



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

The Department of Foreign Language Education
English Language Teaching Program

THE EFFECTS OF ACTION- ORIENTED APPROACH ON TEACHING ENGLISH
TO STUDENTS WITH MILD SPECIFIC LANGUAGE LEARNING DIFFICULTIES

ŞEYDA SARI

Ph.D. Dissertation

Ankara, 2020

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HAFİF DÜZEYDE ÖZEL DİL ÖĞRENME GÜÇLÜĞÜNE SAHİP ÖĞRENCİLER
ÜZERİNDE EYLEM ODAKLI ÖĞRETİM YAKLAŞIMININ ETKİSİ

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Ph.D. Dissertation

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Abstract

Students with Mild Specific Language Learning Difficulties have many difficulties in learning English language and learning a language takes considerably longer than their peers to achieve independent skills. Therefore, the aim of this study is to focus on the effects of An Action-Oriented Approach to teach English to secondary school students with Mild Specific Language Learning Difficulties. To achieve this aim a training programme via Action Oriented Approach prepared by the experts was conducted to 15 students with Mild Specific Language Learning Difficulties. As the quantitative data collection instruments, the study included Unit based Achievement Tests for four units and Classroom Observation Forms conducted to the students Mild Specific Language Learning Difficulties before and after the training programme. Quantitative data were analysed with using IBM SPSS 21 statistical programme and R Programme version 3.2.5 . Semi structured interview form' was developed by the researcher which was conducted to 15 teachers of students with Mild Specific Language Learning Difficulties. The qualitative data collected from the interviews were analysed through 'content analysis'. The results indicated that students with mild language learning difficulties experience delayed learning, however, with appropriate teaching methods and techniques students with MSLLD experience a qualified learning process as much as their classmates. Unit based Achievement Test of students with MSLLD showed that they can even show more progress during the learning process than their normally developing classmates. Lastly, the study indicated that Action Oriented Approach is beneficial in teaching English process even to students with Mild Language Learning Difficulties.

Keywords: action oriented approach, specific mild language learning difficulties, mixed research method, english teaching and learning, teacher training.

Öz

Bu çalışmanın amacı, Hafif Düzeyde Özel Dil Öğrenme Güçlüğü 'ne sahip olan ortaokul öğrencilerine İngilizce dilini öğretmek amacı ile Eylem Odaklı Yaklaşımın etkilerine odaklanmaktır. Bu amaca ulaşmak için, Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne sahip 15 öğrenciye uzmanlar tarafından hazırlanan Eylem Odaklı Yaklaşım ile bir eğitim programı uygulanmıştır.Çeşitli verileri dahil eden bu çalışma 'da Nicel veri toplama araçları olarak, MEB tarafından hazırlanan dört ünite için Ünite Bazlı Başarı Testleri ve Gözlem formu çalışmaya dahil edilmiştir. Her iki veri toplama aracı da ön-test ve son test olarak öğrencilere uygulanmıştır. Bu uygulama ile hem öğrencilerin öğrenme sürecin deki gelişimleri hem de normal sınıflarında öğrenim gören arkadaşlarının gelişme süreçleri ile kıyaslama yapılmıştır. Nicel veriler SPSS 21 Programı ve R Programı 3.2.5 kullanılarak analiz edilmiştir. Çalışmaya dahil edilen nitel veri toplama aracı ise çeşitli uzmanlar tarafından hazırlanan Yarı-Yapılandırılmış görüşme Formu 'dur. Görüşmelerden toplanan nitel veriler 'içerik analizi' ile analiz edilmiştir. Sonuçlar, Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne sahip öğrencilerin normal sınıf arkadaşları kadar nitelikli bir öğrenme süreci yaşadıklarını ancak uygun öğretim yöntem ve teknikleriyle bu sürecin mümkün olabileceğini göstermiştir ve Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne sahip öğrencilerin Ünite testlerinde normal olarak gelişmekte olan sınıf arkadaşlarından daha fazla ilerleme gösterebileceklerini göstermiştir. Son olarak, çalışma, Eylem Odaklı Yaklaşımın Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne sahip öğrenciler üzerinde yararlı olduğunu göstermiştir.

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Dedicated to my precious family...

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Symbols and Abbreviations

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second Language

FL: Foreign Language

LD: Learning Difficulties

MSLLD: Mild Specific Language Learning Difficulties

SEN: Special Educational Needs

AOA: Action Oriented Approach

CEFR: Common European Framework

Chapter 1

Introduction

Know me for my abilities, not my difficulties...

- Robert M. Hensel-

The knowledge and the development of language mechanisms are necessary for human communication and the formation of the authentic linguistic pictures of the world for intercultural communication.

It cannot be denied that the significance of learning a foreign language has increased in parallel with social, cultural and technological changes happening all over the world. While it is crucial that an individual learns a foreign language, learning all foreign languages is, of course, unfeasible. According to Eurydice (2017) the most studied foreign language is English in almost all European countries. Indeed, throughout the European Union, the prevalence of English as a foreign language has increased and numerous efforts aimed at promoting foreign language learning can easily be observed around the world.

Most of these efforts are implemented with the help of the European Union. Since the European Union represents a platform where different languages and cultures meet, a great deal of effort is made to facilitate intercultural education and language learnings (Eurydice, 2017). The Council of Europe and the European Union, which have developed a close cooperative relationship based on their shared values, have implemented many joint programs focused on responding to educational needs around the world (Eurydice, 2012c).

The growing mobility of people around the world has led to greater linguistic diversity and language instruction policies have had to be adapted to accommodate the resulting multilingual needs. The promotion of multilingualism has been regarded as an important guiding principal in education (Eurydice, 2008). Lowering the start of the foreign language learning to the primary level is one of the most noticeable changes.

In addition to age, issues such as the content of the curriculum, the number of weekly class hours, the length of classes, the education of teacher candidates, and continuing education of foreign language teachers matter a great deal in foreign language learning (Aktas and Isiguzel, 2014). English language is not considered as “a lesson” to study but “a language” to speak and use for communication purposes especially with the representatives of other cultures. Teachers are suggested to be the most reliable language partners of their students, course designers are suggested to consider descriptive and prescriptive implications of the CEFR (Mirici, 2015).

As in the rest of Europe, Turkey also aims to equip every student with a foreign language. As Eurydice (2017) states however, over the years, English has gradually replaced the other languages in almost all levels. Today, the first foreign language is taught from the second year of compulsory education onwards (TEPAV Project Team, 2013). In Turkey, as in other European countries, the most widespread method to learn a foreign language is by taking lessons at school (Eurydice, 2012a). In a continent encapsulating a wide range of cultures and practices, there are always lessons to be learned from other countries’ practices.

According to National Council for Curriculum and Assessment (National Council for Curriculum and Assessment, NCCA, Communication and Language, 2019), today is the time of serial network of communication with family, friends and cultural shift moreover this is generally possible with language. Therefore, belonging and general welfare is created. The importance of acquiring a foreign language has improved correspondingly with social, cultural and technological revolutions around the world cannot be rejected. Acquiring all foreign languages is no wonder impossible however the importance of acquiring a foreign language is unreputed.

In Eurydice (2017) it is stated that the most concentrated language in nearly all-European countries is English. Undeniably, the efforts to increase the importance of acquiring foreign language is observed and plenty of techniques are still alive to encourage this throughout the world.

National Council for Curriculum and Assessment (NCCA, Communication and Language, 2019) also argues that language supports individuals to clearly articulate their feelings, beliefs, and worries. As people mature, via language they

will be able to communicate for their personal needs and claim their appropriate place in the society.

Much of what and how people learn and acquire comes from the interface of language and practice. Via identification, description, classification, and modification of things and opinions, awareness and knowledge are developed and the control of language has been increased. Therefore, language comprises practice and experience. Words become the bank in which a growing fund of knowledge and concepts are saved. So language becomes the channel through which new learning is absorbed and described. Each student regardless of their disabilities or difficulties should be in this process and language should also become the channel through which new learning is absorbed and described for these students. However sometimes this process becomes difficult or sometimes impossible when there is a difficulty.

Without borders the term “learning difficulties” is defined universally in general ways. The scope and the description of this term endure its controversy. As mentioned by Westwood (2008) students who are not fast in learning, less strategic, gain less knowledge and have many troubles in connecting tasks however don't have any specific language learning difficulties are the results of their inability to transfer learning strategies. Vianin (2011) also supports the idea that at a motivational level which is low for these students may be the explanation of this lack of transfer. Language is a progressive process for all students.

Furthermore, NCCA (2019) states that however more specifically, nearly all students with Mild Specific Language Learning Difficulties (hereafter MSLLD) experience late oral language development, and some may also reveal distinctive patterns in oral language development. Although the Secondary School Curriculum states that “the child comes to school with considerable foreign language verbal facility” (English Curriculum, 2013 cited in NCCA, Communication and Language, 2019), it cannot be anticipated as true for all students with Mild Specific Language Learning Difficulties. As NCCA (2019) mentions it is very significant to diagnose the particular communicative or oral challenges that students with Mild Specific Language Learning Difficulties face during learning a foreign language at an early stage of their lives because of the related nature of oral language and literacy. Therefore; acquisition of firstly literature becomes the principle concern for students

with Mild Specific Language Learning Difficulties. It is crucial to take the needs of students with Mild Specific Language Learning Difficulties into account and mediate the Secondary School curriculum towards their needs while the main aims, comprehensive objectives and content of the Secondary School Curriculum are generally planned for all students by not leaving one of the students behind.

Mogonea (2010) intends to underline the specificity of the students with Mild Specific Language Learning Difficulties' improvements. Furthermore, Mogonea (2010) aims to characterize the useful methods, techniques and materials for students with Mild Specific Language Learning Difficulties' metacognitive skills this is because to include the non-cognitive factors in the learning process/ activities and to encourage the mental processes of those students. Also, to include self-reflection as a foundation for the development of metacognition and to assess the abilities of self-knowledge, self-analysis, self-appreciation and self-evaluation of the students who have Mild Specific Language Learning Difficulties.

There may be many reasons of Specific Language Learning Difficulties in general arising from cognitive issues or psychological and social issues and they may vary according to their levels therefore, these reasons may be grounded to theories which help experts to understand the process of learning or acquiring English Language.

For years, theories regarding English language learning have been divergent on the concept of biological innateness grounded on Chomskian perspective or sociopsychology and social factors (Pavlenko, n.d.). On the other hand, the bond of a linear relationship between factors which arises from reductionism and English language learning has been rebutted by new researches claiming the dynamism and complexity of these factors through the use of the Chaos/Complexity Theory (Safari and Rashidi, 2015). Hence, the field of English language learning research has been becoming more considerable of various factors as social, biological, behavioral, sociopsychological, self-image, etc. in determining an individual's capacity to learn a second language. Conducted studies have provided significance through model construction on sociopsychological factors that focus on student undertaking such as attitude, motivation, and innate capacity of the mind (Safari and Rashidi, 2015; Cook, 2013). Some of the most famous models of language learning include the pioneering Universal Grammar (UG) of Chomsky (1966), Competition

Model of MacWhinney (1987), Behaviorism of Skinner (1940's), Monitor Theory of Krashen (1987), Adaptive Control of Thought of Anderson (1983), Conversation Theory, Cognitive Theory, and Sociocultural Theory of Vygotsky (Cook, 2013). Though these studies are supported by logical arguments, often they have conflicting features. For instance, the Universal Grammar of Chomsky claims the innate capacity of a student to learn a language; hence, automatic registration of language patterns is an inherent characteristic of every individual. Chomsky's theory has been rebutted by the emergence of the Competition Model which states of the "dynamic processing and communication" rather than mere knowledge to learn a language. The competition model focuses on how a student utilizes a language rather than on what is built-in on his/her mind. It also introduced the four aspects of languages namely: word order, vocabulary, word forms, and intonation which compete against each other or which is used at the expense of the other depending on the language an individual pursues to communicate. Aside from the Competition model, various models have also contradicted Chomsky's. The Adaptive Control of Thought by Anderson has explained that language learning is a result of a "highly complex cognitive structure" which is produced through the gathering and fine-tuning of knowledge units. It also claims the procedural aspect of language learning rather than the declarative knowledge alone which is already stored in the mind. Hence, practice (procedural aspect) is essential to achieve language learning. Anderson's findings have provided enough support to the Behavioral theory of Skinner, which is also called S-R-R stimulus, response, and reinforcement. The theory suggests that language learning is like any other behavior which can be learned through S-R-R until it becomes a habit (Malone, 2012). Various language professionals in the likes of Krashen, Schumann, and Vygotsky have become popular due to their revolutionary views both in language learning and second language learning. Stephen Krashen's Theory of Second Language Acquisition, Schumann's Acculturation Theory, and Vygotsky's Sociocultural theory which all consider social interaction as an integral part of English language learning have been the persisting bases of modern English language learning research. Krashen's theory focuses on five main hypotheses namely: Acquisition-Learning, Monitor, Natural Order, Input, and Affective Filter.

With some incorporation from previous researches regarding biological innateness and actual communication, Krashen has addressed (through the input and Affective Filter hypotheses) the factors affecting English language learning. The input hypothesis claims that a learner develops in a “natural order” if he receives a “second language input” which is a step higher than his current linguistic competence. On the other hand, the Affective Filter hypothesis provides three important variables (motivation, self-confidence, and anxiety) towards a/an (un)successful English language learning. Learners with high motivation, high self-confidence, and low anxiety become successful English language learners because they efficiently acquire the second language inputs (Stephen Krashen’s Theory, n.d.; Malone, 2012). Schumann’s Acculturation Theory and Vygotsky’s Sociocultural Theory consider social interaction as a significant factor towards successful English language learning. In acculturation, consideration shall be made in the sociological, political, and context of the learner towards successful English language learning. The readiness of the target language group and a low affective filter in support of Krashen become the primary determinants of successful English language learning (Second Language Theories, n.d.).

On the other hand, the Sociocultural Theory emphasizes the relationship between mental functioning and the social, cultural, and historical situations where the functioning happens. Through its three important concepts which are Mediation, Zone of Proximal Development, and Scaffolding, the theory argues that English language learning occurs through a social interaction (mediation) when there is a gap between an individual’s actual developmental level and potential level (Zone of Proximal development) that he can attain through the assistance (scaffolding) of a more capable student (Safari and Rashidi, 2015). These approaches are popularly referred to as “poststructuralist approaches” since they reconceptualize L2 learning as “intrinsically social” rather than “simply cognitive” which concept is referred to as “situated learning” (Pavlenko, n.d.) Due to the conflicting ideas, continuous dynamism of English language learning, and its relativity to every student, the Chaos/Complexity Theory (C/CT) has been formulated. Under this theory, English language learning is considered as a complex nonlinear system. Hence, it is “dynamic, nonlinear, chaotic, unpredictable, sensitive to initial conditions, open, self-organizing, feedback sensitive, and adaptive (Freeman, 1997).” A C/CT model

views English language learning as something which no particular theory can explain due to its complexity. However, different theories whether nativist such as Chomsky's, Input-based such as Krashen's, Environmental such as Skinner's, or Interactionist such as Anderson's can be integrated into a whole for a better understanding of the process (Safari and Rashidi, 2015).

Because of many difficulties that students with Mild Specific Language Learning Difficulties face, many researchers with the help of such theories defined above have been conducted studies for appropriate teaching strategies in order to include students with Mild Specific Language Learning Difficulties to the language learning process. The most inclusionary method or technique to the learning process assumed to be the latest methods as Communicative Language Learning or Teaching. However up and coming studies agreed on a common idea that all the authorities who are included in the teaching process of students with Mild Specific Language Learning Difficulties should move on to other appropriate methods or approaches in line with Common European Framework as Action- Oriented Approach. Therefore, as Wernicke (2014) stated going from communicative to Action-Oriented Language Teaching means creating concrete, meaningful, and relevant situations for students and envisioning the L2 classroom as a social, collaborative, action-oriented linguistic environment and perceived as recent approach which should be included in learning-teaching process.

Furthermore, Wernicke (2014) grounds Action Oriented Approach on four basic characteristics: 1) inception (an emphasis on beginning or initial linguistic encounters), 2) brevity (adherence to efficient and prompt transfer of information), 3) self-sufficiency (generalizable or decontextualized communication), and 4) individuality (the individual as primary actor in a communicative event or interaction with only one other individual). Hereby, the Action Oriented Approach that intends to raise awareness of the world around students in terms of its historicity, permanency, and collectivity, and to consider the way in which these are connected has differences when compared with Communicative Approach.

Statement of the Problem

According to NCCA (2007) language allows individuals' participation and contribution within the family, social life and later the continuously broadening

network of connections and cultural familiarities. Such experiences produce especially sense of belonging and increase their general well-being. In the same source NCCA also points out that language also enables individuals to express their feelings, opinions, and their interests, concerns and fears clearly. While they grow up by means of the language, they will be able to communicate for their personal needs and have the privilege to search for their accurate place in ever-widening network of relationships. Mostly what the students learns and how she/he learns derive from the interaction of language and the accumulated experience. The command of language is developed via identifying, describing, categorizing and adapting the ideas and feelings while the knowledge is extended. Thus, and so, language includes and considers experience. Words become the store in which an expanding fund of knowledge and concepts are stored. Furthermore; language becomes a channel through which innovative learning is adapted and described. Being able to use this channel is a right for each student including students with foreign language learning difficulties. However, it may become very difficult or sometimes impossible depending on the level of learning difficulties. Generally, all students with MSLLD may face delayed oral language improvement and some may face variety of different patterns while language development. Therefore; particular communicative and/or oral challenges students with Mild Specific Language Learning Difficulties experience should be identified at an early stage because of the related nature of oral language and literacy. That is why conducting activities in line with the principles of Action- Oriented Approach related with language acquisition assesses communication as a social activity planned to achieve specific tasks.

There are many studies conducted on either Action- Oriented Approach or Mild Specific Language Learning Difficulties. Joy, (2011) in his study suggests that authentic texts used in the classroom should be taken into account to uncover the real patterns of language within the sociocultural context and in order to achieve this instructive goal some changes should be made such as course syllabuses and course materials. Therefore, these appropriate arrangements may include ideal materials for creating instructive activities that naturally can increase the motivation of all the students. To be more advantageous for more effective language acquisition in creating teaching and learning activities with use of

authentic language the effort to also use action-oriented instructive solutions may be important.

In literature the development is regarded as a shift, as Wernicke (2014) states this pedagogic shift, from language to language users, re-conceptualizes learners as “social agents” – that is, as members of society with specific investments in the things they do, in their social- settings, and in their relations with others.

In a global economy and increasingly multilingual society, the acquisition of a language has emerged as one of the major goals for students of the next century (Agresto, 1985). Schools often require their students to demonstrate this competency in language lessons prior to graduation (Ganschow, Myer, and Roeger, 1989). However, this requirement is difficult for many students of average to above-average ability who do not perform well in language classes (Freed, 1987). Numerous explanations have been proposed and debated concerning why some students who do well in other lessons and do not perform well in or fail in language lessons, Peculea (2014) indicates that instead of learning, the way to learn might be more particularly difficult for students who have Mild Specific Language Learning Difficulties. Nearly all the students within the learning process may face some specific problems in specific time with one or more school subjects and these problems may become stable and overwhelming for the students. Although there are many studies conducted on either Action Oriented Approach with other methods and studies which try to find out Mild Specific Language Learning Difficulties, there are no studies conducted on the effects of Action-Oriented Approach on teaching English to students with Mild Specific Language Learning Difficulties. Corresponding to all these studies the present study aimed at encouraging learners to take action and deepen their understanding of their learning process and investigating whether Action Oriented Approach is an effective way to teach English secondary school students with Mild Specific Language Learning Difficulties as a foreign language in EFL classrooms.

Aim and Significance of the Study

In Turkey according to The Ministry of National Education (MONE), General Directorate of Special Education Guidance and Counselling Services (2014) there are 5% (8871) students who have Learning Difficulties and out of 8871 students,

3.15% of the students have Mild Specific Language Learning Difficulties which consists of a high proportion. Therefore, it is important for researchers, teachers, families, managers and other partners to pay attention to these students with variety of teaching methods, techniques and approaches.

This study is necessitated by the need to identify problems in the process of foreign languages teaching and learning, to tackle innovative approaches, to help to improve communicational effectiveness for students with Mild Specific Language Learning Difficulties. Since there are not specific studies on Action-Oriented Approach and Students with Mild Specific Language Learning Difficulties the purpose of this study specifically is to investigate whether there is an effect of Action-Oriented Approach in teaching English language as a foreign language on students with Mild Specific Language Learning Difficulties.

Research Questions

The present study aims to focus on the effects of An Action-Oriented Approach to teach English to secondary school students with Mild Specific Language Learning Difficulties. Therefore, the study attempts to find out the answer to the following main research question;

“Is the Action Oriented Approach effective to teach English to secondary school students with Mild Specific Language Learning Difficulties?”

Based on this main research question, the sub-research questions are as follows;

- 1) Is there a significant difference between the Pre- Post Achievement Test Scores of the experimental group’s Unit based Achievement Test Scores of all units?

- 2) Is there a significant difference between the Pre-Post Achievement Test Scores of the experimental group’s Unit based Achievement Test Scores of each Unit?

2.a) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group's Unit based Achievement Test Scores for the unit 1 (Television)?

2.b) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group's Unit based Achievement Test Scores for the unit 2 (Superstition)?

2.c) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group's Unit based Achievement Test Scores for the unit 3 (Environment)?

2.d) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group's Unit based Achievement Test Scores for the unit 4 (Planet)?

3) Is there a significant difference between the progress of control group's and experimental group's Pre- Achievement Test Scores and Post - Achievement Test Scores for all Units?

4) Is there a significant difference between the difference of the differences of the experimental group's and the control group's Pre- Achievement Test Scores and Post -Achievement Test Scores for each Unit?

4.a) Is there a significant difference between the progress of control group's and experimental group's Pre- Achievement Test Scores and Post -Achievement Test Scores for Unit 1 Television?

4.b) Is there a significant difference between the progress of experimental group's and control group's Pre- Achievement Test Scores and Post -Achievement Test Scores for unit 2 Superstition?

4.c) Is there a significant difference between the progress of experimental group's and control group's Pre- Achievement Test Scores and Post -Achievement Test Scores for Unit 3 Environment?

4.d) Is there a significant difference between the progress of experimental group's and control group's Pre- Achievement Test Scores and Post -Achievement Test Scores for Unit 4 Planet?

5) What are the observations like during the implementations in the experimental group?

6) Do the data obtained via observation forms and unit based achievement tests coincide with each other?

7) What are the teachers' viewpoints about students learning difficulties?

7.1. As an English teacher, according to your opinion, what kind of difficulties the students face while learning English Language (grammar, reading skills, writing skills, speaking skills, pronunciation)

7.1.a. What kind of difficulties do students face while learning grammar in English?

7.1.b. What kind of difficulties do students face while learning reading skills in English?

7.1.c. What kind of difficulties do students face while learning writing skills in English?

7.1.d. What kind of difficulties do students face while learning speaking skills in English?

7.1.e. What kind of difficulties do students face while learning listening skills in English?

7.1.f. What kind of difficulties do students face while learning pronunciation skills in English?

7.2. Have you observed any changes in your students during and after conducting the Action-Oriented Approach method?

7.3. Did your students reflect their thoughts on the supportive education they received?

7.4 As an English teacher, according to your opinion, what kind of supportive activities can be done with your students except the supportive education to decrease the difficulties they face?

Assumptions of the Study

In this study, it is assumed that:

1. The participants who are challenging with Mild Specific Language Difficulties in secondary school were eager to take part in the study.
2. The researcher made use of purposeful sampling where the participants were selected from those whom she could learn most and spend most time, and who she could most access.
3. Interview group participants answered semi-structured questions faithfully and sincerely.
4. The teaching activities conducted with using Action Oriented Approach were accepted as in accordance with the purpose of the thesis.
5. Students who were observed during class activities for eight weeks did not change their behaviors and attitudes just because they participated in a research study.
6. Pre and post The Ministry of National Education Unit Based Achievement Tests were administered and accepted as in accordance with the purpose of the study.
7. The number of the students and the teachers who participated in this study was enough to collect reliable statistical data.

Limitations of the Study

As in almost every study, this current study may have some limitations. First of all, for the quantitative part, the scope of the study can be limited with both the number of the students who will contribute to the study and the place. The number of the students who may contribute to the study from only secondary schools, second grade will be thirty (30) and the study will be conducted in Konya city. Thirty

(30) students who will be included in the study are selected with the help of three districts' Research and Counselling Centers.

