the native language. Therefore, students would delineate the meanings of the structures and words or lexical phrases between Turkish and English. The board would be used to keep records of all the rules, explanations, and example sentences.

For specific illustration, the content episodes selected for analyses were on such structures as relative clauses, reduction in relative clauses, prepositional phrases, and phrasal verbs. Before illustrating some segments from each one of these content episodes, it should be noted that all of these grammar or vocabulary episodes involved the completion of a worksheet as a product. In illustrating these episodes below, first, the teacher's talk around the grammar or vocabulary task is presented. Then, selected segments out of the original mapped activity segments that illustrate the task components within each one of these content episodes are presented.

### *Relative Clauses*

To start with the content episode on relative clauses and reduction in relative clauses, it involved completion of multiple-choice exercises and choosing the right word phrase to fill in the blanks. That is, the weight of task was scaled through a multiple-choice exercise.

A total of five task segments were identified on the narrative description of this content episode which took place on Tuesday, November 11, 2008. The first segment started by explaining the grammatical rules on relative clauses. Although it was not a long segment, the topic was identified when the teacher declared that they were going to

do pure grammar that day. This segment is identified by the rules the teacher lays down and the sentences that are exemplified. The flow then gets shifted by a sub-segment because the teacher initiated the first question about the distinction between defining and non-defining relative clauses. This distinction then leads to some meta-talk about this particular grammatical content. Then, other sub-segments emerge as some other relative clause rules are instructed (the use of 'whose', 'whom', 'of which' etc.). The other sub-segments are marked by students initiating questions and misunderstandings.

The operations of the task on relative clauses included segments like explaining the rules for the grammatical structures, then writing down example sentences corresponding to the rules, and lastly finishing the task through completing the practice exercises. All the resources for teaching the grammatical structures and learning the vocabulary words were from test preparation sources that provided all the rules, example sentences, and lists of words that could appear on the test. With these components of the task, the ultimate goal was to get the multiple-choice exercises right. However, as the teacher evaluated in her follow-up interview, some students did not succeed on this task as much as she had anticipated. The 'hardship' she is referring to below actually was because the multiple-choice practice test she assigned to the students included the content area on 'reduction in relative clauses,' which students had not been taught before.

*I had thought the test was exclusively on relative clauses not on reduction while making copies...I didn't check...but it was hard for them at first..then I saw that they couldn't do much...I solved the questions altogether in class...we went over each one of them ...they completed the rest themselves..We literally went over each one, one by one...there will be this and that on this item...with the items that*

*were really tricky, I did most of the explanations...while answering, we discussed...*

Later, Ms. A conveys her contentment over students' success on the relative clause practice tests administered by the cram school in the city. She related how well students did on the relative clause test designed by this cram school. Since the perception is that those who do well on the tests designed by this cram school are expected to do similarly on the actual YDS test, she sounded happy about the results students produced. Therefore, this practice test that she administered has a considerable weight within the overall task enacted on relative clause, not because they get graded on this test but because it provides feedback on how similarly students are going to perform on the actual YDS test. Her words of contentment are as follows: "*Afterwards, we did some other tests designed by Dilşat [the pseudonym of the cram school in the city]...they did pretty well on the Dilşat tests...so they now request items written by Dilşat since they think their tests are much closer to YDS tests...*" (#2.4a)

This implies once again that the weight of the task on relative clauses, which is to answer and complete the multiple-choice exercises, is governed by the number of test items students answer correctly.

To actually illustrate this content episode, several activity segments that are central to the task on the relative clauses were selected. First, the deductive instruction on the rules of relative clauses which constitutes the bulk of the task is exemplified. Then, a student's misunderstanding of the form elucidates how the teacher conceives the structure herself as well as the extent to which she could represent this particular piece of the

content in a way accessible to the student. Lastly, the segment in which the product of the task (the completed worksheet) gets formed is exemplified. To remind the reader, the whole episode occurred in Turkish except for giving the structural rules and their respective example sentences in English.

*An illustration of form instruction*

In the segment shown below, the teacher first revisits the previous segment in which and students go over each one of the rules and give at least one example sentence to illustrate the rule. Once this illustration over each one of the rules is done, the teacher continues on with a summary of the rules explained up to that point.

Teacher starts by reviewing the previous segment: *“In what cases do we use non-defining clauses?”* They all attempt to answer until one student looks in a grammar book he has and says, *“proper nouns.”* Then Teacher verifies that the non-defining clauses are used, *“with the proper nouns like Mrs. Smith, Jack, London, and so forth.”*

The same student guesses the next one and says: *Nouns with preceding modifiers such as my/your/our/this/that.*

One student asks: *Teacher, isn't 'the man' already definite or why use it like “the man at the shop?”*

Teacher says: *It will depend on the situation, if the man we are talking about is really obvious then 'the man' could be just sufficient for a non-defining relative clause.*

Teacher then moves on to the next sub-title in which unquantifiable nouns like *milk*, *flower*, *rice*, and *coal* are exemplified. Then, she gives an example debriefing the rules she has described so far: “*London, where I was born, has changed a lot recently,*” which is an example sentence for the first rule on the use of relative clauses with the proper nouns. The proper noun here is ‘London’.

Then the teacher picks a particular student, asking for an example using one of the rules explained earlier. Alpay (the name of the student she points at) says, “*Your coat, which you haven’t worn for decades, belongs to me now.*” Teacher then takes about 30 to 50 seconds to put that sentence down on the board. While she’s doing that, she asks from the particular student for verification of the sentence she’s putting down. The entire exchange takes over 90 seconds.

Then she asks them to give examples to the other rules by using the proper pronouns, or unquantifiable nouns.

One student slowly attempts to form a sentence. In doing so, she starts with ‘milk’ then pauses....and says, “*milk which is useful.*” The other students try to help out but it was quite obvious that the students were struggling to situate example sentences into the given rules.

Another student offers, “*milk which is essential,*” then she says, “*milk which is essential for everyone,*” and again gets stuck there...and finally utters, “*...can also be used to make a cake.*” Teacher again puts the sentence down on the board.

Ms. B lastly reflected that students occasionally have problems with this content area in English grammar but she relates her belief in that working on practice tests and exercises will “reinforce their understandings” and will eventually get them not to miss any items on relative clauses, which is a point implied to be the ultimate goal. Here is how Ms. B discourses around these points: *“Except for one or two students, I see that they are mostly doing good...the most important problem which also used to be valid in the past is that they would have a hard time differentiating between active and passive voices...it is a matter of deciding whether to say ‘having been’ or ‘having done’ since both ‘been’ and ‘done’ are in their past participle forms...the number of mistakes has decreased when compared with the past...when we do more exercises, they will have acquired ‘reductions’ and reinforced their understanding of that.”*

The content, therefore, displayed in the log and Ms. B’s interview, is on relative clauses. As is described above, the teacher puts down the rules to use this set of structures on the board by providing example sentences. The teacher and students interactively engage in a meta-talk about the structure. The task has not been produced yet. Some of the student misunderstandings have to be dealt with before any product gets accomplished.

*An illustration of student misunderstanding*

Teacher gives the rule: *If there is a preposition following, then...let me give an example: ‘Uludağ, whose top you can always see snow on, is a famous ski resort.’*

A student jumps in and says, *“on whose top,”* and the teacher approves, writing on the board: *‘Uludağ, on whose top you can always see snow, is a famous ski resort.’*

This segment is marked by a misunderstanding that a student demonstrates which then shifts the flow of the activity.

Then, Teacher says, *"If we restate it with 'of which,'"* and simultaneously proceeds with the restatement herself, without allowing the students to try: *'Uludağ, on the top of which you can always see snow, is a famous ski resort.'*

Right at the moment the teacher is finished with her sentence, the student sitting next to me initiates an engaging question which he seemed to have curiously formulated while observing all the rules and examples given to situate the rules: *"Where do all these the's come from?"*

Teacher responds: *Because of prepositions...* [The rest of her sentence is inaudible.]

Student, not being content, asks again: *But on the first sentence with 'their house', 'the' was added.*

T: *Yes we restated it as 'the exterior of which'...*

S: *But it was 'whose exterior' before.*

Teacher: *Yes, right, 'the' replaces 'whose'... my, their ...* [She probably means that the whole phrase ('of which') replaces 'whose'.]

Abruptly, the dialogue cuts off there and the student resumes his silence. Another student jumps in and goes back to the first example, saying: *"The parents refer to the girl there,*

*right?” and she restates the sentence: “The girl whose parents are both doctors doesn’t want to be a doctor.”*

Teacher does not follow up on whether the student’s question was answered. She instead switches to suggest for a review which students also agree on: *“Yes, right. With non-defining clauses, shall I remind you of phrases like ‘some of whom’, ‘none of which’, ‘all of which’, ‘all of whom’?”* Cross-talks lead to the idea that it wouldn't hurt to review those structures. Once this decision is made, the teacher pulls the resources and initiates another segment which turns into a collaborative session working on practice items.

In the above segment, the teacher did not actually finish explaining the rule but rather resorted to the example sentence. Later, the student’s question elucidated misunderstandings of the structure. It caused the flow to slow down. However, the teacher pushed forward without really dwelling on the miscue. Had she inquired more into why the student misunderstood the rule of the structure, it would have taken time out of reaching to the end of the task, which actually involves the product: completed practice exercises.

Practice exercises

In this segment, Teacher uses the board and writes down both the test item stems and the options. The items are in the combined formats of fill-in-the-blank and multiple choice, although the teacher starts by stating that the items are not in the multiple-choice format but rather fill-in-the-blanks. In the actual operation of the task, the students jump in as they figure out the right option and the whole class gets involved in discussing why certain options are considered to be more accurate than others. Now and then, the teacher asks students to figure out the response before she puts down the five options. Below is how this segment unfolds:

*T: OK let me give you examples and these won't be multiple-choice questions but fill-in-the-blanks.*

She first asks what they would put in the blank without seeing the options and gives the sentence first. She points to one student: *“Senem, without giving any options, what would you put in the blanks?”* Senem is thinking out loud and says, *“Is it 'of which'?”*

Here is the actual item and options.

*1. I've left the letter, a copy \_\_\_\_\_ has been put in the file, on your desk.*

*a) whose   b) \_\_\_\_   c) that   d) of which   e) where*

Another student wants to verify that there is a comma after 'the letter'.

Teacher writes down the next sentence:

2. Our next neighbour, \_\_\_\_\_ son has just got a place at Cambridge.

a) that b) who c) whose d) o e) whom

She then asks Selim, the student, who asked the earlier question about ‘whose’ in the previous segment, to find the missing phrase. Selim jokes around, avoiding an answer, and acts as if he doesn't understand what he's supposed to be doing. Students then go off on a tangent, trying to show that they are experienced and show their test savviness with these kinds of questions. They joke around and say, *"Teacher, you should just give the options and we'll make the sentence up."*

Teacher in the meantime gives up on Selim, who refuses to take the risk with a clear hesitation that he'll get it wrong. She says: *"Mehmet will do it."* Then she calls for their attention and goes on to elicit a response from Mehmet: *"Mehmet, what options do you have here?"* Mehmet says, *That or who."*

She writes the sentence:

3. Just about everyone \_\_\_\_\_ went on the boat trip was seasick.

a) (Ø) b) who c) whom d) which e) whose [So, they all pass onto the next question already having discovered the correct response.]

Teacher points to Özgür and says, *"Please do the following:"*

4. Jeremy \_\_\_\_\_ boat we were sailing, said that the weather was particularly rough.

a) of which b) that c) whom d) who e) on whose

She then reminds him that she is waiting on him: “Yes, Özgür.”

S: *I'm waiting for you to finish writing.*

T: *You can go ahead without the options.*

S: *Whose.*

Other students disagree: *No!!! It can't be 'whose'!*

Student (Özgür): ...

Teacher attempts to facilitate the right response: *Is 'whose' sufficient? When you say 'whose', don't you realize that something is missing, like a preposition?*

Students revisit each option eliminating the unreasonable ones: *It can't be 'whom'...*[some others saying aloud, “*it should be 'on whose'.*”].

T: *You should feel it even before seeing the options you've got.*

One student (Selim) jokingly responds: *We don't have such feelings, Teacher.*

Teacher ignores the joke and points to a particular student: “*The last one, Orhan should do this one.*” She starts writing the sentence on the board:

5. *Something, \_\_\_\_\_ I suspect may be linked to this morning's mishap, has upset her.*

a) -- b) *that* c) *whom* d) *which* e) *who*

As she is writing it down, students all try to guess what the options might be. One student says, *“It has to be ‘which’, because it’s non-defining and ‘that’ can’t be used.”* Teacher approves the response, then starts explaining that it is non-defining and ‘that’ cannot be used, nor can anything be omitted.

She follows up on what Mehmet said earlier: *“Mehmet told us that a subject comes right after the blank. In non-defining, we can’t omit, we can do reduction but not omit the relative clause modifier, so options A and B are not correct and they’re also told that options c and e can never be correct anyway. So, ‘which’ is the right option.”*

Once the teacher is finished with the explanation on the last exercise item, cross-talks start and students take their practice tests and the lesson is over. In this entire activity, the teacher conducted the whole lesson in Turkish. She first initiated the meta-talk over the differences between the defining and non-defining relative clauses. Then the whole class was engaged in going over structural rules while the teacher mostly provided all of the examples to situate the rules. Briefly, the rules over defining versus non-defining relative clauses constituted the content base for the task pursued in the class. Eventually, the task was to consider all the rules reviewed and find the correct relative pronouns like ‘that, which, who, whose, of which’ to fill in the blanks. This task was carried out as a whole-class discussion activity by letting everyone review the rules and test out whether their understandings of those rules were accurate.

The task in the grammatical episode featured above was to write the rules for relative clauses and the corresponding example sentences down from the board, and to

find the right expression to fill in the blanks. This task was represented predominantly in the first language of the teacher and students, Turkish. The only exception to this feature of the activity, which is a part of the operations followed, was when the teacher actually gave example sentences to solidify the rules. These example sentences were from a test preparation resource in which the grammatical rules and example sentences are designed with a specific goal—to efficiently and effectively prepare the students for the test. Inevitably, the exercises that the teacher wrote on the board while students interacted with the teacher to find the right option to fill in the blanks, were in the multiple-choice format. That is the format that is represented on the test; therefore, the product of the task on relative clauses was the fill-in-the-blank exercises in a multiple-choice format. In this episode, the example sentences and specific rules on the relative clauses drawn from test preparation resources served to get at the products like filling in the blanks and selecting right options out of multiple choices. Simultaneously, the resources utilized by the teacher created such operations as associating the example sentences with the given structural rules.

Next, the task on the other content episode is illustrated through a selection of sample activity segments.

#### *Reduction in relative clauses*

The next day, the teacher goes on with the next content on the agenda, i.e., “reduction in relative clauses.” This content episode is complementary to the overall activity on relative clauses. Teacher starts the lesson about reduction in relative clauses

by giving an overview of what structures are included in this topic. The segments are shaped by the rules that the teacher introduces. For each rule, the teacher gives a varying number of example sentences. The first segment therefore is on the reductions in present tense. She mentions that there are reductions in present tense, and those reductions that look like gerund and infinitives.

The task that emerges from describing the segments of the classroom activity on the grammatical content, reduction in relative clauses, was actually to copy down the rules and match example sentences to attain the ultimate goal of doing well on the exercises. To dissect this task into its elements, the product was the completed multiple-choice exercises students worked on after following the rules and example sentences, and interacting with the teacher about their misunderstandings of the structure. The operations to get at the product involved the teacher's writing the rules and example sentences on the board and students' copying them down. Just as the previous episode on relative clauses, the resource was the test preparation resource teacher drew on to gear the instruction towards effective test preparation. As was stated as a cautionary remark by the teacher in the class, weight of this task was considerably significant in the overall high-stakes accountability system. To illustrate this, the teacher–student interactions are briefly presented below. The teacher cautions the students to be careful about relative clauses which have been tested along with other structures in the recent test administrations.

*T: Don't forget this: you're used to the question types on the tests but they don't just ask the relative clauses in one question anymore because along with the relative pronouns,*

*they also assess noun clauses, or reported speech. Maybe sometimes they ask these things in a cloze test.*

*S: I hate cloze tests.*

*T: But this information is the most fundamental one and you should build up on it to apply to the texts. If you don't know this base, then you will not get the other ones.*

Given this significance loaded on this structure, the bulk of this content episode was spent on explaining the rules. This long segment is illustrated below.

*Rule for reduction in present tense*

Teacher starts this segment as follows: *Let's start with the present participle and sentences starting like 'the boy running, the people waiting for the bus,' the underlying structures of which are 'the boy who is running' or 'the people who are waiting for the bus'...*

*If you're taking notes, you should put down: 'If the tense of the sentence that is bound to the relative pronoun is present or past continuous, present or past simple, then we can reduce these sentences down to the form of present participles.'*

*Students: Slow down, teacher, we can't write that fast.*

*T: Let's give examples: The man who lives upstairs is making too much noise. [Then the teacher notes that this is reduced to 'the man living upstairs.']*

*S: Teacher, so if there is present continuous in the sentence, then we can reduce it?*

T: *I'll give an example for the present continuous too.*

She writes the following sentence down: 'The woman who is talking to the teacher is my mother.' She then points that this sentence is reduced to 'the woman talking to the teacher is my mother.'

At this point, the flow of segments commonly shaped by the grammatical rule gets interrupted by a student's free association with the reductions in relative clauses formed with the passives. The way she describes her encounter with the passive constructions is striking in the sense that she sees the linguistic input as bearing the potential for causing mistakes. This brief segment unfolds as depicted below.

S: *These structures get to be really dangerous in passives, Teacher.*

T: *Sorry...what's that? In passive sentences?*

S: *Yes, you may not see the reductions in the passive sentences. Then, it gets really bad.*

T: *Being, having been...you use the verb 'to be'.*

S: *So like the verb 'to be' is taken out...and who/that are also reduced...so the verb stays in the Verb-3 form [referring to past participle; 'done, gone' etc.], and it looks as if it is a sentence and you may not see it.*

T: *You need to look whether there is secondary action or verb in the sentence.*

S: *That's what I mean.*

Rule for Reduction in Past Tense

Once again, the segment within this content episode on ‘reduction in relative clauses’ gets shaped by the rule itself.

T: *Let me now give an example to the past tense: 'The customers (who wanted) to see the manager were very angry.'*

Ss: *Do we change it to 'wanted' or 'wanting'?*

[Restated as 'the customers wanting to see the manager were very angry'.]

T: *Wanting...if you want to understand if this sentence refers to the past or not, then you look at the rest of the sentence [were very angry].*

Ss: *Couldn't we say 'having wanted'?*

T: *But then the initial structure would be either present perfect or past perfect. There would be a tense difference. It is possible to reduce the non-defining sentence in the same way. Let me give an example for that: ...'her parents who expect her to get a high grade will be disappointed if she can't'...just as we did earlier, we could reduce this phrase 'who expect' to 'her parents expecting her to...*

S: *So there is no difference.*

T: *Right. So you can do the following in non-defining clauses: let's say you said 'her parents, whom we met yesterday, were very nice'...you can't reduce this sentence, it stays as it is because it's non-defining and remember with defining, we would take this out but*

*unlike defining clauses where we had a verb right after the relative pronoun (who), you can't reduce this one where we have a sentence right after the relative pronoun.*

*S: So when there is a sentence right after the pronoun, you can't omit it.*

*T: Right. Only with non-defining clauses.*

The next segment is again shaped by another reduction rule and that is the reductions including the passive participle. Below is the actual depiction of the segment.

*Rule for the Reduction in the Passive Participle*

*Teacher initiates: Now let's move to the past participles and title it as the third one. This actually refers to what Selim said just a few minutes ago.*

*Teacher immediately starts by giving an example: 'The explanations made by the PM'— what was PM?*

*S: Prime Minister.*

*T: What was MP?*

*Ss: Member of the parliament.*

*T: Let's give an example: 'I like listening to songs which are sang in Spanish' and so in this sentence, we take out 'which are'.*

The next segment is once again shaped by another rule that dictates the reduction of auxiliary 'be' when followed with an adjective. The segments on rule explanation continued until the end of the class period.

The task that emerges from describing the segments of the classroom activity on reduction in relative clauses, was actually to copy the rules and match example sentences down to attain the ultimate goal—to do well on the exercises. To dissect this task into its elements, the product was the completed multiple-choice exercises students worked on after following the rules and example sentences, and interacting with the teacher about their misunderstandings of the structure. The operations to get at the product involved the teacher's writing the rules and example sentences on the board and students' copying them down. Just as the previous episode on relative clauses, the resource was the test preparation manual geared towards effective test preparation. As was claimed by the teacher in the interview, weight of this task was considerably significant in the overall high-stakes accountability system.

As can be gathered, during the whole activity, students were engaged in listening to the teacher and taking all the given rules and examples down in their notebooks. The whole episode was shaped by the grammatical rules introduced by the teacher and by the examples she provided. Students shifted the episode by their misunderstandings or questions. Since structural content weighs quite considerably significant on the overall accountability system, i.e., YDS; the teacher presented her precautionary remarks about what could appear on the test and what students should caution against. Quite significant

to note here was the teacher's and students' capacity to engage in highly sophisticated meta-talk over the structures and rules explained in the classroom. This meta-talk not only involved comparisons with the earlier structures they had learnt but also the analysis of the constituents within a sentence.

Next, the content episode illustrated is on prepositional phrases enacted by Ms. B.

### *Prepositional Phrases*

Ms. B first gave students a list of prepositional phrases given along with their Turkish correspondences (see the list in appendix C.III). On this list, the prepositional phrases were contextualized with example sentences. Students had this worksheet as a reference resource. They were given a worksheet which asked them to find the synonyms for the prepositional phrases underlined (see appendix D.II). Students worked on the worksheet for the first 15 minutes of the class period and the teacher called on volunteers to find the right synonym for the underlined prepositional phrases. One segment is sampled for illustration below.

### *Matching the prepositional phrase with its synonym*

In the first 10 min and 30 seconds of the class, teacher assigns the students to work on their own as seat work. Students quietly work on the worksheet during the time allotted. Then the teacher asks to start from the first part section of the handout whereby students find the synonyms for the underlined prepositional phrases (see appendix C.IV). So in this activity segment, the flow is grounded on the worksheet in which six sentences are

given for each bundle and a particular prepositional phrase is underlined in each sentence.

The task is to find the prepositional phrase that matches best with the definition of the prepositional phrase. So the whole activity is segmented according to the sentences presented on the worksheet. The first sentence on the worksheet is as follows:

*“Alarming research suggests that the vast Amazon rainforest is on the brink of being turned into desert, with catastrophic consequences for the world's climate.”*

Teacher asks: *on the brink of?*

Student responds: *on the verge of*

Teacher prompts: *right, continue.*

The teacher then instructs this particular student to continue with the five other sentences within the same bundle. So the same student gets to do the first block of sentences while all the other students follow along and check their answers.

The student reads aloud the second sentence: *“The General Agreement on Tariffs and Trade was signed in 1948 with a view to promoting world trade.”* Then she matches ‘for the purpose of’ with the prepositional phrase ‘with a view to’ which is offered as one of the options.

As the teacher simultaneously verifies her response, the student reads aloud the third sentence: *“Israel sent soldiers to Nablus today in pursuit of explosives laboratories and suspected extremists.”* Then, the student replaces ‘in pursuit of’ with ‘in search of’. Once verified, the next sentence is read aloud by the same student: *“Iran refused to halt its*

*uranium enrichment activities and was in defiance of the deadline set by the UN Security Council.*” The prepositional phrase ‘in defiance of’ is then replaced by another one offered as one of the options ‘in open refusal to obey’. Without any discussion of the meaning that these sentences convey, the same student is instructed to go on with the rest of the sentences: “*By virtue of scientific discoveries or new technologies made or created, research and development has become an engine of economic growth.*” The same student replaces the prepositional phrase ‘by virtue of’ with ‘because of’. Then, she finishes off the block of sentences with the last sentence matching the prepositional phrase ‘as regards’ with the option ‘regarding, concerning’: “*The government is doing virtually nothing as regards the rampant crime.*” While going over the rest of the worksheet, just once the teacher initiated the question asking students about the difference between ‘although’ and ‘despite’. Students responded briefly commenting that ‘although’ is used in a full sentence with a subject, object, and verb, whereas a noun or noun phrase could be used right after ‘despite’.

This segment on working with the prepositional phrases was completed as all the prepositional phrases on the entire worksheet were matched with the synonymous prepositional phrases offered as options on the worksheet.

Several things happened in the above content episode that could be generalized to the structures of the task enacted on vocabulary. The main task was to complete the worksheet with accurate responses. So each segment was shifted and shaped by the kinds of exercises that were presented on the handout. The teacher insistently asked for the

phrasing of the response to the question similar to the way test items are phrased on the YDS test. Since Ms. B focuses on improving students' lexicon, the synonyms of some words were targeted as well. In accordance with what the teacher said in her interview and log regarding her commitment to prepare the students for the test, the episode ended with the teacher's strategic talk around what to do with reading comprehension questions. The content base the students and the teacher dealt with was shaped by the particular prepositional phrases listed in the extensive table that the teacher distributed. The goal to reinforce students' understanding and actual use of these prepositional phrases was accomplished by the extent to which the practice exercise incorporated all the phrases offered in the list. To this end, students had to look up the prepositional phrase offered in the list and choose the most synonymous phrase offered in the options. Therefore, the extent to which this goal was actualized also depended on how much the students made use of the explanations offered on the list, and their ability to eliminate the irrelevant options.

The last episode presented for illustration is on phrasal verbs. Similar to the presentation in the other episodes, several segments are sampled.

### *Phrasal Verbs*

The content analyzed as a classroom episode here is on phrasal verbs. The main activity was shaped by the worksheet that the teacher relied on. So each segment was shifted and shaped by the kinds of exercises that were presented on the handout. So the teacher asked for the main idea of the paragraph. The teacher insistently asked for the

phrasing of the response to the question similar to the way test items are phrased on the YDS test. Since Ms. B focuses on improving students' lexicon, the synonyms of some words were targeted as well. In accordance with what the teacher said in her interview and log regarding her commitment to prepare the students for the test, the episode ended with the teacher's strategic talk around what to do with reading comprehension questions. The content base the students and the teacher dealt with was shaped by the particular prepositional phrases listed in the extensive table that the teacher distributed. The goal to reinforce students' understanding and actual use of these prepositional phrases was accomplished by the extent to which the practice exercise incorporated all the phrases offered in the list. To this end, students had to look up the prepositional phrase offered in the list and choose the most synonymous phrase offered in the options. Therefore, the extent to which this goal was actualized also depended on how much the students made use of the explanations offered on the list and their ability to eliminate the irrelevant options.

To foreshadow the segments, Ms. B started from the middle of the worksheet from exercise 1.4 (see appendix C.V) in which students were first asked to find the synonyms for the phrasal verbs and nouns stated within the newspaper headline. Once the meanings for each individual phrasal verb or noun were delineated, the next instruction on the worksheet was followed and sentences taken from the actual news were matched with the headlines. The next segment of the class activity was again marked by the same worksheet, which was to identify the transitive versus non-transitive phrasal verbs contextualized within each given sentence. The next segment, then, was marked with the

task to put the jumbled words in the correct order. Lastly, students were asked to rewrite or rephrase the sentences by using the synonym given in the parentheses for the phrasal verb underlined within a sentence. Out of these segments, only the three of them are presented below to illustrate how the worksheet shaped the operations of the task. Lastly, the segment in which students rewrite the given sentences is illustrated.

### Newspaper headlines

Ms. B distributes the worksheets and starts the class right away by reading the instruction from the exercise number 1.4. The instruction is verbatim as follows: *Match the headlines with the sentences with the stories.* Teacher spends the first 15 minutes of the class going over each headline, asking students for the synonyms of the phrasal verbs or nouns mentioned in the headline. Teacher starts this activity by the tone of her voice asking what the word means.

Teacher reads the first sentence on exercise 1.4: *Big shake-up expected in education.*  
*Shake-up?*

Students indistinctly respond: *Change.*

Teacher moves to the next one: *Minister denies the cover up, you know cover-up...to hide something.*

One student catches up with the first phrasal verb by asking: *What did shake-up mean again?*

Teacher immediately responds with one word, “*Change,*” and goes on to read the third sentence on the headline list given in the worksheet: *Lockout continues at Aviation Plant.*  
*The same word exists in Turkish. In Turkish, lakavt means?*

Students' talks overlap but one student hypothesizes the meaning of the word 'lockout' confusing it with another word, 'knockout'. He offers the Turkish translation “*yere düşürmek*” which corresponds to defeating somebody in a boxing game.

Teacher rejects this hypothesis, saying, “*It means to prevent workers from working in the place...workplace...it is the word 'lakavt'...*” and switches to Turkish, explaining that if the employers protest against the employees or lay them off, it means ‘*lakavt*’. Then she switches to English saying: *In English it is the same meaning; lockout, you know?Lock?*

Ss respond in Turkish by providing the translation of the word: ‘*kilitlemek*’...

Ms. B then switches to Turkish and draws a parallel between preventing the lock from working and preventing employees from working and adds the following: *The employees have the right to strike while the employers have the right for lockout.*

Teacher then goes back to the headline and reads it aloud again: *Lockout continues at Aviation Plant and Aviation? Aviation plant? Aviation?*

As the students do not respond, teacher explains: *Aviation is related to air. Air?*

One student responds to the question in Turkish: ‘*Uçuş*’.

Given the answer is accurate, the teacher continues with the next sentence: *Breakaway group to form new party. Breakaway? Breakaway means...here it is a noun. No it is an adjective here. What does it mean, breakaway?*

One student responds in Turkish: *Stop being part of the group.*

Teacher concedes and additionally explains the sentence in Turkish: *Gruptan ayrılmak, çıkmak: yes, stop being part of the group.*

Teacher then reads the next sentence: *Power plant shutdown leaves 5,000 homes in darkness. Shutdown means?*

Students respond indistinctly. Teacher then approves: *Right, shutdown means closed or stopped.*

*Matching the headlines with the sentences from the stories*

Right after explaining the word ‘shutdown’, the next segment is marked by the teacher moving to the next instruction in this exercise, which is to match the phrasal verbs that have just been explained in the first segment. This segment is akin to doing multiple-choice exercises as the students are matching the headlines with the regular story lines offered in the format of multiple options. Therefore, Teacher's following prompt was sufficient to get the students easily started: *“Let's match.”*

As the teacher reads aloud the first headline (*Big shake-up expected in education*), one student right away responds: *Option d!!*

T: *D? Let's read d: there will be major changes at all levels. Yes, that's right.*

Some other students ask: *So is it d?*

T: *Yes, the first one is d and the clue word is 'change' here, right? and it refers to shakeup. And next one, 'Minister denies coverup', coverup?*

One student: *e*

T: *Right. [Teacher reads the sentence aloud] There was no attempt to hide the truth, claimed Pamela Harding. And the clue word here? Without giving wait time, the teacher responds: hide.*

The next one: *Lockout continues at Aviation Plant, lockout?*

S: *b*

Teacher reads from the worksheet: *b: unity was no longer possible, a spokesperson said*

Another S: *b*

T: *Be careful here.*

One student shouts out: *a*

Teacher explains the reason without asking for the student's explanation: *Right, a is the dispute is now in its fifth week ...because dispute here means disagreement.*

Teacher implies here that the phrasal noun lockout refers to disagreement. Then, she goes on to read the next headline: *Breakaway group to form new party.*

Some students respond: *Unity was no longer possible, a spokesperson said.*

Teacher does not spend time on the last headline (*Power plant shutdown leaves 5,000 homes in darkness*) then slightly shifts the flow of the activity. Teacher asks and responds to the question enlisting the words acquired so far: *“How many phrasal verbs did we learn from this page? Let's review...the new phrasal verbs here: shakeup here noun; lockout; shutdown; breakaway.”*

*Using the given phrasal verb to rewrite the sentence*

As the class is engaged in doing the exercises on the worksheet, the teacher then makes a linear shift to the next exercise on the worksheet. This shift also marks the weight of the task in her class as she urges the students to pay attention to the rewriting exercises.

T: *OK, next exercise, rewritings. You're going to have these kinds of exercises or questions on your exam. Be careful!*

Then she reads the first sentence aloud: *'I'll have to ask my nephew to get my internet connection working (sort).'* OK! *so you're going to use the clue words given here. Sort?*

Ss: *Sort out. Oh yeah so in the same manner?*

T: *Right, the same.*

Only when the teacher models the first sentence do the students understand what they are supposed to be doing: *'I'll have to ask my nephew to sort out my internet connection.'* *That's all. Do you understand?*

Students quickly get the instruction. In fact, one student initiates the next sentence: *I was so tired after work that I fell asleep in the train on the way home (drop). I was so tired after work that I dropped off in the train on the way home.*

Teacher approves and instructs to move on: *OK. Drop off. And three?*

One student uses the phrasal verb in the parentheses and rephrases this sentence: *I was given a lower mark because my essay was far too long (mark)...I was marked down because my essay was far too long.*

Teacher adds another grammatical point and moves onto the next sentence: *I was marked down...passive construction here. Four? He has no right to despise me—I'm no worse than he is (look).*

Simultaneously, the teacher inquires the meaning: *Despise?*

Student responds: *Look down on. Bill has no right to look down on me—I'm no worse than he is.*

T: *Good...good! Look down on, despise means. Five? Lisa doesn't have a good relationship with one of her flatmates (get).*

Student first states the relevant verb and rephrases the sentence: *Get on well. Lisa doesn't get on well with one of her flatmates.*

Teacher approves and calls on one student: *Yes! Get on well with. OK. Next one, Orhan?*

S: *You have to accept the fact that you will probably never see each other again (face).*

*You have to face with the fact that...*

Teacher rejects student's use of 'face with' and corrects as in the following: *No! Face up to, accept! You have to face up to the fact that you will probably never see each other again.*

Then, the teacher moves onto the next exercise: *Next one? Seven? Maria has got a new job taking care of an old lady (look).*

Student responds: *Maria has got a new job looking after an old lady.*

T: *Good. Next one: If you don't let the children get enough sleep, they won't be able to concentrate at school (deprive).*

S: *If you deprive children of enough sleep, they ...*

Teacher interrupts, implying that 'deprive of' is not a phrasal verb: *is 'deprive of' a phrasal verb? No! Deprive of? in Turkish?*

One student responds in Turkish: *'yoksun bırakmak'*

Teacher approves and moves on to the next sentence in the exercise: *Yes! And in Lapland we had to manage in some difficult driving conditions (contend)?*

Simultaneously, she inquires which preposition is used with the verb 'contend': *Contend which preposition?*

Some students respond all together: *with...to satisfy with*

Teacher rejects and provides the relevant meaning in this immediate sentence: *No! Not content...contend with...here it means 'deal with'*. After adding, “*it means 'manage' so we should say: in Lapland we had to contend with some difficult driving conditions,*” teacher then directs their attention to the next sentence in the exercise: *The road to our house leaves the main road just after the petrol station (branch).*

She inquires about the immediate meaning of the word ‘branch’: *Here branch?*

S: *Branch off?*

T: *Right. So we say: The road to our house branches off the main road just after the petrol station.*

Teacher then inquires in Turkish what the students understand from this sentence: *Ne diyo burda?* [What does it say here?] and she explains it herself by switching between Turkish and English and utters the following: *'ana yoldan ayrılıyo diyo'*, *just after the petrol station.*

*Answering the questions using the given phrasal verbs*

Teacher then moves onto the next section in the worksheet and quickly reads the instruction. This segment is marked by the activity in which students come up with free responses to the questions by using the given phrasal verbs. As Ms. B gives the instruction, she models the first sentence: *Alright! So can we answer these questions using the phrasal verbs given in brackets?*

*What are your plans for the summer holidays? (look forward to)*

*S: I look forward to having a rest.*

Teacher approves and reads the next question: *Yes, I look forward to having a rest.* Then, she moves onto the next question: *What homework have you got to do this weekend? (catch up on)*

Once again, the teacher inquires about the meaning of the phrasal verb in parentheses: *Do you remember 'catch up on'? Please make a sentence using this phrasal verb, Ceyda?*

Ceyda responds in an apologizing manner: *Kağıdım yok benim öğretmenim çünkü dolabımda ve dolabımın anahtarını evde unutmuşum. [I am really sorry. I don't have the worksheet because it is in my locker and I forgot my key at home.]*

Teacher does not judge in an explicit punishing manner, but the tone of her voice implicitly tells that she does not like this attitude when she says: *Güzel (good)!*

Even though the student does not have the worksheet, she still attempts to answer the question: *I have got to catch up on...*

Teacher: *I have got to catch up on what?*

*S: I have got to catch up on my English project.*

Teacher moves to the next question: *OK. If you've been away somewhere by train and arrive back late, how do you usually get home from the railway station? (pick up) So, use 'pick up'!*

One student indistinctly: *My father picks me up.*

Teacher approves the previous response and facilitates the next one through asking students to think about their favorite music album: *That's right. Next one: What's your favorite album and why do you like it? (associate with). Associate with. For example, what's your favorite album? Or singer? Associate with?*

Two regularly participating students respond by first listing the possible Turkish translations: *ilgilenmek, alakalı, bağdaştırmak, çağrışım yapmak*

Teacher reminds them of the actual instruction which does not involve translation at this point: *For example, I associate it with what?*

Teacher insists on her earlier input which leads to some observable resistance on the part of the students, but one student ends up filling in the sentence: *Do you have a song or album?*

S: *I don't remember.*

T: *You're singing all the time and you sing well. I associate it with...what?*

The student finally answers: *With my mother.*

Teacher does not spend any further time on this sentence and moves on to the next one: *What sorts of things make you feel stressed? (contend with)*

S: *When I can't contend with my problems.*

Teacher exemplifies a sentence herself so as to model for the students. Since this activity has been open-ended, it is observed that the following is the first sentence exemplified by the teacher: *“For example, when I have to contend with different things at the same time, I feel stressed.”*

This content episode was again shaped by the segments mainly predetermined by the kinds of exercises that were presented on the handout. The exercises in turn shaped the way the students interacted with the teacher and the kinds of questions that they asked. The content base students gathered in this class was again shaped by the way sentences were formed in the particular worksheet the teacher brought to life in the classroom.

There was only one instance in which the students freely produced their own sentences, provided that they used particular given phrasal verbs, e.g., Teacher instructs, *“If you’ve been away somewhere by train and arrive back late, how do you usually get home from the railway station? (pick up) So, use ‘pick up!’”*

#### *Summary of the Episode*

Throughout this task, it is preferred to give the meanings in Turkish. The structure of the task is pre-determined by the worksheet as the resource and simultaneously, as the task. The weight of the task was high as the teacher herself announced that they would be tested on phrasal verbs in the class semester exam. The task involved familiar operations like choosing the right option among multiple choices. It was further facilitated by the use of students’ native tongue. However, the students faced some risks involved in the task when the students were asked to form their own sentences by responding to the

given question and using the phrasal verb in parentheses. So this exercise was a little unfamiliar to the students which manifested as only certain students participating. Nonetheless, the teacher facilitated through translations to Turkish or prompts like “think about your favorite music.”

Once the meanings of the phrasal verbs were delineated, the headlines were matched up with story lines. The newspaper headlines are decontextualized from the actual stories that made up those headlines. In other words, this decontextualization is in a way reduction of the content of the headlines and their corresponding journalistic stories into a mere focus on the synonyms for the phrasal verbs. As it was stated by the teacher in the interview, she holds responsibility towards facilitating students’ progress in lexical knowledge base so they can comprehend sentences within paragraphs and be able to rephrase a given sentence using synonymous words or phrases. Thus, the explicit purpose of this task was lexical with the implicit purpose to help students comprehend the given sentences and select the synonymous sentences out of the multiple other sentences. This implicit purpose was then enacted in the fifth segment where students are warned that the rewriting exercises are important for their performance on the exam. Quite obviously, students had a little harder time doing these exercises because they had to rephrase the given sentence using the phrasal verb in parentheses without changing the meaning. For instance, the teacher actually had to rewrite the sentence, *‘the road to our house leaves the main road just after the petrol station (branch),’* which required the phrasal verb ‘branch off’.

Similarly, the other task which corresponds to the third segment (#8.2.3) was accomplished through following the worksheet. The procedure is to look at the given sentences and decide whether or not they are composed of transitive or intransitive phrasal verbs. The task therefore is to get through the worksheet as the resource of the task by providing the accurate responses as to whether the phrasal verbs given in the sentences are actually transitive or intransitive. The rule around a verb being either transitive or intransitive is actually verbalized and enacted through the example sentences and students' reasoning to associate between the rule and the actual use of the language in the example sentences given on the worksheet.

The sixth and the last segment served as an extension for the students to be able to actually use the provided phrasal verb to convey their own message and meaning. This extension gave them some free space to express their real life experiences. Quite distinctly, this extended interaction between the teacher and students was not limited by the instructions on the worksheet, except for the obligation to use certain given phrasal verbs.