Secondly as learning difficulties is the broadest term in this study, the study includes very specific portion of students who have learning difficulties. As this study consist of student with 'Mild Specific Language Learning Difficulties there is another issue that can be counted as a big limitation. The students included in this study are tried to be selected from 56 students who are diagnosed as Mild Specific Language Learning Difficulties and also students who have difficulty more in language. Therefore; only 15 students out of 56 students are selected to participate.

Thirdly, for one specific approach which is called Action-Oriented Approach students with Mild Specific Language Learning Difficulties will be treated with teaching activities for eight weeks, 30-45 minutes for each lesson. Therefore, two weeks will be spent for each unit. Teaching activities will be conducted to the students while the teaching activities process, relevant to the students' units. Furthermore, teaching activities based on real-life tasks will be prepared for only four units which will be Television, Superstition, Environment and Planet.

For the qualitative part the scope of the study is limited with 15 secondary school second grade inclusive classroom teachers who are currently teaching to students with Mild Specific Language Learning Difficulties who will contribute to the study in Konya city. Because of the limited number of students and teachers and one specific approach which will be used while conducting the study, these limitations should be taken into consideration for further research studies.

Definitions of Terms

Action Oriented Approach: In Kaliska's (2016) study according to CEFR (2001:9) Action-Oriented Approach is defined as it "views users and learners of a language primarily as 'social agents' as members of community who have tasks to complete in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech appear within language activities, these activities direct to a larger social context, although alone not difficult to understand the full meaning. Action in language is seen as language tasks succeeded by learners in a given situational context. The Action-Oriented Approach, therefore, also takes into account the cognitive, emotional and volitional resources

and the full range of abilities specific to and applied by the individual as a social agent (CEFR, 2001: 9).

Inclusive School: In The Salamanca Statement and Framework for Action on Special Needs Education (1994), the concept of an inclusive school is described as that the basic value of the this school is that all students should study and understand together without taking into account their difficulties or differences, in all possible settings. Inclusive schools must distinguish and react to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school. (UNESCO 1994: 11–12)

Mild Specific Language Learning Difficulties: Learning difficulties are caused by a difference in brain structure that is present at birth, is often hereditary, and is often related to specific language problems (Peculea, 2014). Language-based learning difficulties are problems with age-appropriate reading, spelling, and/or writing. This difficulty is not about how smart a person is. Most people diagnosed with learning difficulties have an average intelligence. Mild Specific Language Learning Difficulties refer to a spectrum of difficulties related to the understanding and use of spoken and written language. MSLLD is a common cause of students' academic struggles because weak language skills impede comprehension and communication, which are the basis for most school activity.

Special education: Special education also called special needs education, the education of children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. Special education serves children with emotional, behavioral, or cognitive impairments or with intellectual, hearing, vision, speech, or learning disabilities; gifted children with advanced academic abilities; and children with orthopedic or neurological impairment. Even though the number of students with Special Educational Needs in regular school settings has began to increase, there are still many of them who are not included (Sari, 2003).

Chapter 2

Literature Review

Introduction

This chapter underlines the definition of Special Education, The Origins of Special Education, Philosophical Underpinnings of Special Education, Special Education in World, Categories of Special Education and specifically Learning Difficulties and Mild Specific Language Learning Difficulties from the general to the specific. Furthermore, this chapter includes the Action-Oriented Approach and its features and lastly studies conducted on Action-Oriented Approach and Mild Specific Language Learning Difficulties.

Special Education and The Origins of Special Education

The specific term 'special education' seems to have been first used publicly by Alexander Graham Bell at a National Education Association meeting in 1884 (Winzer, 1998). Nevertheless, this specific field has a long and deep history which has been influenced by a combination of variety factors as legal, economic, international, philosophical, political and sociocultural (Fleischer and Zames, 2001; Giordano, 2007). Although the history of special education has experienced many changes till now (Osgood, 2007; Reynolds,1989),continuing successes, challenges and debates related to 1) the objectives of special education 2) the crowds that are served 3) the identification of effective pedagogical practices and related services; and (4) the effect of special education on individuals with difficulties still continue.

To promote educational, social, behavioral, and physical developments of people with difficulties, nowadays special education has progressed into (Heward, 2006) the transference of research-based instructional and assessment practices and related services. The inhuman treatments to people who has difficulties was considered normal although there was very little record existed before 1700's. Nevertheless, in the sixteenth and seventeenth centuries this situation has begun to change as a result of increasing number of educated people, academicians and experts (D'Antonio, 2004; Winzer, 1998).

Philosophical Underpinnings of Special Education

Beliefs about the essence of human nature, human reason, human rights and dignity, and self-sufficiency lead the way to the education of people with difficulties in 1500s and 1600s in France where many remarkable efforts to educate people began (Winzer,1993).

This intellectual movement referred to as the enlightenment, raised questions about conventional notions regarding sociopolitical structures and called for an egalitarian and just society that acknowledged the rights of all of its citizens (Knight, 1968; Safford and Safford,1996; Winzer,1993). Developing philosophical beliefs also in England and Turkey inspired better treatments and variety of new efforts to educate individuals with difficulties.

Recently, the number of researches conducted in the area of special education has increased a lot which plays a critical role in inspiring and updating special education practices. Ataman (2003), defines special education as ‘special education is the form of education, which aims to gain skills to children with special needs which help children with special needs to be independent and productive individuals. However, special education legislation of Turkey (MONE Report, 2012), explained special education as ‘special education aims to gain individuals with special needs to grow up as a productive and happy citizen who achieve social roles, establish good relationships with others, work with cooperation, live independently in the society, develop basic living skills about being self-sufficient, prepare for life, higher education and occupational life with the use of appropriate education programmes, special method, personnel and material based on their educational needs, capabilities, interests and talents through the general purpose and basic principles of Turkish National Education’. Moreover special education legislation of Turkey (MONE Report, 2006) classified individuals with special needs as individual with severe disability, individuals with multiple disabilities, individual with very severe disability, individual with attention deficit hyperactivity disorder (ADHD), individual with language and speech disorder, individual with visual impairment, individual with mild disability, individual with hearing impairment, individual with moderate disability, individual with physical disability, individual with autism, individual with learning disability, individual with cerebral palsy, individual with chronic disease, gifted individuals and individual with mental retardation (MONE Report, 2006).

Because of the improvement of democratic viewpoints, each person should have a chance to be educated and cultured to the degree of his/her capability and to accomplish these goals education planning has to be developed. However, even till today not all exceptional people had the chance to benefit from educational plannings.

Special Education in World

Special educators should face variety of challenges and responsibilities to effectively educate exceptional children. Each country has their own application strategies, practices and paths. The following mini information are examples of comparative studies of educators to decide on the procedures to meet the specific needs in countries:

(a)Japan: In Japan according to OECD (Organization of Economic Cooperation and Development) special education has altered to special support education to meet the needs of children with difficulties. Schools include five types of exceptionalities and currently accommodating children. Many modern reforms had been conducted nevertheless the importance was on the elimination of these special schools and instead establishing community schools which will function as educational support centers (Kaorum, 2010).

(b)Germany: Many forms of beneficial institutional and educational co-operation between mainstream schools and special schools have developed. The curricula which is valid in Germany guarantee that students with learning difficulties receive appropriate and equal opportunity. It is estimated that 2.4% of all school age children need special education (European Agency for Development in Special Needs Education, 2009).

(c) Turkey: Guidance and Research Under the Department of Education undertakes the Assessment of children with special educational needs. In 2004-2005 approximately 10,000 students at primary level and 1,230 students at secondary level attended special schools or similar institutions (Report of Arion Study visit to Eskisehir, 2005).

(d) United Kingdom: Cabinet Office reported that 772,000 children (7% of all children) have variety of difficulties, United Kingdom allocated 31 million pounds

sterling to improve outcomes of children with SEN (Special Educational Needs) (Department for children, schools and families, 2009).

(e) United States of America: United States of America gave emphasis on inclusion which is considered to reduce social disgraces and improve academic achievement. Three out of five students with learning difficulties spend the majority of their time in the regular classrooms (Cortiella, 2009) in either of the two sub-types of inclusion, that is the regular inclusion, for nearly all the day, supplemented by services outside the regular classroom, or the full inclusion, in which case the children remain in the general classrooms all the time (Bowe and Frank, 2005). Other provisions include: (a) Free and appropriate public education (FAPE), (b) receipt of special educational services for students with physical and non-physical disabilities, (c) a transition plan focused on the students' life after school, and (d) distribution of publications and resources to assist families of children with disabilities, developed by OSEP (Office of Special Education Programmes), USA-Department of Education (2009).

The Shift From 'Integration To Inclusion' In Special Education and 'Education For All'.

A quick look at special education history leads to think that throughout centuries there has been a great development. Four stages of this improvement process are as follows; (Buchem, 2013):

a) Exclusion: the term with which people believed that students with difficulties or special needs were excluded from all social contexts (family, school, community);

b) Segregation: the term with which people thought that students required and were likely to be educated but still, remained separated from the rest of society;

c) Integration: In this stage, the term with which people thought that students should gain a seat and were required to create new spaces in public schools so they could socialize with the other students who don't have specific difficulties. In the definition of this term 'spaces' meant regular classrooms, special education classrooms and pull out services (Franklin, 1996: 18);

d) Inclusion: In this stage, the term with which people thought that each educational environment as social structures and socio-educational actions are designed from the beginning considering the students with special needs.

With the Salamanca Statement this first stage has begun in which the delegates of the World Conference on Special Needs Education were gathered. Ninety-two governments were represented and twenty-five international organizations, confirmed their commitment to “Education for All” (Jomtien, 1990) announcing five principles that would arrange special education policies and practices (UNESCO, 1994);

1. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

2. Every child has unique characteristics, interests, abilities and learning needs.

3. Education systems educational programmes should be designed by taking into account the wide diversity of these characteristics and needs.

4. Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy.

5. Regular schools with this inclusive orientation are the most effective means of struggling intolerant attitudes, creating welcoming society, building an inclusive society and achieving education for all; moreover, they provide effective education to the majority and improve the efficiency and ultimately provide cost-effectiveness of the entire educational system.

The question ‘Which is the best place for students with special needs?’ asked first by Dunn (1968) and many years later it was emphasised again within the context of the Education for All Handicapped Children Act —later known as IDEA— has always gained ground in the field of special education. Researchers gave a practical response to this question after many years of debate and she argued that ‘in practical terms, the question of where students with difficulties should be educated is misguided. The question has been antithetical to the kind of individualized planning that is the guarantee of special education for students with

difficulties” . The reason to be perceived as unethical is the idea ‘Education for All’ which is a movement that is unexpectedly, against the basis of special education that demands a personalized attention centered on the abilities and disabilities that every person has.

When asking which is the best place for students with special needs? Dunn considers the questions in order to determine the best place for all students with special needs (2014: 1324). At the end experts end up with saying that argues if special education as proposed in the fourth stage (as inclusion) might end up identifying with general education as Fuchs and Fuchs, (1995) stated.

Nonetheless, because the bare meaning of education is the student’s growth in all aspects in order to reach self-development (Polo, 2006) special or regular (mainstream) education, both must always be personalized, never general -"to all”.

The "Education for All" (EFA) movement is a global commitment to provide equal quality basic education to all children, youth and adults. This commitment arose in the context of the World Conference on Education for All of UNESCO held in Jomtien, Thailand, in 1990 (Inter-Agency Commission, 1990) and was later revised and discussed in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in 1993; the World Conference on Special Needs Education. Access and Quality held in 1994; the International Conference of Dakar in 2000 and the International Convention on the Rights of Persons with Disabilities 2006.

The term "inclusion" showed up for the first time in World Conference held in 1994 and the Salamanca statement seemed to be the result of this Conference. This special term was a step beyond the concept of "integration", which was used until then to define the actions towards integrating children and young people with special needs in mainstream education and community.

As reflected by experts and in ‘Salamanca Statement’ “the experience in many countries demonstrates that the integration of children and youth with special educational needs is best achieved within inclusive schools that serve all children within a community. It is within the context of special educational needs can achieve the fullest educational progress and social integration” (UNESCO, 1994).

Categories of Special Education

Intellectual Disabilities. There have been many changes in the way people with an intellectual disability have been named and categorized. Terms formerly used such as idiot, imbecile, feeble-minded, mentally subnormal, moron, mentally deficient and retarded are now seen as highly pejorative and stigmatizing, although at the time of their use they were acceptable terms in the scientific literature. Brown (2007) distinguished between the literal, definitional and social meanings of terms. He suggested that the literal meaning is the simplest and broadest understanding of a term. Therefore, intellectual disability in the literal sense ‘refers to some restriction or lack of ability having to do with human intellect’ (Brown, 2007: 3). But at times there may be a need to adopt a more specific definitional meaning; examples being the way professional or policy planners may choose to define the condition in different ways. These may vary across disciplines and/or across countries. For example, the World Health Organisation (WHO), the American Psychiatric Association (2013) and the AAIDD each has different definitions of intellectual disability. Finally, changing social values and attitudes may impact both the literal and definitional meanings. For instance, the term ‘mental retardation’ came to be seen as an insulting term and has been gradually replaced by the term ‘intellectual disability’ in many parts of the English-speaking world. American Psychiatric Association (2013) declares that intellectual disability involves impairments of general mental abilities that impact adaptive functioning in three domains, or areas. These domains determine how well an individual cope with everyday tasks:

- 1) The conceptual domain includes skills in language, reading, writing, math, reasoning, knowledge, and memory,
- 2) The social domain refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities,
- 3) The practical domain centers on self-management in areas such as personal care, job responsibilities, money management, recreation, and organizing school and work tasks.

While intellectual disability does not have a specific age requirement, an individual’s symptoms must begin during the developmental period and are

diagnosed based on the severity of deficits in adaptive functioning. The disorder is considered chronic and often co-occurs with other mental conditions like depression, attention-deficit/hyperactivity disorder, and autism spectrum disorder.

Language and Speech Impairment/Difficulties. As Miller (1991) states "People with language difficulties evidence strengths in conversation skills. They are purposeful and responsive; however, communication is limited by their mastery of grammatical form." (p. 6). Speech and Language Difficulties include a variety of conditions that interfere with communication. These problems range from simple sound substitutions to the inability to understand and organize language. Causes of Speech and Language Difficulties include hearing loss, neurological disorders, traumatic brain injury, cognitive disorders, and physical disabilities. Frequently the cause is unknown. Many Speech and Language Difficulties are subtle in appearance. The individual often lacks visible abnormalities which masks the fact s/he even has Speech and Language Difficulties.

Learning Difficulties.

The broad term 'learning difficulties is the general term which includes 'specific learning difficulties (language and speech difficulties, foreign language learning difficulties.). There are still debates on the scope and definition of this concept. Learning difficulties cover a wide spectrum of disorders ranging from mild to severe. They can include mental, physical, behavioral and emotional difficulties (Sari,2017).

Students who cannot transfer learning strategies because of many reasons such as being slower, less strategic, gain less knowledge and have more difficulties to connect tasks are named as students who have learning difficulties (Vianin, 2011). Peculea (2015) mentions that some researchers also sustain that this lack of transfer has an explanation at a motivational level which is low for these students.

Peculea (2015) states that outside factors such as quality and type of education, teachers' expectations, curriculum relevancy, class environment, interpersonal dynamics inside the group and relationship with teacher will be more

professional to investigate, rather than always focusing on students' internal factors or from his culture and family.

The attempt to identify best ways to help a student with learning difficulties implies finding the most significant factors, which has to be approached, offering to students a high-level education. High level of teaching usually suggests clear presentation of information, abilities and strategies by the teacher, explicit teaching, direct, active engagement of students, practice guided with feedback, independent practice and frequent revisions. According to Westwood (2011) Students' learning difficulties can be attributed to different factors.

Peculea (2015) discusses that teaching experiences notice the existence of a particular group of children which appear to be regular students, but their average level of performance is due to reduced learning abilities, hiding their learning difficulties. This category of students is more difficult to identify. Therefore, teacher's educational intervention becomes very important on learning difficulties' support educational programmes. Students who have learning difficulties are considered clearly different from mental disorders, characterizing children in the sphere of 'normality'. Normality is understood as being related with an IQ at or above medium liminal zone.

Peters and Viola (2003) and Tardif (2006) state that in education, the interest on learning strategies because of students who have learning difficulties has increased with the idea of competences, moreover, strategies are considered part of the resources that the student must engage in the exercise of his competences. Terms as learning strategies, teaching strategies, strategic learning are widely used to suggest that students can choose specific procedures to carry out certain tasks. Strategies are there to improve students language, reading, writing, speaking, math and problem-solving performances. Based on work in cognitive psychology Fenfang (2010) defines strategies as learning techniques, problem-solving behaviors or study skills that make learning more efficient and effective. When the learners are aware of their self-learning processes and able to control his/her skills to use specific skills and strategies this is called 'strategic learning'.

These characteristics of learning are well defined by the concept of strategic learning (Vianin, 2011). According to Butler (1998), the terms 'strategic learning'

contains variety of and repeated cognitive activities including analyzing tasks, selecting, adaptation or invention of strategies, monitoring performances as well as adapting necessary approaches. Hence, together with motivational and emotional processes cognitive activities should be included for an effective strategic learning. Connected with strategic learning also strategic teaching is important for the acquisition of both declarative knowledge, as well as the strategic and procedural knowledge. Strategic and procedural knowledge promote autonomy and help students reach their higher taxonomic levels of thinking. As Bocoş, Stan and Manea (2008) state Strategic teaching shapes, learning strategies adopted by students and high intrinsic motivation strategies for acquiring a progressively more complex knowledge. In researches of Boekaerts and Corno (2005) they indicated that students' self-regulated learning strategies are very significant for better performance in school learning. There are variety of studies conducted on this issue and show that students with learning difficulties perform worse because of not enough good strategies. Cognitive and metacognitive inadequate strategies are observed while the learning process and these students try to overcome this issue by overusing the ones, they are most familiar (Vianin, 2011). Sometimes, even if the students with difficulties know adequate strategies, they may not have enough motivation to use it. Some researchers (Paris, 1988) describe learning by dividing it in to two components as ability (learning strategies) or as desire (motivation to use learning strategies). In general, the characteristics of these students may be limited use of the self-regulated strategies and the lack of transfer of strategies to new situations. Peculea (2015) in her study presented that students who have difficulties not only use inadequate strategies but also, they use these strategies in an ineffective way. Of course, the effective use of the strategy requires a certain degree of metacognitive knowledge (Peculea, 2015), which are the strategies of the student's repertoire and in what situations should be applied. Therefore, metacognition is a significant process in learning. As Cocoradă (2009) discusses students who are able to use metacognition effectively form their autonomy with the advantage to control and conduct learning approach also with increase of student activism it stimulates learning process.

It promotes the transfer of information and procedures, setting fastest effective strategies, allow learning to continue and provide resources for new

learnings. While conducting metacognitive activities teachers should be careful that activities should be automated so that they are not made aware.

Therefore; Peculea (2015) emphasizes in her study that teachers help and guidance for these students are significant to acquire skills and metacognitive awareness, learn to know their own thoughts, to control information processing capacity, to become aware of the thinking strategies, to monitor the effectiveness of strategies and self-evaluation their progress. In other words, metacognition should be the subject to an explicit intentional learning and not as it is in this moment left to an implicit incidental learning.

Specific Learning Difficulties.

Snowling (2005) defines 'Specific learning difficulties (SLD) as 'the unexpected problems that students face in academic learning process'. Snowling (2005) also states that these children's difficulties are out of line with what are 'expected' given their age and general cognitive ability.

On the contrary, the term specific learning disabilities (mental retardation in the USA) is defined as problems which occur in the context of more global delays in cognitive development, signalled by low IQ. Experts describe specific learning disabilities and specific learning difficulties distinctly from each other (Snowling, 2005: 4). Rather SLD is a statistical definition that should be regarded as the starting point of a more detailed assessment of the child's strengths and difficulties. The first two letters of 'SLD' acronym is recognized as 'Specific learning' however the third letter varies from 'Disability' to 'Difficulties' and, more recently, 'Differences' (Gibbs et al., 2007; Cole and Kraft, 1964; Pollak, 2009). With this variety in terminology comes a variety of inferred meaning. All these definitions mean that students who have 'Specific learning disabilities or difficulties' are less able than others. It indicates that their difficulties have negative impact on their abilities and learnings and could be perceived as an insurmountable obstacle – especially in trying to access higher education (Pollak, 2009). Labelled as 'disabled' may also have psychological effects on students. However; being labeled as 'disabled' may allow students to receive support and fund.

On the other hand the term 'Specific Learning Difficulty' may infer that these students will of course acquire and learn and use their abilities however they will struggle compared to their peers. It implies milder problems than term disability – suggesting that issues may be overcome with supportive measures, which can allow them reach their full potential (British Dyslexia Association, 2005; Riddick, 2009).

Furthermore, calling them Specific Learning Difficulties may infer that individuals with SLDs do not have difficulties at all – but that they simply learn in different, unexpected ways (Pollak, 2009). The British Dyslexia Association first coined the term Specific Learning Difference in 2005 (British Dyslexia Association, 2005). Here they explained that, through using the term difference, it allows equal focus on both the strengths and weaknesses of individuals. It also places the emphasis on the teacher, to ensure that their lessons are inclusive to all learners (British Dyslexia Association, 2005).

However, for those with more severe SLDs, calling it a difference may leave them feeling as though the challenges they face are not acknowledged, or not validated.

Snowling, Muter and Carroll (2007) discuss that in contrast to general learning disabilities where there is global developmental delay associated with a low IQ, SLDs' are associated with impairments which affect the child's ability to learn in a normal educational environment. She also mentions that all individuals have a range of cognitive strengths and weaknesses which are on a continuum in the general population. These relative strengths and weaknesses may affect learning style and the child's interests (e.g. strong spatial ability or untidy handwriting) but the degree of variation should not affect overall progress at school broadly in line with the individual's IQ. Snowling and Stackhouse (2005) states that A child is considered to have an SLD when his attainment in a specific area, such as reading, is significantly below that which would be predicted from his general cognitive ability. There is a discrepancy between actual and expected attainment which holds the child back compared with his peers and which cannot be accounted for by other factors such as sensory impairment, absence from school, changes of school, poor teaching or academic failure associated with emotional and behavioural problems. Unfortunately, when other potential causes for underachievement are present, especially in disadvantaged populations, SLDs may be missed or identified late so

they are difficult to remediate and problems become compounded by secondary behavioural problems and disrupted education as a result of disaffection.

Nature and causes of Specific Learning Difficulties. Snowling, Muter and Carroll (2007) mention that there is a strong genetic contribution to all SLDs. In the past they often went unrecognized and parents may give a history of struggling in school or dropping out early. Once recognized in their child, a parent often realizes they had similar difficulties. Parental illiteracy, which is often concealed, can exacerbate literacy difficulties as the parent cannot read to their child and may not have books and other printed material at home.

It is recognized that the cognitive component which has highest heritability is phonological processing ability, affecting language development as well as ability to both read and spell, whereas reading comprehension is more affected by environmental factors. A study of non-adoptive sibling pairs suggested the genetic contribution to reading performance was stable in childhood and any changes were related to environmental influences.