#### *Summary on the Overall Task Structures of Grammar and Vocabulary*

All in all, the task structures in the selected grammar and vocabulary content episodes pointed to several patterns. One emerging pattern is that grammar as content or skill area includes the use of meta-talk. That is, there are rules that the teachers have or theorize and there are example sentences for each set of rules. The task then is to talk around the linkages between the rules and example sentences through the use of

worksheets, the board, and finally complete the multiple-choice or fill-in-the-blank exercises. The act of ‘talk’ does not always surface in the literal sense of the word ‘talk’ through students’ voiced participation, but through their silent work on the worksheets or exercises. To remind the reader at this point, the exercises or worksheets were mostly from test preparation sources, designed to assess how well the users of these sources (students) associate the rules with corresponding example sentences and vice versa. To help students build these associations well and fast, quickly accessible resources are constructed for the students. For instance, Ms. B gave a table of prepositional phrases on which the usage rules were listed along with example sentences, which was ‘handy’ and ‘time-saving’ to do. She imagined she would contextualize these phrases in real life situations if there was no obligation to prepare for the exam. This teacher’s remarks present the common pattern of representing grammar across the two participating teachers working with the same students in the same 12<sup>th</sup> grade English major classroom. Clearly, both teachers enacted the content of grammar with the expectations of grammar to be assessed on the test. This was in line with their theories of content because they believed grammar is fundamentally essential to succeed on any section of the test. Finally, they both operationalized the tasks on English grammar and vocabulary through a significant amount of facilitative talk in Turkish.

### 4.3. Overall Enactment Patterns

Several patterns emerged in the enactments of the four content episodes that were selected for close analysis. One pattern that is encompassing the domains that are mostly emphasized across the two teachers; namely reading, vocabulary, and grammar, is that the way respective content areas are represented on the test preparation sources shapes the tasks enacted in the classrooms. When this is the case, the task structures like the product and resources of the tasks were geared towards test preparation. To enact reading, paragraph-level texts accompanied by multiple-choice, fill-in-the-blank exercises were selected. To enact grammar, the task structures mostly showed the pattern of activities geared towards test preparation. Specifically, the test practice worksheets constituted the product and thus, the overall task. Mostly, the language used to explain the grammatical rules and structures was Turkish except when rules were solidified with example sentences.

Another pattern is that teachers and students constantly enact familiar tasks which are merely geared towards success on the test. The familiar tasks involve products like completed worksheets in reading, grammar, and vocabulary. Another characteristic of the familiar tasks observed in this classroom was marked by the use of the native language. However, activities that were not tasks, like the reading activity of Animal Farm, projected the use of English. Throughout the eight periods of this novel activity, the language was shifted to English. There was occasional use of Turkish, which would occur whenever either the teacher or students asked about the meaning of a word, and so the level of comprehension shifted to the word level. Despite these shifts, the overall flow

of the activity on Animal Farm generally occurred in English while most of the commonly enacted reading tasks and grammar tasks were enacted in Turkish. Reading Animal Farm also referred to students' engagement in texts longer than paragraphs.

When it came to test preparation, the content represented in the reading and grammar tasks ended up having similarities in terms of the operations followed to accomplish the tasks, because they were predominantly shaped by the resources, i.e., text or worksheet. Also, the language conversed in classroom interactions was Turkish when test practice or work geared towards better test performance was at stake. However, when the goal was to 'expose students to literary works' in English, the resource and classroom language showed significant differences. But this time, there was no product targeted and generated for the activity.

#### *Test Preparation Sources*

Test preparation sources like worksheets or multiple-choice exercises basically shaped the product and content enacted. These sources also affected the way in which students and the teachers interacted with the content. The content on the classroom floor becomes whatever linguistic input is offered by these sources. For instance, the task in the grammatical episodes as featured in the previous section (# 4.3) was to write the rules for relative clauses and the corresponding example sentences down from the board, and to find the right expression to fill in the blanks. In this episode, the example sentences and specific rules on the relative clauses drawn from test preparation resources served to get at the products like filling in the blanks and selecting right options out of multiple

choices. Simultaneously, the resources utilized by the teacher created such operations as associating the example sentences with the given structural rules.

### *Use of Native Language*

The grammar and vocabulary tasks were represented predominantly in the first language of the teacher and students, Turkish. The only exception to this feature of the activity, which is a part of the operations followed, was when the teacher actually gave example sentences to solidify the rules. These example sentences were from a test preparation resource in which the grammatical rules and example sentences are designed with a specific goal to efficiently and effectively prepare the students for the test. Inevitably, the exercises that the teacher wrote on the board while students interacted with the teacher to find the right option to fill in the blanks, were in the multiple-choice format. That is the format that is represented on the test; therefore, the product of the task on relative clauses was the fill-in-the-blank exercises in a multiple-choice format.

### *Familiar versus Novel Tasks*

In this classroom, familiar tasks were the ones geared towards test preparation because students were routinely engaged in listening to the teacher and taking all the given rules and examples down in their notebooks. The selected grammar episodes as previously illustrated were shaped by the grammatical rules and examples which the teacher explained. The example sentences given in relation to the rules were mostly sourced from test preparation resources which then simultaneously constituted the task. Students shifted the flow within some episodes (e.g., relative clause, reduction in relative

clauses) by their misunderstandings or questions. Since structural content weighs considerably significant on the overall accountability system, i.e., YDS, the teacher (Ms. A) presented her precautionary remarks about what could appear on the test and what students should caution against. Quite significant to note here was the capacity that the teacher and students had for engaging in the highly sophisticated meta-talk over the structures and rules explained in the classroom. This meta-talk not only involved comparisons with the earlier structures they had learnt but also the analysis of the constituents within a sentence.

Novel tasks, on the other hand, involved all the other activities that trained away from the habit of preparing for the test. These kinds of activities would be enacted for various purposes like finding the missing words while listening to a song or watching a video with no tasks targeted. Among the selected episodes, the reading activity of Animal Farm was a novel activity, because the use of English language was predominant in the classroom. One clearly observable pattern mapped in the activity segments of Animal Farm is that teacher initiated the questions and so shaped the way in which textual comprehension got to be formed. In other words, the main activity the students were engaged in was to respond to the teacher's comprehension, analysis or interpretation questions. More specifically, the teacher asked questions to retrieve students' comprehension at various cognitive levels ranging from word-level comprehension, to extrapolation of the events within the text, to an authentic historical case (characters from the Russian empire).

Thus, the activity got enacted through teacher-initiated questions. To get at the students' comprehension of the text and the degree of retrieval of textual information, the teacher generally moved among the word, syntax and discursive levels. This maneuver occurred in a pattern that is unpredictable to the observer, yet seemingly very predictable to the students. That is, the questions were raised randomly in that the questions did not follow any order in which the answers appear throughout the text. This random way of raising comprehension questions manifested ambiguity and unpredictability. Yet, it was clearly observable that the students received this ambiguity or unpredictability in a comfortable manner. Since there was no accountability measure attached to the activity, only certain students participated voluntarily whenever they could respond to the teacher's questions. Rarely those regularly participating students posed a question. They were cooperative with the teacher to get through the activity of retrospective or simultaneous comprehension of the written and auditory text.

To represent all that said about the content episode 'Animal Farm' as a novel activity, the episode is illustrated next.

#### 4.4. Representation of Animal Farm: A Special Case

In this section, the reading activity on Animal Farm is described first. Then the reasons as to why it constitutes a special content episode in this analysis are elaborated.

### *Description*

The activity was closely associated with the design of the activity and assumed roles of students and the teacher. The activity was to listen to the audio text, follow along from the hard copy, and to engage in comprehension and analysis questions about the text. In the end, being engaged in the reading of Animal Farm did not involve any task with a product like a written summary of the story. It did not include any accountability measures like a quiz on students' comprehension of the text. Ms. A debriefed the overall design of the activity, reflecting on what was enacted between November 24 and 28, 2008, and why. Ms. A wrote in her log:

*Through listening to the audio file of the book Animal Farm, we read the story. This way, I aimed to both give them the opportunity to learn the real and accurate pronunciations of the words and to get the reading done faster. Moreover, I believe that students can comprehend better when they listen to the right intonations and pronunciations. We finished the first 4 chapters of the Animal Farm by doing some pre and post activities. As post-reading activities, I did some speaking activities by talking about the first four chapters of Animal Farm.*

Within the design of the activity, the teacher paused the tape whenever she thought appropriate, which therefore was not predictable by the observer. Also, she asked the questions that she thought were central to the textual comprehension at the global and local levels. Global level of comprehension would necessitate the ability to link separate parts of the text. Global comprehension entailed answers to questions like 'what happens to dogs when they die?' or 'what is sugar candy mountain?' To build local comprehension, the students would have to be perceptive of the specific parts of the text. Also, the local level of comprehension would manifest itself in correctly responding to questions like 'which ones are the horses?' As featured above, the students showed local

comprehension when the teacher pointed their attentions to a specific part of the text and actually asked them to interpret a specific line as shown below: *“There is another paragraph there which is the first paragraph on this page...on page 6 he wants to say little more to the animals, repeats something...What does he want to say or advise to the animals?”*

The students, on the other hand, listened to the auditory text and followed from the hard copy with the aim to comprehend as much as possible. The extent to which they performed comprehension at the lexical, syntactical, and holistic levels was elicited through the teachers’ questions. However, since participation was not tied to any accountability measure like an oral or a quiz grade, it was voluntary and only certain students participated. As illustrated in one of the sampled segments below, some students manifested lack of understanding the text. In a way, students performed cooperation with the teachers’ design of the activity geared towards comprehension of the text in that they responded to the teacher’s questions. Also, there was barely any distraction in classroom management which was conducive to progress through the text. Even if some students dominated over class participation while there was no way of assessing the extent to which the non-participating students comprehended the text, the teacher easily progressed with her program of action. Thus, the operations followed to get through the activity of comprehending the text were to listen to the auditory text, follow along the hard text, and raise comprehension questions with the goal to retrieve textual information both at the local and global levels.

*Animal Farm: Special Case*

Enactment of Animal Farm by Ms. A constitutes a special case in the context of this research for three reasons. One is that the activity of reading Animal Farm in the classroom does not include any product and thus task accomplished. As was mentioned before, the content episode titled ‘Animal Farm’ enacted in this classroom does not include activities that are written or assessed. The theory of content that lies behind this enactment operates on the premise that students should be exposed to as many literary works as possible. This point is relayed by Ms. A in the following excerpt:

*Having the students make the most of the literary works through reading, encouraging them to be interested in the literary works...I have always found myself very close to this goal. I think that especially the senior students should definitely acquire this goal because they will attend the university. No matter whether they do work through English or any other language, in either case, I would like them to be aware of the literary works in that particular language, at least the classic authors in that language..I want them to know these kinds of things and understand that the literary works are not necessarily like the dry paragraphs that are tested on YDS, which are simplified texts and bear certain trackable tricks to be able to answer the multiple choice questions inference. That is why I always enact activities like reading a poem, novel or short story or acting out a drama.*

Another reason for the specialty of this content episode is implied in the above excerpt as well. That is, Animal Farm is a novel reading activity for the 12<sup>th</sup> grade English majors who are very conditioned to work on the paragraph-level texts. Its novelty is defined by the use of English language rather than the mother tongue, Turkish. Also, its novelty arises from the fact that there is no accountability measure placed upon the students for

reading Animal Farm. The lack of accountability comes with the compromise that there is no product generated at the end of reading Animal Farm. While listening to the audio file and reading along from the hard copy of the text, some students might have just sat through the whole episode without understanding any of the textual information, because there was no accountability measure attached to completing Animal Farm. Thus, the risks that any student was taking by not participating in the activity of responding to the teacher's questions were low. However, the teacher's questions were unpredictable, with high ambiguity as to what exactly she would expect from her open-ended questions, or from which parts of the text she would be asking comprehension questions. Animal Farm was a novel reading activity because the risk taken by not participating was low while the ambiguity of the teacher's comprehension questions was high.

The third reason is that the activity on Animal Farm manifested several segments, two of which included passive listening to the audio file of the text and teacher's retrieval of students' textual comprehension. These segments, which were commonly mapped across the transcribed four episodes, emerged from the constant interaction between students and the teacher around the text. These segments were labeled while describing the activity in a 'behavior stream.' To be more precise, the activity of reading Animal Farm is made of two main segments which mark the fundamental configuration of events that took place throughout the episode on Animal Farm. One was the segment spent on listening to the audio file, which was titled as 'Pause to Listen', as this was what students were mainly engaged in. Another main segment was spent on retrieving students' textual comprehension. During this review segment, targeted at students' comprehension of the

text, the teacher would constantly be engaged in asking questions that she herself came up with or looked up from various resources she had. These student–teacher interactions were the most revealing of what it actually means to read a classic text in an EFL classroom where students delineate lexical and syntactical meaning by going back and forth between English and Turkish (e.g., the segment ‘Dung’ as illustrated below). During teacher’s review questions around the text, students’ attention would be drawn to certain parts of the text, such as a specific page number or big section within a chapter. Such segments were labeled ‘Local Comprehension’ as the textual information would be delineated at the local level rather than global.

Another segment that arises from the main segment of retrieving textual information through teacher questions was shaped by certain students’ participation in the discussion around the text. Throughout the enactment of Animal Farm episode, certain students were observed to participate and respond to the teacher’s questions. Whenever the non-participating students joined the conversation, their misunderstanding or lack of understanding of the text surfaced. Occasionally, some non-participating students contributed their novel understanding of a word (e.g., ‘Dung’). Another segment emerging from the main segment of teacher question–student answer was the continuous shifts the teacher would cause from the lexical word-level comprehension to textual comprehension. Unique sub-segments like ‘Dung’ emerged as the teacher was focusing on this word and its meaning and simultaneously, one student projected her attempts to derive familiar meaning from the word by translating to Turkish. Just like this sociolinguistic segment that manifests the constant interaction between Turkish and

English, another segment labeled as the sociopolitical contextualization of the text shows how the teacher's goal to bring in the sociopolitical aspects of the text is actually brought to life in the classroom.

The main segments (Pause to Listen and Review through Questions) and the sub-segments that emerged out of interactions around the text are illustrated below with the given labels in the following order: *Pause to Listen, Review, Local Comprehension, Students' Participation, Shifts from Lexical to Textual Comprehension, Dung, Sociopolitical Contextualization of the Text.*

*Pause to listen*

The dialogue around seven commandments then opens up a whole new vector for the teacher to follow which emerges once the teacher realizes that there is one question that needs to be raised. Here is how this segment unfolds.

T: *Let's listen to the rest of the tape [but then teacher stops to say] pardon me, I guess I need to ask several things before all that [she looks at the book and reads from the book].*  
*OK what do you think, do you think it will be easy for the animals to follow the seven commandments or achieve these commandments? Why do you think it is easy for these animals to follow these rules?*

This excerpt also shows the resources that the teacher is drawing on because in the observations, it appeared that the teacher was asking some comprehension check questions that are provided at the end of the chapter. The type of the question raised by

the teacher, however, invited for students to offer hypothetical answers. This emerges in the following excerpts:

One student says in Turkish: *It is easy because they are not...*

Another student interrupts: *It is easy for them... because they can't find alcohol to drink...they can't walk on their two legs it is impossible for them.*

In the interaction that follows, the teacher restates what that student implied: *So you think they are not able to do the kinds of things human beings do and so it will be easy for them to follow the commandments, do you all agree?*

One says: *I agree but...*

Some others interrupt, and the student doesn't get to finish her sentence: *I don't think it will be so easy to do so because they have the feelings and instincts of the human beings...as the history of the book is written...they have everything and they have no prohibitions except for the seven commandments but I think the commandments are so...I think at the end of the second chapter, we already started to...*

Teacher jumps in, asking, “How?” Student finishes off his thought saying, “Witness...the...(indistinct).” This excerpt implies that the teacher–student synergy gets to a point in which the one complements the thought of the other. Not only is there some guessing as to what the teacher or student is going to say next, but also the dialogue triggers further questions because the teacher responds, “*It is one of the questions I was going to ask...*” One student jumps in before the teacher finishes off her thought and she

allows the student to go ahead: *"I agree with Ceyda..."* Teacher then restates what the student said: *"So you think they can do it...and some animals can be trained, or tamed."*

Here the teacher not only restates the student thought but also fills in the student's thought which then is further extended by the two students whose responses overlapped earlier, and they complete the thought: *"The animals do not have to wear their clothes because they have fur, feathers..."* Another student comments: *"They already..."*[then she utters the Turkish word for 'abolish', 'get rid of' and asks the teacher to provide the English translation]...*abolish the rules that they wouldn't kill each other."*

Teacher asks, *"How do they do that?"* One student responds, *"They eat each other."*

Teacher comments, *"But we're talking about farm animals, farm animals don't eat each other...The cats might eat the mice..."* Teacher then asks a particular student, *"Orhun, do you want to say more, please?"* *"Dilşat, Mehmet, you were talking to your friends so I think you have an idea. I'm an old woman but I can still hear."* *"Derya, do you have any idea?"*

As Derya repeats what everybody else said earlier, Teacher then finds the chance to move onto her question that was triggered by a student's input (*"I don't think it will be so easy to do so because they have the feelings and instincts of the human beings..."*) and Teacher asks, *"What happened to the milk that Napoleon kept? What do you think? At the end of chapter 2, there was some milk that cows were suffering from their plenty of milk, pigs' and cows' milk...there were some boxes of milk, what happened to them?"*

Upon this question, the following conversation occurred:

Student: *Man took them...*

T: *Who? How? Because it is forbidden for people to go into the farm.*

This corrective feedback from the teacher automatically eliminates that particular student's comprehension on that part of the text which then triggers a response from another student:

S: *...some of the animals may drink it.*

Without the teacher giving any corrective feedback here, another student offers an alternative which then is verified by the teacher:

S: *There was a spy.*

T: *OK, there was a spy or Pincher...some of the animals were against the raven or the dog, Mr. Jones' dog. Some of the animals might have drunk it, this is another idea.*

Having aroused curiosity over this question, the answer to which is not available in their earlier readings, the teacher restarts the tape. For exactly one minute, they all listen to the tape, and at 11 minutes and 49 seconds into the class period, Teacher picks up on an idiom that she clearly thinks is unknown to the students: *"What does 'gee u' mean?"*

Teacher then provides the idiomatic meaning in Turkish, which is translated as follows: *"The expression that you would use to giddyup the horses'...so whatever you say while you're getting the animals to move...except for the Turkish correspondence 'deh dah' that gets the animals to move."* She then adds that she doesn't know what else it could mean.

Teacher's focus on the idiom 'gee u' was not merely transactional by conveying the

information, i.e., the meaning of the idiom, but also interactional in the sense that it required contextual knowledge on both the teacher's and the students' sides. Through other lenses, idiomatic or lexical and sociolinguistic meaning was explored by the teacher. The meaning was then established through comparison of the form in English with its correspondence in Turkish. Once this idiomatic expression is clarified, the class retreats to quietly listen to the tape between the 12<sup>th</sup> and 22<sup>nd</sup> minutes. At the 22<sup>nd</sup> minute, as the narrator says "two legs good, four legs bad" in a bleating manner, some students giggle amongst themselves and the teacher pauses and translates the meaning of the word 'bleating' into Turkish, which explains why the narrator sounds like a sheep. At the 22:31 minute mark, she reminds them about the song 'Beast of England,' which the class learned the day that it is the proclaimed song and the anthem of the farm by Old Major. The teacher notes that 'Beast of England' is sung in a similar manner. After this explanation, between the 22<sup>nd</sup> minute through the 27<sup>th</sup> minute, the teacher does not pause the tape and they all listen to the narration until the bell rings.

### Review

*T: Just to remind you, I'm going to read the review for the first four chapters and I'm going to ask you some questions about chapter 3 and 4. We'll continue with chapter 5 and 6.*

By laying out the groundwork, Ms. A announces the beginning of the first segment which is labeled as 'the review' which gets enacted with this question, "Do you remember the

*rebellion happened and then the revolution was achieved and the animals started working harder than ever, although some like Molly, who is Molly?”*

One student responds: *Horse*.

After this quick check for comprehension about the character Molly, the teacher expands upon her earlier phrase, “*although some like Molly,*” as follows: “*She liked ribbons. She still wants to return to the past. Snowball and Napoleon, who are they?*”

Students respond all together: *Pigs*.

Ms. A repeats her question in a tone that asks for elaboration: “*Who are they?*” and gives the response herself without allowing for wait-time: “*They are the leaders and spent a lot of time trying to find the missing property... [Indistinct readings from the text]...an action justified by the Squealer. Squealer?*” [implying the question, “Who is Squealer?”]