Bayliss, Jarrold, Baddeley and Leigh (2005) discussed that however, it is possible that individuals with a learning difficulty may experience difficulties with the specific processing and/or storage requirements involved in each working memory task. This would have a detrimental effect on their overall working memory performance and may account for some of the discrepancies in the literature in terms of the domain generality or domain specificity of working memory deficits. The importance of the studies results as in (Hitch and McAuley, 1991) and as in (Siegel and Ryan, 1989) are that they highlight the need to examine performance on the individual components of the complex span task as well as overall performance to understand the working memory difficulties associated with atypical development. Although the working memory performance of children with specific learning difficulties has been well documented, only a limited number of studies have examined the working memory abilities of individuals with generalized learning difficulties that have no specific origin. In some of these studies, individuals with generalized learning difficulties have shown deficits relative to typically developing children matched for mental age in terms of their complex span (Russell, Jarrold, and Henry, 1996), word span (Hulme and Mackenzie, 1992; Russell et al., 1996), and digit span performance (Hulme and Mackenzie, 1992). However, other studies

have found no differences between these groups in terms of word span (Jarrold, Baddeley, and Hewes, 2000), digit span, and spatial span performance (Jarrold and Baddeley, 1997). In an attempt to clarify these findings, Henry (2001) examined the performance of children with borderline, Mild and Moderate Specific Language Learning Difficulties and that of a chronological age-matched control group on a battery of working memory tests designed to assess verbal short-term memory, visuospatial short-term memory, and complex span performance. Henry (2001) found that the performance of children with Mild and Moderate Specific Language Learning Difficulties was significantly lower than that of their age-matched peers across all working memory measures. Furthermore, although the children with Mild and Moderate Specific Language Learning Difficulties were comparable in terms of verbal and visuospatial short-term memory performance, the children with Moderate Specific Language Learning Difficulties were significantly poorer in terms of complex span performance. Henry (2001) argued that the complex span tasks required central executive resources (Baddeley, 1986) and that these measures were best able to distinguish between learning difficulty subgroups. Similar findings were reported by Gathercole and Pickering (2001) in relation to the working memory performance of children recognized as having special educational needs (SEN). They found that children with SEN were impaired relative to children with no SEN on a range of working memory tasks but that these deficits were most evident on measures designed to tap the central executive (which included two complex span tasks) and visuospatial storage components of working memory, although it should be noted that group differences were not always evident at the level of individual tests. Gathercole and Pickering suggested that the restricted capacity of SEN children for the simultaneous processing and storage of incoming information might be a key feature in their failure to progress at the normal rate. These same authors have reported similar results in relation to children with low achievement in the national curriculum (Gathercole and Pickering, 2000b). However, more recently, Pickering and Gathercole (2004) found that children identified as having SEN in both English and mathematics showed impairments relative to other SEN groups across tests of central executive function, visuospatial short-term memory, and phonological short-term memory. Thus, individuals with more pervasive learning problems appear to have broad working memory deficits. Although these studies are informative in terms of differences in overall level of working memory

performance between typically developing and learning-disabled groups, they fail to tell us whether the working memory performance of these individuals rejects the same underlying limitations and cognitive operations. Numminen, Service, and Ruoppila (2002) pointed out that most studies of working memory in intellectually disabled groups assume that working memory tasks measure the same memory components and cognitive functions as in the general population but that this is not necessarily the case.

In general, it is found that both individual differences in processing speed and storage ability were important predictors of complex span performance (Bayliss et al., 2003). Moreover, the contribution of processing speed was domain general, whereas the contribution of storage ability was largely domain specific. In addition, it is found that residual variance in complex span performance that was independent of the processing and storage operations was an important predictor of language and mathematics ability.

The continuum of learning ability. In an attempt to explain the wide range of different abilities the idea of a continuum of learning has been used for some time. The terms currently used are shown on the continuum below and are then described in more detail.

- a) **Profound** – People with profound intellectual and multiple disabilities, or profound and multiple learning disabilities (PMLD), can be some of the most disabled individuals in our communities. They have a profound intellectual difficulty, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding. In addition, they may have multiple disabilities, which can include impairments of vision, hearing and movement as well as other challenges such as epilepsy and autism. Most people in this group need support with mobility and many have complex health needs requiring extensive support. People with profound intellectual and multiple disabilities may have considerable difficulty communicating and characteristically have very limited understanding. Many people express themselves through non-verbal means, or at most through using a few words or symbols. In addition, some people need support with behaviour that is seen as challenging, such as self-injury.

- b) Severe** – People with a severe learning difficulty often use basic words and gestures to communicate their needs. Many need a high level of support with everyday activities such as cooking, budgeting, cleaning and shopping, but many can look after some if not all of their own personal care needs. Some people have additional medical needs and some need support with mobility issues.
- c) Moderate** – People with a moderate learning difficulty are likely to have some language skills that mean they can communicate about their day to day needs and wishes. People may need some support with caring for themselves, but many will be able to carry out day to day tasks with support.
- d) Mild** – A person who is said to have a mild learning difficulty is usually able to hold a conversation, and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas. People are often independent in caring for themselves and doing many everyday tasks. They usually have some basic reading and writing skills. People with a mild learning difficulty quite often go undiagnosed. Most people still need appropriate support with tasks such as budgeting and completing forms. Using labels for learning difficulty can be both helpful and unhelpful at the same time. It can be helpful to the person, their family or those people who work with them to understand their needs and what support they might need. However, the categories can be unhelpful if the person with the learning difficulty is just seen as that label, for example ‘profound learning difficulty’,

Mild Specific Language Learning Difficulties. Learning disabilities are caused by a difference in brain structure that is present at birth, is often hereditary, and is often related to specific language problems. Language-based learning difficulties are problems with age-appropriate reading, spelling, and/or writing. This disorder is not about how smart a person is. Most people diagnosed with learning difficulties have average to superior intelligence. Language-based learning difficulty (LBLD) refers to a spectrum of difficulties related to the understanding and use of spoken and written language. LBLD is a common cause of students' academic

struggles because weak language skills impede comprehension and communication, which are the basis for most school activity.

Language enables individuals to engage socially, initially within the family, and later in an ever-widening network of relationships and cultural experiences. Such experiences create a sense of belonging and enhance general well-being. Language enables individuals to give expression to their feelings, ideas, and concerns. As they mature, it is through language that they will communicate their personal needs and claim their rightful place in society. Much of what the student learns and the way he/she learns it comes from the interaction of language and experience. Through naming, describing, classifying, and modifying things and ideas knowledge is extended and the command of language developed. In this way language subsumes experience. Words become the bank in which a growing fund of knowledge and concepts is stored. Thus, language is the medium through which new learning is assimilated and defined.

Language is a developmental process for all students however, all students with Mild Specific Language Learning Difficulties will experience delayed oral language development, and some can also exhibit different patterns in oral language development. Although the Secondary School Curriculum states that ‘the child comes to school with considerable verbal facility’ (English Curriculum, 2013: 2), it cannot be assumed that this is true in the case of all students with Mild Specific Learning Difficulties. Because of the interrelated nature of oral language and literacy it is of vital importance that the particular communicative and/or oral challenges experienced by students with Mild Specific Learning Difficulties are identified at an early stage. The acquisition of literacy is a central concern for students with Mild Language Learning Difficulties. While the core aims, broad objectives, and content of the Secondary School Curriculum are intended for all students it may be necessary to mediate these in a manner that will take account of the needs of an individual learner. Parents should be kept fully informed of their children’s development and be made aware of any difficulties they are experiencing in achieving literacy. The role of the parent in helping and encouraging the student at home is of vital importance. For older students who have not been successful in adequately mastering literacy skills, the development of functional reading (social sight vocabulary and reading for ‘preservation’) and functional writing skills should

be promoted, in order to enable these students to participate as fully as possible in society. The centrality of language The Secondary School Curriculum highlights the centrality of language and states, 'The better the student's ability with language the more effectively he/ she will learn.' (Secondary School Curriculum: English, Teacher Guideline, 2013: 2).

The importance of learning through language as well as language learning is highlighted in the School Curriculums. The Communication and Language Guidelines for Teachers of Students with Mild Specific Learning Difficulties are also informed by the principle of language learning. Access to the overall curriculum for many students with Mild Specific Learning Difficulties will be determined to a large extent by oral language capabilities. For most students, the three language skills, oral language, reading and writing, will draw from and feed into one another to form an integrated process of language learning. For students with Mild Specific Learning Difficulties oral language may be the principle means of accessing the curriculum. Due to the fact that a significant number of these students remain longer at the learning to read stage, and progress more slowly to the reading to learn stage in their primary and secondary years and beyond, their experience of reading will not necessarily support oral language development to the extent it does for other students. There may not be a close relationship between competence in reading and the ability to express oneself in writing because of problems individuals may have in relation to perceptual (spatial and visual) motor development. In addition to its importance for language learning, oral language is central to mediating the wider dimension of the overall curriculum. Therefore, the oral component of every lesson should be given special consideration. New ideas should be introduced orally before being presented in print to students. The developmental age and individual strengths and challenges of the student need to be taken account of when considering appropriate strategies and selecting materials.

A more functional approach, focusing on individual needs, is recommended for the student who has serious difficulties in acquiring oral language and reading and writing skills. Appropriate teaching strategies to address the possible areas of difficulty are suggested. These areas are addressed in relation to the four strands of the English curriculum. Students with Mild Specific Learning Difficulties are frequently described as mastering speech and language milestones at a later stage,

but in the same general developmental sequence, as peers of the same age. This delayed development, however, does not imply that these students will eventually catch up on their peers. The speech and language assessment profiles for some of these students will indicate that both the rate of language development and the sequence of language acquisition differ. Whereas one student may have strengths in the area of communication and have serious articulation difficulties, another may speak very clearly but be a poor communicator. Students with Mild Specific Learning Difficulties will tend to use shorter, less complex sentences with more immature articulation patterns. The vocabulary used will be mainly concrete and they are more likely to talk about themselves or to talk repeatedly about the same subject. Students who have specific difficulties in establishing and maintaining eye contact, in interpreting facial cues, or in acknowledging or understanding another's emotional state will have resulting difficulties in effecting meaningful communication. They may not recognise that a breakdown in communication has occurred and, even when they do, may lack the skills necessary to rectify or repair the situation. Students with Mild General Learning Difficulties are not a homogenous group. A specific area of difficulty may be diagnosed in the case of only some students. In other cases no such specific difficulty may be diagnosed. It is important that teachers and other professionals are aware of the implications of a given diagnosis for the individual student's language development.

Since students with Mild Specific Learning Difficulties may take considerably longer than their peers to achieve independent skills, much praise and positive reinforcement is needed in order to encourage them to persevere in the acquisition of these skills. Students should be included in discussions relating to their own particular difficulties and the setting of realistic achievable learning targets. The approaches and methodologies used in the student's earliest experiences of literacy should be pitched at a level that is appropriate to the student's age and stage of development. In addition, support materials used should be attractive and interesting, in order to encourage the student to engage in the literacy activities. In general, students link new knowledge to knowledge that has been previously learned. The student, therefore, is active in the learning process. A significant amount of learning also occurs incidentally, either within or outside a normal class lesson. However, the student with Mild Specific Learning Difficulties may experience

problems making such connections and it cannot be assumed that learning is taking place incidentally, as it may do with other students. Without explicit instruction the student may not automatically make connections between the spoken word and the written word.

The idea of language difficulty (Westwood, 2011) emphasizes at least, that there are certain difficulties areas, which have to be considered in projecting and conducting school activities. Rather than focusing exclusively on deficits, it is usually more efficient to investigate factors outside the student, as quality and type of education, teachers expectations, curriculum relevancy, class environment, interpersonal dynamics inside the group and relationship with teacher. These factors are more likely to be modified than internal students factors or from his culture and family. The attempt to identify best ways to help a student with language learning difficulties implies finding the most significant factors, which has to be approached, offering to students a high level education. This type of teaching usually implies a clear presentation of information, abilities and strategies by the teacher, explicit teaching, direct, active engagement of students, practice guided with feedback, independent practice and frequent revisions (Westwood, 2011).

In education, the interest on learning strategies has increased with the idea of competences, in fact, strategies are considered part of the resources that the student must engage in the exercise of his competences (Butler, 1998). Terms as learning strategies, teaching strategies, strategic learning are widely used to suggest that students can choose specific procedures to carry out certain tasks. These strategies can help students improve their reading, writing, speaking and problem-solving performance. Based on work in cognitive psychology, strategies are defined as learning techniques, problem-solving behaviors or study skills that make learning more efficient and effective (Fenfang, 2010). It is strategic learning when the learner is aware of the learning process and controls his efforts on the use of specific skills and strategies. These characteristics of learning are well defined by the concept of strategic learning (Vianin, 2011). According to Butler (1998), strategic learning involves, a recursive cycle of cognitive activities, including tasks analyse, selection, adaptation or invention of strategies, monitoring performance as well as changing approaches that are needed". Therefore, effective strategic learning should promote all these activities, cognitive, as well as motivational and emotional

processes. Closely related to strategic learning, strategic teaching favours the acquisition by students of both declarative knowledge, as well as the strategic and procedural knowledge, the last two assuming reaching higher taxonomic levels of thinking and encouraging gaining autonomy in learning. Strategic teaching shapes learning strategies adopted by students and high intrinsic motivation strategies for acquiring a progressively more complex knowledge (Bocos, Stan and Manea, 2008).

Research (Boekaerts and Corno, 2005) shows that students who report more self-regulated learning strategies perform better in school learning. Research on this subject are now very numerous and show that students with learning difficulties often have failures, since they do not know good strategies. They present cognitive and metacognitive inadequate strategies and are trying to compensate for difficulties overusing the ones they are most familiar (Vianin, 2011). Even if the student knows how to use an effective strategy, it may not be motivated to use it. Since there are specific studies on Action- Oriented Approach and Students with Mild General Learning Difficulties this study aims to teach students with Mild General Learning Difficulties via using Action- Oriented Approach to find out whether the activities conducted by the teacher will be beneficial or not.

Speech, language and communication difficulties (SLCDs). Speech, language and communication difficulties (SLCDs) range from relatively mild and transient delays to severe and persistent disorders. Some difficulties occur in the absence of other developmental conditions (primary or specific speech and language disorders), whilst others occur as a result of other developmental conditions: e.g. cerebral palsy, autism, hearing impairment, or a general learning difficulty (secondary speech and language disorders). Difficulties vary in severity, complexity and Speech, language and communication needs arise from difficulties at various levels in the processes of using and understanding language (expressive and receptive difficulties respectively):

- 1) the hearing or discrimination of speech sounds
(auditory discrimination);
- 2) the sound system used for speech (phonology);
- 3) the physical production of speech sounds (voice,

articulation, prosody);

4) the learning and retrieval of vocabulary (semantics);

5) the ordering of words and use of grammar

(syntax);

6) the social use of language (pragmatics).

Speech and language are probably the most common of all developmental difficulties in children.

Unless the needs of these children are met in education, at home and in society, these difficulties will have a very significant impact on their ability to function effectively and successfully as children and adults.

Foreign Language Learning Difficulties. Sadly, Language Difficulties and at-risk students often do not choose Foreign Language as their elective in middle school. Instead, they often have a resource class during that period, or they are encouraged to choose non-academic electives. However, when they get to high school, they often face Foreign Language requirements for graduation. They face further requirements if their eventual goal is a post-secondary education. Therefore, many first- and second-year Foreign Language classes have high numbers of Language Learning Difficulties and at-risk students, compared to other levels of Foreign Language study.

Many teachers do not feel qualified to meet the challenge of teaching increasing numbers of Language Learning Difficulties and at-risk students. As a result, these students have traditionally been underserved, often failing or dropping out because teachers continue to use traditional methods that are successful in their higher-level classes, but are completely irrelevant with these types of learners. Schwartz (1997) explains, For the student unencumbered by a learning difficulty, foreign language study is indeed an enriching and rewarding experience.

Foreign Language teachers have a responsibility to change this phenomenon by making the content accessible, understandable, and relevant. Language Learning Difficulties and at-risk students need alternative strategies and assessments in order to be successful in a beginning classes in high school, and go on to pursue their goals of high school and post-secondary graduations.

Action Oriented Approach

To discuss and emphasize the importance of Action- Oriented Approach the emergence of this approach should be examined, first. The stem of this approach is included and mentioned in Common European Framework which is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years. As well as these common reference levels, the CEFR (2001) provides a 'Descriptive Scheme' it includes Language use and the language user/learner' and 'The user/learner's competences' are mentioned. The development of the CEFR (2001) coincided with fundamental changes in language teaching, with the move away from the grammar-translation method to the functional/notional approach and the communicative approach. The CEFR reflects these later approaches.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.

There are many definitions for Action Oriented Approach given by various resources. According to the Dictionary of Cambridge (2013), Action Oriented in general is stated as willing or likely to take practical action to deal with a problem or situation or involving practical action to deal with a problem or situation. The action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks. The Common European Framework of Reference for Languages CEFR (2001) advocates going beyond the communicative approach to emphasize active language use that develops five language skills – spoken production, spoken interaction, listening, reading, and writing which includes the skills required for writing to interact. It recognizes students as active participants in the learning process. According to CEFR (2001) the Action-Oriented Approach "views users and learners of a language primarily as 'social agents', members of society who have tasks to complete in a given set of circumstances, in a specific

environment and within a particular field of action. This term Action-Oriented Approach appears in CEFR to flesh out the ‘very general view of language use and learning’ (Council of Europe, 2001:9) that is deemed necessary in order for a frame of reference to be comprehensive, transparent and coherent as the CEFR intends to be. Piccardo and North (2019) in their current and the most comprehensive study on Action-Oriented Approach discuss that as it is the same case with variety of definitions included in CEFR, the definition of Action-Oriented Approach insert various concepts that need to be unpacked in order to capture all their theoretical depth and density. Moreover, they also indicate that in fact the Action-Oriented Approach ‘views users and learners of a language primarily as ‘social agents’ as members of society who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action’ (CEFR, 2001:9) therefore, the most important point highlighted by the Piccardo and North (2019) this first statement is further developed by three more sentences that specify the way individuals act with languages. They refer to the relationship between language activities and the social context, the vision of tasks adopted and the role of resources of diverse nature (cognitive, emotional and volitional) and of different individual abilities which will be discussed.

While acts of speech occur within language activities, these activities form a part of a larger social context, which alone is able to give them their full meaning (CEFR, 2001: 9). A learner is expected to use the target language in order to achieve specific objectives within a given group of (native) speakers. An appropriate use of speech acts includes the sociocultural and pragmatic knowledge. Being engaged in language activities, learners draw on strategies which seem most appropriate to be successful during tasks. A strategy is understood as “any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is opposed (CEFR, 2001). A task refers to “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved”. Therefore, the purpose of the language learning/teaching process should be improving not only learners’ communicative competence but also action strategies that can be undertaken in any kind of circumstances.

Learners have to be aware of the requirement to observe the sociocultural context of the target language. All linguistic elements, vocabulary, grammar issues must be presented in suitable and authentic situations which show their pragmatic value. Learners gain new communicative skills not only by observing, but by interacting with other learners and the teacher in variety of situations (Lightbown and Spada, 2006). According to the foreign/second language teaching, learners acquire new elements by replacing them within prior knowledge and capabilities. New elements must be related to the others. On the other hand, it is important to support language learning by learning strategies so that students could apply a sufficient strategy to solve a problem, to receive or produce texts, to express given speech acts or to achieve any communicative objective (Cohen, Weaver and Tao-Yuan, 1996). Specific strategies and purposeful action can be activated when learners' prior knowledge and competences seem not to be enough to accomplish a task. The ability of choosing the right strategy is vital in dealing with new situational circumstances. The undertaken action includes drawing on particular competences at learners' disposal; searching and processing new and prior data appropriately for carrying out particular tasks (Oxford, 1990). To sum up, the Action-Oriented Approach appears when language materials are developed on the basis of authentic situations. The learners are to carry out the tasks which require their personal involvement and creative thinking and the real interaction occurs (Piccardo, 2010).

Characteristics of Action- Oriented Approach

Since the advent of communicative approach which focuses primarily on real-life communication acts, on presenting new vocabulary and grammar structures within a given context or theme, language teaching has undergone a pattern shift. The methodology acquired more interactive and sociocultural dimension entailing an active attitude of learners towards their own learning process. Nevertheless, the communicative approach does not meet certain didactic expectations because of superficial treating of grammar issues and presenting given communicative situations in similar contexts (Swan, 1985). There is little learners' involvement in their own learning process and not enough learners' cognitive awareness. Recently, foreign language teaching turned towards more active and interactive patterns which require from learners an independent way of learning based on clear

individual objectives to be achieved. The learners became responsible for their results, constructing their knowledge by themselves. Also, the role of the teacher changed, they became the facilitators of the learning process who did not transfer the knowledge but supported learners to go through consecutive stages in acquiring a target language.

Another important factor which affected a pattern shift in foreign language teaching was the fast development of mass media, and mostly of the Internet which is one of the most important media of communication. It supports learners both in searching for given information and in observing the real use of language, to the extent that the medium allows. The internet sources offer an unlimited number of linguistic text samples which represent varied discourse styles. Learners have an opportunity to communicate with other learners or native speakers or to observe pragmatic and sociocultural features of communication process, and consequently to acquire the language in an active way (Szerszeń, 2010). On the other hand, we can notice among teachers the “long-felt dissatisfaction” (Kumaravadivelu, 2001) with the application of any elaborated didactic method, understood as a way of organizing principles and rules for second or foreign language teaching. Kumaravadivelu (2001) describes this situation as an era of post-method pedagogies.

According to scholars such as Titone (1968), Kumaravadivelu (2001), Drożdżał-Szelest (2013), and Widdowson (2004) too much attention paid to finding the best method and for many years it was not possible to identify the best teaching method or approach which could be effective in every educational context. The quest for searching the best method became very strong in the second half of the 20th century, when a number of contrastive studies on the efficacy of traditional and modern pedagogical proposals was carried out by different academic centres. Their results do not answer the question which method is superior over the others.

The success of teaching depends on various factors, as a teacher’s attitude, learners’ individual characteristics, goals to achieve, time devoted to learning, motivation. There is no only effective method that can always provide positive results in all circumstances (Balboni, 2012). Currently, high expectations concerning the notion of method have been displaced by the new post-method approach involving the connection of certain functional elements derived from different

methods in the line with learners' needs and goals. The notion of approach seems to address current language teaching issues better than the notion of method. It refers to a larger context of teaching philosophy, describing a holistic concept of teaching/learning processes, the role of learner and teacher, cultural backgrounds. In contrast, the method is understood as the implementation of a given approach (Balboni, 2012).

Within the larger domain of CLT, a number of approaches have developed which have shifted from a strict focus on learning outcomes to include a consideration of the process of language learning (Piccardo, 2010). Action- or task-based language teaching makes use of tasks as the fundamental component of language teaching. In the European context this approach is called as the Action-Oriented Approach. Language is seen as action, with emphasis on achieving a particular objective through language use, rather than seeing the use of language as an end in itself. Furthermore, the language learner is seen as being "in the process of becoming a language user" (CEFR, 2001: 43) with language learning as only one type of language use. Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished.

The Action-Oriented perspective are taken up in Europe as an extension of CLT by building on meaningful communication in the classroom, but with emphasis on "active" learning. This pedagogic shift, from language to language users, re-conceptualizes learners as "social agents" – that is, as members of society with particular investments in the things they do, in their environment, and in their interactions with others. Going from communicative to action-oriented language teaching means creating concrete, meaningful, and relevant situations for students and envisioning the L2 classroom as a social, collaborative, action-oriented linguistic environment (Perrot, 2010). Puren (2006) described action-oriented approach as based on four basic characteristics: inception (an emphasis on beginning or initial

linguistic encounters), brevity (adherence to efficient and prompt transfer of information), self-sufficiency (generalizable or decontextualized communication), and individuality (the individual as primary actor in a communicative event or interaction with only one other individual). In this way, the communicative approach contrasts with an action-oriented perspective which aims to teach students to understand the world around them in terms of its historicity, continuity, and collectivity, and to consider the way in which these are interrelated.

In the European context, “task” is at the centre of an action-oriented approach and is defined by the Council of Europe as “a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome” which require the “strategic activation of specific competences” (CEFR, 2001). This understanding of communicative task includes a distinction between “pedagogic tasks,” which are limited to the formal learning context (i.e. the classroom), and “real-world tasks,” which respond to learners’ professional, educational, or personal needs. For both types of tasks the emphasis is on meaning, based on the idea that successful task completion requires learners “to comprehend, negotiate and express meaning in order to achieve a communicative goal” (CEFR, 2001).

Wernicke (2014) states that Language teaching with Action-Oriented Approach has been characterized within the larger context of CTL as based on the meaningful use of language, that is, as an activity that prioritizes meaning in connection with the real world, and where the outcome provides the basis for its assessment (Nunan, 1989; Skehan, 1998). Similarly, within cognitivist, Ellis described tasks as “requiring learners to process language pragmatically in order to achieve an outcome that could be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (Willis, 1996). Willis, in turn, has specified tasks as involving the use of language with a focus on “the outcome of the activity rather than on the language used to achieve that outcome” (Willis, 1996). Alternatively, tasks have been defined in terms of different types of classroom interaction, with a task-oriented approach described as involving the teacher as facilitator and students as managing the inter-action almost entirely on their own (Seedhouse, 1996). In contrast, an earlier definition had described tasks as sequences of problem-solving activities that involve both learners and teachers in

the joint selection of the necessary resources to accomplish particular goals (Candlin, 1987).