Students apparently do not make the connection between the actual character in the story (Squealer) and what they think the teacher referred to when she pronounced ‘Squealer’.

This interpretation gets validated as most of the students respond in Turkish: ‘*Sincap*’ [the Turkish correspondence to the word ‘squirrel’ in English].

Teacher, being not content with the response, corrects the students: “*Also a pig. Squealer is also a pig and he is very good at speaking. Articulation is very important, you know. He impresses the others and influences the others. They all find him right at the end of his speech.*” To translate this last sentence, the teacher means that ‘every animal at the farm approves of what Squealer had to say.’

Then, Ms. A asks students for elaboration about the original name of the Animal Farm as follows:

T: *Squealer renamed the Animal Farm. Animal Farm's first name?..eee... What was the first initial name?*

Students respond: *Manor Farm.*

Teacher then completes students' response in a full sentence to eventually serve the initial purpose to review the previous chapters (1 through 4).

T: *Right. It was changed into Animal Farm.*

Then the teacher builds such concepts as 'disagreement' and 'consensus' on this basic piece of information about the name of the farm. She says, "*Increasingly, the decisions are imposed on the other animals by pigs. If there are disagreements or demands for greater consensus, all the animals are warned that Mr. Jones may return if they do not conform. This is important, OK?*" With this last expression (*this is important, OK?*), Teacher emphasizes the fact that animals should not disagree with the changes happening on the farm. She then goes on to say, "*If they abolish the rules or don't do whatever the pigs say, they always say that Mr. Jones will return. OK?*" With this explanation, she further elaborates by translating this message into the following ordinary language to better recap what's going on: "*So they say: 'If you don't want it, please do what we say.'*"

Then Ms. A initiates another topical shift within the overarching segment of review: *And in chapter 4, what happened? Neighboring farmers, do you remember their names?*

One student: *Ha!?*

This student asks for clarification and the teacher repeats and restates the question: *What were their names? Find out. There are two farmers.*

Only then, one student seems to be getting at what's being asked and she/he utters the following in Turkish: *"One minute, Teacher,"* and goes back to the text searching for information.

The teacher somehow sees that this particular student is on the wrong track and so adds: *"No, I'm talking about farmers, neighboring farmers."* Receiving this hint, the student along with others could now give the correct response: *Foxwood and Pinchfield...*

Teacher then verifies that the response is correct and elaborates further on these two characters: *Right...are concerned that revolution might spread, attack animal farm but are gained back by the animals, really led by Snowball whose fines are final battle cowshed, the name of this battle, let's say, is the battle of the cowshed. An annual national day is declared to commemorate...*

Within this segment labeled as 'review', the teacher simultaneously shifts to the word level and asks: *commemorate?* [She is asking what this verb means]

Students respond in Turkish: *'anmak'* [the correspondence in Turkish]

Another student thinks it meant something different: *"Acısını paylaşmak demek değil miydi?"* [which could be translated as, "Didn't it mean 'to share the grief?'" ] Teacher negates that meaning, saying, *"No,"* but then adds, *"I don't know."*

Local comprehension

At this point, she enacts the shift in the continuity of processing the text meaning by drawing students' attention to page 6. This is a shift to focus on a specific part of the text and comprehend that part. So, the teacher specifically points to the first paragraph on page 6 as follows: *"There is another paragraph there which is the first paragraph on this page...on page 6 he wants to say little more to the animals, repeats something... What does he want to say or advise to the animals?"*

Two students overlap and respond with one word: *Rebellion.*

The teacher then formulates the whole sentence: *He wants them to have rebellion.*

One student says, *"He wants them not to do things..."* During the observation, it seemed as if the student was going to say, *"He wants them not to do things that human beings do,"* and the teacher did not wait for the sentence to be completed, but instead asked, *"What are these things?"*

Students respond: *Sleeping in the beds with sheets, not to drink alcohol, not to wear any clothes, not touch money.*

In this segment focused on local comprehension, the teacher elicited from students' comprehension that the animals were getting ready for the rebellion. With this basis, Teacher moves on to briefly summarize what has been retrieved from the text comprehension. This marks the last brief segment.

Students' participation

Her simultaneous question on "*Who is Jones?*" shifts the flow of the activity to comprehend the text as the focus is now on the owner of the farm.

Students (Ss) respond: *Owner...*

Teacher agrees and fills in the rest of the phrase: *The owner of the farm, that's right...*

This segment does not last too long as the teacher neither directs another question related to Mr. Jones, the owner of the farm, nor do the students initiate any other question with regard to Mr. Jones. This certainly creates seconds of wait time and Teacher simultaneously scans the chapter pondering and after a few seconds, the topic is shifted in the activity again as the teacher asks, "*What happened to pigs?*"

Ss respond: *They die...*

Teacher asks, "*How?*" ...she responds, "*They're slaughtered...*" One student thinks she's asking about Major (as one of the main characters who is a pig in the novel); Teacher corrects and says, "*I'm not talking about Major, I'm talking about all the pigs on the farm.*"

She responds to the question herself: "*They're all slaughtered.*" Without elaborating further, she instantaneously asks, "*What happens to the horses when they retire and get really old?*"

One student responds: *They're also slaughtered.*

Teacher asks for elaboration from the student: *Yes right but what do they do with it?*

Not receiving any response from the students, teacher then reads from the text: *'Jones will turn them into meat.'*

One student is bewildered: *"Really?"* This reaction reveals that this is the first time he/she has heard this piece of information. Teacher goes on to elaborate: *"For the foxhunts,"* and she switches to Turkish: *"Yes, so for the hunts, it is turned into meat to hunt other animal..."* She modifies the earlier question: *"What happens to the dogs when they die?"*

She then points to one particular student: *Alpay, what happens to the dogs?*

Alpay responds: *When their teeth are broken, they break their legs and drown them in the well.*

Teacher corrects: *"near the pond."* She translates this into Turkish to make the message accessible for everybody. So far, the teacher wove through this section of the text mainly depicting how animals are mistreated by Mr. Jones.

#### *Shifts from lexical to textual comprehension*

T: *First of all, what does comrade mean?*

She then explains in Turkish herself that they specifically use the word 'comrade' because it refers to 'people who are destined to the same cause, ideal, and mission' and it actually

is an expression that used to be used in the Soviet Revolution. Thus, 'comrade' refers to being companions dedicated to the same revolutionary ideals.

Then Teacher initiates another question and as the focus gets shifted from a lexical to a textual level of comprehension, the activity that the teacher and students are engaged with gets shifted as well.

T: *OK on page 4, there is a paragraph of what Major says. Can you please tell me some important features of people, man? Mankind? Human beings? He says: man needs all the creatures without producing. Tell me what Man, human beings can't do.*

One student responds (indistinct): *...eggs...*

Teacher recasts: *...can't lay eggs.*

Another student says: *Can't use the hair for something else...*

Teacher corrects the words hair and says: *'Fur'...you mean fur...and they're too weak to use the plough ...* [then explains the word in Turkish].

Another follow-up segment emerges as the teacher consults the book and so the shift is caused by the resource brought in from the book and particularly, from the succeeding question initiated by the teacher.

Teacher reads a sentence from the book: *'Although he can't do lots of things, he is the lord of the animals.'* *I mean he rules the farms, he puts the rules for the animals, he*

*controls them, and he gives them work and gives back the bare minimum that will prevent them from starving and the rest he keeps for himself.*

Teacher then asks: *What does he keep from the animals?*

Some students respond simultaneously: *Milk, egg, fur, cheese...*

Teacher continues, *“Right, I mean milk and dairy products, I mean all the others,”* and she adds, *“even bones of the animals...even when these animals get old, they use them.”*

A student interjects, *“Slaughter and eat.”* Teacher reinforces that input, saying, *“Good.”*

She then refers to the book, reading aloud. *“It says here, ‘every drop of our milk will go through the throats of our enemies and enemies are man.’”*

She then adds: *Human beings and animals are together and animals can't control their milk, their eggs. These eggs may turn into chicken. These milk can be used...drink...[teacher corrects herself]...drunk by the calves, younger cows, let's say.*

She then checks in with the students as to whether they know what 'calves' means. They all respond in Turkish. One student then adds, *“They also use them for transportation.”*

Teacher then agrees, *“OK, for transportation, to carry things they use animals such as...”*

The students respond, *“Donkey, horse,”* and one student adds another word in Turkish which is translated by the teacher into English, 'oxen'. The teacher then shifts their attention to the text by reading aloud: *“The rest has gone to the market to bring in money for Jones.’”*

### Dung

Further, she contributes to the idea of harvesting by mentioning the minor supporting point that she draws from the book as her resource: *“He had lots of plans...for example, if I can find in my book, I will tell you. Lots of plans...lots of ideas...for example, he wants the animals to put their dungs in certain parts of the field...dung? What does dung mean?”*

Students do not respond but then given the context, they make a guess and reply in Turkish: *“dışkı?”* which is confirmed by the teacher. Before any further elaboration, another student who usually keeps silent speaks up, which was surprising during the observation, and makes a hypothetical comparison between why there is a word like ‘dung’ in English and her interpretation of the corresponding Turkish word, which can be translated as follows: *“It is probably because animals’ manures sound like ‘dung! dung!’ just as we say ‘lop!’ ‘löp!’ for the dung in Turkish.”* [She means that’s the released sound when it lands on the field.]

Since this creates humor in class, teacher then redirects their attention by taking the created meaning back to the context they were initially talking about: *“He wants to organize the animals to put their dungs in certain places in the field, everyday in different places to improve their fertility or efficiency, let's say.”*

Sociopolitical contextualization of the text

In this segment, the teacher follows up on her earlier question of who Moses is and expands on the answer to her question by elaborating how she associates Moses with a historical figure from Russia. By drawing the parallel between the characteristics of Moses with that of Rascotti, and the monk, the teacher invited the whole class to infer some interpretations. The inferences made from this comparison were not stated or listed at the end of the segment. The interpretations or inferences that she apparently was trying to elicit from the students about this comparison are actually hidden in her theory of content explaining why she likes to enact the literary works. She said the following in one of the interviews (1.4a on November 3, 2008): *“This is not pure literary classroom instruction because pure literature is enacted through dramas, discussions...for instance, while reading Animal Farm, you have to talk about Stalin and Soviet Russia...but then we will do as much as we can.”* Quite expectedly on November 26, Teacher initiates the following parallel between the story and the historical conditions in the Soviet Union.

The teacher starts giving a detailed account of the last period of Russian empire, to possibly facilitate students’ comprehension. She explains in Turkish that before the Soviet Union was founded, there was the second Czar, Nicholas, and there was a monk that masses of people as well as the Czar believed in. She asks, *“Haven't you ever heard of him?”* She then utters, *“Rascotti.”* One student responds without elaborating further what he really knows about Rascotti: *“Oh yeah, Rascotti...”*

The teacher then gets to explain why she talked about Rascotti, the main point: *“So the author is drawing a parallel between Moses and Rascotti in that they actually are not monks but they both manipulate people for their own benefits and try to hurray people or cheer up for the Czar.”* Then she further explains why she stopped here and basically explains that she did so because she thought this was an important part to understand. This emphasis put forth by the teacher lingered in the class atmosphere without anybody making any explicit comment or reacting to the connection that the teacher had just made. Before too long, Ms. A initiates another shift within this segment as she starts to explain the connections that she primarily suggested among Mr. Jones (the owner of Manor Farm) and Moses, and second Czar Nicholas of the Russian Empire and the Monk.

Another activity segment gets enacted due to the shift in the tangible resource that the teacher draws on. So, she starts the tape back up but not even two seconds after, she pauses to ask what the word 'disciples' means. Without any wait time, she explains that it refers to the supporters of a sect or religion. Then she turns the recording on and after a minute or so, she pauses again to ask, *“What was the condition in Jones’ farm? Did he do all his responsibilities? What does he? What kind of a man is Jones?”*

One student responds: *He is idle, [then self-corrects] lazy...He lost his money in the lawsuit, he drinks a lot and he reads his papers, he occasionally teases Moses.*

Teacher questions: *But how does he do that? He soaks the breadcrumbs into beer and gives it to Moses.*

Within the same segment, another shift happens as the teacher directs attentions to the word level, asking, “*What does ‘idle’ mean?*” They respond with the dictionary meaning in Turkish and with a Turkish idiom. Teacher then retreats to the main question of who Mr. Jones is and agrees with some students that this man was dishonest...she reads the following from the text: “*The farm was full of weeds. The roofs need to be fixed and the animals were underfed.*” She then says, “*Think of a farm like this.*”

The teacher then shifts to Turkish and the activity transitions to an analysis dimension as she draws the parallelism between Jones’ farm and the last periods of the Russian empire with the second Czar, Nicholas.

In this segment titled as ‘sociopolitical contextualization of the text,’ the teacher followed up on her earlier question around ‘sugar candy mountain’ through a focus shift on the question of who Moses is. The answer to this comprehension question was deliberated through other questions that targeted students’ understanding of certain individual words like ‘disciplines’ and ‘idle’. In the end, the answer to the question of what sugar candy mountain refers to, was not directly addressed and explicitly elaborated. The questions were mostly raised by the teacher. The students’ role was to answer these questions.

Whenever students either didn’t answer the questions or interpret the historical connections that the teacher provided (second Czar Nicholas and the monk), the teacher provided the answers. In the last shift above, the meaning that the teacher wanted to draw from this comparative analysis was not explicitly stated. Thus, the main activity was to retrieve information from the text about sugar candy mountain as an event and Moses as

a character in the story. This activity was expanded by the inclusion of historical characters and events from Russia. Next, the teacher lists the names of the events to be ordered by the students. Also, she asks the students to associate the characters in the story with their animal types (dog, pig, etc.).

### *Summary of Animal Farm*

In the Animal Farm episode, there were two main recurring segments. One segment that took a considerable amount of time during the class operations was the review, while the other segment emerged in a way that led the class to relate expectations as to what might happen in the next chapter. While students were listening to the interactions typically occurring between frequently participating students and the teacher, there were no classroom management issues like interruption in the flow of the activity. So, interruptions came about in the form of shifting to another segment which was shaped by a topical change through, mostly, the teacher's initiation, or, rarely, a student's question. Another segment was that meaning around the story was delineated from both the auditory and print story as well as constructed through the teacher's questions and the amount of information that the students could retrieve in response to the particular questions. The meanings drawn from the text or constructed at the time of the student and teacher interactions were dynamically and unpredictably global as well as local.

The activity on Animal Farm has demonstrated a pattern of collaborative focus on form and meaning. This collaborative focus dynamically shifted from the word level, to

syntax, and sociolinguistic levels. The criterion set by the teacher for students' work on this activity was verbal participation. Participation was elicited through questions and exchange of textual information or inferences drawn from the text. The emphasis centered fundamentally on meaning was explored through raising information-seeking questions and open-ended questions, restating students' responses, and providing unstated corrective feedback. As for the resources, the teacher initiated the questions, one of which was triggered by a student's response. She also drew on the questions presented in the books she had been following the text from, and on students' levels of comprehensions of the text. She then adapted the questions accordingly.

The predominant theme that was lifted off the reading activity on Animal Farm is that the teacher chose to represent reading as a "comprehension instruction" (Durkin, 1987). In this representation, the review of the previously heard and read textual information was mostly segmented in the description of the activity. In this review, students' perceptions and comprehensions of the selected parts of the text were either invoked or instated by the teacher's clarifications, explanations, and expansions to the historical characters and events (e.g., Stalin and his rule). Thus, reading was in some ways represented as drawing inferences and making connections between fiction and the real world but most predominantly, reading was aimed as a comprehension activity in this teacher's representation with no tasks targeted.

### Conclusion

Several patterns of content representations on reading and grammar emerged as the most commonly enacted areas of content across two teachers. First representations of reading will be summarized and discussed, then representations of grammar will follow. It should be noted by the reader that the division of labor agreed upon between Ms. A and B predetermined which content area the individual teacher represented in the classroom. Due to this division of labor, the representations of grammar and reading in each teacher's classroom might have appeared the way they are mapped below. Therefore, the findings can not be implicational to the individual teachers' teaching styles under all conditions.

The novel activity that emerged in Ms. A's reading class did not point to any solid product in the 'task framework' employed in this study, such as writing a summary of each chapter of the story or filling in a flow chart of the story with descriptions of the characters and main events. Rather, as it emerged, the predominant representation of reading was projected with interactions between the teacher and students. This talk around the text was mainly shaped by the resources such as an audio-taped narrative of the story, the board, the teacher's resource book, and the hard script of the text, which were all in turn orchestrated by the teacher. This orchestration was done by teacher-initiated questions with the goal to elicit students' comprehension and analysis of the textual information. The analysis or discussion of the text, which was again initiated through the teacher's questions, did not drastically change the focus on comprehension.

That is because all the discussion or opinion polls that the teacher was drawing upon depended on the degree of students' understanding of the textual information; i.e., order of events, characters. Being able to make inferences—which involves going beyond the words and the literal meanings of words or sentences—also depended on the degree of comprehension and decoding the meaning by connecting the inputs from the audio and scripted text. This theory of reading, which was also articulated by the teacher, set the scene that students do not have to understand every line or every word that they hear from the tape and follow along in the text. All students were asked to do was to decode textual meaning in English as a foreign language through following the tape and script. This decoding, to the observer's eye, happened silently but when the teacher started asking questions about the text, whatever meaning students had made was elicited and retrieved through focusing primarily on units larger than single words or phrases (but occasionally focusing on individual words, phrases, sentences, and paragraphs).

Ms. B also emphasized holistic understanding in reading. She viewed reading activities as mediating the vocabulary instruction. Also, comprehension instruction was central to her representation of reading. In her actual representation, paragraph-level texts accompanied with multiple-choice comprehension questions and vocabulary exercises were selected. Hence, the products of reading tasks enacted in Ms. B's class were mostly the completed worksheets.

As for the theory of grammar illustrated from both teachers, the emerging pattern is that grammar and vocabulary are enacted as discrete content areas to be recognized

through memorization and translation to native language, since the goal is to prepare for the test. Although both teachers believed in contextualization of grammatical structures and lexical phrases, they both expressed their convictions that rule-bound discrete vocabulary and grammar teaching is intended to facilitate students' performance on the test. Thus, both of these content areas were represented as 'memory tasks' in that grammar and vocabulary exercises enacted as tasks in the classroom involved formulas and routines that students were familiar with, in terms of the task operations.

Also, representation of grammar includes the use of meta-talk. That is, there are rules that the teachers have or theorize and there are example sentences for each set of rules. The task then is to talk around the linkages between the rules and example sentences through the use of worksheets, the board, and multiple-choice or fill-in-the-blank exercises. The act of 'talk' does not always surface in the literal sense of the word 'talk' through students' voiced participation but through their silent work on the worksheets or exercises. To remind the reader at this point, the exercises or worksheets were mostly from test preparation sources, designed to assess how well the users of these sources (students) associate the rules with corresponding example sentences and vice versa. To help students build these associations well and fast, quickly accessible resources are constructed for the students; for instance, Ms. B gave a table of prepositional phrases on which the usage rules were listed along with example sentences which was 'handy' and 'time saving' to do. She imagined she would contextualize these phrases in real life situations if there was no obligation to prepare for the exam. This teacher's remarks represent the common pattern of representing grammar across the two

participating teachers working with the same students in the same 12<sup>th</sup> grade English major classroom. Clearly, since both teachers believed that grammar and vocabulary are fundamentally essential to succeed on any section of the test, they associated the content of grammar and vocabulary with the expectations of grammar to be assessed on the test.

## CHAPTER 5. DISCUSSION

### 5.1. Purpose of the study

The main purpose of this study was to explore what content gets represented, and how, in an EFL classroom at a high school in the Mediterranean province of Turkey. In doing so, I aimed to get smart about the EFL teacher content representations, as a line of research on English language teaching. This dissertation study raised research questions that had to do with how the two EFL teacher participants represent English language in their instructional practices over 12 weeks and what academic tasks the teachers attempted to enact in their classes, and how. The findings with regard to the representation of content were analyzed through the task framework, examining the products achieved, operations followed, resources employed, and the worth the overall task holds in the classroom.

In this chapter, the major findings are outlined and summarized first. Then, each finding is discussed in relation to the existing research. In light of the discussions of the findings, foresight is shed onto the future research. While doing so, the qualifications and limitations of the study are acknowledged. Lastly, recommendations for practice and future research are relayed through conveying some of the visions that the two participating teachers shared.

## 5.2. Major Findings

In the previous chapter, the two teachers' representations of English language content were mapped. In this analysis, two frames of analysis were applied to the data. One frame of analysis aimed to understand teachers' theories of content in representing what they choose to enact in the classroom. Analysis of tasks enacted in the classroom was the second frame of analysis applied to explore the ways in which teachers represent content. Analyzing the structure of tasks represented in the classroom constituted the window to teacher content representations. With these frames of analysis, findings were highlighted in relation to such themes as teachers' theories of content, overall task structures, and overall enactment patterns. Within these themes, the reader is reminded of the major findings mapped in chapter 4.

Selected content episodes from the two teachers' practices recorded across six weeks of classroom observations comprised reading, vocabulary, and grammar activities. Among other selection criteria, the content episodes on reading and grammar activities were selected because reading, grammar, and vocabulary were the most recurring skill and content areas in both teachers' log reports and interviews. In these data sources, it emerged as a pattern that both teachers explicitly stated that the test is the main point of reference when deciding what content to enact in the classroom and how.

Guided by what gets represented on the test, each teacher emphasized certain content or skill areas within the mutually agreed-upon division of labor. Ms. A, who spent nine hours in the particular 12<sup>th</sup> grade classroom, had agreed to focus on revisiting the grammatical content areas and improving students' reading comprehension skills. Ms.

B complemented this agreement by spending the remaining four hours of instruction on lexical knowledge base.

Within this division of labor, teachers' theories of reading, vocabulary, and grammar represented alignment with test preparation. Ms. A's theory of reading reflected a double bind. On the one hand, she valued exposing students to literary texts by drawing sociopolitical implications in order to enhance their literary tastes and sociopolitical understanding. For instance, in enacting Animal Farm, reading as a content area was represented as a comprehension instruction through teacher initiated questions. Also, reading was represented through the use of auditory input built on the teacher's theory of content to build strong connections between English orthography and pronunciation. Besides, the teacher conveyed a strong conviction to "enhance appreciation of literary works" through the use of a full-length story as opposed to the "dry paragraphs tested on YDS." This goal was pursued by the teacher through discoursing around textual comprehension checks at the global and local levels.

On the other hand, she expressed the perceived obligation to enact paragraph-level texts along with multiple-choice exercises geared towards test preparation. As a reflection of this theory of content on the structure of reading tasks enacted in Ms. A's class, it was observed that enactment of paragraph-level texts yielded products like completed worksheets, whereas the reading activity on longer texts like Animal Farm yielded no products targeted in the classroom. The enactment of the two types of texts manifested another contrast in terms of the language used in the classroom interactions. While working on paragraph exercises, which held a considerable degree of resemblance

with the paragraph-level reading comprehension items on the test, the teacher and students used Turkish to communicate and negotiate meaning. On the other hand, English was predominantly used in classroom interactions while retrieving textual comprehension on Animal Farm, which was a text obviously longer than paragraph-level texts. Student–teacher interactions were central to the activity of reading Animal Farm as the two segments mapped in this activity were ‘listening to and reading along the audio text’ and teacher’s retrieval of students’ textual comprehension through asking questions about any random part of the text.

Ms. B’s theory of reading, which centralizes the contextualization of vocabulary in a text from a textbook or test preparation resource, was not conflicted with any ulterior motive to expose students to literary works. Ms. B enacted reading through instructing students to focus on unknown vocabulary and holistic understanding. In doing so, the tasks typically involved completing the sentence or word-level exercises either in the textbook or the multiple-choice exercises. Further, she emphasized the ability to state the main idea of the text in one sentence or two sentences. She explained that the emphasis she puts on synonyms in this particular 12<sup>th</sup> grade classroom helps with students’ ability to phrase the main idea of the text because they are then able to paraphrase. To her, rewriting and paraphrasing are the only writing activities she could get students to participate in, because of their proximal relevance to the test items. Next, the commonality in both teachers’ theories of reading is reviewed.

As was pointed out in the previous chapter, the activity of reading Animal Farm as comprehension instruction was orchestrated through teacher’s questions, her use of

such resources as the audiotape, resource book, the board, and the hard script of the text. Even if some of the teacher-initiated questions seemed like discussion questions, the focus on comprehension as the main tenet of representing reading maintained. That is because the answers to these ‘opinion poll’ questions depended on the students’ level of understanding of the textual information and making inferences based on their understanding of the textual information. Thus, the reading activities enacted by both teachers represented reading as comprehension instruction. Accompanied with this representation was the focus on lexical knowledge. Both Ms. A and Ms. B depicted instances of shifting the flow of the classroom reading activity to focus on individual words in their classroom practices.

When it comes to the predominantly emphasized content area of grammar, the emerging pattern was that both teachers were guided by the worksheets or grammar exercises that were mainly geared towards test preparation. These worksheets by design prompted the students to build connections between the rules that denoted the appropriate use of the language and the example sentences that illustrated the use of the rules in real-life situations. One other emerging theme was that both teachers were convinced about the necessity of mastering the grammatical structures in order to decipher subtleties in meaning of the sentences to eventually settle on the right option given amongst multiple choices. Moreover, grammar was represented in the native language and in Ms. A’s terms, grammatical rules were presented to the students through deduction. Ms. A acknowledges that this way of representing the grammar invites for meta-talk over

structural formulas: *“The language has been turned into a mathematical code. I teach grammar like I would math. I don’t know if this is the case elsewhere in the world...”*

Although both teachers found it effective to use the worksheet exercises and practice tests that are supposed to help with the connection between the rules and example sentences, Ms. A simultaneously believed in raising students’ awareness over some of the grammatical structures by contextualization. This way, students could become aware of the accurate usage of the structures without overt instruction of the rules in a deductive manner. This certainly constituted a contrast with her classroom practice of building associations between the rules and the respective example sentences through the use of practice tests. All the same, as was noted in the previous chapter, both teachers associated the way to go about teaching grammar with the way grammatical structures were assessed on the test.

#### 5.2.1. Implications of Sample and Data

It was recognized in the previous chapter that the sample of classroom data employed to analyze teachers’ content representations was limited in breadth. More specifically, it was mentioned that the bi-weekly coordination of teacher logs and classroom observation with the bi-weekly interviews yielded six weeks of classroom observations. The design was favored to prevent teacher fatigue. The downside of this preference was that the design also harbored a point of exclusion versus inclusion of data during analysis. That is, while the set of teacher classroom practices was missed within the excluded six weeks, the included set of data within the remaining six weeks constituted a limited representation of the instructional practices in the classroom. Thus,

recommendations drawn from the findings as outlined above may or may not relate to every EFL teacher within the context of study and in Turkey at large.

### 5.3. Linking of the Findings to the Existing Research

#### 5.3.1. Teachers' Content Representations in relation to Foreign/Second Language Teaching

Grammar was represented in one uniform way. It was taught in the form of *memory tasks* (Doyle, 1986) in that these tasks would involve formulas to apply to example sentences. The depicted content episodes like *relative clauses*, *reduction in relative clauses*, and *prepositional phrases* which included memory tasks showed characteristics of familiar tasks as well. At the times of representing these episodes, students did not manifest any need for task instructions. Operationally, they would write down the rules and the respective example sentences as the teacher was putting them down on the board. After explanations of the rules with example sentences, the routine would be to work on the worksheet exercises along with the teacher or individually. Thus, as Doyle (1986) also exemplifies, grammar worksheets and practice tests constituted the familiar tasks in this classroom. As was explicitly related by both teachers, leading familiar tasks in the 12<sup>th</sup> grade classroom for English majors was the most efficient way to facilitate students' performance on the test.

In the literature of second- and foreign-language teaching, these types of familiar tasks are criticized in terms of effectiveness in learning the language. Especially in EFL settings, grammar instruction takes precedence both in the middle and secondary levels

when the goal is to prepare students for the end-of-the-year exams or university entrance exams. Fotos (1998) exemplifies the cases of Japan and Korea where typical features of an EFL learning context are observed, such as the existence of a central control agency and central curriculum. To Fotos, explicit form-focused grammar instruction in EFL contexts has attracted criticism. Next, the basis for these value added judgments of effectiveness in the ‘familiar’ grammar tasks is presented.

Above, teaching grammar through formulaic explanations was associated with routine and standardized operations to generate products; in other words, familiar tasks. In the EFL context of this study, even if the work might have been difficult for the students, the worksheets and practice tests on grammar were predictable to follow and produce. Ms. A stated that the explicit explanation of grammatical rules along with their example sentences meets students’ needs for test preparation. Likewise, Ms. B related that it is efficient to provide students with the lists of prepositional phrases or phrasal verbs and let them work on the practice tests or worksheets. However, Ms. A also stated that consciousness raising would be the ideal way to teach grammar under non-testing situations. According to her ideal scenario, students would not have to metacognitively think about what part of speech needs to come before ‘it’ while asking the price of an object in a shopping context. To remind the reader of her own words, *“The student could be given the opportunity to perceive the structures like ‘how much is it?’ as a whole as it occurs in the real-life occasion. He/she shouldn’t say, ‘oh there should be an ‘is’ before ‘it.’”* (#2.1a)

Similar to the bind that was explicated in Ms. A's theory of grammar, Borg (1998a) presents a detailed case study conducted on one EFL teacher whose instructional practice and beliefs contradict. The goal of the study was to explore the teacher's grammar teaching pedagogy. One of the findings in the study is that his decision for explicit formal instruction of grammatical structures contradicts with his opinion that his explicit formal instruction does not necessarily yield effective language learning. Just as the teacher in Borg's study related that explicit formal instruction meets his students' expectations for learning grammar, both of the participating teachers in this class enacted familiar grammar tasks which involved "routinized standard recurring grammar worksheets" after the explanation of grammatical rules in Turkish.

For instance, Fotos (1998) discusses the contrast between grammar instruction that aims to raise students' awareness about the form, and instruction geared towards teaching students the rules for the grammatical forms. To Fotos, in task-based focus-on-form activities, the focus is not merely on translation and comprehension of the formal knowledge of the grammar rules. Rather, the focus is on both comprehension and production of the target form. Within task-based focus-on-form instruction, students are first engaged in communicative tasks in which they see the usage of the structure in context and complete the task by using the target structure; for instance, having students exchange information about features of cities without any explicit focus on the target structure; comparative forms of adjectives and adverbs. The next procedure of the task would be to focus on the content of the task; the target structure. In this phase of explicit instruction, grammar problems like forming tag questions are assigned to students. They

then hear or write down the correct forms, which is the last step of the activity that allows them to develop rules for the accurate use of the target structure.

In the above paragraph, an example for the grammar instruction that Ms. A was referring to in her ideal grammar teaching scenario was presented. The grammar tasks that aim to raise students' awareness of the target structure or the respective rule constitute a contrast with the rule-focused instruction that aims to explain the rules along with the example sentences in a didactic manner. Just as the teacher participated in Borg's study related, Ms. A also stated that under the high-stakes testing situation of learning English, it is more useful to present the rules along with the example sentences and design a task around the completion of worksheets or practice tests.

As was mentioned above, reading was represented by both teachers as comprehension instruction (Durkin, 1978). Students' comprehension of the text was weighed through multiple-choice exercises and so the product of the tasks was the completed worksheets. The only exception to these familiar tasks happened through the enactment of Animal Farm. However, there was no task involved in this enactment. In both familiar reading tasks and novel activities in which L2 use was predominant, the obvious pattern was that the teachers facilitated students' comprehension of the text through translations. Elbaz's (1991) study similarly discusses that the teacher familiarized students with challenging textual information through having them write down familiar expressions that they could remember from the text. Through doing so, Elbaz notes, the teacher enhanced students' understanding of the complex biblical text. However, familiarization of the text such as translations of textual meaning to the first

language could be interpreted as a reading strategy that offers an ‘easy way out’. It could be suspected that the student may not be recognizing the linguistic make-up of the text with all its lexical, syntactical, and discursive complexities. When students resort to the native language to facilitate these complexities, the textual meaning might be constructed in the native language rather than the foreign language targeted in classroom instruction. The worksheet exercises further facilitate students’ work on the reading texts in that they just have to decipher meaning to answer the questions predetermined by the worksheet. When this is the case, students may not find room to pose their own meanings in the form of questions. For instance, in most of the reading tasks observed in the 12<sup>th</sup> grade classroom, students mostly did not pose inquiries that were based on the reading text, whether it be at the paragraph- or longer literary-text level. Rather, the teacher raised the questions, which served as an operation to check for students’ comprehension. One obvious pattern was that teacher- or worksheet-led reading of the text and teacher-led discussion around it did yield a “smooth running class” (Doyle, 1986, p. 370). However, in this smooth running representation of reading led by the teacher only, students mostly did not have the opportunity to locate and interpret information or ideas to generate their own meaning or ideas. When this is the case, the activity of reading a text did not go beyond deciphering “grapho-phonetic, syntactic and lexical cues to construct meaning” (Alderson, 2000, p. 19).

Considering the approaches to teaching L2 reading, the enactment pattern for reading in the 12<sup>th</sup> grade class demonstrated the interactive approach (Grabe, 1991). The interactive approach posits that L2 learners process a reading text at bottom-up and top-

down levels simultaneously. That is, bottom–up processes, like recognition of unknown words to decode syntactical meaning, simultaneously interact with top–down processes, like guessing syntactical meaning based on reader’s background knowledge (also called schemata knowledge). This interactive approach to reading projected itself in the reading tasks enacted at the paragraph level, as the two teachers emphasized holistic understanding of the texts while designing word-level or sentence-level worksheet exercises at the same time. Although the activity of reading Animal Farm also manifested the continuous interaction between the word level and holistic activation of background knowledge and guessing about textual meaning, there was no task accomplished or integrated in this activity. Within the interactive approach to reading, both teachers mostly stayed at the bottom–up word- or sentence-level deciphering of textual meaning to a comprehensible level either through translation or teacher–student questions.

As for the enactment of vocabulary, Ms. B conceived vocabulary instruction as lists of words to be learnt through a worksheet in the name of effectively and efficiently preparing students for the test. The worksheet would involve fill-in-the-blank exercises or word inference exercises based on a reading text. Commonly, the product was the completed worksheets. The pattern was that vocabulary was represented as a content area of memorization or translation. When memorization or translation was the extent to which students would be challenged, the difficulty of the task would be lowered by continuous provision of the word correspondences in Turkish. In a quiz situation, though, students’ recognition of the discrete words would be significant without this provision. Under such accountability situations, if a particular student does not recognize

a particular set of words, the risk would be high. During class enactment, though, students were not challenged with cognitive tasks at a higher level than memorization and recognition because the teacher would facilitate students' comprehension or recognition of unknown vocabulary through giving resource lists or direct translations of words or phrases. Since this was the case, students did not use vocabulary as a means to a goal state that was actually defined by tasks like writing about a topic of choice, or communicating ideas about an assigned topic in a structured class discussion and the like. Just as Doyle (1986) talks about process-based writing tasks, vocabulary could be taught along with writing tasks that are designed to give students the opportunity to claim authorship through a process of planning, revising, and editing. Along these lines, Muncie (2002) shows that when EFL students are engaged in writing tasks within a process, their use of sophisticated vocabulary seemed to have significantly increased.

To identify relevant research on L2 vocabulary instruction, it is widely recognized that incidental learning which corresponds to inferring meaning from context (Sökmen, 1997) is possible, just as is the case with the first language vocabulary acquisition. To elaborate, Day, Omura and Hiramatsu (1991) show that a treatment group of Japanese EFL learners knew more vocabulary on the test after having been allowed to read the text. The authors suggest that EFL learners could pick up vocabulary without being discretely taught the words or phrases through translations or worksheet exercises. In the context of this study, vocabulary lessons did not represent incidental vocabulary learning as the teacher decided that such activities took a considerable amount of time in the classroom and were not efficiently conducive to preparing for the test. At the same time,

the teacher who mainly assumed responsibility to teach vocabulary in the 12<sup>th</sup> grade classroom, recognized the significance of contextualizing vocabulary under an imagined non-testing English language teaching situation. Still, she expressed obligation to teach vocabulary through assigning worksheets with the strong conviction and dedication that test preparation comes first in her choices of instructional practices. In the literature of second language teaching, this double bind is explained by the distinction between implicit and explicit vocabulary instruction (Sökmen, 1997; Schmitt, 2000). Within the implicit instruction approach, L2 students are directed to recognize clues in context while using monolingual dictionaries (i.e., English to English). Some of the advantages of this approach are noted to be contextualized learning and improved reading abilities. Explicit vocabulary instruction, on the other hand, taps into the ways in which vocabulary was represented by the two participating teachers. That is, word unit analysis, like focusing on synonyms or antonyms and the meanings of words, were the main focus of content in representing vocabulary. Therefore, teachers put direct and explicit emphasis on the word meanings through dictionary use or translations rather than aiming for implicit recognition of the word use and meaning.

All in all, content representations manifested characteristics of exercises in the disguise of tasks. The following interpretation offered by Ellis (2009) helps to understand this finding of the current study: “in an exercise such as a fill-in-the-blank grammar exercise, the learners are primarily engaged in producing correct linguistic forms, there is no obvious communicative goal to be achieved, the outcome is evaluated in terms of whether the learners’ answers are grammatically correct or not” (p. 111). The exercises,

though, bore the goal to prepare students for the test and thus, occupied a considerable worth on the classroom floor.

### *The use of Native Language*

The use of native language was remarkable to reflect for two reasons. One was that Turkish marked the distinction between routinized standard predictable tasks like grammar worksheet tasks, paragraph-level reading comprehension practice tests, and vocabulary worksheets, versus the activity of reading Animal Farm. Although the content episode ‘Animal Farm’ was not a task, it was noted as a novel activity because the teacher predominantly used English throughout all of the reading sessions of Animal Farm.

Another reason emerged as a pattern from the observations—that teachers emphasized translations of grammatical structures and vocabulary items so as to maximize students’ comprehension abilities on the grammar, vocabulary, and reading sections of the test. The use of the native language facilitated students forming connections between the structural rules, example sentences, and semantic decoding of the text, no matter if it is at the paragraph or story level.

The extent of foreign language use in foreign language classrooms has been studied as a line of inquiry. In foreign language settings or EFL contexts, since the opportunities of exposure to the foreign language outside classroom settings are scarce, it is considered significant for students to be exposed to L2 input as much as possible (Duff and Polio, 1990). In the study conducted by Duff and Polio, the ratio of English

use to L2 use by teachers in foreign language (FL) classrooms was examined. Also, they looked into the factors that are related to the use of English and the L2. For this study, 13 foreign language classrooms were sampled from the 31 language classrooms offered at UCLA. At each one of the classrooms, two 50-minute sessions were observed. Also, teachers and students were interviewed after conducting the second observation. The amount of English use and target foreign language use were quantified for each audio-taped classroom session. Results showed that six out of 13 teachers used the particular L2 they were teaching, 90% of the time. The mean use of L2 by teachers was 67.9%, which is quite high. However, the variability in the amount of FL use and talk was remarkable because it ranged from 10% to 100%. As for the variables influencing teachers' use of FL, the policies laid out by particular FL departments played roles in teachers' flexibility to switch to English. Interestingly, the task types influenced teachers' use of FL. For instance, six teachers explicitly stated that they prefer to use English in explaining the grammatical structures and rules. For the drills or follow-up tasks, though, teachers expressed preference to switch to the particular FL. This finding interestingly parallels with the finding in this study, in that the native language was heavily used in familiar grammar tasks. Also, both teachers switched to L1 whenever the focus of instruction was on the word level during a reading task, no matter if the goal was to complete the practice test or just to comprehend the text read by the native speaker or the teacher.

### 5.3.2. Teachers' content representations in relation to the test

In the practices of the two teachers observed over six weeks, it was pointed out by the teachers that the test is a significant factor governing their decisions in the classroom. This finding is not a new conceptual breakthrough. Clearly, the chain of influences starts from the test and what the test capitalizes for the examinees and learners of English to know. This finding is discussed by referring to some predominantly influential scholarly work by Shepard and Dougherty Cutts (1991), Alderson and Wall (1993), Gorsuch (2000), Shohamy (2001), and Au (2007), who present research on the interface between teachers' instructional practices and the test.