Extremely useful in understanding the use of task as a foundational unit of teaching is Willis' detailed discussion of how exactly a sequence of tasks is "built around a series of activities in which learners focus primarily on the exchange of meanings" (Willis, 2007: 1). Willis identifies three primary phases in a sequence of tasks: 1) an introduction to the task by way of some linguistic input, 2) the task itself, and 3) a focused study of the language being used. The introductory text may be in audio-/visual or print form and often involves a subsidiary task, such as brainstorming, a gap-fill drill, or some other form of "priming", all of which provide an opportunity for students to expand their communicative resources. The task is itself divided into three phases, "task → planning → report," which entails doing the task and then reporting to the class about its outcome, the presentation of which is planned out by the students as an intermediary step. An important element of the planning stage is students' orientation to the language forms they are using in order to best choose the ones most appropriate for the task. Within a task-based approach, this focus on the formal properties of language therefore still constitutes a meaning-focused activity, which is different from "a focus on form in which one or more lexical or grammatical forms are isolated and specified for study" (Willis and Willis, 2007: 5). In this way, task-based teaching provides an important distinction from the prevailing 3P-approach, where presentation, practice, and production figure as primary learning activities (Skehan, 1998). This more traditional methodology sees presentation and practice as involving the manipulation of language forms identified by the teacher as a way of leading the learner to spontaneously produce meaningful language. However, the lack of emphasis on situated language use and the teacher-initiated focus on particular linguistic forms outside a meaning-centered context greatly reduces the level of creative language use:

'A focus on form at the beginning of the sequence is likely to detract from a focus on meaning. There is a strong possibility that learners will be more concerned to reproduce the required forms than to work freely with the language they have at their disposal. The second reason is that the concern

with the teacher nominated forms is likely to make other forms less salient. Learners will be preoccupied with one or two specific forms, to the detriment of other learning opportunities' (Willis, 2007: 12).

Conversely, when learners are oriented to focus first on language use, they tend to orient to what they find useful. As noted above, process-oriented language learning has embraced the notion of task as a primary unit of syllabus design and teaching (Van den Branden, Bygate, and Norris, 2009). When tasks are to be completed and open-ended and when it involves an interaction so meaningful communication and lastly when the situations are authentic they are called action-oriented tasks.

Action-oriented tasks are purposeful acts set in a context that students could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal. To accomplish these action-oriented tasks, students require knowledge of the language and appropriate use of that language within a given cultural and social context. Each of these social tasks consists of acts of speech, or words and groups of words that enable them to communicate for a specific purpose in a real-life interaction. Examples include offering an apology, greeting, request, complaint, invitation, compliment, or refusal. Action-oriented tasks actively involve learners in meaningful communication, are relevant and challenging but feasible, and have identifiable outcomes which are real and practical. Students can track their progress in developing language skills by their ability to carry out realistic tasks rather than their ability to complete grammar quizzes on verbs. The action-oriented approach has a clear focus on second language learning as an active process in which students shape the nature of their language interactions. Action-oriented, task-based instruction and active learning are also often linked with discussions and research on learner autonomy.

Little (2007b) noted that "The development of autonomy in language learning is governed by three basic pedagogical principles: learner involvement, learner reflection, and appropriate target language." According to Council of Ministers of Education Canada (2010) The Common European Framework of Reference for Languages CEFR (2001) highlights the action-oriented approach, student self-

assessment, the use of “can-do” statements, and the development of language skills that are relevant to authentic situations. The CEFR (2001) stresses the importance of developing oral proficiency and differentiates between oral production and oral interaction. The framework endorses an attitude that values language learners’ ability to communicate while gradually increasing their accuracy with practice over time. In the early stages of language learning, the goal is to communicate the intended message in the target language, recognizing that errors in form will be evident. Language learners are encouraged to develop and use skills related to the functions of language rather than to learn about the language. As described by Puren (2006), the Action-Oriented Approach has evolved from and builds upon the characteristics of the communicative approach by considering the learners as social actors who interact for a genuine purpose such as presenting a convincing argument, making a purchase, confirming travel arrangements, or discussing current events. Before students start any work, the teacher first ensures that they have a foundation of French language skills and communication strategies needed for beginning the task. While students work collaboratively, the teacher provides feedback to build their language skills.

To conclude, this is not something new, because for many years, this issue was discussed in depth and over again. How changing, it expresses " one could assume that the realization established that students who are directly involved in the teaching process and get the opportunity to deal creatively with and in a foreign language, learn more easily and more effectively than others “(Vandergrift, 2006). Action-oriented learning and teaching prove to be a form of education that allows the learner to learn more than only technical knowledge and skills. A requirement for success is to structure the training and teaching contents in the form of questions and problems.

Principles of Effective Usage of Action oriented Approach

Action-oriented learning is not just a method, but also a principle. According to this principle, professional action can be learned at different learning locations. The point of professional training is to confront apprentices in vocational training and/or as well pupils of professionally oriented educational careers of secondary schools with practice related tasks that have to be solved. The background is always

a specific profession-related and, above all, complex situation; subsequently instructions are commissioned that have to be worked out as stated in Janowska (2011). From a didactical point of view, these tasks of apprenticeship and work are the creative instruments of instructors and teachers. In this, the situation from the working routine may serve as a context providing the scope for finding the solution to a problem. Now the possibilities for design consist in formulating more or less complex tasks depending on the previous knowledge and existing competence of the learners.

Action-oriented learning is more than the doings, the execution of the task. What matters, is the increasingly independent planning, execution and evaluation. Furthermore it includes the tasks of being capable to distinguish between different methods of solution, getting to know different techniques and being able to evaluate them (Janowska, 2011). Finally learners have to decide on one work routine, complete the task and control, if the quality criteria have been observed. At last the work result will be evaluated, in terms of fact that means to compare the execution with the planning in order to facilitate the evaluation of the proper learning development with that they have reached another principle of action-oriented learning.

As mentioned before language learning difficulties may be attributed to many theories that emphasizes intrinsically being social, prompting metacognition and scaffolding for more qualified learning language process more than simply cognitive. The reason of including Action-Oriented Approach to the study is that, the process and task features in Action Oriented Approach is compatible for elimination the language learning difficulties. As many theories and hypotheses that Action - Oriented is compatible, Vygotsky's socio-cultural theory of cognitive and language development is mentioned in CEFR. Therefore, describing the process of learning via Action-Oriented Approach including Vygotsky's socio-cultural theory is beneficial.

Generally speaking, the Action-Oriented Approach places language learning within the social context, in which language users carry out communicative tasks by employing given strategies and speech acts. This assumption derives from Vygotsky's socio-cultural theory of cognitive and language development, which in turn arises only in social interaction. The learning process occurs when an individual

has an opportunity to interact with an interlocutor within the zone of proximal development (ZPD), especially when the interlocutor represents a higher level of linguistic competences and consequently helps individuals understand and produce texts. Vygotsky's theory can be compared to the interaction hypothesis which involves the mutual support of interlocutors who modify the interaction by making language comprehensible by working together in order to achieve determined goals (Lightbown and Spada 2006: 43–47). However, Vygotsky emphasized the central role of action in the cognitive development claiming that mental processes undergo a transformation connected with the internalization of social mechanisms. The learner can enhance his or her competences with the help of an expert who explains and facilitates understanding and performing texts in a target language (Janowska, 2011). The sociocultural theory views producing the language and thinking as four interwoven processes. As Vygotsky's socio-cultural theory of cognitive and language development CEFR describes a model of language use which is referred to as the 'Action-Oriented Approach', summarised in the following paragraph (2001a:9)

Language use, embracing language learning, comprises the actions performed by people who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. It also sets out a socio-cognitive approach, highlighting the cognitive processes involved in language learning and use, as well as the role of social context in how language is learned and used. As illustrated in Figure 1 below.

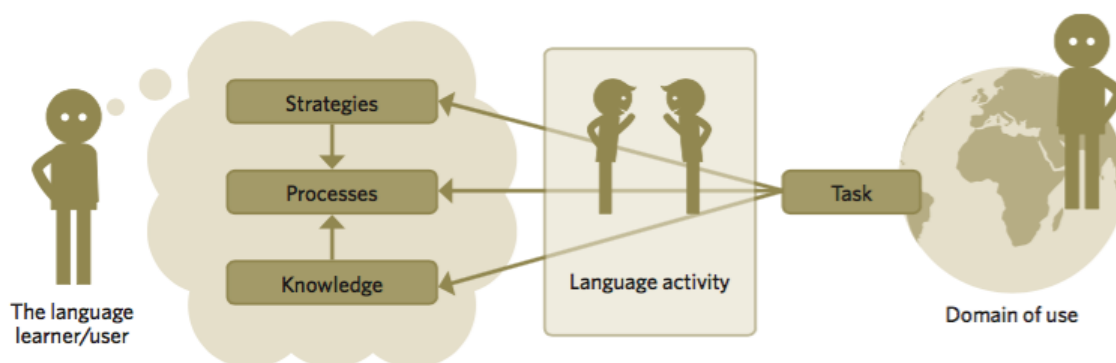


Figure 1: A representation of the CEFR's model of language use and learning

The diagram shows a language user, whose developing competence reflects various kinds of cognitive processes, strategies and knowledge. Depending on the contexts in which the learner needs to use the language, he/she is faced with tasks to perform. The user engages in language activities to complete the tasks. These engage his/her cognitive processes, which also leads to learning.

The diagram highlights the centrality of language activity in this model. Language activity is the observable performance on a speaking, writing, reading or listening task (a real-world task, or a classroom task). Observing this activity allows teachers to give useful formative feedback to their students, which in turn leads to learning.

Active Learning. Except for sociocultural aspects, the action-oriented approach also draws on active learning pedagogies conceived by the American educationalist and philosopher at the beginning of the 20th century – John Dewey (Dewey, 1938 and Balboni, 2012: 164). In his views, the learning process occurs when learners adopt an active attitude and they begin to learn by doing in relation to the principle: 'tell me, show me, let me do it by myself'. In order to acquire new skills and knowledge learners have to be engaged in activities that require personal involvement, critical reflection upon subject matters and usually collaboration with other learners or language users (Żylińska, 2013, Spitzer, 2007). Learning becomes a constructive process in which individuals participate with awareness and in an active way. A linguistic output plays a more significant role in the learning process than a linguistic input (Swain, 2011). They are mentally and physically involved in

varied activities designed by the teacher which implies gathering or processing information, thinking, problem solving, carrying out different projects, peer learning, handling concepts, etc. Learners are not passive recipients of the teacher's action, but they construct meaning, create something new. Active learning should embrace regular assessment of learners' knowledge and competences as well as purposeful recognition and integration of new elements with what the learners already know or use. The learning process might be compared to a jigsaw puzzle which we solve by beginning with a single piece to which we add other pieces. The problem occurs when the teacher does the whole work.

Interactive Learning. According to theoretical assumptions, the action-oriented approach assumes that the learning process occurs mostly in a social context. Therefore, it should involve meaningful communication, i.e. an interaction between learners or other speakers in different contexts. One of the most important means that meets that need is collaborative learning "defined as an umbrella term for a variety of educational approaches involving joint intellectual efforts of students and teachers together" (Smith and MacGregor, 1992). It converges with the interaction hypothesis posited by researchers such as Long (1983) and Pica (1994). A long affirmed, modified (or simplified) interaction is the mechanism which allows learners to understand a linguistic input. The more frequently learners interact with other speakers, the better they understand the communication process in a target language (Lightbown 2006).

Educational settings should give learners an opportunity to work in an interactive way: in groups of two or more so that they could carry out different tasks together. It does not mean that individual work is not effective, but the best way of teaching/learning is based on balancing these two options. Collaborative learning also represents learner centered approach, in which the teacher adopts the role of the facilitator who designs activities, shows information sources and explains difficult matters when learners negotiate and build their own knowledge and skills. Collaborative activities include exploration and application of course materials, negotiating meaning, discussions, searching for solutions of different problems, carrying out different projects or tasks, working in groups or mutual support. Learners can also avail themselves of the social media to communicate outside the

classroom, exchanging materials, information and discussing their problems and difficulties.

Involvement. As has already been emphasized, the action-oriented approach requires mostly an active and involved attitude of students in their own learning process. Mental involvement is a very important condition for acquiring new knowledge and skills. Individual self-reliant learning constitutes an important factor affecting the achievement of given learning goals. Undertaking any kind of action requires thinking, choosing the right strategies and engaging knowledge and competences at one's disposal. An involved attitude is connected with doing, thinking and being active. In these circumstances long lasting memorization can occur.

According to Bogaards (1994: 91–94), the deeper the processing level is, the better we memorize new information. Accordingly, traces in the memory become more solid and permanent if the new data is processed in a purposeful and attentive way. Research shows that the difficulty level has a great influence on the quality of memory traces as well: more difficult tasks lead to better memorization than the easier ones. No teacher is capable of transferring his or her knowledge to learners, who are invited to build their knowledge by themselves. On the other hand involvement also embraces social relations and interaction with other learners or speakers. Positive learning emotions experienced within social relationships enhance motivation and willingness to learn. It is recommended that learners participate in learning communities in order to consolidate mutual connections and learning achievements.

Revising. According to research on learning mechanisms skills develop very slowly, step by step (Spitzer, 2007: 59). Learning occurs through exercise and long practice. So, if it is really intended to acquire a target language, it is needed to practise the language as often as possible by using it in varied situational contexts. Course materials, once discussed and analyzed by students, should be revised at a fixed frequency in order to support learners' acquisition. Revising constitutes one of the crucial conditions for effective learning. It always involves connecting what is

already known with new elements, which in turn will be reapplied in relation to subsequent elements. Due to this fact, learners have an opportunity to construct new meanings on the basis of their prior knowledge and skills.

Lastly, the action-oriented approach assumes that the learning process implies (1) interaction (between learners, learners and their teacher, learners and other speakers), (2) learners' involvement and their active attitude, (3) collaboration (4) critical thinking (5) deep cognitive processing including organizing and integrating new elements with the known ones, (6) frequent revising. Most of all, it attempts to enhance sociocultural and pragmatic competences as well as learning and action strategies in order to promote learners' autonomy and their independent thinking.

Related Studies on Teaching English to Students with 'Mild Specific Language Learning Difficulties' and 'Action-Oriented Approach'

Some researcher's studies on Teaching English to Students with 'Mild Specific Language Learning Difficulties' and 'Action-Oriented Approach' are as follows;

The increasing interest in learning a foreign language (FL) has obliged teachers and clinicians to pay more attention to those students who meet difficulties in learning a foreign language. Contributions have been quite heterogeneous, and a number of theoretical issues have led authors to use different terms to indicate the learning of a Foreign Language, such as second language and L2.

Some research studies in recent years have emphasized the significance of the development from communicative language teaching towards Action Oriented Approach. For example, Wernicke (2014) argues that such an educational shift from language to language users or learners makes them identified as "social agents". In addition, developing from communicative language to action-oriented language teaching according to Wernicke, (2014) means producing real, meaningful, and

appropriate situations for students and envisioning the L2 classroom as a collective, cooperative, action-oriented linguistic atmosphere. Moreover Peculea (2015) indicates that “how to learn” instead of “just learning” may be more particularly difficult for students with Mild Specific Language Learning Difficulties. Each of all students may face specific difficulties in may be one or may be more than one school subjects in a specific time, and these difficulties may become overwhelming and undefeatable and also may become stable throughout their education

It is seen that there are some content analysis studies about the studies in special education area. Mastropieri, Berkeley, McDuffie, Graff, Marshak, Conners, Diamond, Simpkins, Bowdey, Fulcher, Scruggs and Cuenca-Sanchez (2009) conducted a content analysis study in order to identify the intervention research trends, practice and policy in special education. They examined the articles published in eleven special education journals and concluded that there is a need for more intervention research in the field of special education in order to strengthen both the quality and quantity of intervention research in special education. Similarly, Gul and Diken (2009) conducted a content analysis study examining the postgraduate thesis studies about early childhood special education done in Turkey. Based on the results of their study, Gul and Diken (2009) figured out that there were 24 thesis in total about this topic and the mostly studied subject was teaching skills to children with special needs

Conti Ramsden. et al. (2013) reported that language problems are of significant concern in MSLLD because poor language learning has been linked to negative consequences for academic achievement, self-esteem, social and emotional development ,and employment Understanding why language learning is affected, and the specific mechanisms that impair their learning, could allow us to design optimal means of compensating for these difficulties.

Related studies have provided findings relating to difficulties in L2 learning (Banks, 2008; Tabatabaei & Loni, 2015; Rizi, Siddiqui, Moghaddam, & Mukherjee, 2014; Ameri & Asare, 2010; Ramezani, Dehgahi, & Hashemi, 2015). Major findings in Bank (2008: 62), whose study involves high school students who are unsuccessful in their foreign language (FL) classes, include the following: (1) student’s FL difficulties may actually stem from English deficiencies; (2) students may be unable to identify their learning styles and/or self-determine what strategies

to employ in order to be successful; (3) students who perceive themselves as less capable, possessing fewer skills, and having a negative attitude may produce low output as a result of giving up; (4) students may have low motivation due to past failures if they don't see the connection between their lives and class lessons; (5) high anxiety about the class may cause students to raise an affective filter, which blocks FL input, and impairs memory, organization, and spontaneous oral production; and (6) students may have inabilities to convert input into intake, because they are unclear about class norms, procedures, grading, or other expectations.

Language learning difficulties has been an area of interest for researchers focusing on different aspects of language learning difficulties on both L1 and L2 such as students low achievement (Ferrari and Palladino, 2007), learning styles proposing approaches on a foreign language learning difficulties (Ganschow, Sparks and Javorsky, 1998), non-linguistic (communication) challenges of immigrant students (Hilburn, 2014), and linguistic challenges of immigrant students who travelled to the united states (Kanno and Varghese, 2010). Pinar (2016) suggests for further research on language learning difficulties.

Moreover, the study recognizes the radical change of teaching methods in foreign language classes. Nowadays, the public demands teachers to employ a variety of strategies such as natural approach, communicative activities, technology, multi-sensory technique, etc. However, despite the conscious efforts for these strategies, language difficulties still arise due to a disparity between learner's styles or patterns and teaching methodology. This mismatch serves as the ultimate cause of problems in L2 learning aside from personality, cognition, and feelings (Ehrman, 1996). For instance, in the study of Ramezani et al. (2015), learning styles preferences of Iranian students turn out to be different based on gender. Findings and suggestions by Banks (2008) can provide guidance to the difficulties experienced by high school students in the study of Tabatabaei and Loni (2015). The study argues that, in the Lorestan Province (located in Iran) High Schools' context, the availability of educational facilities does not have a significant relationship to the quality of the sample's L2 learning. However, an implication has been made there exists bigger problems aside from educational facilities. Lack of target language use in class, restricting the evaluation merely to midterm and final

exams, classes being overcrowded, the absence of language laboratories, and also the mere use of textbook ignoring any inclusion of supplementary materials such as movie materials has been the subject of Garnier (2013). She argued that watching DVDs under reversed subtitling conditions (L1 audio and L2 subtitle) tends to be effective towards intentional vocabulary learning. In the first few hours of watching, a very poor uptake rate per hour has been observed. Hence, participants watching DVDs under reversed subtitling conditions retain the words even after months of watching the movie; however, immediate retention of the words cannot be achieved.

Linguistic competence and native language can also impose difficulties on students enrolled in L2 classes. In the study of Ebrahimpourtaher and Eissaie (2015), Iranian intermediate L2 learners have considered grammar (as compared to vocabulary) as the most challenging yet the least useful part of L2 acquisition. Despite the grammatical difficulty, respondents recognized a need for first language usage or code-switching in order to assist them in understanding grammar and vocabulary. On the other hand, the native language may also hinder successful L2 learning. For instance, Ameri and Asareh (2010) argued that due to the fact that Turkish and Arabic languages did not arise from the same language branch as Persian, bilingual elementary students enrolled in Persian languages encounter troubles in subject-verb agreement, verbal inflections, syntax, and semantics.

Chapter 3

Methodology

Introduction

This chapter is divided into 4 sections representing the methodology to be used in this thesis. The first section describes the Setting and Participants of the research, the second section outlines the Data collection procedures and section three describes the instruments conducted during the thesis and last and fourth section presents the Qualitative and Quantitative Analysis of the Data used in this thesis.

Setting and Participants

The settings and participants section are presented step by step in this section. For the first step of this thesis, 15 teachers who were currently teaching secondary school students with Mild Specific Language Learning Difficulties were selected by Purposeful sampling which referred as judgement or purposive sampling. The scope of the research is decided and participants are found accordingly (Bernard, 2000). Rich and informative cases such as people, institutions, cultures, situations are chosen in order to conduct a research as they provide practical explanations related to the phenomenon under the research, indifferent to the generalizations obtained from the empirical study of a sample for a whole population (Patton, 2002) and semi structured interviews were adapted to the participants to find out what kind of difficulties their students had in inclusive classrooms while they are in teaching and learning process.

For the second step of the thesis, 30 secondary school students with Mild Specific Language Learning Difficulties who are 2nd grade students were selected. 15 out of 30 students were an experimental group who were treated with Action-Oriented Approach and the rest of the students were selected as control group who were normally developing students continued on their education at school provided that their attendances should be maintained during the study in the classrooms.

For the third step of this thesis Unit based Achievement tests which consists of 12 questions related to each unit, developed and presented by The Ministry of National Education were conducted to both 15 students who have Mild Specific Language Learning Difficulties and to 15 students who were normally developing and continued on their normal education at their classes with their peers as pre and post tests to reveal the benefit of teaching activities conducted via Action Oriented Approach.

For the fourth and last step of the study, Pre -Classroom Observation Form (Bratton, 2015) and Post Classroom Observation Form (Bratton, 2015) were conducted to 15 students who have specific Mild Specific Language Learning Difficulties and who were still continuing their education at schools and receiving support education to reveal the difference between pre and post results of the Classroom Observation forms.

Data Collection

As for the procedure of the study after deciding on the topic of the study, the researcher planned to prepare and develop the semi-structured interview form for the teachers after completing the 'literature review'. The interview forms were applied to the participants and each interview form was transcribed very carefully after completing the interviewing process. Then, after completing the transcribing process, analysis of the interview forms were completed with the light of content-analysis. After the analysis of the interviews of the participants, Unit Based Achievement Tests which are developed by the Ministry of National Education were conducted to 15 students who have specific Mild Specific Language Learning Difficulties and to 15 students who are continuing English Language education at normal classes with their peers because an achievement test is the most relevant test for language teachers so it is probably the most frequently administered test in teaching and learning language programmes. It occasionally plays an important part in evaluating student performance in the programme and with the results probably would affect student motivation for subsequent learning. Furthermore, from the light of curriculum development process, the results of the achievement test greatly affect curriculum evaluation if needs analysis is systematically administered (Brown, 1995). Therefore, the test should be fair whenever possible in every aspect: test

questions, administration procedures, scoring methods and reporting policies (Brown, 1996). While revealing the validity and reliability of the achievement tests, the unit based English teaching activities were prepared with Action Oriented Approach.

While conducting Unit Based Achievement tests during the training process with Action oriented Approach, Classroom Observation Forms (Bratton, 2015) which consisted of 19 questions were conducted to 15 students who have Mild Specific Language Learning Difficulties, Classroom Observation forms were conducted in when the experimental group students were in the classrooms for only during this implementation process. Classroom Observation forms were conducted before the researcher and teacher went over the units and after 15 students who have specific Mild Specific Language Learning Difficulties were familiar with the units, after the teaching of each unit. Therefore; COF (Classroom Observation Form) was conducted as pre and post.

After preparing all the materials and instruments for the process the researcher started conducting the activities with 15 students who are in secondary school 2nd grade for 3 hours per week which lasts 30 hours. After and before each unit, the researcher and teachers conducted the Unit Based Achievement tests to the experimental group and control group and also Classroom Observation Form (COF) was conducted to the experimental group before the units and after the units. After conducting the tests for each unit to the experimental and control group and after conducting COF to the experimental group via analysis the effect of Action Oriented Approach was revealed.

Instruments

A detailed information on Qualitative and Quantitate Data Collection Instruments which are included in the study are as follows,

Semi-Structured Interview Form. The first part consisted of semi-structured interview form used in this study, which was prepared by the researcher. After the preparation of the semi-structured interview form the process continued as the following;

- Firstly, the questions were sent to four experts for revisions and for stating their opinions.
- Two experts from the Special Education Department, one expert from English Language Teaching department and one English teacher of Students with Mild Specific Language Learning Difficulties were included in the preparation process of the semi-structured interview from. During this process the items were edited as the following;

1) As an English teacher, according to your opinion, what kind of difficulties the students face while learning English Language (grammar, reading skills, writing skills, speaking skills, pronunciation)

- ✓ What kind of difficulties do the students face while learning grammar in English?

Why? Why Not?

- ✓ What kind of difficulties do the students face while learning reading skills in English?

Why? Why Not?

- ✓ What kind of difficulties do the students face while learning writing skills in English?

Why? Why Not?

- ✓ What kind of difficulties do the students face while learning speaking skills in English?

Why? Why Not?

- ✓ What kind of difficulties do the students face while learning pronunciation skills in English?

Why? Why Not?

2) Have you observed any changes in your students during and after conducting the Action-Focused Approach method?

- ✓ Increased motivation to English lessons in classroom
- ✓ Self-Confidence
- ✓ Willingness to learn English
- ✓ Effective use of time in tasks and assignments
- ✓ More Participation in class activities
- ✓ Effort to apply what they learn outside the story
- ✓

3) Did your students reflect their thoughts on the support education they received?

4) As an English teacher, according to your opinion, what kind of supportive activities can be done with your students except the support education to decrease the difficulties they face?

After revisions of the semi-structured interview form, the revised version of the semi structured interview form was used in the main study. Fifteen classroom teachers of students with Mild Specific Language Learning Difficulties were interviewed using the form and the data were collected for this study.

Training Programme. For the first quantitative data, training programme based on secondary school 2nd grade units (four Units) were prepared while taking Action Oriented Approach into consideration. The training programme was developed for four units based on the unit activities that are presented in books which belong to The Ministry of National Education. Based on the literature, the features of Action Oriented Approach were taken into account while preparing the training programme with 3 experts.

“Task” is at the center of an Action-Oriented Approach and is defined by the Council of Europe as “a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome” which require the “strategic activation of specific competences” (CEFR, 2001 :166). Because the CEFR and Action-Oriented Approach assume task as a set of purposeful actions in a particular domain with clearly defined goals, with the help of two experts, one expert from English Language Teaching Department and one expert from Special Education Department and the researcher herself tried to prepare the training programme in line with the features of Action- Oriented Approach. The tasks included in the Training programme were the tasks that could be used as the fundamental component of language teaching. During the process the students with MSLLD were seen as social agents who should develop a range of competences, both general and in particular communicative language competences. The training process cared about meaningful communication but also active learning. So meaningful and relevant situations tried to be prepared for experimental group students envisioning the classroom as a social, collaborative, action-oriented linguistic environment (Perrot, 2010).

First of all, Learning Goals-Behavioural Objectives (BO) were determined and secondly, according to the goals and objectives Authentic Situations were tried to be included by asking the key question ‘When would this occur in real life?’. Lastly, the activities which were assumed as ‘tasks’ were included by asking the key questions which are ‘What is the purpose and What will be accomplished?’ by the help of the teacher. So, Real- World Tasks and therefore authentic situations were included in the training programme to motivate students.

This training programme was in contrast to the well-established Present-Practice-Produce (3P) approach still evident in language textbooks. Willis (2007) identifies three primary phases in a sequence of tasks in this approach: 1) an introduction to the task by way of some linguistic input, 2) the task itself, and 3) a focused study of the language being used. This more traditional methodology sees presentation and practice as involving the manipulation of language forms identified by the teacher as a way of leading the learner to spontaneously produce meaningful language. However, the lack of emphasis on situated language use and the teacher-

initiated focus on particular linguistic forms outside a meaning-centred context greatly reduces the level of creative language use (Skehan, 1998).

With experts and the researcher, herself via important and long researches the training programme included 4 Units with authentic situations (see Appendix - B).

Achievement Tests. Then the unit based achievement tests were adapted as pre-test and post-test to both 15 students who had Mild Specific Language Learning Difficulties as experimental group and 15 students who were able to follow their peers while continuing their education in normal classes as control group. Unit based Achievement Tests which includes 12 questions related to the units and are developed by The Ministry Of National Education and presented at the end of each unit were conducted to see the benefit level of trainings with Action Oriented Approach and to find out whether students with Mild Specific Language Learning Difficulties can be successful as much as their normal peers.

Unit Based Achievement tests are the tests that are prepared by the ministry of National Education each year unit by unit. These tests were included in the study to make an equal evaluation for both the experimental and control group. Unit based Achievement tests were conducted before the units and after the units for both groups. The researcher conducted the tests to 15 students who have Mild Specific Language Learning Difficulties before and after the training for each unit. Meanwhile teachers in normal classrooms conducted the Unit Based Achievement Tests to 15 successful and normally developing students who were continuing their education normally with their peers as pre and post tests (see Appendix -C Appendix -D Appendix -E and Appendix -F).

Classroom Observation Forms. Furthermore; for the second quantitative data, the Classroom Observation Form which was developed by Bratton (2015) for Wakulla Schools consists of 19 questions was conducted before and after each unit to experimental group, to 15 students who have specific Mild Specific Language Learning Difficulties while they were continuing their education at schools. The Classroom Observation Form (hereafter COF) was conducted immediately before

the teacher and researcher covered the unit and immediately after covering the unit to reveal the improvement of students who have specific Mild Specific Language Learning Difficulties. The COF included items as the followings,

Attentiveness to Instructions, Beginning tasks Promptly, Following Oral Instructions Following Written Instructions, Participation in class discussions, Responses appropriately to correction, Responses appropriately to Praise, Seems prepared and organized for the activities, Age appropriate social interaction, Effective communication, Staying on topic, Talking about a variety of interest, Independent with skills, Demands teacher attention, Out of seat area without permission, Required firm discipline, Short Attention Span, Struggle with reading and other skills and disruptive behaviors, hands raising and participation in some of the classroom activities. The behaviour numbers were categorised as ' below one or one (<1) two to four times (2-4), five to seven times (5-7) ,eight to ten times (8-10) ,and eleven or (above >11).

During the observation before and after training programme, the researcher and one expert from English Language Teaching Department observed the students in their normal classrooms concurrently. After the comparing process the results were analysed (See Appendix-H and Appendix -I).

	Spearman-Brown Coefficients
TV	0.935
Superstition	0.934
Environment	0.958
Planet	0.907
AOA Benefit	0.956

Data Analysis

After the collection of the data for this study via using the semi structured interview form, the researcher started to analyse the data. The recorded data were transcribed to the papers and then each line was coded. Then, the researcher read each line very carefully and the key words were written on the right of the paper in

accordance with Content Analysis Technique which provided the researcher to classify the data into sub categories defined as questions in the semi structured interview forms.

To understand the effectiveness of Action Oriented Approach on students' academic success and behavioral developments analyses via R Programme version 3.2.5 and IBM SPSS 21 were conducted. For the first stage of analysing quantitative data, the pre and post achievement tests and pre and post classroom observation forms were analyzed via several tests using R Programme version 3.2.5 and IBM SPSS 21 and for the second stage of analyzing quantitative data, to find out whether there is a relationship between the increase of achievement test results and increase of the behavioral and academic success of students with specific Mild Specific Language Learning Difficulties Regression Analysis was conducted again via R Programme version 3.2.5 and IBM SPSS 21.

Chapter 4

Findings

Introduction

In this chapter in order to find out the impact of educational training with Action- Oriented Approach to Students who have Mild Specific Language Learning Difficulties and to answer the main research question ‘Is the Action Oriented Approach effective to teach English to secondary school students with Mild Specific Language Learning Difficulties’ several statistical analysis for quantitative data which were Unit based Achievement tests and Observation Results are presented.

The findings from the qualitative data through semi-structured interview which was conducted to the 15 teachers of students with Mild Specific Language Learning Difficulties on the rigors that the students face inside the classrooms and the improvement during the process of the training programme implemented via Action Oriented Approach are reported and discussed respectively in line with sub-research questions.

Findings based on The Quantitative Data Analysis

Results of the First Research Question

- 1) **Is there a significant difference between the Pre- Post Achievement Test Scores of the experimental group’s Unit based Achievement Test Scores of all units?**

Table 1: *Pre and Post-Achievement Tests Scores of the experimental group for All Units*

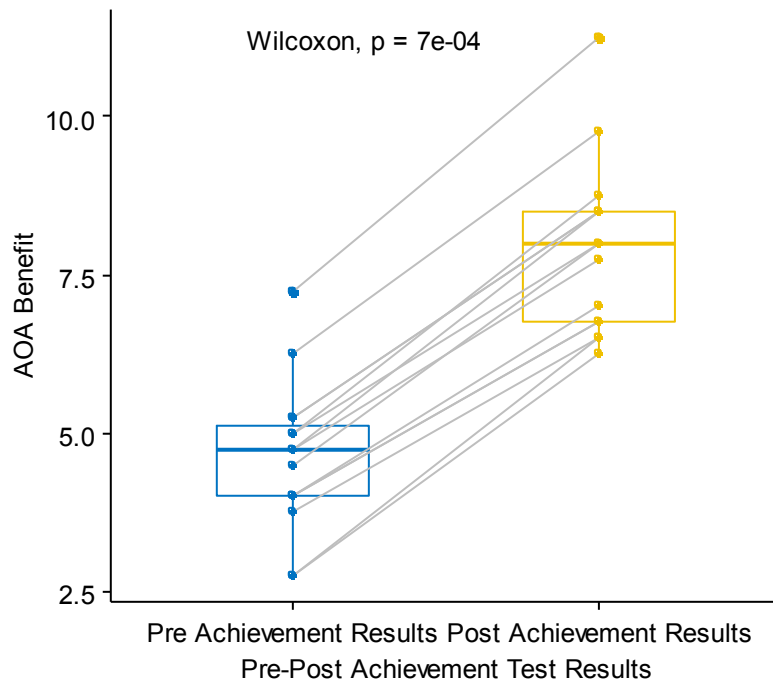
Themes (Units)	Pre-Achievement Test Scores			Post-Achievement Test Scores			<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	
Total	4.62	1.18	4.75	7.92	1.38	8	0.001*

*Note. n = 15. p was considered statistically significant for Wilcoxon test, *p<0.05*

After all the students with MSLLD were trained with Action- Oriented Approach for 8 weeks (nearly two weeks for each unit) between 30 to 45 minutes

classes all the four units were taught and when the process was completed all the Pre-Achievement Test results and Post- Achievement Test results were compared and contrasted.

Furthermore; the Wilcoxon test conducted to see the benefit of training with Action- Oriented Approach and before the training means score of Action- Oriented Approach based training is determined as 4,62 and after the training the mean score is determined as 7,92 which shows the contribution of Unit based education and training with Action- Oriented Approach. Therefore, a statistically significant increase between Unit Based Achievement Tests pre and post results are seen in the study.



Results of the Second Research Question

2) Is there a significant difference between the Pre-Post Achievement Test Scores of the experimental group's Unit based Achievement Test Scores of each Unit?

According to the Wilcoxon test conducted to reveal whether there are significant differences between pre-Unit based Achievement tests of 15 Students who have learning difficulties and post Unit based Achievement tests of these students, significant differences for each four units are determined as follows;

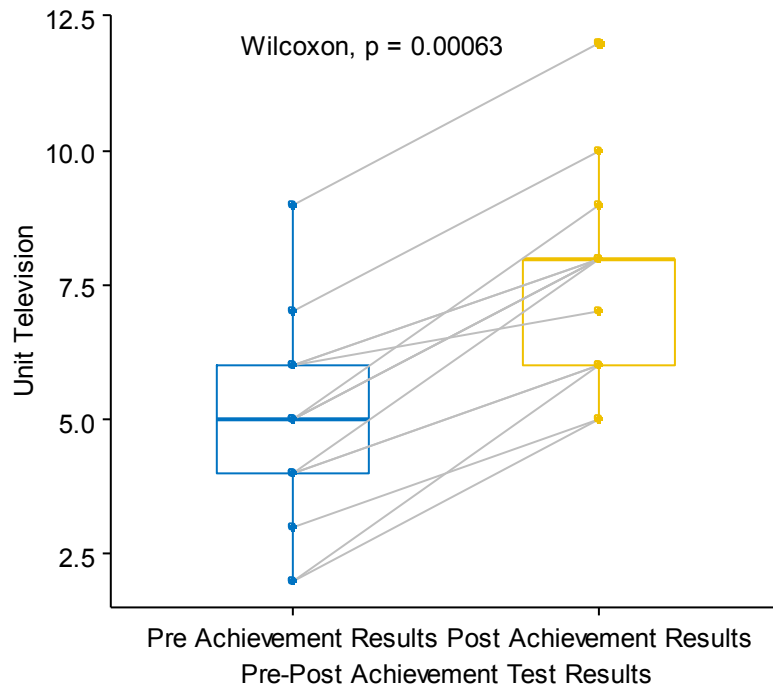
2.a) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group's Unit based Achievement Test Scores for the unit 1 (Television)?

Table 2: *Pre and Post-Achievement Tests Scores of the experimental group for Unit Television*

Themes (Units)	Pre-Achievement Test Scores			Post-Achievement Test Scores			<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	
Television	4.87	1.85	5	7.60	1.88	8	0.001*

*Note. n = 15. p was considered statistically significant for Wilcoxon test, *p<0.05*

According to the results above, the mean score of Unit television's Pre-Achievement Test Result is determined as 4,87 the same unit's Post-Achievement Test Result after two weeks of training between 30-40 minutes classes is determined as 7,60 and has a significant difference ($p=0.001$). The increase of the mean scores from 4,87 to 7,60 shows the progress of students who have Mild Specific Language Learning Difficulties (MSLLD) after the training with Action-Oriented Approach.



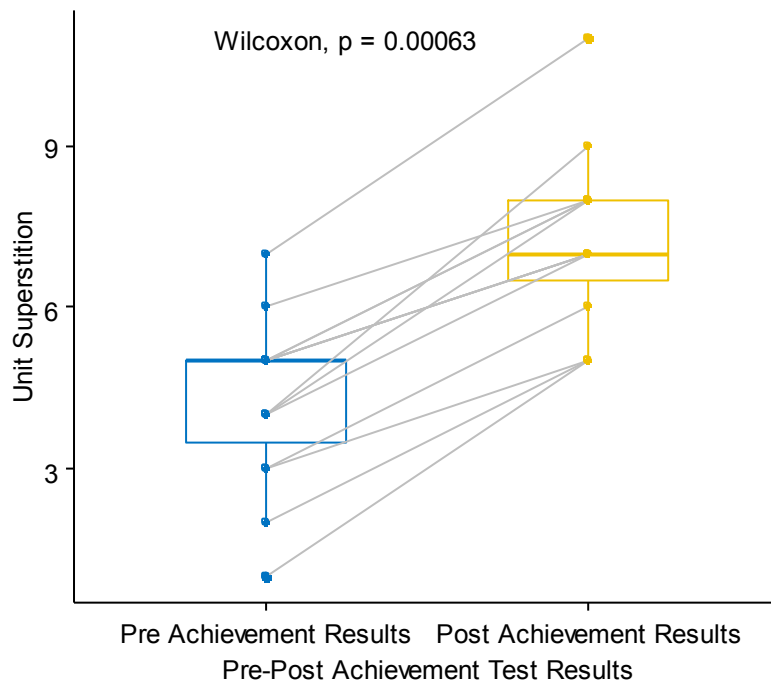
2.b) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group’s Unit based Achievement Test Scores for the unit 2 (Superstition)?

Table 3: *Pre and Post-Achievement Tests Scores of the experimental group for Unit Superstition*

Themes (Units)	Pre-Achievement Test Scores			Post-Achievement Test Scores			<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	
Superstition	4.27	1.53	5	7.20	1.61	7	0.001*

*Note. n = 15. p was considered statistically significant for Wilcoxon test, *p<0.05*

According to the results above, the mean score of Unit Superstition’s Pre-Achievement Test Result is determined as 4.27 the same unit’s Post-Achievement Test Result after two weeks of training between 30-40 minutes classes is determined as 7.20 and has a significant difference ($p=0.001$). The increase of the mean scores from 4.27 to 7.20 shows the progress of students who have Mild Specific Language Learning Difficulties (MSLLD) after the training with Action-Oriented Approach as the first unit.



2.c) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group’s Unit based Achievement Test Scores for the unit 3 (Environment)?

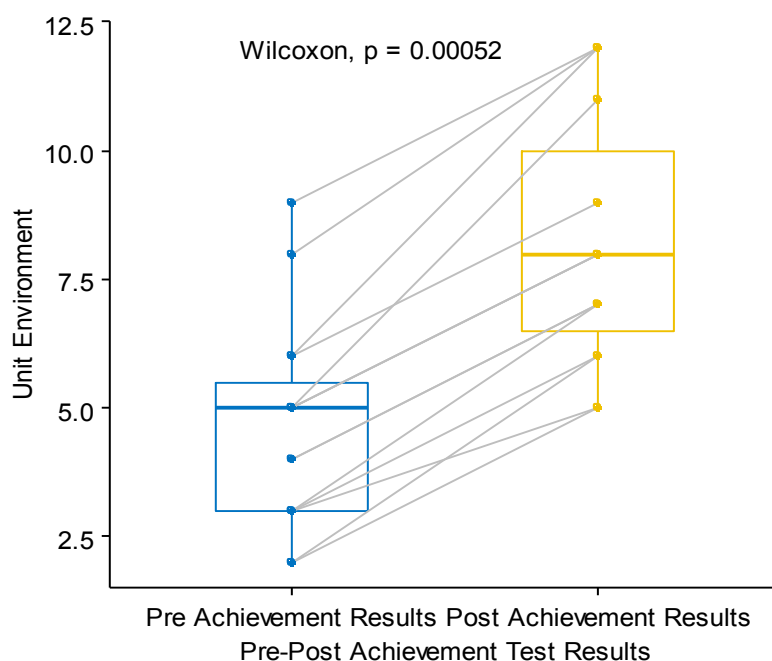
Table 4: *Pre and Post-Achievement Tests Scores of the experimental group for Unit Environment*

Themes (Units)	Pre-Achievement Test Scores			Post-Achievement Test Scores			<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	
Environment	4.67	2.02	5	8.20	2.48	8	0.001*

*Note. n = 15. p was considered statistically significant for Wilcoxon test, *p<0.05*

According to the results above, the mean score of Unit Environment’s Pre-Achievement Test Result is determined as 4.67 the same unit’s Post-Achievement Test Result after two weeks of training between 30-40 minutes classes is determined as 8.20 and has a significant difference (p=0.001). The huge increase of the students’ levels from 4.67 to 8.20 shows the progress of students who have

Mild Specific Language Learning Difficulties (MSLLD) after the training with Action-Oriented Approach as the first and second units.



2.d) Is there a significant difference between the Pre-Post Achievement Test scores of the experimental group’s Unit based Achievement Test Scores for the unit 4 (Planet)?

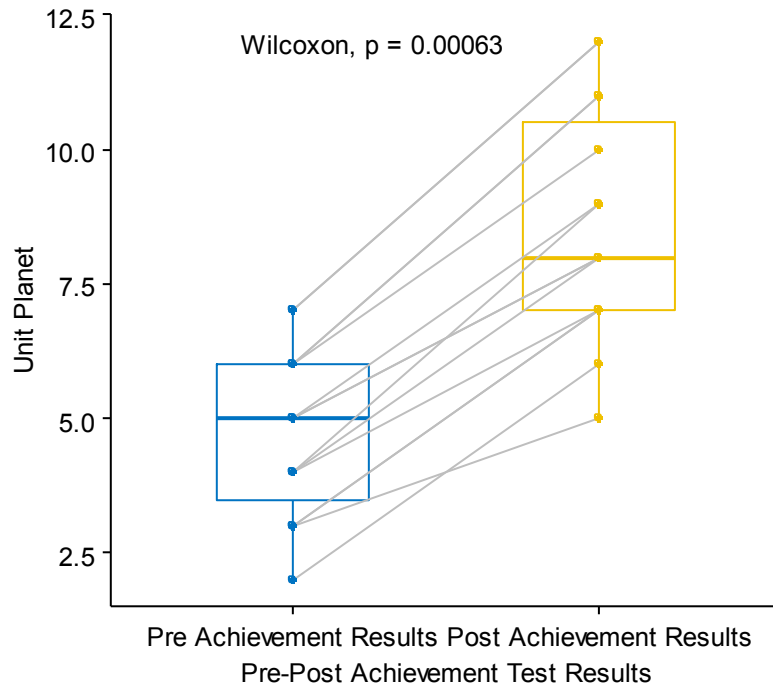
Table 5: *Pre and Post-Achievement Tests Scores of the experimental group for Unit Planet*

Themes (Units)	Pre-Achievement Test Scores			Post-Achievement Test scores			p
	Mean	SD	Median	Mean	SD	Median	
Planet	4.67	1.54	5	8.67	2.16	8	0.001*

Note. $n = 15$. p was considered statistically significant for Wilcoxon test, $*p < 0.05$

According to the results above, the mean score of Unit Planet’s Pre-Achievement Test Result is determined as 4.67 the same unit’s Post-Achievement Test Result after two weeks of training between 30-40 minutes classes is determined as 8.67 and has a significant difference ($p=0.001$). The increase of the

students' levels from 4.67 to 8.67 shows the progress of students who have Mild Specific Language Learning Difficulties (MSLLD) after the training with Action-Oriented Approach as the previous units.



Results of the Third Research Question

3) Is there a significant difference between the progress of the control group's and experimental group's Pre- Achievement Test Scores and Post -Achievement Test Scores for all Units?

Table 6: Comparison of the progress of the study groups' Achievement test Results with AOA

Study Groups	Achievement Test Scores, Mean \pm SD (median)		<i>p</i> -value [†]	Difference [‡] (Post – Pre)
	Pre Test Scores	Post Test Scores		
Experimental (<i>n</i> =15)	4.62 \pm 1.18 (4.75)	7.92 \pm 1.38 (8)	0.001*	3.30 \pm 0.41 (3.25)
Control (<i>n</i> =15)	6.65 \pm 1.41 (6.50)	9.40 \pm 1.13 (9.25)	0.001*	2.75 \pm 0.71 (2.75)
<i>p</i> -value [#]	0.001*	0.003*		0.016*

Data are presented as mean \pm standard deviation (median)

[‡] Differences value were calculated as difference between post achievement test scores and pre-achievement test scores

p-value[#] was calculated by Mann-Whitney U test

p-value[†] was calculated by Wilcoxon test

**p*<0.05 was considered as statistically significant

As the results Show, before the training with Action- Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) benefit from the training with Action Oriented Approach has relatively lower results (4.62 \pm 1.18) when compared with the pre-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends (6.65 \pm 1.41). There has been a significant difference between the pre-unit based achievement test results of the experimental group (MSLLD) and the control group (normal students) before the training process (*p*=0.001).

After the training with Action- Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) benefit from the training with Action- Oriented Approach

(MSLLD) has shown progress (7.92 ± 1.38) and statistics have shown that also post-unit based achievement test results of normal students who continued their English language education in their own classrooms with their own teachers and friends have shown progress (9.40 ± 1.13). There is also a significant difference between the post-unit-based achievement test results of the experimental group (MSLLD) and the control group (normal students) after the training process ($p=0.003$), which meant that both groups showed significant progress during the process.

For the statistical result of MSLLD students' and normal students' pre-post tests more than expected happened as the previous unit in terms of overall Action-Oriented Approach benefit and the difference between experimental groups scores and control group's scores has a statistically significant difference (0.016). Again, surprisingly, the significant difference between the progress of MSLLD students (3.30 ± 0.41) has been more than normal students' progress (2.75 ± 0.71) during the process even though the significant difference before the training process. To cut to the chase, these students were not born with a silver spoon in their mouth to receive such training however with this study it is seen that this situation is not once in a blue mood.

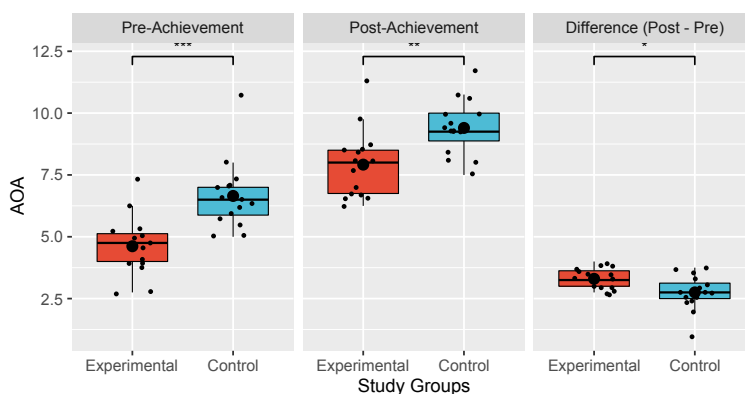


Figure 2. Comparisons of study groups on AOA Achievement test results. Data were expressed as median with interquartile range. Pre-achievement: comparison of study groups in before the test, Post-achievement: comparison of study groups in after the test, Difference (Post – Pre): comparison of the changes, which were calculated by taking difference post and pre achievement test results in both groups.

Results of the Fourth Research Question

4) Is there a significant difference between the difference of the differences of the experimental group's and the control group's Pre-Achievement Test Scores and Post -Achievement Test Scores for each Unit?