For instance, Shohamy (1986, 1996, 2001b) exemplifies the influence of an EFL oral proficiency test over the changes in teachers' efforts to resourcefully prepare the students for the test through incorporating video cassettes, TV series, cue cards, auditory materials and so on. While Wu (2001) pointed to the constraining effect of the language tests over language teaching in China, Alderson and Wall (1993) point to both the positive and negative effects of an O-level examination over teaching practices in that teachers paid more attention to reading at the expense of listening and speaking activities, which was simultaneously interpreted as a positive effect because teachers designed fewer grammar items. When high stakes are attached to a test, teachers make sure to facilitate students' success on the test. The lines of research on the wash-back effects of the EFL language tests on EFL teaching practices are clearly exemplified from around the world. Gorsuch (2000) exemplifies the case of Japanese EFL teachers illustrating how the teachers choose to enact form-focused content like grammar and vocabulary,

which are predominantly tested on the locally administered university entrance exams. These teachers choose to emphasize grammar and vocabulary instruction over the communicative language teaching practices that are mandated by the national educational policies, in alignment with the effective teaching methodology prevalent in the foreign language teaching literature.

In the English language testing situation of Turkey, the fact that the YDS test is centrally designed and implemented across the country is a point of discussion. Shohamy (1993a) categorizes the implementation of the language tests within two educational systems: centralized versus decentralized systems. In a centralized educational system, central power bodies like the department of education or the ministry of education will be in control of curriculum development and nationally administered standardized tests. In these systems, the tests could play a powerful role in imposing the policies and control. Since tests in centralized educational systems are driven by centralized curriculum, Shohamy points out that educational processes and decisions are inevitably influenced by the centralized high-stake tests. But what if there were no high-stakes testing situation? This is not the first time this question has been raised. For instance, Shohamy (1998) raises awareness about the change in the definition of writing performance skills across testing versus non-testing situations. In doing so, she exemplifies Carrell and Connor's study (1991) which aimed to identify the relationships of intermediate-level ESL students' reading and writing of both descriptive and persuasive texts, which were considered the types writing that "capture domains of writing expected of many ESL studying at the US universities" (p. 315). With this aim, they combined reading texts of

descriptive and persuasive kinds along with writing prompts in descriptive and persuasive genres. The order in which these procedures were administered in the study is as follows: Class Period 1—Descriptive essay task; Class Period 2—Descriptive reading text; Class Period 3—Persuasive essay task; Class Period 4—Persuasive reading text. This study employed various measures of reading and writing like multiple-choice questions for each reading text, free recalls for each reading text, and a total of two writing prompts, one for each genre. Reading recall protocols were scored by two independent raters while the essays were scored on a holistic scale as well as through two-text qualitative analyses. One qualitative analysis examined the quality of the description in the descriptive essay while the other examined the strength of the persuasive argument. Both of these scales concentrated on rating the content of the writing rather than the structure.

One of the findings was that different results of reading and writing ability are obtained with the use of various measures. That is, reading in either one of the genres (descriptive or persuasive), as measured by free written recalls, was found to be significantly related to writing in the genre as measured by holistic scales. Although free recalls of the reading texts were only scored in terms of the idea units that students could remember from the texts, it is an interesting finding. The reading in the persuasive genre as measured by multiple choices was significantly correlated with any writing as measured by holistic scale. Thus, the essays as measured by the qualitative analyses were not significantly correlated with any of the reading genres. Based on this highlight, Shohamy expands the discussion and argues that language learners' demonstrations of language skills may vary across test versus non-test situations because discourse plays a

great role in language performance. The way a skill area is measured, then, influences the way the content gets acquired by the students and represented by the teachers.

*Content contraction versus expansion: An influence of tests*

Wayne Au's (2007) meta-synthesis over the influences of such high-stakes tests on the curriculum offers the most comprehensive and updated summary of the relevant studies. After situating the test as the starting point within the chain of influences over the instructional practices, Au's (2007) findings from the meta analysis have direct bearing upon the current discussion of the findings in this study.

Au synthesizes 49 qualitative studies with the goal to map how high-stakes testing influences curriculum taught on the classroom floor in terms of subject matter content, pedagogy, and structure of knowledge. Au points to two dominant effects of the high-stakes testing over the curriculum: Subject matter content expansion and subject matter content contraction. That is, subject matter content expansion refers to teachers' instructional practices that go above and beyond the tested content. Content contraction, on the other hand, refers to limiting the curriculum to the tested content only, or for instance, "reducing the amount of instructional time and course offerings in either tested or non-tested subject areas" (Au, 2007, p. 260). Analyzing other studies (see, e.g., Anagnostopolous, 2003b; Luna and Turner, 2001; Segall, 2003; Smith, 2006; Vogler, 2003), Au (2007) found such subject areas as social studies and language arts indicating patterns of both expansion and contraction of curricular content. For instance, in Vogler's study, social studies teachers expanded their social studies curriculum with

added language arts/literacy instruction. This expansion was geared towards preparation for high-stakes tests, which assessed writing but not for social studies content knowledge.

Au's meta-synthesis also showed patterns as to how the high-stakes testing had pedagogic control over the curriculum. For instance, most of the participants in the qualitative studies reported to lead a more teacher-centered instruction. The student-centered pedagogy was also reported by the participants as an effect of high-stakes testing. Likewise, the study by Shepard and Dougherty (1991) also showed that a majority of teachers emphasized basic skills instruction, vocabulary lists, word recognition skills, and paper-and-pencil computation on mathematics. Participating teachers generally reported that they do not emphasize content that is not tested. Au's lenses would coin these effects of testing as content contraction or fragmentation of content into isolated test-size pieces like formulas and rules drilled with examples. Another influence of the test over the teachers' practices in Shepard and Dougherty's study was that teachers spent more time in test preparation, which could be interpreted as the pedagogy control through Au's framework. On the other hand, a considerable number of teachers' reports could be interpreted as content expansion because teachers apparently responded to the testing situation by enacting activities such as: "kids talking about what's been read" (41%), "extended project work in mathematics" (24%), "reading in books about social studies and science" (42%), "sustained silent reading" (40%), "work with manipulative in mathematics" (47%).

In this dissertation study, the publicized blueprint of the centralized English language test shows that all four skills (reading, speaking, listening, writing) are not

included in the design of the test, except for reading. In fact, reading is the only modality that examinees are tested on because the test is paper-based. When this is the case, it was reported as a finding that teachers also emphasize the tested content and skill areas and narrow their instruction to reading activities, grammar, and vocabulary lessons. It was also shown that even listening and rewriting activities were linked to a tested content area. Broadly speaking, the influence of the centralized test was broadly apparent in the areas of skills that the teachers emphasized, as teachers contracted English language content to ‘tested’ structures and items. This finding closely relates to two of the hypotheses about the wash-back influences of the language tests laid out by Alderson and Wall (1993). Alderson and Wall state, “a test will influence the degree and depth of teaching,” and “a test will influence attitudes to the content, method, etc. of teaching and learning” (p. 120–121).

In this study, it became apparent that teachers contracted the content of the most commonly enacted skill areas; reading, vocabulary, and grammar, to discrete areas of instruction so that students could benefit from classroom practices on their test performance. Reading was represented through tasks targeting the completion of paragraph-level test practice exercises. The representation of reading as comprehension instruction with the use of test preparation materials limited reading activities to deciphering meaning at the word, sentence, and paragraph level. Since the reading activities were not expanded to products like a written text generated on the basis of textual information and students’ interpretations of the text, content representations of reading could not be expanded beyond completed worksheets as products.

On another dimension, Ms. A enacted the reading activity on Animal Farm with the motive to extend the depth of reading as a skill for the students. She provided the opportunity to taste literary works, rather than “the dry paragraphs tested on the test.” Implied in her statement and the actual enactment was that reading does not equate to “the dry paragraphs that are tested on YDS, which are simplified texts and bear certain trackable tricks to be able to answer the multiple choice questions.” It was clear that she expanded the depth of her teaching by enacting a reading activity on a literary work rather than doing exercises on paragraphs. The integration of the literary work Animal Farm served the goal to indirectly or directly help with students’ performance of reading comprehension. She targeted holistic comprehension of selected parts of the text, such as “the differences in the seven commandments after the revolution,” and “changing life conditions for the pigs.”

Looking at this enactment from Ms. A’s class, the depth and vision of teaching reading comprehension drifted apart from the depth and vision of reading tested on the standardized English language test. This is not to say that the way reading comprehension paragraph items are designed on the test does not bear influence over the instructional practices of the two teachers. However, it is clear that the depth of representing reading as a content and skill area was reverted by Ms. A away from the way reading is represented on the test.

As for grammar and vocabulary tasks, the obvious pattern was that topics of instruction were sampled according to the teachers’ estimates of what most frequently

appears on the test. This being the case, products, resources, and operations of grammar and vocabulary tasks were all marked by the test preparation sources that teachers selected. The resource, which typically was a test preparation worksheet, simultaneously constituted the product as well. The instructions on the worksheet determined the operations students were assigned to follow to complete the worksheet exercises. Therefore, representations of grammar and vocabulary were contracted to discrete content to be memorized and/or translated, to facilitate the performance on the worksheet-oriented familiar vocabulary and grammar tasks.

Ferman (2004) also discusses the narrowing of scope and content in the 12<sup>th</sup> grade EFL high school classrooms where students are preparing for the EFL Oral Matriculation Test administered in Israel. For this preparation, 89% (n= 16) of the teachers reported that longer texts like stories, essays, and plays were not within the scope of their instruction, as they opted to focus on easier and shorter texts geared towards test preparation. Other researchers (see, e.g., Amrein and Berliner, 2002; Lipman, 2004; McNeil, 2000; McNeil and Valenzuela, 2001; Nichols and Berliner, 2005, 2007; Watanabe, 2007) also claim that high-stakes testing narrows curriculum, among the other negative influences mentioned.

### 5.3.3. Expansive themes of discussion

As was pointed out above, the contractions and expansions of the content taught in the classroom are effectively shaped by the test in the participating 12<sup>th</sup> grade classroom. In teachers' content representations, the curriculum was narrowed to focus on the three content areas: reading, vocabulary, and grammar. Within these skill and content

areas, the apparent content representation corresponded to “multiple choice teaching” (M. L. Smith, 1991). This being the case, the elements of the tasks (products, operations, weight of the product) enacted in the classroom were narrowly determined by only one element: the test preparation exercises with all the possible variants presented on a handout, worksheet, or practice test. That is, this contraction effect has been discussed under a testing situation.

A testing situation creates its own rule of operations for a learning and teaching context, in that certain goals are set and those who choose to participate in this situation assume assigned or individually set roles to reach the goals. Under the English language testing situation in Turkey, the two teacher participants of this study assumed the roles to prepare their 12<sup>th</sup> grade English majors for the university entrance English language exam. They deemed this preparation as a major part of their classroom instruction because their students’ test scores are considered to be an indicator for their English language proficiency, which is reported in the form of a composite score to make the decisions for selection and placement for university admission. The YDS test itself and all the tested language functions and skills structure a *habitus* (Bourdieu, 1977) that contains and surrounds not only teachers’ but also students’ understandings and forms of knowledge about English language. Teachers’ content representations then get entrenched through and by this high-stakes English language university admission test. Ms. B’s emphasis on “*practice...practice...practice...*” of the discrete skills and test strategies is an example for entrenchment driven by the high stakes attached to the test. With these high-stakes decisions attached to the test scores, these two teachers’ theories

of learning English language are entrenched within the *habitus* of preparing their 20 students, who were 12<sup>th</sup> grade English majors, for the university entrance exam which was administered in June 2009.

Why describe this entrenchment as *habitus*? Bourdieu defines *habitus* as a system that is socially constructed with cognitive and motivating structures which are determined by material and social patterns (1977, p. 76). Also, *habitus* is a generative system of “durable, transposable *disposition*” that emerges out of a relation to wider objective structures of the social world (1977, p. 72, original emphasis). Within this conceptualization, it is also argued that *habitus* determines a set of structures serving to guide individuals’ actions and reactions while at the same time, it gets naturally internalized by these actors who help reproduce the structures by acknowledging the *habitus* as a “conductorless orchestration” (Bourdieu, 1990, p. 59). This orchestration can be characterized by its automaticity, systematicity, coherence, and consistency as it guides individuals’ practices (Throop and Murphy, 2002, p. 187). *Habitus* inhabits and generates structures within a particular social environment, where structures in turn get reproduced as *habitus* is cognitively and motivationally internalized by the actors and/or agents (Bourdieu, 1977, pp. 72, 78; 1990, p. 53).

Through the lenses of *habitus*, the participating teachers engaged in tasks that were directed towards preparing students for the test or facilitating their test performance. These tasks were designed through the use of test preparation resources which determined the operations in the enactment of the tasks. Thus, these two teachers’ enactments and theories of content were actually ‘enframed’ (Mitchell, 1991) by the

perceived content tested on YDS. The *habitus* inhabited by the two participating teachers manifested itself when they were asked how they would imagine to be teaching the particular content that they reported to have emphasized in their logs (e.g. prepositional phrases), if there were no high-stakes university entrance exam; i.e., no testing situation. Within the entrenchment of the testing situation, as was illustrated before, both teachers explicitly stated that there is no other convenient way to teach these structures. However, within an imagined non-testing situation, Ms. B imagined ‘contextualization’ of the particular structure, prepositional phrases, in a reading text or in a dialogue to be exposed to the students through listening. The contextualization meant using all the worksheets and lists of prepositional phrases that she originally utilized as ancillary or supplementary sources. However, the conditions under a testing situation clearly make a teacher almost feel obliged to enact grammar through drills on worksheets. An imagined non-testing situation, on the other hand, opened up the teacher’s vision to enact contextualized language learning practices. With the disclosure, the teacher imagined an enactment style outside her immediate *zone of enactment* (Spillane, 1999). That style referred to the representation of grammatical structures and vocabulary activities within a context of language use in real-life settings or situations.

As for Ms. A, she went further and specified her vision in a particular frame of reference—the particular exam First Certificate, administered by Cambridge University—when asked to imagine what kind of a test the YDS would have to be in order for her to be able to enact the kinds of classroom activities that she would like to be enacting. Upon this question, Ms. A expanded the talk by relating her convictions in

“integration of four skills.” She emphasized that the YDS does not emphasize this integration as it is primarily a test of “grammatical structures and vocabulary.” She exemplified the integration saying that the students would eventually be able to use the tenses right (past tense or past tense continuous) under language functions like “telling a story.” She envisioned that if YDS was a test like the one specified, its test design would integrate all four skills. The textbooks that accompany these exams were praised by the teacher as well, because the textbooks published by the particular Press that she used, would be conducive to integrating various skills in order for the students to eventually reach the upper intermediate level.

Through the lenses of *habitus*, the discussion has been expanded with an insight that the two participating teachers’ theories and representations of content are entrenched by the test for two reasons. One reason is that both teachers identify the test as a factor of control over their pedagogy, specifically, their decisions over such matters as the vocabulary lists, worksheets, and practice tests. Thus, the structures created by the testing situation are internalized and reproduced by the agents of this system. However, outside the perceived *habitus* generated by the YDS test, Ms. A imagined integrating all four skills in her classroom practices rather than just focusing on grammar and vocabulary. Ms. A envisioned the imagined way of teaching English under another standardized test because she considered this test as integrative of reading, writing, listening, and speaking in English. Also, Ms. B imagined outside her *habitus* of preparing students for YDS stating that she would ‘contextualize’ grammar and vocabulary structures within a dialogue or reading activity. Thus, the current testing situation generated by the social

dynamics constitutes the *habitus* that gets reproduced systematically and continuously through the teachers' classroom practices. The presence of this *habitus* of testing is evidenced by the teachers' envisioning of the ideal language learning processes like contextualization of rules or structures.

#### 5.4. Contributions to the Literature

In relating the two participating teachers' content representations, the contributions of this study to the post-method era of research on the Foreign/Second language teaching are presented here.

As was noted in the literature review, since the 1990s, the focus of second language (L2) teacher education has shifted to exploring teachers' behaviors in different contexts of language teaching (Freeman and Johnson, 1998; Johnston and Irujo, 2000). This shift has come along with the disavowal of the idea of a best teaching methodology that had prevailed in the research on language teaching. This shift is characterized as the post-method era (Prabhu, 1990; Richards, 1990; Kumaravadivelu, 1994, 2001; Canagarajah, 2006; Larsen-Freeman 2001; Brown, 2002; Bell, 2003, 2005). The current postmethod era thus is marked by understandings of EFL teachers' practices, their knowledge and beliefs in their particular contexts. This dissertation study bears a point of contribution to the postmethod era in that the ways in which EFL teachers represent whatever English language content they theorize could be examined through Doyle's task framework. This task framework resembles the task-based research into language pedagogy recently reviewed by Ellis (2009). According to Ellis, a task is a workplan involving: "(1) some input (i.e., information that learners are required to process and

use); and (2) some instructions relating to what outcome the learners are supposed to achieve” (p. 111). Ellis goes further and distinguishes workplan from ‘an exercise’ by citing from another influential figure in task based teaching (Skehan, 1998a) who characterizes a task with the following features: “1) Meaning is primary; 2) There is a goal which needs to be worked towards; 3) The activity is outcome- evaluated; 4) There is a real-world relationship” (p. 268). Through a task framework, teachers’ practices could be examined in terms of what task gets actually produced in the classroom. This examination is different from inquiring about the nature of activities led in the classroom such as whether or not the teacher enacts communicative activities. Thus, through assuming the task framework that is also prevalent in the foreign/second language teaching literature, EFL teachers’ ways of representing content, and their theories of content, could be explored. Further, these explorations could be highlighted in their local contexts rather than in reference to a ‘best’ or ‘ideal’ method.

## 5.5. Providing Recommendations

### 5.5.1. For practice

The emerging theme surrounding this study taps into the power of a high-stakes language test within a central testing system and its unilateral effects on teacher content representations. It is suggested here that teaching practices could be integrated into the test design in a way that the unilateral effects of the tests over teachers’ theories and representations of content are reconsidered. Further, a pedagogical framework for the two-way linkage between test and teachers’ practices—namely, Integrated Performance

Assessment (IPA)—is suggested as a way that helps to view tests and teaching practices from a task framework.

The power of tests, particularly of language tests, is manifested in the kind of decisions that are being made on the basis of score results and interpretations. In the English language testing situation of Turkey, the decisions are clearly high stakes, because the examinees are given only one chance to succeed on the test. Also, this test is the only means of access to a university education, in a country where higher education is well respected and highly associated with employment to secure middle-class status in the society. It is predominant in the literature to theorize this coexistence as causality, one component unilaterally influencing the other component negatively or positively (Au, 2007; Berliner and Nicholas, 2002; Shohamy, 1998; Cheng et al., 2004). The effect does not have to be unilaterally causal because teachers are shaping the way students approach the items and English language in general. These content representations are what they are not only because there is a testing situation, but also because the representations are influenced by the theories of content that teachers develop over time in interaction with the test, curriculum, and their own language learning experiences. Especially in an EFL context, where there is a centrally administered high-stakes English language test, new visions for thinking about the relationships between the national test and local instructional practices could twist the long-held view on the unilateral influences of the tests on teaching. That is, the local versus national level of operation between the test and local instructional practices could be leveled out, so that the unilateral effects of the test on teacher practices are minimized. If level of locality was equalized between the

national test and local instructional practices, then the degree of common ground that these two hold might be enhanced. To illustrate this argument more specifically, this study showed that the national test narrows teachers' theories and representations of content to 'work' on worksheets. One of the teachers' remarks led to the interpretation that the test with its "dry paragraphs" did not register the particular teacher's theory of reading a full-length literary work through using auditory input because this practice helps students to link the orthography and the phonological system of English. Also, the test did not register students' needs and expectations to perform communication in English. These local practices and needs would be incorporated if the practices from the local level were integrated into the decision-making of students' university admission.

That is, teachers' instructional practices could be examined locally within a task framework. This framework would then help to explicate what products teachers aim for in the particular enactment of content, and what resources they employ to get the operations of the task to be enacted in the classroom. Through understanding of teachers' content representations within a task framework, potential similar test tasks could be designed at the local level. These local test designs could then be gradually integrated into the decision-making framework for university admission at the national level.

In Turkey, where the high-stakes testing situation for university admission for millions of young people is indispensable, the teachers should be empowered to join in the communication in order to point to the contraction effects of the standardized test over their practices, which this study highlighted as a finding. The national testing agency should then cooperate with panels of teachers to design a new blueprint for the test that

could be representative of all four skills. Even if the test blueprint stagnates on its current design and emphasis of the particular content domains (reading, grammar, vocabulary), teachers could resourcefully devise ways to go above and beyond the ways in which English language skills and constructs are represented on the test. So long as the students are exposed to a wide range of skills, they will easily be able to generalize any skill or knowledge bases to any non-testing situation of English language use (either abroad or in Turkey) as well as to any testing situation, whether it be on the YDS exam or any other internationally administered EFL exam.