4.a) Is there a significant difference between the progress of control group's and experimental group's Pre- Achievement Test Scores and Post - Achievement Test Scores for Unit 1 Television?

Table 7: Comparison of the progress of the study groups' Achievement test Scores in Unit 1 (television)

Study Groups	Achievement Test Scores, Mean ± SD (median)		<i>p</i> -value [†]	Difference [‡] (Post – Pre)
	Pre Test Scores	Post Test Scores		
Experimental (<i>n</i> =15)	4.87 ± 1.85 (5)	7.60 ± 1.88 (8)	0.001*	2.73 ± 0.88 (3)
Control (<i>n</i> =15)	6.93 ± 2.87 (6)	9.93 ± 1.91 (11)	0.001*	3 ± 1.60 (3)
<i>p</i> -value [#]	0.051	0.004*		0.305

Data are presented as mean ± standard deviation (median)

[‡] Differences value were calculated as difference between post achievement test scores and pre-achievement test scores

p-value[#] was calculated by Mann-Whitney U test

p-value[†] was calculated by Wilcoxon test

**p*<0.05 was considered as statistically significant

As the results show, before the training of unit television with Action- Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) has relatively lower results (4.87 ± 1.85) when compared with the pre-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends (6.93 ± 2.87). There has been nearly a significant difference between the pre-unit based achievement test

results of the experimental group (MSLLD) and the control group (normally developing students) before the training process ($p=0.049$).

After the training with Action- Oriented Approach according to the post-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) have shown progress (7.60 ± 1.88) and statistics have determined that also post-unit based achievement test results of normal students who continued their English language education in their own classrooms with their own teachers and friends have shown progress (9.93 ± 1.91). There is also a significant difference between the post-unit based achievement test results of the experimental group (MSLLD) and the control group (normal students) after the training process ($p=0.004$), which meant that both group have shown significant progress during the process.

However, according to the changes and differences of the experimental group and control group after the training, there is no statistically significant difference between the results of MSLLD and normally developing students ($p=0.305$). Even though this two group started their education and training with a high level of difference, no statistical difference between this two group after the training with Action- Oriented Approach, has shown that level of MSLLD students who are trained with Action- Oriented Approach are approximately same with the level of normally developing students who continued their education in their classrooms. These statistical results have shown the benefit of training on MSLLD students with Action- Oriented Approach specifically for unit television.

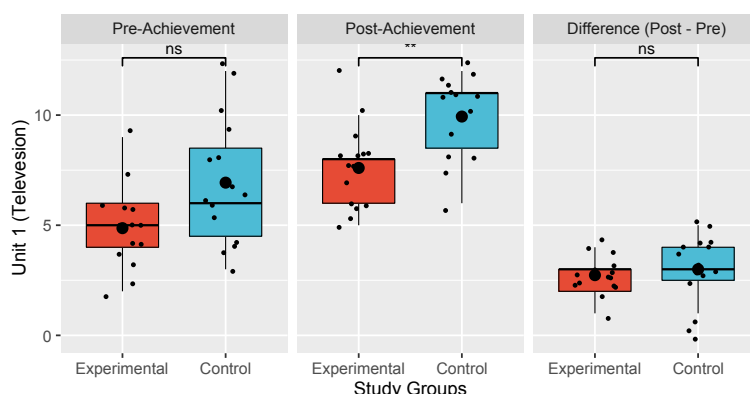


Figure 3. Comparisons of study groups on Unit 1 (television) Achievement test results. Data were expressed as median with interquartile range. Pre-achievement: comparison of study groups before the test, Post-achievement: comparison of study

groups after the test, Difference (Post – Pre): comparison of the changes, which were calculated by taking difference of post and pre achievement test results in both groups.

4.b) Is there a significant difference between the progress of the experimental group’s and control group’s Pre- Achievement Test Scores and Post - Achievement Test Scores for unit 2 Superstition?

Table 8: Comparison of the progress of the study groups’ Achievement test Scores in Unit 2 (superstition)

Study Groups	Achievement Test Scores, Mean ± SD (median)		p-value [†]	Difference [‡] (Post – Pre)
	Pre Test Scores	Post Test Scores		
Experimental (n=15)	4.27 ± 1.53 (5)	7.20 ± 1.61 (7)	0.001*	2.93 ± 0.96 (3)
Control (n=15)	6.27 ± 2.58 (6)	8.73 ± 2.02 (9)	0.001*	2.47 ± 1.36 (3)
p-value [#]	0.023*	0.026*		0.486

Data are presented as mean ± standard deviation (median)

[‡] Differences value were calculated as difference between post achievement test Scores and pre-achievement test Scores

p-value[#] was calculated by Mann-Whitney U test

p-value[†] was calculated by Wilcoxon test

*p<0.05 was considered as statistically significant

As the results show, before the training of Unit Superstition with Action-Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) have relatively lower results (4.27 ± 1.53) when compared with the pre-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends (6.27 ± 2.58). There has been a significant difference between the pre-unit based achievement test results of the experimental group (MSLLD) and the control group (normal students) before the training process (p=0.023).

After the training with Action- Oriented Approach according to the post-unit based achievement test results, students with Mild Specific Language Learning

Difficulties (MSLLD) have shown progress (7.20 ± 1.61) and statistics have identified that also post-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends have shown progress (8.73 ± 2.02). There has been also a significant difference between the post-unit based achievement test results of the experimental group (MSLLD) and the control group (normal students) after the training process ($p=0.026$), which meant that both group have shown significant progress during the process.

Nevertheless, according to the changes and differences of the experimental group and control group after the training, there has been no statistically significant difference between the results of MSLLD and normal students ($p=0.486$). Even though this two group started their education and training with a high level of difference, no statistical difference between this two group after the training with Action- Oriented Approach have signified that levels of MSLLD students who are trained with Action- Oriented Approach were approximately same with the level of normally developing students who continued their education in their classrooms. These statistical results have shown the benefit of training on MSLLD students with Action Oriented Approach for also unit superstition.

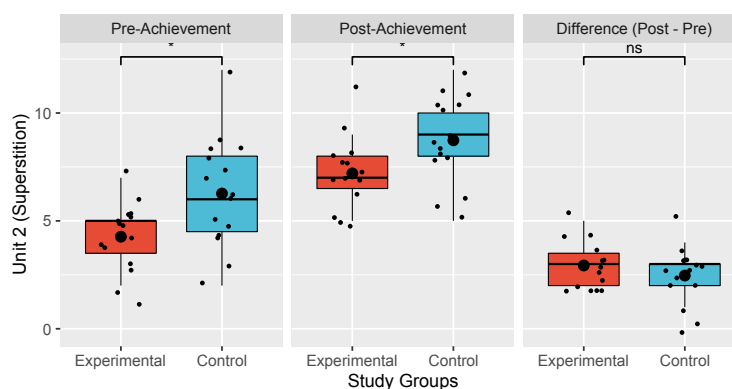


Figure 4. Comparisons of study groups on Unit 2 (superstition) Achievement test results. Data were expressed as median with interquartile range. Pre-achievement: comparison of study groups before the test, Post-achievement: comparison of study groups after the test, Difference (Post – Pre): comparison of the changes, which were calculated by taking difference of post and pre achievement test results in both groups.

4.c) Is there a significant difference between the progress of the experimental group's and control group's Pre- Achievement Test Scores and Post - Achievement Test Scores for Unit 3 Environment?

Table 9: Comparison of the progress of the study groups' Achievement test Scores in Unit 3 (environment)

Study Groups	Achievement Test Scores, Mean ± SD (median)		p-value [†]	Difference [‡] (Post – Pre)
	Pre Test R Scores	Post Test Scores		
Experimental (n=15)	4.67 ± 2.02 (5)	8.20 ± 2.48 (8)	0.001*	3.53 ± 1.13 (3)
Control (n=15)	6.80 ± 2.14 (7)	9.60 ± 1.88 (10)	0.001*	2.80 ± 1.26 (3)
p-value [#]	0.009*	0.106		0.217

Data are presented as mean ± standard deviation (median)

[‡] Differences value were calculated as difference between post achievement test scores and pre-achievement test scores

p-value[#] was calculated by Mann-Whitney U test

p-value[†] was calculated by Wilcoxon test

*p<0.05 was considered as statistically significant

As the results show, before the training of Unit Environment with Action-Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) has relatively lower results (4.67 ± 2.02) when compared with the pre-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends (6.80 ± 2.14). There has been a significant difference between the pre-unit based achievement test results of the experimental group (MSLLD) and the control group (normal students) before the training process (p=0.009).

After the training with Action- Oriented Approach according to the post-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) have shown progress (8.20 ± 2.48) and statistics have indicated that also post-unit based achievement test results of normal students who continued their English language education in their own classrooms with their own teachers and friends have shown progress (9.60 ± 1.88). Even though there has been a

progress in both groups no statistically difference has been calculated between the post test results of these groups ($p=0.106$). This result was the expected result for each unit. This meant that the difference in levels have decreased after the training programme even the trained students had Mild Language Learning Difficulties

Although these two groups started their education and training with a high level of difference, there has been no statistical difference between these two groups ($p=0.217$). Furthermore, MSLLD students' progress who were trained with Action- Oriented Approach during this critical process has been higher than the control group's progress who continued their education in normal classes. After the expected post-test results, this result has been a huge relief for the researcher, students, and their families. Also, no statistical difference after the post test between these two groups made this result clear.

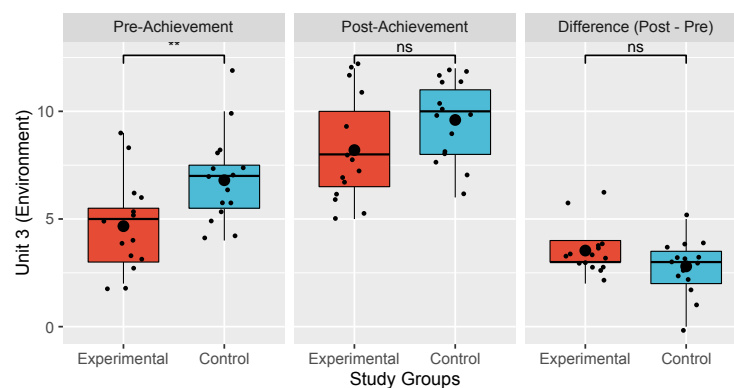


Figure 5. Comparisons of study groups on Unit 3 (environment) Achievement test results. Data were expressed as median with interquartile range. Pre-achievement: comparison of study groups before the test, Post-achievement: comparison of study groups after the test, Difference (Post – Pre): comparison of the changes, which were calculated by taking difference of post and pre achievement test results in both groups.

4.d) Is there a significant difference between the progress of the experimental group's and the control group's Pre- Achievement Test Scores and Post - Achievement Test Scores for Unit 4 Planet?

Table 10: Comparison of the progress of the study groups' Achievement test scores in Unit 4 (planet)

Study Groups	Achievement Test Scores, Mean ± SD (median)		p-value [†]	Difference [‡] (Post – Pre)
	Pre Test Scores	Post Test Scores		
Experimental (n=15)	4.67 ± 1.54 (5)	8.67 ± 2.16 (8)	0.001*	4 ± 0.93 (4)
Control (n=15)	6.60 ± 1.80 (6)	9.33 ± 1.84 (9)	0.001*	2.73 ± 1.44 (3)
p-value [#]	0.006*	0.345		0.015*

Data are presented as mean ± standard deviation (median)

[‡] Differences value were calculated as difference between post achievement test Scores and pre-achievement test Scores

p-value[#] was calculated by Mann-Whitney U test

p-value[†] was calculated by Wilcoxon test

*p<0.05 was considered as statistically significant

As the results show, before the training of Unit Planet with Action- Oriented Approach according to the pre-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) have relatively lower results (4.67 ± 1.54) when compared with the pre-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends (6.60 ± 1.80). There has been a significant difference between the pre-unit based achievement test results of the experimental group (MSLLD) and the control group (normally developing students) before the training process (p=0.006).

After the training with Action- Oriented Approach according to the post-unit based achievement test results, students with Mild Specific Language Learning Difficulties (MSLLD) have shown progress (8.67 ± 2.16) and statistics have signified that also post-unit based achievement test results of normally developing students who continued their English language education in their own classrooms with their own teachers and friends have shown progress (9.33 ± 1.84). Even though there

has been progress in both groups no statistical difference has been calculated between the post test results of these groups ($p=0.345$). This result has been the expected result for each unit. This meant that the difference in levels decreased after the training programme even the trained students had Mild Specific Language Learning Difficulties (MSLLD).

For the statistical result of MSLLD students' and normally developing students' pre-post tests more than expected happened and the difference between experimental groups scores and control group's scores have shown statistically significant difference ($p=0.015$). Surprisingly, the reason of significant difference has been that the progress of MSLLD students (4 ± 0.93) was more than normally developing students' progress (2.73 ± 1.44) during the process even though the significant difference before the training process.

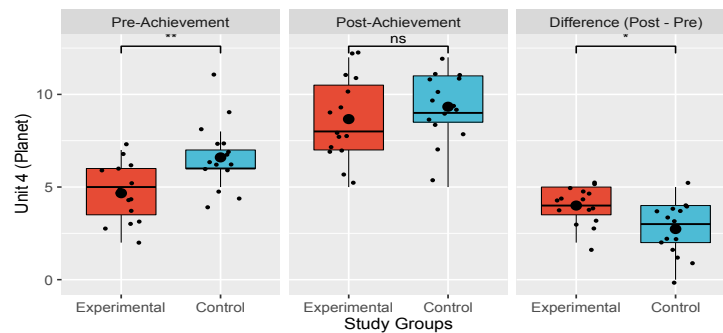


Figure 6. Comparisons of study groups on Unit 4 (planet) Achievement test results. Data were expressed as median with interquartile range. Pre-achievement: comparison of study groups before the test, Post-achievement: comparison of study groups after the test, Difference (Post – Pre): comparison of the changes, which were calculated by taking difference of post and pre achievement test results in both groups.

Results of the Fifth Research Question

5) What are the observations like during the implementations in the experimental group?

Table 11: *Pre and Post-Observation Scores*

Themes (Units)	Pre-Observation Scores			Post-Observation Scores			<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	
Television	3.64	1.13	3.68	5.92	0.71	6.00	0.001*
Superstition	3.40	1.01	3.58	5.68	0.75	5.84	0.001*
Environment	3.46	1.28	3.47	6.05	1.31	5.74	0.001*
Planet	3.80	1.00	3.47	6.29	1.29	6.05	0.001*
Total	14.29	2.53	14.05	23.95	2.44	23.89	0.001*

Note. n = 15. p was considered statistically significant for Wilcoxon test, *p<0.05

The findings based on the Research Question given above, are collected using the observation form developed by Bratton (2015). The students were observed before and after the units. Some of the findings related to the experimental group's participation in classroom activities are illustrated in Table 11.

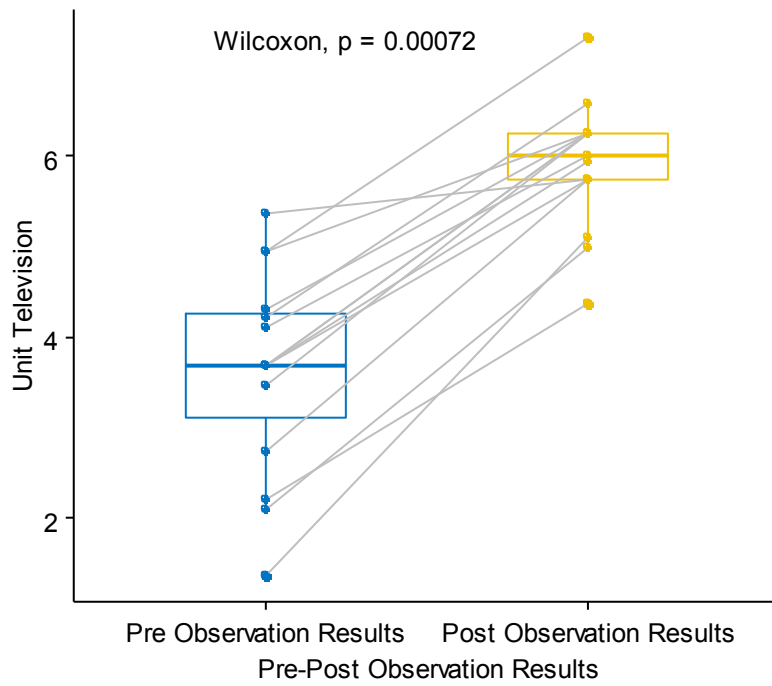
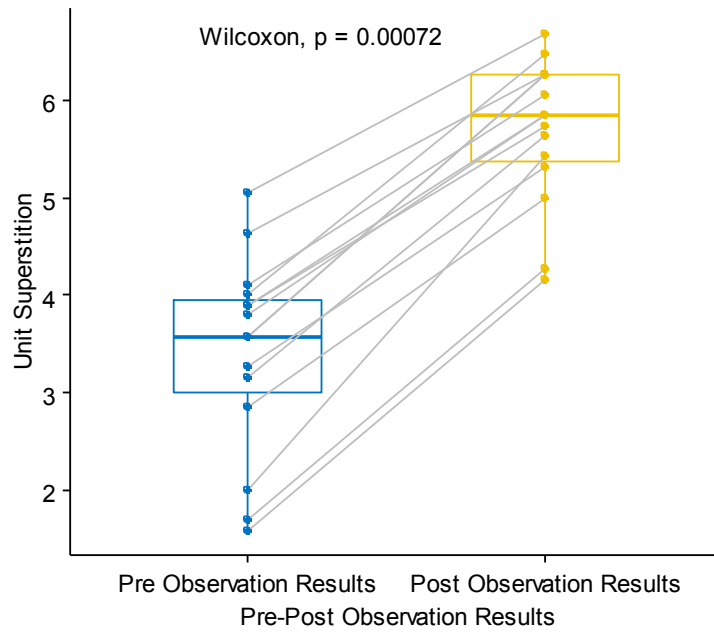
The findings are as follows;

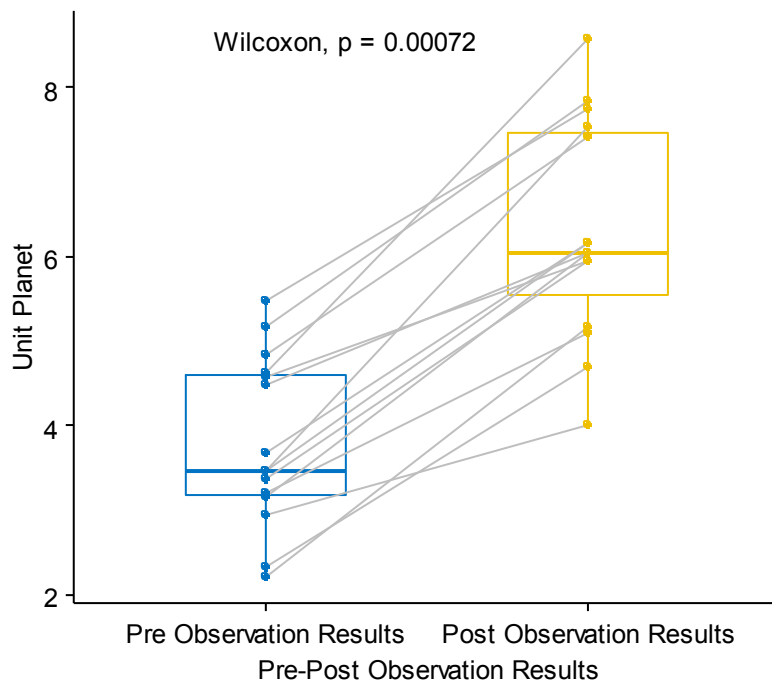
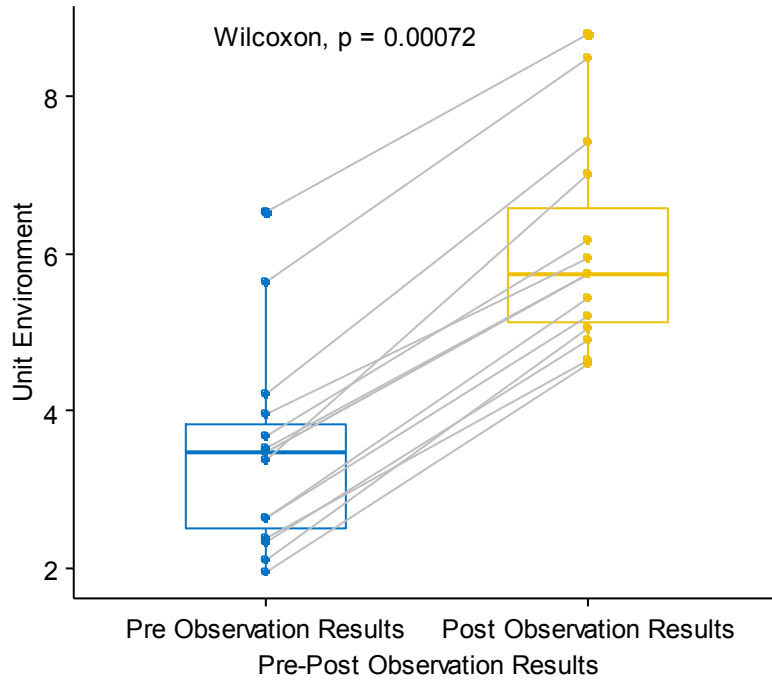
According to the Wilcoxon test conducted to find out whether there is a significant difference between pre classroom Observation results and Post Observation results of 15 students who have Mild Specific Language Learning Difficulties, Classroom Observation Form (Bratton,2015) has been utilized before the exposure to the 4 units and after exposure to the same 4 units. As it is shown above, statistically significant differences have been determined for 4 Units which are television, superstition, environment, planet and also statistically significant difference is determined for overall Action- Oriented Approach Benefit.

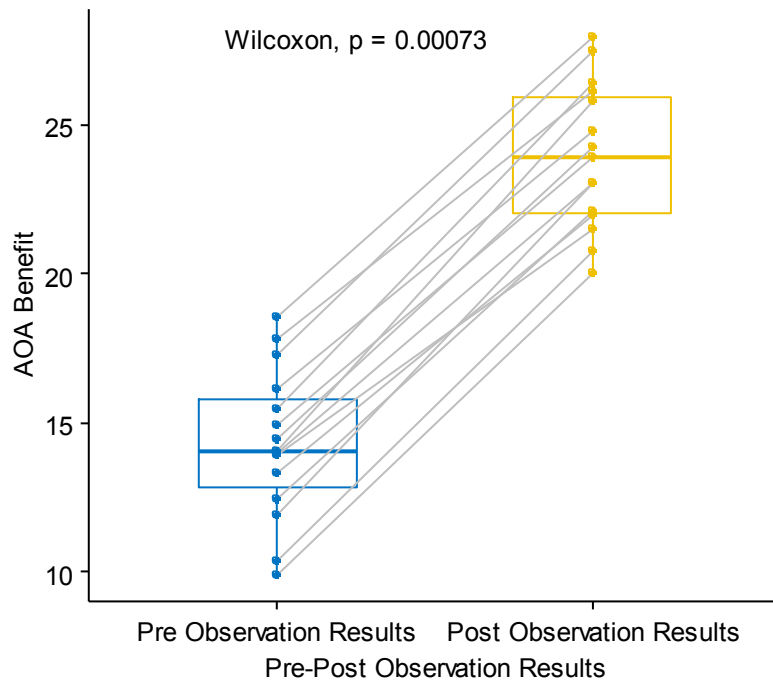
Considering the mean scores of four units and overall Action-Oriented Approach Benefit Statistically Significant Differences are determined. For Unit television while the mean score of control group's pre classroom Observation result has been determined as 3,64 the post classroom observation mean score has been

as 5,92. For Unit superstition while the control group's pre classroom observation result's mean score is determined as 3,40 Post Classroom Observation Result's means score is determined as 5,68. For Unit Environment while the control group's pre classroom observation result's mean score is determined as 3,46 Post Classroom Observation Result's means score is determined as 6,05. For Unit planet while the control group's pre classroom observation result's mean score is determined as 3,80 Post Classroom Observation Result's means score is determined as 6,29. For overall Action- Oriented Approach Benefit while the control group's pre classroom observation result's mean score is determined as 14,29 Post Classroom Observation Result's means score is determined as 23,89.