One solid recommendation comes from Hauck et al. (2006) in their design of Integrated Performance Assessment (IPA). Working towards the goal to make FL/SL classrooms least restrictive, Hauck et al. (2006) propose IPA which has been designed to accompany the standards put forth by the American Council on the Teaching of Foreign Languages (ACTFL) to help focus and standardize foreign language education in the United States.

Grounded on contemporary views on assessment, the IPA project attempted to integrate performance-based assessment in which language learners are given a real-life task or prompt to carry out a project or craft a response on their own or in groups (Liskin-Gasparro, 1997; Wiggins, 1998). According to Hauck et al. (2006), IPA “holds much promise not only for assessing student progress in meeting the standards, but also for connecting standards-based classroom instruction and assessment practices in seamless fashion, so that both continually intersect in order to impact teaching and learning alike”

(p. 360–361). Also, IPA is framed within a sociocultural perspective which aims at improving students' development through providing the assistance of the knowledgeable other and tools or resources available in the social context (Lantolf and Poehner, 2003). Thus, Lantolf and Thorne (2006) favor a dynamic approach to assessment which presents a bigger picture of the learner by requiring two points: “the person's performance with assistance from someone else, and the extent to which the person can benefit from this assistance not only in completing the same task or test, but in transferring mediated performance to different tasks or tests” (p. 328).

IPA is conceptualized on the basis of these ideas and values the integration of interpretive, presentational, and interpersonal communication phases. These phases could creatively be integrated through such alternative assessments as portfolios, video portfolio of oral work (Nunes, 2004; Brown and Hudson, 1998). To Hauck et al. (2006), setting these overarching skills as standards of the curriculum should be able to facilitate the teachers' job to design performance and task-oriented assessment tools that are conducive to enhancing and furthering the instruction and students' language communicative, interpretive, and presentational performance.

EFL teachers might experience the test control over their instructional practices. This tension, stemming from the high stakes attached to the test, could be eliminated by viewing the two planes—assessment and instruction—as one whole working towards improving students' performance in the language and through the language. Through using tools like IPA, the harmony and unity between assessment and instruction could be

reconstructed. Though this has long been a concern among educators of any field, harmony or alignment among instruction and assessment is especially crucial in foreign language instruction, where classroom instruction counts and every classroom event is interrelated and dynamically evolves.

As a conclusion, Popham (2002) offers an interesting way to conceive the relationship between assessment and instruction by using the term ‘Bona Fides’ (p. 419). His main argument is against the notion of excessive specialization and isolation of the phenomena, namely, assessment and instruction. Thus, he stipulates that experts looking into these issues should start thinking about ways of linking these elements with one another. Only in this way could each one of these educational processes stop suffering from “stultifying effects of hyper specialization” (p. 417). In other words, only if instructional issues inform the assessment issues and vice versa, or assessment issues relate to the instructional issues, could educative quality be attained.

The recommendations for practice have suggested the point that the long-held view on the unilateral effects of the tests over teaching practices could be challenged. Specifically, the IPA has been recommended as it offers venues to link the interpretive, presentational, and interpersonal aspects of language learning. That is, it focuses on performance-based tasks in which a product aimed for is instructed to the students (presentational), any kind of input (textual, audio) is presented to the students for their interpretive contributions to the input, and lastly students are given the chance to interact

with an interlocutor to negotiate meaning, which is seen as central to building real-world relationships in language learning.

#### 5.5.2. For research

It should be noted as a reminder that this research employed a variety of methods to address the research questions. To map teachers' content representations, especially in foreign or second language classrooms, a triangulation of classroom audio-tapings, teacher logs, and interviews could be replicated from this study. In order to understand the significant contribution of the teacher logs to rich depiction of teacher content representations, this triangulation could be compared with the research design that excludes the use of teacher logs. However, if the focus of the research is on teacher content representations on a longitudinal basis, the observations could be intensified to take place every week as long as the teacher participants find the scheduling of the classroom visits convenient. While analyzing instruction interactions in a foreign or second language classroom, Doyle's task framework situated in a theory of teacher content representations could be extended to include task-based research on language pedagogy which would add the component of 'real-world relationship' into the task framework (Skehan, 1998a; Ellis, 2009). That is, in addition to describing EFL teacher content representations in terms of the task elements (product, operations, resource, and weight of task), the content represented in the classroom could be described with respect to its relevance to the interpersonal or communicative real-world use of English.

### 5.6. Limitations and Qualifications of the Study

The main qualification of this study stems from being the only dissertation study which examines EFL teachers' content representations in Turkey where English is a foreign language. The significance of the study bearing implications for English language teaching and testing simultaneously comes with its limitations in the research design of presenting data across 12 weeks representing classroom practices of only two teachers. While the local-level data made it possible to do micro-level analysis of teachers' classroom practices, the findings bear implications that may not be applicable to issues in localities other than the one represented in this study. Most importantly, since the two teachers were observed only in the 12<sup>th</sup> grade English majors' classroom, the findings from the two teachers' content representations are limited to their instructional practices sampled across six weeks at that particular 12th grade English major classroom. Lastly, the degree of my familiarity with each teacher was qualitatively different. The fact that I needed to spend more time building rapport with Ms. B than I did with Ms. A yielded the obvious difference in the degree of my familiarity with Ms. B's background in teaching and training. I recognize this as a limitation contributing to the limited scope of content representations depicted across six weeks from Ms. B's classroom practices.

### 5.7. Future Research

As mentioned above, the current study has some limitations; nonetheless, it provides a basis for further research to investigate EFL teachers' content representations. This research could be pursued in several other lines.

It was documented in this research that when teachers are encouraged to envision their representations of content in a non-testing situation, their theories of content become more proximal to their baseline belief systems as to how certain content representations would be more effective. Thus, the researcher could examine the ways in which EFL teachers' content representations on a particular subject area vary across testing versus non-testing situations. In doing so, some common ground should be established, either between the pool of teacher participants in the high-stakes testing situation, or those under the non-testing situation, or different samples of teachers could be teaching the same set of sampled content areas across high-stakes testing versus non-testing situations that would be naturally occurring in the particular context. The fact that these two situations happen to be 'naturally' (under no random assignment circumstances) taking place in the particular context might require the researcher to be engaged in the research site on a longitudinal basis.

Along the same lines, the same teachers could be tracked with the goal to examine their practices in earlier grade levels. The research question then could be reformulated as: To what extent does the representation of reading, grammar, and vocabulary change at the earlier English major classrooms? Within this examination, the triangulation of the three data sources could be contrasted with the exclusion of teacher logs in order to

examine what contributions the teacher logs make to understanding teachers' content representations.

To gauge a bigger sample of teacher content representations, the researcher could identify a focal school where focal EFL teachers fill out teacher logs and are observed in their classroom practices while keeping a big sample of schools from across the area, region, or country. The teachers sampled from across a bigger scale could be asked to just fill out logs while the focal teachers could be observed along with the collection of their logs. In order to map the variations in teachers' content representations both on a micro, daily basis and on a macro level across 12 weeks, the focal and non-focal teachers could be asked to fill out logs every week rather than bi-weekly. This way, their response could be risked, however, such risk could possibly be diminished by linking the teachers' responses with a local or bigger scale (e.g., national) merit-based or materialistic (e.g. monetary) reward system.

One research question that concerns me is to examine to what extent teachers' task-based language instruction could shape the ways in which English language skills are represented on the standardized test. The other end of this question could pose what skills and content areas an EFL high-stakes language test should measure, in order to positively affect the language instruction in a way that students achieve skills that are conducive to real-life English language use, generalized above and beyond the skills assessed on the test.

The next section is to conclude this dissertation study.

### 5.7. Summary and Conclusion

The main purpose of this study was to explore the two teachers' content representations in one high school classroom. The design of this dissertation study followed a qualitative methodology. For the qualitative design, the emic depictions of the two teachers' classroom practices were presented. For the analyses of this data, Doyle's task framework was employed, specifically with the intention to map what content representations emerged out of the teachers' classroom practices.

With the above goal statement in mind, there was one main strand of data sources. To depict the two teachers' content representations, this strand included the conduction of biweekly teacher logs, biweekly interviews, and biweekly classroom observations. The collections of logs and classroom observation coincided while the interviews followed the two collection procedures in order to reveal how teachers discoursed around their practices.

In the previous results chapter, the content representations of the two teachers in the classroom were presented. It was pointed out that the teachers translate the content of the test pretty closely into their classroom practices. The specific target topic areas were found to be covering predominantly the grammatical structures. The suggested ways of enacting the target topic areas were labeled as 'reading activity', 'multiple-choice exercises', 'fill-in-the-blank exercises' and the like. All in all, the teachers' classroom content representations were found to be entrenched with the idea of high-stakes test preparation. While one teacher expanded the content of her representations by enacting

the reading activity of Animal Farm, the general pattern across the two teachers' instructional practices corresponded with the emphasis of content represented on the test. This was coined as a content contraction because not all the skill areas like speaking, listening, and writing are represented on the test, which is a gate-keeper for education at the university where the students are predicted to use all these skills to perform at their respective programs like English language teaching, American literature and culture, English language and literature, and the like. Along the lines of this logic, one of the teachers offered the recommendations to have a test that integrates all these skills which she believes will have a ripple effect in the classroom instruction.

First of all, the teachers capitalize their classroom instructions into teaching grammar, vocabulary, and reading. This emphasis, explicitly expressed by the teacher participants, is geared towards preparing students for the standardized English language university entrance exam. The teachers choose to improve students' reading comprehension abilities through coaching through worksheets that are geared towards lexical and structural aspects of English language knowledge base. Thus, reading and listening to the narrative of a literary work are considered as an activity to help with students' reading abilities in English, while practicing on practice paragraphs bundled with the multiple-choice questions is considered to help directly with students' performance on forty-six paragraph items.

With the content expansions, one teacher demonstrated that reading can be represented and registered on the test through combining the auditory input and script.

The content contractions surfaced as the teachers were not emphasizing writing, speaking, and listening activities in their classrooms. The teachers' theories and visions of content changed as they imagined a non-testing situation.

In discussing the findings, I propose that the necessity of activating the local human resources to participate in the high-stakes decisions like admission to the university should be considered. More specifically, each region could demand locally designed English language curricula to be represented in the design of the national standardized test. This would be a crucial achievement, because the current national test assumes no collaboration with the centralized national curriculum, operating on the premise that the curriculum and teachers will cooperate with this test with the high stakes attached. I hope that the current study can inspire the teachers to reflect on the entrenchments generated by the standardized test. With such inspirations, new visions for local test designs and local teachers and educators' representation in the standardized test can flourish, and then expansive fundamental transformations of standardized tests could be envisioned.

## APPENDIX A. INSTITUTIONAL REVIEW BOARD APPROVAL MATERIALS

## A. I: APPROVAL FORM



Human Subjects  
Protection Program

1618 E. Helen St.  
P.O. Box 245137  
Tucson, AZ 85724-5137  
Tel: (520) 626-6721  
<http://www.irb.arizona.edu>

## HSPP Correspondence Form

Date: 10/01/09

Investigator: Sultan Turkan, PhD Candidate

Department: Edu

Project No./Title: 09-0890-02 Continuation of Project No. 08-0454-02: Relationships among Curriculum, the Test, and Enacted Curriculum as an Activity System: The Case of Turkey

Current Period of Approval: 10/01/09 – 09/30/10

IRB Committee Information	
<input checked="" type="checkbox"/> IRB2 – IRB00001751 FWA Number: FWA00004218	<input checked="" type="checkbox"/> Expedited Review – 10/01/09
Nature of Submission	
<input checked="" type="checkbox"/> New Project	
Documents Reviewed Concurrently	Appr: Approved Ack: Acknowledged Rev: Reviewed
<input checked="" type="checkbox"/> Project Review Form (received 09/11/09)	Appr
<input checked="" type="checkbox"/> VOTF	Appr
<input checked="" type="checkbox"/> Background Information: Copies of previously approved IRB application materials	Appr
Committee/Chair Determination	
<input checked="" type="checkbox"/> Approved as submitted effective 10/01/09	
Additional Determination(s)	

- **Expedite Approval (45 CFR 46.110 Category 5):** Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

10-01-09

Elaine G. Jones, PhD  
Chair, IRB 2 Committee  
UA Institutional Review Board

Date

cc: Departmental/College Review Committee  
EGJ:mm

**Reminders:** Continuing Review materials should be submitted 30–45 days prior to the expiration date to obtain project re-approval

- Projects may be concluded or withdrawn at any time using the forms available at [www.irb.arizona.edu](http://www.irb.arizona.edu).
- No changes to a project may be made prior to IRB approval except to eliminate apparent immediate hazard to subjects.
- Original signed consent forms must be stored in the designated departmental location determined by the Department Head.



## **A. II. RECRUITMENT MATERIALS**

Dear Teacher,

Sultan Turkan, is the main investigator from University of Arizona interested in understanding what governs your instructional decisions in English language classrooms. To help me learn about this, I am asking your permission to observe and collect data in your classroom. This letter describes how we will do the study.

### **What will you be asked to do?**

- 1) You will be asked to let me observe and record regular classroom activities on a bi-weekly basis.
- 2) You will be asked to fill in weekly teacher logs.
- 3) You will be interviewed once a week throughout the study. You will be asked about your reports on the teacher logs and your reflections on the classroom activities.

### **What will happen in the classroom?**

For those of you who are teaching at Ataturk Anadolu Lycee, I will be visiting your classroom about twice a week for approximately 12 weeks beginning in September 2008. While in the classroom, I will spend time observing and audio- taping student-teacher, student-student interactions, and classroom activities.

For all the teachers invited for participation in this study, I will meet with you once a week for about 45 minutes at a convenient time and place to discuss about the logs and what underlying decisions govern the enactment of the classroom activities.

### **Are there any risks or inconveniences to anyone involved?**

I do not believe that this study presents any risks or inconveniences to anyone involved. A minor inconvenience may be that my presence in the classroom may cause slight distractions. However, I will try my best not to disrupt the classroom daily routines in anyway. An additional inconvenience, for those taking part in the interviews, is the time spent talking to me. I have tried to lessen this inconvenience by keeping the time for each interview to approximately 30 minutes. Interviews will be arranged at the convenience of the participants.

**How will we prevent others from knowing who the participants are in this study?**

I will take all necessary steps to prevent others from knowing who the participants are in this study. First, I will store all information you give us securely in a locked cabinet in my residential area. Only I will have keys to access the data. Second, only I will hear the audio-taped data. These tapes will not be shared with anyone. The written notes, student artifacts, and audio footage will be saved and stored by Sultan Turkan. I will assign all participants a pretend name in all research notes, transcripts and finished reports of this study.

Despite these efforts there is a small possibility that someone might be able to identify the participants in reports of this research. If this were to occur, it could cause you some discomfort. Finally, you should know that the research data can be checked for quality control by the University of Arizona Institutional Review Board and the U.S. Department of Education, The Office for Human Research Protections. Also, if required by law, information collected can be viewed by legal authorities.

**Are there any costs associated with participation in this study?**

There are no monetary costs to you to take part in this study.

**What are the benefits of taking part in this research?**

I hope that this study will inform about how English language learners are influenced by a high stakes test. Also, this research may assist you in reflecting on classroom activities.

**Do you have to take part in this study?**

No, you do not have to take part in the research. Taking part in the research is completely voluntary. If you say “yes” now but change your mind later, you can drop out at any time by contacting Sultan Turkan, or your school principal. If you withdraw your permission I will keep the data already collected, but will not collect any additional information.

**If I want to participate, what do I have to do?**

If you would like to participate in this research project, please, sign this consent form and return it to Sultan Turkan by August 2008. Please, keep a copy of the consent form for your records.

**What if I have questions?**

You can obtain further information about the research or voice concerns or complaints about the research by calling Sultan Turkan at 0-532 2256508. If you have questions concerning your rights as a research participant, have general questions, concerns or complaints or would like to give input about the research and can't reach the research team, or want to talk to someone other than the research team, you may call the University of Arizona Human Subjects Protection Program office at 001 (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.) If you would like to contact the Human Subjects Protection Program by email, please use the following email address <http://www.irb.arizona.edu/suggestions.php>.

Sincerely,

---

Sultan Turkan

Dept. of Teaching and Teacher Education

College of Education, University of Arizona

**STATEMENT BY TEACHERS GIVING PERMISSION FOR PARTICIPATION  
IN THIS RESEARCH**

**I have read this informed consent letter. All my questions have been answered, and I freely and voluntarily choose to participate in the following ways:**

*(Please check all that apply)*

- I agree to allow the researchers to record/analyze audio- tapes of regular classroom activities.**
- I agree to be interviewed by the researcher.**
- I agree to participate in audio-taped interviews if needed.**
- I agree to allow my students' writing or art project to be reproduced as examples in final reports of this research, if parental permission has been granted. I understand that my students' names or the names of others mentioned in these materials will be replaced with pretend names.**

**I understand that this research is voluntary and that I may withdraw my consent at any time.**

\_\_\_\_\_  
**Printed name of teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher's signature**

\_\_\_\_\_  
**Phone number**

## APPENDIX B DATA GATHERING PROTOCOLS

### B.I: TEACHER INTERVIEW QUESTIONS

**The following interview questions will be raised only on the first interview during the first week in addition to the questions to be raised on each one of the interviews.**

5. How many years have you taught English at Anadolu (Anatolian) Lycess?
6. How do you view the English language curriculum that you are expected to follow by the Ministry of Education?
7. How does it influence your instructional practices in the classroom?
8. How do you view the annually administered English language university entrance exam?

**The following seven interview questions are to be raised on each bi-weekly teacher interview.**

8. What did you emphasize in your classroom practice this past week?
9. Why did you emphasize the content and/or skills that you indicated on your log? OR What do you think led you to make that instructional decision that you indicated on your log?
10. What were the assignments?
11. What work did you want the students to accomplish with respect to the content on the floor in the classroom? How did it get done?
12. What curriculum elements do you see connected to what you have done in the classroom during this past week?
13. What test elements do you see connected to what you have done in the classroom during this past week?
14. Do you look back and think about classroom interactions/activities and wonder why an activity worked or why it didn't work? If so, what can you say about the classroom activities that you enacted or aimed to enact within this last week?

**B. II. TEACHER LOG****TEACHER LOG****SECTION I**

1. To what extent were the following content domains a focus of your classroom instruction in your 12<sup>th</sup> grade English class today?

If you marked major focus or minor focus for Questions 1a, 1b, 1c, 1d, 1e, please turn the page and answer the questions for the section(s) indicated in the color boxes below.

	A major focus	A minor focus	Touched briefly	Not taught today	THE SECTION CORRESPONDING TO THE CONTENT DOMAIN
<b>A. Writing</b> (Sınıf içi yazı yazma alıştırmaları)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SECTION A
<b>B. Listening to audios or watching an episode of a video</b> (Sınıf içinde dinleme ve dinlenileni anlama, yorumlama aktiviteleri)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SECTION B
<b>C. Reading Comprehension</b> (Okuduğunu Anlama)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SECTION C
<b>D. Speaking</b> (Sınıf içi öğrenciler arası konuşma aktiviteleri)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SECTION D
<b>E. Grammar &amp; Vocabulary</b> (Dilbilgisi & Sözcük, kelime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SECTION E

1a. If you haven't focused on any of the content domains as stated above, please STOP HERE and describe in the space provided below what content you chose to bring to life in your classroom and how you went about it.



**SECTION II****A BÖLÜMÜ****WRITING**

A1. Which of the following writing skills or areas did you work with your students today?

*For each area you choose below, place an 'x' in the space provided to indicate whether it was a focus of instruction or it was NOT a focus of instruction..*

	A focus of instruction	Not a focus of instruction
A1a. Paraphrasing a text about technology		
A1b. Completing a questionnaire related to wasting and saving things		
A1c. Writing a complaint letter to a consumers' magazine		
A1d. Completing a questionnaire		
A1e. Drawing bar diagrams using the verbal clues		
A1f. Filling in an application form		
A1g. Writing a composition about stress		
A1h. Writing a paragraph commenting on a given extract from a brochure		
A1i. Rewriting a paragraph based on heroes and heroines		
A1j. Writing a descriptive essay on the benefits of using computer		
A1k. Writing a composition about friendship		
A1L. Note taking about personal problems		
A1m. Writing a joke		

A1n. Matching vocabulary items with the visual clues related to human relations		
A1o. Writing a surprise ending for a text about mysterious events		
A1p. Matching the words with the expressions related to health		
A1r. Keeping a diary		
A1q. Writing a fax message related to travelling		

A2. In the space provided below, please jot down what you expected the students to get out of the content or activity that you focused on and describe how you enacted your goal.