These results reveal the benefit of Action- Oriented Approach in terms of in class behaviors and academic success of students who have difficulties in understanding the English lessons especially for four units mentioned above. To conclude; as it is seen in Table 11 the students have been active willing to participate in classroom activities although some students hesitated a bit at first, later they also received enough encouragement to respond to some of the questions and they raised hands and participated in some of the classroom activities. Their attentiveness to the teacher and their ability to follow the oral instructions increased and their participation in class discussions, their quick responses and also correct responses, their effective participation in team works, their social interactions with their classmates, their effective communications on anything and classroom topics have also increased during the training process. An improvement has been visually seen in their self-confidence to satisfy their needs and their short attention which was a difficult issue to handle and their struggle with vocabulary has been decreased. So, more or less all the students in the end have started to participate in the classroom activities. They were all happy and willing to take part in some group tasks and individual activities.







Results of the Sixth Research Question

- 6) Do the data obtained via observation forms and unit based achievement tests coincide with each other?

Table 12: Spearman's Rho Correlation for Experimental Groups' Achievement Scores and Observations

		Themes (Units) (Achievement Test Results)				
		Television	Superstition	Environment	Planet	Total
Themes (Units) (Observation)	Television	0.644*	0.123	-0.398	-0.296	-0.019
	Superstition	-0.135	0.083	-0.214	-0.435	-0.282
	Environment	-0.062	-0.089	0.550*	0.516	0.584*
	Planet	-0.418	0.073	0.109	0.553*	0.150
	Total	0.189	0.100	-0.030	0.251	0.334

Note. $n = 15$. p was considered statistically significant for Spearman's Rho Correlation Coefficient, $*p < 0.05$

According to the Spearman's Rho Correlation Analysis for Experimental Groups' Achievement Results and Observations there is a positive correlation between Unit television's Post Achievement tests and Observation on unit television

($r=0.644$). Observation Results indicate the attitudes of students during their normal lessons with their normal teachers. Positive correlation indicated that the more they receive training on Unit Television the more students with MSLLD have been relaxed during their lessons. Same positive relationship is valid for Unit Environment ($r=0.550$) and Unit Planet ($r=0.553$). In Unit Environment same positive correlation has been seen with Overall Action- Oriented Approach Benefit ($r=0.584$).

Findings based on The Qualitative Data Analysis

Results of the Seventh Research Question

7) What are the teachers' viewpoints about students learning difficulties?

The findings from the analysis of the qualitative data are presented below;

7.1. As an English teacher, according to your opinion, what kind of difficulties the students face while learning English Language (grammar, reading skills, writing skills, speaking skills, pronunciation)

7.1.1. What kind of difficulties do students face while learning grammar in English?

Most of the teachers interviewed (12: 80%) stated that there were no students with a high level of grammar in their classes, so the teacher didn't spend much time teaching English grammar in many classes. Teachers indicated that generally, students with Mild Specific Language Learning Difficulties had difficulty in understanding the words, that's why they generally had to explain in Turkish or told them to use the dictionary. Although all this effort, because these students had difficulty in memorising they always dropped back. According to the teachers, the students with Mild Specific Language Learning Difficulties had difficulty in learning grammar rules and had difficulty remembering what they have learnt. Since English is a language that should be remembered, teachers indicated that students may experience many difficulties, especially in learning grammar rules.

Teachers also indicated that sometimes they did more activities to teach grammar rules to enable the understanding of students with MSLLD. Teachers

stated that they could not give separate support for the teaching of English grammar rules for such students, however, they prepared a different exam which is at a lower level including picture matching, placing words in sentences, etc.. instead of supportive education. They reported that if they conduct the same exam with their normally developing students, students with MSLLD may not overcome.

One of the teachers (1:6%) stated that three students were known to have an individualized education programme in his class, however, the teacher thought that they maybe didn't even have learning difficulties but they need appropriate teaching styles, instead. Lastly, teachers stated that when they conducted the mini-exams that they conducted to normally developing students, students with MSLLD may have difficulties.

Some quotes taken from the teachers are presented below;

"Since English is a language that requires memorising, our students with MSLLD experience difficulties in grammar, writing, or reading. We give easier writing homeworks separately. A's writings are good. However, we cannot provide a supportive education in English. We do the writing at a simple level. I include picture matching and placing words exercises in a sentence, not higher than the 5th-grade level". (T4)

"We do the writing exams of these students in separate settings, but some of these students' scores are very low, and a few score well. We cannot provide a separate supportive education in English". (T6)

"Since they forget everything, they are not able to answer correctly to the questions. There is no focus on teaching English grammar rules, either". (T17)

7.1.2. What kind of difficulties do students face while learning reading skills in English?

Almost all of the interviewed teachers (12: 87%) stated that most of the students who have MSLLD in their classrooms couldn't read and teachers tried to create short and simple paragraphs to make the readings easier. Teachers also

stated that they tried to teach reading skills by supporting them. These teachers said that they did not think that this process would be successful unless there were extra material and appropriate support rooms. However, teachers indicated that there was no opportunity to provide these rooms. Teachers reported that they try to educate and train their students with MSLLD as their own children and very sensitively.

One of the teachers (1:6%) indicated that some of their colleagues thought about only the salary, not the student. The salary teachers earn who teaches students with MSLLD is 25% higher than the other teachers who don't deal with students with MSLLD. So instead of focusing on the student's success, some teachers focus only on the payment they get. However, some of the teachers reported that they spend more money on special and specific materials while teaching students with MSLLD.

Some teachers (2:12%) on the other hand, stated that they paired some normally developing students with MSLLD. These teachers stated that normally developing children were firstly taught and then through the peer-mediated teaching model normally developing students taught what they have learnt to their friends who have MSLLD.

Some quotes taken from the teachers are presented below;

"We hold an exam for each student and we make a programme accordingly. Although we prepare a plan according to their levels, it is often not possible to follow it. It differs from student to student because it is individualized. The principles talk about supportive education-training rooms however these rooms generally don't have any equipment, No material, and no technology". (T14)

"The fee for these children corresponds to 25% more than the regular salary. I spent 2 times more of the salary than I earned on these students' specifically designed materials. I aimed to pair seven (7) normally developing students and seven (7) students with MSLLD with each other. I paired the students. I taught to normally developing students first, then normally developing students helped their friends with MSLLD. Via little inclusion and group work and pair works success in the classroom has increased". (T15)

"Although we prepare a general plan for students with MSLLS according to their levels, it is often not possible to follow that plan. Because the plan should be individualized, development varies from student to student". (T9)

7.1.3. What kind of difficulties do students face while learning writing skills in English?

Most of the teachers (13: 87%) stated that the writing sections in the English books were generally left blank by their students with MSLLD, if they were written on the board, these students managed only to copy in their notebooks in general, Teachers said that this was the case in all the writing exercises. The biggest disadvantage for these students is that they are either exempted from English lessons or cannot be in a separate English class with individualized education and training programmes. They also stated that in general, they fall behind the class in these lessons because they attend lessons with their normally developing peers in the same way. They reported that special education supportive classes should be opened for students who need extra support with learning difficulties, especially in English.

Some quotes taken from the teachers are presented below;

"For example, S often leaves the writing sections in our books empty. In general, she does this in all his writing exercises. The biggest disadvantage for her is not to be in a separate English class". (T3)

"Because they take supportive education during the normal lesson times, they fall behind the class in general. I think that a supportive education and training should be there for students who have Mild Specific Language Learning Difficulties in English or for students who need extra support in learning English". (T2)

"I try to make them write in English but they generally write as they read".
(T7)

7.1.4. What kind of difficulties do students face while learning speaking skills in English?

More than half of the teachers (11: 67%) stated that speaking skill is the most important skill however it is the last developing skill for students with MSLLD. Teachers stated that students with MSLLD mostly needed speaking skills to understand what is done in the classroom. However, as in general less importance was given to speaking skills and still less importance is given. Teachers also reported that these students are given little opportunity to practice speaking. This absence of opportunity negatively affected the development of other areas. Therefore, more than half of the teachers agreed that the development of the speaking skills of students with MSLLD should be included in the classroom and out-of-class activities.

Some quotes taken from the teachers are presented below;

"We generally don't have big expectations on the development of speaking skills especially for our students with MSLLD". (T8)

"The development of speaking skills is very important. Listening is the first step in speaking. However, unfortunately, our students with MSLLD are quite a lack of opportunities to improve their speaking skills". (T2)

7.1.5. What kind of difficulties do students face while learning listening skills in English?

Two-thirds of the teachers (12: 80%) stated that they could not practice listening skills with students with Mild Specific Language Learning Difficulties and that as teachers they weren't provided with enough material to practice in the classroom. According to teachers, the development of listening skills in English teaching also indicated that they developed both reading comprehension and fluent and accurate reading skills. According to most of the teachers the most important reason for falling back for these students that they generally forget everything they learn even two hours ago. Therefore, teachers reported that these students inside

the classroom felt embarrassed when they cannot remember the words, grammar rules, exercises. Etc.. which they covered even two hours ago so the students with MSLLD often felt different when they come to the classroom. They indicated what different meant as 'feeling embarrassed, coming into the classroom with prejudices, having low energy and therefore unable to do everything even they can do with a little motivation'. Lastly, teachers stated that lessons were for three (3) hours however in a normal class they could only do exercise for two (2) hours mostly, so maybe the rest 1 hour could be only for the student with MSLLD to cover that 2 hours lesson.

Some quotes taken from the teachers are presented below;

"We cannot practice listening because we have no material. It can be very useful if we do more listening practices. But we shouldn't forget that the child is sometimes embarrassed and when this is the case, he can forget all he knows". (T6)

"When he enters the class, he realizes that he is different. He cannot do even the things he can. So, we shouldn't express this as a teacher. Normally we can teach three hours however after two hours we cannot keep normally developing students in the classroom so we can make use of an opportunity by teaching our student with MSLLD in that one hour". (T9)

7.1.6. What kind of difficulties do students face while learning pronunciation skills in English?

The majority of the interviewed teachers (11: 73%) stated that students with Mild Specific Language Learning Difficulties did not improve their pronunciation skills or focus on their pronunciation skills. They indicated that they cannot even practice reading skills or speaking skills to move over to pronunciation skills. Teachers reported that they could only test their pronunciation skills while these students are reading which is not a usual situation. Therefore, teachers said that focusing on pronunciation skills is the last stage that we should focus on. Lastly, teachers indicated that they focused on reading correctly.

Some quotes taken from the teachers are presented below;

"I cannot know if our student's pronunciation with MSLLD is correct or not because I only listen to them when they are reading which happens 2-3 times in a term". (T1)

"I do not know if they pronounce well or bad because there are no readings for students with MSLLD. There is also no compulsion to read". (T12)

"I focus more on reading. I have never checked their pronunciation many times.". (T9).

7.2. Have you observed any changes in your students during and after conducting the Action-Oriented Approach method?

The vast majority of teachers (13: 87%) stated that there was a multidimensional change in students with Mild Specific Language Learning Difficulties after the training via an Action-Oriented Approach. They stated that they have observed incredible changes in students' academic success and psychology and attitude towards the lesson and their friends. Teachers reported that they observed more Self-Confidence more Willingness to learn English in students with MSLLD. Teachers stated that students used their in-class time to do their tasks and assignments more effectively, they also reported that they observed more Participation in-class activities and surprisingly even more effort to practice what they learnt outside the classroom. In addition to these, teachers said that they evaluated these students with a minus or plus related to their participation in activities and correct answers. After the implementation students made an intense effort to answer the questions correctly and to participate in-class activities. They stated that they cannot observe what they have learnt outside the classroom even it is difficult because of the educational system and settings however after the training students tried to use the vocabulary they have learnt outside the classroom. Some quotes taken from the teachers are presented below;

"There was an increase in motivation. Their self-confidence increased. The students started saying "Good morning" outside the classroom". (T12)

"We observed an increase in their willingness to the lesson. Their ability to use time effectively has increased. They try to do the homework on time". (T3).

"Their participation in classroom activities has increased. Our students started to use the everyday language after the pieces of training as 'good morning' and 'good afternoon' outside the classroom" (T14).

7.3. Did your students reflect their thoughts on the supportive education they received?

The majority of teachers (14: 93%) reported that they were very happy that students with MSLLD reflected their views on the support education they received, they also reported that this happiness was observed in their families and in other teachers. They stated that their students were very happy in this process because of the increase in their self-confidence and therefore; academic successes. Teachers also reported that there was a great willingness in students because they observed that students were asking questions to get help from their family or teachers even while they were doing homework outside the classroom. The success in their Unit Based Achievement tests was a prove of their development in English. Some quotes taken from the teachers are presented below;

"I got positive feedback from his own English teacher. When I called to ask if he did his homework with his family, he said yes. They are all very happy". (T7)

"As far as I have observed, their self-confidence, success, and participation in classroom activities have increased, thanks to the training via Action-Oriented Approach with you". (T11)

7.4. As an English teacher, according to your opinion, what kind of supportive activities can be done with your students except the supportive education to decrease the difficulties they face?

The vast majority of teachers (14: 94%) stated that in order to eliminate the difficulties that their students with MSLLD encounter while learning English it is not always necessary to focus only on lessons but to focus on learning experiences with visual materials. According to the teachers, appropriate teaching styles, Appropriate teaching strategies, setting, and appropriate motivation for their students provided by teachers their own, students' families, principles, education system, policy, and practices are the most important issue that everybody should discuss. Teachers also reported that because of the lack of appropriate materials and generally visual materials the biggest difficulty emerged. Furthermore; teachers stated that supportive education was not provided as it should be at schools. They reported that they had sessions in supportive education with students with MSLLD however they couldn't benefit much from these lessons because teachers generally didn't have supportive education rooms designed appropriately including appropriate materials and technology. For this reason, they stated that the lessons were monotonous and that they could only teach two numbers instead of four because the possibilities were limited. In other words, they stated that they were able to teach half of the determined outcomes, whereas they could teach all of the determined outcomes if suitable rooms including materials and technology was provided. Lastly, they stated that each child's learning level was different.

Some quotes taken from the teachers are presented below;

"The lesson hours are not enough and it is necessary to focus on visual materials. The biggest problem in schools is the lack of these visual materials. If I prepare and bring it by myself from home, I can offer this opportunity. We don't have a special class". (T9)

"If I really need to get efficiency, if these children need to be supported, I underline that these facilities should be provided by using this high-tech separate room, that is, as a support training room. And every child's learning level is different". (T1)

Chapter 5

Conclusion, Discussion and Suggestions

Introduction

The present thesis is carried out to investigate whether the Action-Oriented Approach is effective to teach English to secondary school students with Mild Specific Language Learning Difficulties. Furthermore, key issues which effect the learning process of students with Mild Specific Language Learning Difficulties have been tried to be determined and the study aimed to explore the learning process of students with Mild Specific Language Learning Difficulties by comparing their Pre-Post test results with normally developed children and by taking into account the process not the results as a success.

Also, this part of the thesis includes the summary of findings which were explained in detail in the previous chapter, and also this chapter deals with the conclusion and discussion related to the findings in the light of pedagogical implications and also puts forward suggestions for further researches.

Conclusion of the Study

The belief that language teaching should not be purely knowledge-centred and that the students should learn whenever they need information. This information emphasizes the permanence and usability of Action-Oriented learning. Actions allow students not only to think about language and context but also to think about the ways they perform actions to understand their learning processes even they are special students with Mild Specific Language Learning Difficulties (Bento, 2013: 5). The concept of action, which is seen as a human change or depiction of reality, sees teaching/learning as social action and the student as a social actor (Springer, 2009). Within this scope, the current study aimed at investigating whether the Action-Oriented Approach will be effective to teach English to secondary school students with Mild Specific Language Learning Difficulties in a limited period of time via specifically prepared training programme consists of four Units which are included

in the Ministry of National Education with the help of many experts. The researcher with experts prepared a training programme for four units and implemented Unit based Achievement tests before and after the 8-week training programme for each unit. Meanwhile, Unit-Based Achievement tests were implemented to normally developing students in their normal classes. Within that period the researcher observed the students with Mild Specific Language Learning difficulties who normally don't take English lessons in their normal classrooms. However, during the research time, they attended their normal classes so that the researcher could observe again before and after each unit. Moreover, the researcher systematically implemented a semi-structured interview form to the teachers of students with MSLLD to understand the difficulties which these students face during English language learning process, whether they have observed any changes as increased motivation to English lessons in classroom, Self-Confidence, willingness to learn English, increase in effective use of time in tasks and assignments, more participation in-class activities and effort to apply what they learn outside the story in their students during the special training programme based on Action-Oriented Approach and teachers' opinions on supportive activities that can be done with their students except the supportive education to decrease the difficulties they face and lastly students' reflections on the training programme. The conclusions drawn from the results and the suggestions for further researches based on the conclusions are discussed in the following paragraphs.

Firstly, the results related to the Pre and Post Achievement Test Results of the experimental group was surprisingly perfect. When the pre and post-test results (right answers) of the students in the experimental group who had Mild Specific Language Learning Difficulties were compared the increase in the right answers of their Unit based achievement tests conducted before the training programme and Unit based achievement tests conducted after the training programme was obvious. In each unit without any exception and in total Action-Oriented Benefit the increase in their right answers was seen apparently. Students in the experimental group responded to the training and struggled to learn with the help of the researcher.

Secondly, the results related to finding out the progress of the students in the experimental group and control group and also to compare the progress of each group were scrumptiously interesting and great. A big difference between the

experimental group and control group existed in each unit and again as expected control group's scores were higher than the experimental group's scores. There was obviously progress in both the experimental group and control group between their Pre and Post Achievement Tests in each unit. After the training programme with Action-Oriented Approach the experimental group's progress was worth witnessing and also after their education in their normal classrooms the control group's progress was worth seeing. However, at first, the expectation was always the control group's successful progress more than the experimental group. Although the expectation, when the results were analysed it was seen that in the first unit (Television) as mentioned before the difference between the progress of the experimental group and control group continued and the expected difference between the experimental group and the control group existed, meaningfully. In the second unit (Superstition) although the study groups started with a big difference and although the difference was observed in their post achievement tests the progress of the study groups was nearly close and there wasn't a big gap as their pre achievement test scores. Despite the big difference in the pre- Achievement Tests of the study groups in Unit three (Environment), this gap was closed in their Post Achievement Test scores and interestingly in the third unit, the progress of the experimental group was higher than the control group. This result was the targeted however unexpected. In the fourth and last unit (Planet) as always, there was a big gap before the training in study groups pre achievement test scores and this gap became close in their post achievement test results. Still, the experimental group's post-test scores were less than the control group's scores. Resplendently, the differences between the pre and post-test results of the study groups were analysed as mentioned before and the progress of the experimental group was higher than the control group as it was in the previous unit however in the last unit this difference was so high that a significant difference appeared. For the total progress of the experimental and control group, it was seen that the experimental group's progress was meaningfully higher than the control group's progress.

During this process, the psychology and willingness of these students to participate in the lessons were an important matter of fact. To observe this, process the researcher and one expert concurrently and systematically observed the students before and after each unit in their normal classrooms although they were

exempted from their normal classes. The results of the observation forms showed how the interest and willingness of these students increased more and more after they received information and increased their knowledge about the units each week. In each Unit the experimental groups' attentiveness to the teacher increased, they gave quicker responses and correct responses to the teachers, they effectively participated in their team works and classroom activities, their social interactions with their classmates and their effective communications on anything and on classroom topics, their self-confidence was a world to see. Distractibility and attention deficit are some of the typical characteristics of students with mild language learning difficulties. This feature also decreased during the observations after the treatment in each unit. These results were naturally a surprise for the researcher, for the families of the students with Mild Specific Language Learning Difficulties and their teachers.

As a conclusion, deriving from all this tiring however perfect process it should be understood that if these students receive the appropriate support and training in appropriate environments with appropriate methods and techniques, they can be as successful as their normally developing classmates maybe even more. As Abdulkhaleq Ali Ahmed Al-Rawafi (2018) states the most crucial problems are the students' lack of effective teaching and students' lack of linguistic resources; the different skills needed in an academic setting. Also, as Sin and Fong, (2008) declare ensuring access to appropriate support and training in learning strategies for students with Mild Specific Language Learning Difficulties is important and will be beneficial. This will enable students to demonstrate their knowledge and skills and reduce the risk of non-progression. The competence of students with MSLLD mustn't be pre-judged. Also, Marks (2007) states that a student's success is highly dependent on the availability of accommodations, not the type or severity of difficulty. Therefore; these students shouldn't be exempted from English lessons.

Discussion of the Study

Peculea (2015) draws attention to students' involvement through coherent pedagogical interventions on covering various learning situations and gaining cognitive and metacognitive experiences which enable the student to overcome his learning difficulties and perform important transfers to new learning situations.

Deriving from this finding in this study, after 15 students who were identified as experimental group and who had Mild Specific Language Learning Difficulties were trained with Action-Oriented Approach for 8 weeks between 30 to 45 minutes for each week which lets students involve in the learning process and covering their metacognitive skills by including real-life tasks and authentic situations. Four Units were taught (Unit 1-Television, Unit 2 Superstition, Unit 3 Environment, and Unit 4 Planet). Each Unit was taught in 2 weeks in total and Pre-Post Achievement Tests were conducted to students With Mild Specific Language Learning Difficulties and to students who continued their education in their normal classes with their English teachers as it is mentioned before. The most important issues which were revealed from the analysis was that these students can learn and did learn with different learning and teaching technique. Action-Oriented Approach was included in this study because it is a mentioned approach in CEFR and an important candidate to be used as a method in language learning processes.

Results showed that it is a successful method if applied appropriately even to the students who have Mild Specific Language Learning Difficulties. When the pre and post achievement tests were conducted to the students who have MSLLD the progress between their pre and post-tests was visually seen in each unit and in total Action-Oriented Approach Benefit and significant process were revealed in the analysis. As mentioned before with teachers help in creating a different environment during the process of especially teaching a foreign language these students' progress can be clearly seen. As Peculea (2015) discusses these training environments need to create educational intervention formative learning opportunities, practice reflective and strategic capacities, direct their own learning, knowledge, and understanding of strategies learning, making decisions about their use and also as emphasized in Peculea (2015) by helping these students to wonder about how to work, to solve various tasks, to use learning strategies, how to interact with others, the teacher motivates them to overcome the spontaneous discoveries and findings, guiding them to a higher level, the awareness of what they learn and how they learn. Moreover; as Mirici (2017) discuss a learner-oriented approach that allows the learner to use the target language effectively should adopted in both learning, teaching and evaluation processes. This approach requires general practices where action-oriented, metacognitive skills are used, self-assessment

activities take place, and the entire development process is recorded based on a common system and declared in accordance with this common system. Via training with Action-Oriented Approach for 8 weeks motivation, interaction, metacognition, and the wonder they need to participate in the activities and solve their problems were included during the process of training as the results showed.

During the training process, the most important point was to see the progress students with Mild Specific Language Learning Difficulties. A comparison of the experimental group's and control group's progress showed how hard the students with Mild Specific Language Learning difficulties tried to learn English, succeed in the exams, and to participate in the activities during the progress. Although the control group started with a big difference the experimental group closed the gap during the process. The gap between the two groups closed more during the process and the experimental group's progress was significantly and interestingly higher than the control group's progress which was not a piece of cake both for students and the researcher.

The experimental group students didn't always hit the books however they had the appropriate training according to the results and always sat tight which was an adorable process that should be observed and seen by all the educators. At the end of the process, it was understood that students with Mild Specific Language Learning Difficulties are not the bad apples in the system they easily found their feet and were very patient.

To use effective learning strategies, students need metacognitive knowledge, need to understand which strategies are suited to be applied in various learning tasks and what circumstances. Stimulating metacognition is reflected in the choice and the proposal for learning tasks that incite, invite, facilitates questions (tasks that offer open searches, proposing attempts, challenges), any activity that requires the students, especially those with learning difficulties the opportunity to analyse, in a reflexive manner, their own actions. These activities that invite to reflection provides the student with learning difficulties, strategic solutions, and resolution, but also opportunities to ask about the effectiveness of the work, about the involvement, application of cognitive activities, the extent to which the proposed tasks were solved, about further optimized and improved resolute possibilities and strategies, necessary to involvement in a new task. Students need reflection, meditation to

realize what they are capable of the learning process. But for students, especially those with learning difficulties, it is difficult to reach a higher level of reflection, questioning, metacognition, without an explicit model. Therefore, the role of the teacher in leading, guiding student learning activity must be coupled with exercising new competencies, those of reflective teachers. The teacher must provide the student with a model for reflection and action on tasks. As Grangeat (1999) discusses the success of a certain activity unfolded by an individual is mainly provided by the possibility of involving one's metacognitive skills, and not just its cognitive ones. Most of the time, these skills make the difference between the students who manage to obtain scholar success and those who do not succeed this thing. Many times, the success is provided by the possibility of accomplishing a control and an adjustment over one's own activity (Delvolvé, 2006). That is why, in this study real-life tasks and authentic situations are included. During the training process students in the experimental group were aware of what they were doing and limited however useful clauses and sentences were used by the students. So they knew what they should have known. In its most common definition, that of the knowledge of the knowledge, metacognition has a very special role in the learning activity, by coming along with this one and in the same time offering the learner the possibility of analyzing and interpreting the information in terms of efficiency and proficiency for that certain action and moreover for the future ones. Therefore, metacognition does not only mean the knowledge that the student achieves about its own cognitive activity, but it also implies the usage of certain self-control and self-regulation mechanisms. Due to metacognition the learner becomes aware of its own mental activity.