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A3. If your class instruction did not focus on any of the areas given above, please briefly state what writing skill(s) and topic(s) or content you worked on with the students and how you brought them to life in the classroom.

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## B BÖLÜMÜ

## LISTENING TO AUDIOS OR WATCHING AN EPISODE OF A VIDEO

B1. Which of the following listening skills or areas did you work with your students today?

*For each area you choose below, place an 'x' in the space provided to indicate whether it was a focus of instruction or it was NOT a focus of instruction.*

	A focus of instruction	Not a focus of instruction
B1a. Listening and taking notes about drama		
B1b. Listening for specific information about jobs		
B1c. Listening to a telephone conversation		
B1d. Doing True /False activity based on saving or wasting		
B1e. Listening for specific information		
B1f. Listening and filling in a table concerning communication devices		
B1g. Listening and matching the pictures with the items concerning tourism		
B1h. Listening and taking notes about historical characters		
B1i. Listening to a text and guessing the meaning of unknown words related to computers		
B1j. Listening to develop notes related to international relations		
B1k. Listening and completing sentences related to humour		

B2. In the space provided below, please jot down what you expected the students to get out of the content or activity that you focused on and describe how you enacted your goal.

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B3. If your class instruction did not focus on any of the areas given above, please briefly state **what listening skill(s) and topic(s) or content** you worked on with the students **and how you brought them to life** in the classroom.

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## C BÖLÜMÜ

## READING

C1. Which of the following reading skills or areas did you work with your students today?

*For each area you choose below, place an 'x' in the space provided to indicate whether it was a focus of instruction or it was NOT a focus of instruction.*

	A focus of instruction	Not a focus of instruction
C1a. Reading and predicting about a text based on health		
C1b. Reading and guessing the topic related to travelling		
C1c. Completing a definition related to diseases		
C1d. Reading and matching topic sentences with the paragraphs about mysteries		
C1e. Reconstructing the text related to mysteries		
C1f. Completing a reading puzzle based on mysteries		
C1g. Reading and matching the pictures with the paragraphs related to happiness or sorrow		
C1h. Reading and comparing the differences and similarities of an actor/actress lifestyles with anyone		
C1i. Reading and interpreting a graph related to jobs		
C1j. Inferring from a text based on an agony		
C1k. Reading and titling paragraphs about computer technology		
C1L. Reading and finding out the common points in a text based on great men or women in history		
C1m. Reading for scanning in a text based on communication technology		
C1n. Reading for skimming related to fashion		

C1o. Reading and guessing vocabulary through contextual clues about technology		
C1p. Reading and interpreting about famous characters		
C1q. Skimming to recognize the main idea of a text based on family relations		
C1r. Jigsaw reading on heroes and heroines		
C1s. Reading and asking questions about heroes and heroines		
C1t. Reading and analyzing a novel and identifying heroes and heroines in a novel		
C1u. Reading for details about a touristic resort		
C1v. Reading for global understanding related to tourism		
C1w. Reading and completing a vocabulary table related to tourism		
C1x. Reading and choosing the correct option		
C1y. Reading and comparing texts related to travelling		

C2. In the space provided below, please jot down what you expected the students to get out of the content or activity that you focused on and describe how you enacted your goal.

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C3. If your class instruction **did not** focus on any of the areas given above, please briefly state **what reading skill(s) and topic(s) or content** you worked on with the students **and how you brought them to life** in the classroom.

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## D BÖLÜMÜ

## SPEAKING

D1. Which of the following listening skills or areas did you work with your students today?

*For each area you choose below, place an 'x' in the space provided to indicate whether it was a focus of instruction or it was NOT a focus of instruction.*

	A focus of instruction	Not a focus of instruction
D1a. Expressing personal problems		
D1b. Expressing opinions about family relations, relations with friends		
D1c. Suggesting solutions to personal problems		
D1d. Expressing various sorts of feelings		
D1e. Comparing and contrasting drama on television and on stage		
D1f. Expressing opinions about the power of drama in social life		
D1g. Expressing opinions about professions		
D1h. Comparing advantages and disadvantages of different jobs		
D1i. Describing jobs		
D1j. Describing a hero in the past		
D1k. Narrating past events		
D1L. Expressing effects of a historical event		
D1m. Giving information about the types of tourism		

D1n. Comparing some touristic resorts		
D1o. Advertising a local tourist attraction		
D1p. Asking for/giving information about the ways of travelling		
D1q. Giving advice about means of transport		
D1r. Predicting the subject of a text about social problems by using visual clues		
D1s. Discussion/ debate on personal problems		
D1t. Discussing professions in groups		
D1u. Discussing the problems of tourism in our country		
D1v. Suggesting methods to save things		
D1w. Discussing consumer rights		
D1x. Describing conscious consumers		
D1y. Discussing how things are wasted		
D1z. Expressing opinions about the latest fashion		
D2a. Describing someone		
D2b. Expressing preferences of youth related to fashion		
D2c. Asking for and giving scientific information		
D2d. Describing something		
D2e. Defining concepts of technology		
D2f. Introducing various communication devices		
D2g. Discussing the advantages and disadvantages of cell phones		
D2h. Discussing on fashion		
D2i. Expressing advantages and disadvantages of using computers		
D2j. Suggesting solutions to the problems with computers		
D2k. Complaining about complicated operations		

D2L. Giving opinions about great men of the century		
D2m. Discussing impacts of great men on the society		
D2n. Describing personalities		
D2o. Describing physical appearance of a person		
D2p. Reporting one's ideas or opinions		
D2q. Discussing opinions about relations in family		
D2r. Discussing opinions about relations with friends		
D2s. Discussing international relations		
D2t. Discussing the advantages and disadvantages of the internet		
D2u. Discussing the famous sayings of great men		
D2v. Describing a funny scene orally		
D2w. Expressing opinions about different lives in different planets		
D2x. Expressing thoughts about UFOs		

D2. In the space provided below, please jot down what you expected the students to get out of the content or activity that you focused on and describe how you enacted your goal.

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D3. If your class instruction did not focus on any of the areas given above, please briefly state **what speaking skill(s) and topic(s) or content** you worked on with the students **and how you brought them to life** in the classroom.

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## E BÖLÜMÜ

## GRAMMAR &amp; VOCABULARY

E1. Which of the following grammar and/or vocabulary skills or areas did you work with your students today?

*For each area you choose below, place an 'x' in the space provided to indicate whether it was a focus of instruction or it was NOT a focus of instruction.*

	A focus of instruction	Not a focus of instruction
E1a. If clauses-type 1 and 2 (When, Unless, Provided, Inverted form, etc.)		
E1b. Modals (should, ought to, had better, need to)		
E1c. Structures for making suggestions (Why don't we...?, How about?... etc.)		
E1d. Comparison of adjectives		
E1e. Comparisons with <i>like, as, alike</i> [E.g., Tom is very <i>like</i> Bill; Bill and Tom are very <i>alike</i> ; He worked <i>like</i> a slave; He worked <i>as</i> a slave.]		
E1f. Recycling Past Simple, Past Continuous, Past Perfect, Past		
E1g. Perfect Continuous		
E1h. Reflexive Pronouns [e.g., -He threw himself into a chair; -Take care of yourself; Nobody helped me build the house. I built it <i>by myself</i> ; The little boy ate the birthday cake by himself.]		
E1i. Recycling modals		
E1j. Recycling Passive Voice		
E1k. Ways of adding emphasis [e.g., 1. a) -What I like about my students is their honesty; b) -What I like about my students is the fact that they are so honest; 2. -John is who		

you should talk to; 3. -It is John who you should talk to]		
E1L. Had better... would rather...		
E1m. Recycling Passive		
E1n. Passive with infinitives [e.g., -There's nothing to be done]		
E1o. Relative clauses for things		
E1p. Simple Past Tense Present and Past infinitive constructions after passive verbs [e.g., -He was said to be jealous of her.; -He was said to be jealous of her; He was believed to have been dishonest.]		
E1q. Welcome to..., you can visit...,we recommend..., /if you like shopping, go to (Grand Bazaar)		
E1r. Order of adjectives [e.g., The dusty tiny old heart - shaped black Victorian wooden country cottage; -It's the most interesting place I've ever visited; -It's the most boring film I've ever watched]		
E1s. How far ....? ; How do you go....?; -How long does it take?; You can take a taxi. It's not a long way from here.		
E1t. Adverbs with two forms: [e.g., -I arrived there too <i>late</i> ; - I haven't seen him <i>late</i> ly; -He beat me <i>easy</i> ly; Take it <i>easy</i> .		
E1u. Articles: a, an, the,		
E1w. Recycling tenses		
E1x. Recycling relative clauses: Defining and non - defining		
E1y. Recycling the adjectives ending with - ed and - ing.		
E1z. Request forms according to the degree of formality: [e.g., -Wait me in the classroom after the lesson!; Can you wait.....?; Would you wait .....?; Will you wait ....., please?; Could you wait...?; Would you mind waiting..?		
E2a. Recycling auxiliaries [e.g., 1) Principle auxiliaires: to be, to have, to do; 2) Modal auxiliaries: can, may, must, ought to, should, had better; 3) Semi - modals: to need, to		

dare, used to		
<p>E2b. Verb Constructions: Regret, remember, forget, stop, start</p> <p>1. Verb + infinitive: Don't forget to call me.</p> <p>2. Verb + gerund: Stop talking!</p> <p>3. Verb + gerund / infinitive: - He started to play tennis; - He started playing tennis</p>		
E2c. Recycling present and past participles		
E2d. Perfect Participle[ e.g., Having decided what to do, we surrounded the tree; Having failed the exam the very first time, he decided to take it again.		
E2e. Prepositions of place / movement / time [e.g., 1. Underneath, beneath, over, below, above, on top of, beside, nearby, by; Onto, off, up, down, through, into, past, along, across, round; On, in, by, from, to, since, for, during		
E2f. Noun Clauses after certain adjectives / participles [e.g., I'm afraid that I can't...; He's pleased that he.....]		
E2g. Noun Clauses after certain nouns.		
E2h. Recycling the perfect modal: be + infinitive [e.g., -No one is to leave this building. (command); She is to be married. (plan); -They are about to start (immediate future) ]		

E2. In the space provided below, please jot down what you expected the students to get out of the content or activity that you focused on and describe how you enacted your goal.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_
- 17 \_\_\_\_\_
- 18 \_\_\_\_\_
- 19 \_\_\_\_\_
- 20 \_\_\_\_\_

E3. If your class instruction did not focus on any of the areas given above, please briefly state **what grammar and vocabulary skill(s) and topic(s) or content** you worked on with the students **and how you brought them to life** in the classroom.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_

13	
14	
15	
16	
17	
18	
19	
20	

## APPENDIX C. CLASSROOM RESOURCES

### C. I. PUNISHMENT TAKES MANY FORMS

#### 3 PUNISHMENT TAKES MANY FORMS

- 1 Once again, a rising crime rate and the workings of the penal system are back in the news. The British Home Office has been criticized over the rising prison population and overcrowding. Forced to deal with a *steady* increase in convictions for violent crime, it has launched an extensive prison-building program. Providing more jails, however, merely *tackles* the symptoms, because the size of the prison population is affected by two factors: the number of offenders, and the sentencing policy of the courts. Therefore, the government has also had to consider ways to reduce the prison population through the use of non-custodial alternatives.
- 2 The most widely-used device for reducing the number of prisoners in jail is the remission and parole system. This enables prisoners who have behaved well to have the right to be released before their original sentence has been completed. Some theorists believe that the over-use of this system has encouraged the British courts to impose sentences of up to a third longer than **they** might have previously, in order for offenders to compensate, or repay, for potential early release.
- 3 The courts also have the power to *impose* a suspended sentence. Thus, if a suspended sentence of, for example, two years is imposed, the offender will not have to go to prison; but if he or she is *convicted* of another crime within these two years, then the new sentence will have the original sentence added to it. There is some evidence that the suspended sentence is used too frequently, with the result that the number of prisoners actually increases.
- 4 Another option is the Community Service Order. The judge can sentence a criminal to a maximum of 240 hours of community-based practical work. This serves both as a way of *making amends to* society and of avoiding the potentially harmful consequences of a period in prison.
- 5 The most common alternative to jail is a fine. Although appropriate for minor offenses, the public thinks that fines are too lenient forms of punishment for those guilty of violent crime. Judges who impose fines are frequently the target of bitter criticism in the press, and are therefore *reluctant* to use this cost-effective and straightforward form of punishment.
- 6 One or two ideas have surfaced in the last few years. The most *revolutionary* one is the use of electronic tagging. Ministers have decided to introduce a pilot scheme whereby British offenders will be forced to wear an electronic device while **they** are on probation, enabling their whereabouts to be *monitored* by police. There are also plans to *extend* the Community Service Order to include help for the aged and sick.
- 7 However, all these initiatives illustrate a difficulty: by building new prisons and by encouraging the courts to impose alternative punishments, the government is trying to pursue two *contradictory* policies at once. The problem with increasing the number of prisons is that more places tend to result in more prison sentences. Research recently published in the United States indicates that those states which embarked on prison-building program ended up increasing their prison populations, while those which closed down a number of prisons actually reduced the number of people in jail to proportionally lower levels.

A. What do the following refer to?

1. it (para. 1) : \_\_\_\_\_
2. they (para. 2) : \_\_\_\_\_
3. they (para. 6) : \_\_\_\_\_
4. those (para. 7) : those \_\_\_\_\_

B. Find words in the text that mean the following. Write only ONE word on each line, and do not change the form of the word.

1. introduced (v.) (para. 1) : \_\_\_\_\_
2. found guilty (v.) (para. 3) : \_\_\_\_\_
3. not strict, tolerant (adj.) (para. 5) : \_\_\_\_\_
4. follow (v.) (para. 7) : \_\_\_\_\_

C. Mark the following statements True (T) or False (F).

- T F 1. The sentencing policy of the courts has no effect on the number of prisoners in Britain.
- T F 2. In the parole system, prisoners are set free before their actual imprisonment period is finished.
- T F 3. If they are sentenced to community work, prisoners have to do at least 240 hours of community service.

D. Fill in each gap using the information in the text.

- \* The British government has initiated a prison-building program because of (1) \_\_\_\_\_  
\_\_\_\_\_
- \* If a person commits a crime when s/he is on a suspended sentence, s/he'll receive (2) \_\_\_\_\_  
\_\_\_\_\_
- \* The police can easily (3) \_\_\_\_\_  
British offenders with the help of electronic tagging.
- \* The contradictory policies of the British government create a difficult situation because, on the one hand, the government (4) \_\_\_\_\_  
and, on the other hand, it is encouraging alternative punishments to be imposed by the courts.



### CH. LIST OF PREPOSITIONAL PHRASES

Sözcük	İngilizce Karşılığı	Türkçe Karşılığı	Örnek Cümleler
on the brink of	on the verge of	<i>eşiğinde</i>	As polio cases surge in Nigeria and the virus spreads to other countries, western and central Africa are <b>on the brink of</b> the largest polio epidemic in recent years.
on the verge of	on the brink of, on the cusp of	<i>eşiğinde</i>	Our team is <b>on the verge of</b> a victory. Scientists are <b>on the verge of</b> a major breakthrough in the treatment of certain types of cancer.
out of all proportion	larger more serious etc. in relation to sth than is necessary or appropriate	<i>... in çok üstünde ... göre çok fazla</i>	The salary he gets is <b>out of all proportion</b> to the work he does. The prominence given to the incident was <b>out of all proportion</b> .
out of the question	impossible not feasible unthinkable	<i>olanaksız imkansız düşünülemez</i>	Buying a new car is <b>out of the question</b> .
pave the way for	create a situation in which sb will be able to do sth or sth can happen	<i>yolunu açmak</i>	The telephone <b>paved the way for</b> the information super highway. The cease-fire <b>paved the way for</b> the deployment of the UN peace keeping force.
per se	by itself for itself	<i>kendisi kendisi için</i>	Research shows that it is not divorce <b>per se</b> that harms children, but the continuing conflict between parents. Anything socially practical is good <b>per se</b> .
place emphasis on	put /lay emphasis on	<i>önem vermek</i>	The company <b>places emphasis on</b> training its staff.
the pros and cons	advantages and disadvantages	<i>avantajlar ve dezavantajlar</i>	If you need to borrow money to get through a tough financial time or start a new business, you need to carefully consider <b>the pros and cons</b> of going to a bank for a loan.

## C: IV. PREPOSITIONAL PHRASES

1.

- Alarming research suggests that the vast Amazon rainforest is on the brink of being turned into desert, with catastrophic consequences for the world's climate.
- The General Agreement on Tariffs and Trade was signed in 1948 with a view to promoting world trade.
- Israel sent soldiers to Nablus today in pursuit of explosives laboratories and suspected extremists.
- Iran refused to halt its uranium enrichment activities and was in defiance of the deadline set by the UN Security Council.
- By virtue of scientific discoveries or new technologies made or created, research and development has become an engine of economic growth.
- The government is doing virtually nothing as regards the rampant crime.

- .....for the purpose of
- .....because of
- .....in open refusal to obey
- .....on the verge of
- .....regarding, concerning
- .....in search of

2.

- All private information obtained with respect to donors and prospects is kept confidential to the fullest extent possible.
- The students' overall performance fell short of the teacher's expectations.
- Many of the things we take for granted today were undreamed of only 50 years ago.
- Some 35 war criminals are still at large.
- This statement is interesting per se.
- Given the relatively small size of the underground explosion, there are doubts that North Korea really succeeded in detonating a nuclear bomb.

- .....accept as matter of fact
- .....free
- .....in itself
- .....regarding, relating to
- .....taking into account
- .....did not come up to

3.

- Your effort is simply not on a par with what's expected from you.
- This book has nothing to do with history.
- All his efforts were in vain.
- Much of information that we gather from you is required by law and as such, you must provide this information for your membership to be considered.
- Increasing food production at the expense of tropical forests is bound to have an adverse effect on the world's ecosystem.
- He always wanted to set up an organization which would help women in trouble. To that end, he raised money, explaining his cause to people who supported him generously.

- .....useless, without result
- .....because of this
- .....at the cost of, to the detriment of
- .....is not connected with ... in any way
- .....in order to achieve this
- .....equal to, equivalent to, the same as

## C: V: PHRASAL VERB WORKSHEET

### Exercises

1.1 Underline the phrasal verbs in these texts. Remember the particle or preposition may not be immediately next to the verb.

- I decided to take up gardening, so I went to the library, took a book out and read up on the subject. I found out so many interesting things, such as the best time to plant flowers out for the summer and how to grow vegetables. I've really got into it now and spend hours in the garden every weekend.
- The other day we went off on a hike in the mountains. We put our wet-weather gear on as the weather forecast wasn't good. We set off early to avoid the rush hour and soon reached the starting point for our walk. The whole walk took about four hours and when we got back we were exhausted.
- I have to catch up on my coursework this weekend as I've fallen behind a bit. I worked on till midnight last night but I still have loads to do. I have to hand one essay in on Tuesday and another one on Friday. I'm not sure whether I'll make it, but I'll try.

1.2 Choose the correct particle to finish these song titles.

- Can't get you *off from / out of / away from* my head (Kylie Minogue)
- Hold you *against / down / at* (Jennifer Lopez)
- We can work it *with / across / out* (The Beatles)
- Send *from / in / with* the clowns (Barbra Streisand)

1.3 Complete the sentences in the right-hand column with a phrasal noun or adjective based on the phrasal verbs in the left-hand column. Use a dictionary if necessary, and remember that the particle may come at the beginning or end of the noun or adjective.

1 The school took in some outstanding students last year.	Last year's ..... included some outstanding students.
2 Some prisoners broke out of the local prison last night.	There was a(n) ..... at the local prison last night.
3 It was an experience that put everyone off.	It was a(n) ..... experience.
4 She always speaks out and gives her opinion.	She is very .....
5 A lorry which had broken down was blocking the road.	A ..... lorry was blocking the road.

1.4 Match the headlines with the sentences from the stories.

- BIG SHAKE-UP EXPECTED IN EDUCATION
- MINISTER DENIES COVER-UP
- LOCKOUT CONTINUES AT AVIATION PLANT
- BREAKAWAY GROUP TO FORM NEW PARTY
- POWER PLANT SHUTDOWN LEAVES 5,000 HOMES IN DARKNESS

- The dispute is now in its fifth week.
- Unity was no longer possible, a spokesperson said.
- The event happened at 7.45 pm with no warning.
- There will be major changes at all levels.
- There was no attempt to hide the truth, claimed Pamela Harding.

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