Another discussed issue in Peculea (2015) is that teachers to optimize their teaching, development of learning management competencies such as learning autonomy, development of capacity to decide, or information processing capacity should be at the forefront of teachers' concerns. From these results derives the urgent need to develop an educational strategy with compensatory purpose which should aim precisely at the points made above, respectively educational intervention programmes that build student self-regulation skills, which should cause and support students to take awareness and metacognitive regulation of learning,

develop planning metacognitive strategies, setting own learning goals, self-monitoring and self-evaluation strategies.

Another important point to discuss is experimental groups' interest and willingness to participate in classroom activities and their psychological processes. While qualified learning processes these students were observed by the researcher two times for each unit to understand whether their success and psychological processes are compatible. Students were relaxed day by day in their normal classrooms even they were exempt from English lessons. Moreover, results revealed that there were no units that they didn't show progress in terms of their participation in their classroom activities. Their psychological relief and progress showed a marked improvement and the increase in their attentiveness to the teacher, their ability to follow the oral, instructions, their participation in class discussions, their quick responses and also correct responses, their effective participation in team works, their social interactions with their classmates, their effective communications on anything and classroom topics, and their self-confidence to satisfy their needs and decrease in their short attentions which was a difficult issue to handle and decrease in their struggle with vocabulary were observed. All these items showed that the more they have comprehensive knowledge of the four (4) units and achieved better the more they were psychologically comfortable in the classroom. As a natural consequence, as every student; students with Mild Specific Language Learning Difficulties did better in cognitive and psychological issues as long as they received the right training programme.

The most basic motor behaviour of a person is to stand up and walk. Even babies are expected to put together their forefinger and thumbs to understand metal development. This is a behaviour which separates the human from other creatures. As humans, we are able to hold something with two fingers, while other creatures have different styles. This study is derived from the thought that these students may learn as much, as qualified as normally developed students with appropriate time duration, appropriate training and teaching techniques, and appropriate environment. Also, this study is planned to prove that each brain is unique. Koksai and Atalay (2016) state that the main purpose in brain-based learning is the ability

to acquire the knowledge meaningfully rather than memorizing or learning it. This situation ensures that the individual's perceptions are constantly awake, can use the information in detail, and perform the learning process with the active processing dimension. Jensen (1994) indicates that support need to be provided to learners on continuing their development and renewing their objectives by protecting high struggle and low level of stress and allowing learners to organize their steps and Caine and Caine, (1991) in their study determine several principles in order for brain based learning to be understood and applied. Some of them are determined as follows;

- 1) the brain is a parallel processor that's why learning engages the entire physiology,
- 2) the brain processes parts and wholes simultaneously,
- 3) learning always involves conscious and unconscious processes and lastly
- 4) "each brain is unique".

Learning systems are the brain's operating systems and nobody so far has been able to solve this in terms of the relationship of neurons with each other. Each brain has different channels, maybe has different doors. Therefore, if the child with learning difficulties can speak the Turkish language properly, if the English child can speak English very well, then they can speak each other's language very comfortably, there is no problem in speaking, this child can use language because they are not mentally disabled. Deriving from this thought this study is designed, conducted, and succeeded.

Consequently, Students with Mild Specific Language Learning Difficulties are actually known as students who definitely cannot learn, but the most important issue is if you know how to teach these students, they will, can, and did learn better than students who showed normal progress. Children with Mild Specific Language Learning Difficulties are perhaps children who learn with different learning methods and can be called different children and maybe the obstacle to them is the education system, therefore; general applied methods and techniques may be not beneficial to them. Furthermore, calling them Specific Learning Difficulties may infer that individuals with MSLLD do not have difficulties at all – but that they simply learn in

different, unexpected ways (Pollak, 2009). The same issue for years told for dyslexic students who couldn't learn. They were thought of as students who can never learn but then it was understood that they had different learning styles and when these different learning styles are applied during the sessions it is seen that they can learn easily and become successful individuals as Einstein...etc. So the purpose of this study from the very first start was not comparing students with Mild Specific Language Learning Difficulties and normal developing students whether who did better in the achievement tests however the purpose was always to determine who was more successful and the success was not interpreted as the result but the process. At the end of the process being a mind-bender for students who have Mild Specific Language Learning Difficulties, for their families, for their teachers, for educators and managers and for the system which exempts them from English lessons was invaluable.

Suggestions for Further Researches

This part of the thesis deals with several suggestions based on the conclusions drawn from the application of multiple data sources to enlighten the future studies on an Action-Oriented Approach and teaching English process to students with Mild Specific Language Learning Difficulties. Based on all the findings, discussion and conclusion generated from qualitative and quantitative analysis some suggestions for further studies are as follows,

First of all, it is essential that students with Mild Specific Language Learning Difficulties are identified early and educational interventions provided before the child experiences failure and develop emotional or behavioral problems. Early intervention is the first step that educators should do to implement the appropriate treatments and training, especially for the language learning process.

Secondly, training teaching assistants or teachers on how to teach the students with Mild Specific Language Learning Difficulties is an important step. Therefore, English teachers and special education teachers may collaborate and cooperate in this process actively so that the child can receive the appropriate

education and training at the appropriate time. Furthermore, a school atmosphere that helps all staff and parents to communicate positively and celebrate the talents of these students should be fostered. The language used to describe students' achievements in a positive manner should be agreed, especially in relation to reports to parents and staff members.

Thirdly, resources and materials are an essential part of this appropriate training process. As mentioned before training programmes with Action-Oriented Approach which prompted these students' cognitive and metacognitive skills specifically designed for students with Mild Specific Language Learning Difficulties and materials were selected appropriately for these students. Therefore; Specially designed computer programmes, more visual materials and of course more activities directed by the students themselves may be included in the curriculum of The Ministry of National Education.

Fourth suggestion may be when there is a history of language delay, a speech and language assessment should be considered. The student with Mild Specific Language Learning Difficulties shouldn't be exempted from their classrooms because as it is mentioned in the findings, discussion, and conclusion parts, these students can and did learn with appropriate education, so these students may receive little supports while receiving the normal English lessons as their normally developing classmates. Little supports inside the classroom or outside the classroom after or before their lesson hours may be a rescue. These students have metacognitive skills that awaken with an appropriate training programme as seen in this study. The student can require individual and/or small-group support to develop basic language education should be allowed to full access to the curriculum because difficulty doesn't mean disability so mental disability shouldn't be mentioned in the case of Mild Specific Language Learning Difficulties.

As it is revealed from this study Action-Oriented Approach can be used as a teaching method and technique to students even with specific language learning difficulties. Therefore, it will be beneficial to include Training or education samples

via Action-Oriented Approach to the curriculum of The Ministry of National Education for each Unit and each class level. In-service training for teachers should be included to adapt these training programmes to students and teachers who have the qualification to teach with Action-Oriented Approach and teachers who have the qualification to teach via Action-Oriented Approach even to students with MSLLD should be granted an award.

Another issue can be about policies and regulations. Policies and Regulations should be included in the curriculum of the Ministry of National Education and should be implemented appropriately with trained teachers. However as Kane and Gooding (2009) state there is little evidence as to what extent policy and practice regarding delivery of support and reasonable adjustments has been implemented (or not) in both academic and practice settings.

As it is indicated in the findings and discussion, some of the students with MSLLD receive supportive education from a teacher at that school. Sometimes the teacher can be her/his own teacher and sometimes another teacher who teaches at that school. The level of these students is lower than the level they should be in. Supportive Education rooms are rooms that include only a chair and a table however some schools don't even have these private rooms. If regulations are made included in the policy and precautions are made the supportive rooms in which private lessons for these students are presented may be more qualified with the appropriate environmental arrangement and appropriate materials which will be useful to students with MSLLD in the teaching process of English.

In this study, the researcher conducted Action-Oriented Approach which is an approach that is included in many studies and CEFR. However special education teachers may collaborate and cooperate with language teachers and may conduct many other methods and techniques to experience the benefit of teaching. Indeed, special educators may be able to do some researches on how these children can adapt to English lessons better and how they can learn better by applying different learning models.

Furthermore; the process of teaching especially language teaching has always been a mystery waiting to be solved. In this study, the teaching process was directed to the students with Mild Specific Language Learning Difficulties via Action-Oriented Approach which was a double difficult process. During this precious process students and also teachers need support from their colleges, from the families of the students, from the heads of the schools and also from the academicians and all other staff including policymakers, principals, ministers, and so on. This is a process during which cooperation and collaboration level should be kept at the top level for students' academic success and psychological health.

Lastly, it is beneficial to express that this teaching activities can be implemented to more students who may have many other difficulties in learning. Their levels may be different. The Units may be increased, the implementation process may be increased and the teachers who are included in the study may be increased for further researches.

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APPENDIX-A: Participant Consent Form (Parents of students with Mild Specific Language Learning Difficulties)

Sayın Veli,

Doktora düzeyinde Hacettepe Üniversitesi İngiliz dili Anabilim Dalı Öğretim Üyesi Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında gerçekleştirilecek olan doktora tezi için araştırmacı tarafından bir eğitim programı düzenlenmektedir. Çalışmamız için Hacettepe Üniversitesi etik komisyonunda gerekli izin alınmıştır. Çocuğunuzun bu Araştırmaya katılması hem Yabancı dil becerilerinde güçlük çeken diğer öğrenciler için olumlu örnek teşkil edecektir hem de gelecekte İngilizce dersinde daha az güçlük çekmesi adına bir başlangıç olacaktır. Çalışmamız gönüllülük esasına dayanmaktadır. Çocuğunuzun ismi kesinlikle araştırma içinde geçmeyecektir ve süreç içerisinde herhangi bir durumda çocuğunuzun eğitim programına katılmaktan vazgeçme hakkı bulunmaktadır. Eğitim programı ile ilgili detaylı bilgi araştırma başlangıcında, araştırma sürecinde ve araştırma sonunda siz velilere iletilecektir. Eğitim programı uygulama sürecinde, araştırmanın daha sağlıklı sonuç verebilmesi adına, gerekli durumlarda ses ve görüntü kaydı yapılacaktır. Süreç boyunca katılımcı öğrencilerimizin istedikleri soruları rahatça sorabileceklerdir. Çocuğunuzun bu eğitim programına katılması için gerekli iznin siz değerli veliler tarafından verilmesi biz araştırmacıları mutlu edecektir. Yardımlarınız için şimdiden teşekkür ederiz.

Ayrıca çalışma tamamlandıktan sonra araştırmacıya telefon veya e-posta yolu ile ulaşılabilir sonuçlar hakkında veya çocuğunuzun gelişme durumu hakkında bilgiyi rahatlıkla talep edebilirsiniz.

Saygılarımla

Araştırmacı:

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Adres:

Telefon:

İmza:

APPENDIX-B: Teaching Activities via Action- Oriented Approach for Students with Mild Specific Language Learning Difficulties

Learning Goals-Behavioural Objectives (BO)	Authentic Situation	Action Oriented Approach
	When would this occur in real life?	What is the purpose? What will be accomplished?
UNIT: TELEVISION		The teacher
<ul style="list-style-type: none"> • Describing places • Expressing feelings • Expressing likes and dislikes • Making comparisons • Stating personal opinions • Describing what people do regularly • Expressing preferences • Giving explanations/reasons • Making simple inquiries • Stating personal opinions • Talking about past events 	<p>1) When a friend of you come to your house and you wanted to watch a TV Programme.</p>	<p>a) Will Show short scripts of each kind of TV programme as talk shows, series..etc. and ask the students to guess the kind of TV programme.</p> <p>b) Wants students to choose one programme, express their likes and dislikes about the programme and explain why they chose that programme.</p> <p>c) Ask students to talk about their past best programmes and want their friend to guess which programme they are talking about.</p> <p>d) Asks students to write their favourite TV programme, how many hours a day they watch TV and why? (At least 25 words)</p> <p>e) Asks students to read what they have written about their favourite programmes in pairs including words as 'prefer and favourite'.</p> <p>f) As a listening activity, the teacher asks students to listen the activities in their main students book and give feedbacks on the wrong answers to students. (Discussion sessions)</p> <p>g) Reads some statements to the students and want them guess if they are advantages of Television or disadvantages of television (Extra time activity)</p> <p>h) Divides in to two groups and wants one group to defend that television is good for them and another group to defend the idea that television is bad for them. (Extra time activity)</p>
UNIT: PARTIES		
<ul style="list-style-type: none"> • Accepting and refusing • Expressing basic needs • Expressing quantity • Giving and responding to simple instructions • Making simple suggestions 	<p>1) Arranging a surprise birthday party/wedding party for a friend/ brother/sister.</p> <p>2) Buying necessary equipment/materials/food and beverage from the shop.</p>	<p>a) Shows some videos of each party to teach students party types and want students to guess.</p> <p>b) Shows some pictures to students about the necessary equipment that should be included while doing the preparation for a party and want students to guess.</p> <p>c) Wants students to ask each other the party they are organising using statements as 'Where do you have the party', 'Who do you invite', 'What do you do for your friends', 'Where is the party' and 'When do you have the party'.</p> <p>d) Wants students to organise a birthday party for one of their friends with the necessary equipments in the classroom using 'Would you like?Statements' and quantifiers as 'some, a lot of , one ...etc.'</p> <p>e) As a writing activity, the teacher asks students to prepare an invitation letter for their mothers' birthday party with necessary information using 'Let's....., Why don't we/you And we should.....'.</p> <p>f) Asks students to read a text about a birthday party and complete the text with necessary information by answering and discussing the questions.</p> <p>g) As a listening activity, ask students to listen and guess the party type, tick the words they hear from the script they hear and match who needs what for organising a party (Discussion session)</p>

<p>UNIT: SUPERSTITIONS</p> <ul style="list-style-type: none"> • Making predictions about the future • Making simple inquiries • Making simple suggestions • Talking about possessions 	<p>1) Planning your future with your family/teachers or friends.</p> <p>2) Planning your week/day/month/year.</p>	<p>a) Shows some pictures of Fortune cookies, coffee reading, palm reading, tarot reading and etc.</p> <p>b) Wants students to write whether they believe in fortune telling or not and not and why using statements as 'I think..., I believe..., or I don't think...'</p> <p>c) Shows a Picture and want students to tell about what will happen with using 'Will and won't'.</p> <p>d) Wants students to talk about their future plans and talk about what will happen by 2050.</p> <p>e) Shows some pictures and wants students to guess what will happen in the future (discussion session)</p> <p>f) Gives a reading script about some superstitions in Turkey and want students to match the superstitions that belong to Turkey.</p> <p>g) Wants students to write about superstitions in Turkey and other countries and discuss in classroom.</p> <p>h) Wants students to listen the dialogue in their books and answer the questions.</p> <p>i) Gives students some Daily fortune predictions and students pick one and tell them to the class (Extra time activities)</p>
<p>UNIT:PUBLIC BUILDINGS</p> <ul style="list-style-type: none"> • Describing what people do regularly • Giving explanations/reasons • Making simple suggestions • Talking about plans • Talking about past events 	<p>1) Going somewhere you want to meet with your friends/family.</p> <p>2) Explaining where you want to go to someone passing.</p>	<p>a) Shows pictures of the places of public buildings and want students to define each of the pictures.</p> <p>b) Wants students to speak about what kind of buildings they see in their cities and where.</p> <p>c) Wants students to talk about what kind of public buildings they go and to a friend and want other student to guess by using statements as 'I will buy some bread', 'You should go the bakery then '.</p> <p>d) Wants students to write about where they visit, for what and why with using 'always, usually, often , sometimes'. (at least 30 words)</p> <p>e) Wants students to explain their friend's last Saturday by taking notes of their friend's activities.</p> <p>f) As a reading activity, asks students to read the script in the book and answer the questions with their classmates(discussion session)</p> <p>g) As a listening activity, students listen the dialogue in the book and fill in the blanks with words as 'sale, cash, medium, size, credit card, much'.</p> <p>h) As a listening activity, students listen about a one day of a person and match the activities with the right days.</p> <p>i) Wants students to work in pairs. Asks one student to be the shop assistants and the other to be the customer and talk about the customer's needs.</p> <p>j) Gives a direction to any public building and student follow and tell the teacher where they arrive at the end of the road (Extra time activity)</p>
<p>UNIT:ENVIRONMENT</p> <ul style="list-style-type: none"> • Describing simple processes • Expressing obligation • Giving explanations/reasons • Giving and responding to simple instructions • Telling someone what to do 	<p>1) Talking about environment and environmental problems in World/in cities</p> <p>2) Reading a newspaper about environmental problems.</p>	<p>a) Shows students some videos and pictures about many environmental problems and wants students to guess the environmental problem shown in the Picture or video as 'global warming, air pollution, deforestation, water pollution and etc..'</p> <p>b) Wants students to read a script in newspaper and talk about the environmental problems mentioned in the script.</p>

		<p>c) Wants students to read the script in the newspaper again and wants them to answer the reading comprehension questions and true-false questions.</p> <p>d) Shows students some ingredients to prepare natural cleaners and lava lamp the wants students to make a dialogue and act while making natural gas and lava lamp in the classroom by looking at the pictures, ingredients and actions using 'First, then and finally'.</p> <p>e) Wants students to write about environmental problems that they see in their cities. (At least 20 words)</p> <p>f) As a listening activity, students listen a script and match the names with photographs that are shown and environmental problems and also wants students to answer the comprehension questions.(Discussion session)</p> <p>g) Shows some parts of some movies about environmental problems and want students to guess the film or what is the film about (Extra time activity)</p>
UNIT: PLANETS		
<ul style="list-style-type: none"> • Making simple comparisons • Telling the time, days and dates • Talking about past events • Telling people what we know • Telling the time, days and dates 	<p>1) Talking about earth and solar system and other planets with friends/classmates.</p>	<p>a) Shows the pictures of the planet and tells the names of the planets.</p> <p>b) Shows a video about solar system.</p> <p>c) Reads the directions of the planet's places and want students to label the planets.</p> <p>d) Gives information about planets heights, temperature...etc. Wants students to compare the planets by using comparative adjectives.</p> <p>e) Wants students to write about their best planet and why and also wants students to tell some facts about the planets.</p> <p>f) Makes students read the text and match the titles and discuss with the classroom.</p> <p>g) Wants students to listen the information and answer the questions.</p> <p>h) Wants students to prepare a poster about the latest events on solar system with exact dates and times.</p>

APPENDIX- C. SOME SELECTED ACTIVITIES

All the activities were based on the Action- Oriented Approach. Therefore, students were active participants of the activities and they were allowed to make their own decision on the language skill to use as autonomous learners. English language was the vehicle for communication, rather than a lesson to study and the tasks of the activities were always joyful social events for them.

UNIT 1. TELEVISIONS

In this unit students were conducted 8 activities in total, except from the Unit based Achievement Tests

Activity 1 and 2

Title : Talking about television and guessing the advantage or the disadvantage of television and guess what.

Duration : 25 minutes

Participants: 14 students

Aim : The aim of this activity was to encourage students to talk about television, to describe places, to express their feelings, to express likes and dislikes, to make to state personal opinions, to see their brainstorming skills and to have an idea of their listening skills

Description : Students were asked some questions about television which they had covered previously. Because speaking and acting was the main aim, students talked about these questions. Teacher read some statements and students tried to guess whether it was an advantage of television or a disadvantage of television.

Also students were shown short scripts of each kind of TV programme as talk shows, series..etc. and were asked to guess the kind of TV programme. Some of the pictures and screen shots of videos were as follows;

- What is one of your favorite TV shows?
 - Why do you like it?
 - When is it on?
 - Does you father like it, too?
- Are you going to watch TV tonight?
 - If so, what will you watch?

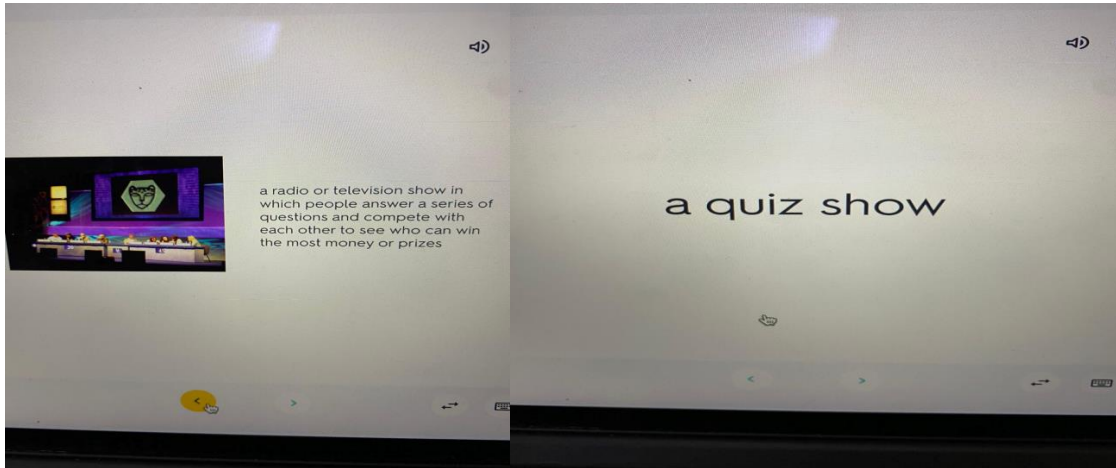
What did you watch on TV yesterday?

What is one of your favorite TV shows?

- Why do you like it?
- When is it on?
- Does your father like it, too?

Do you like ___? (Insert the name of a TV show.)

Do you prefer listening to the radio or watching TV?



UNIT 2. SUPERSTITIONS

All the activities were based on the Action- Oriented Approach. Therefore, students were active participants of the activities and they were allowed to make their own decision on the language skill to use as autonomous learners. English was the vehicle for communication, rather than a lesson to study and the tasks of the activities were always joyful social events for them.

In this unit students were conducted 9 activities in total, except from the Unit based Achievement Tests.

Activity 1

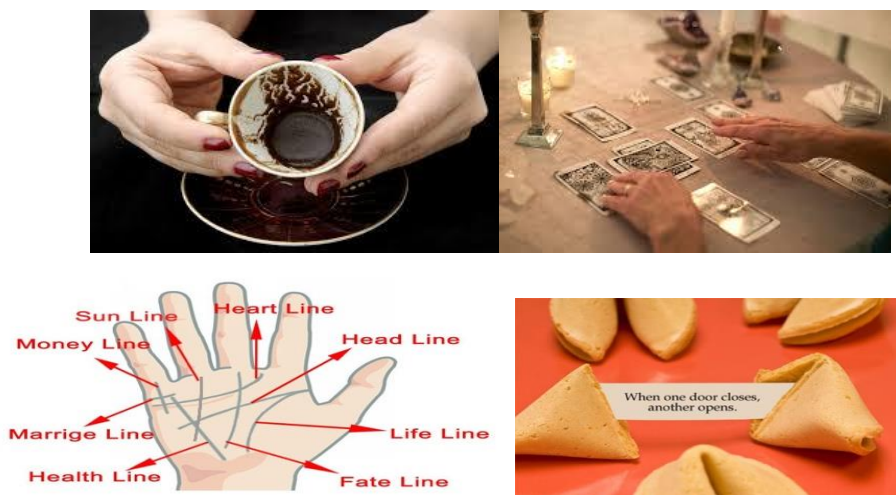
Title : Guess What?

Duration : 20 mins.

Participants: 12 students

Aim : The aim of this unit was to encourage students to make predictions about the future, to make simple inquiries and suggestions and to talk about their own possessions.

Description : Pictures and videos related to fortune telling were shown to the students. This activity is only for a break after main activities. Main activities were always under the control of students. Videos of the activities were taken during the trainings with the permission of students' families. Some of the pictures and screen shots of videos were as follows;



UNIT 3. ENVIRONMENT

In this unit students were conducted 7 activities in total, except from the Unit based Achievement Tests

Activity 1-2 and 3

Title : Problem Tasks, Expressions of Certainty, Jigsaw Puzzles

Duration : 20 minutes

Participants: 15 students

Aim : The aim of this unit was to encourage students to describe simple processes, to express their obligations, to give reasons and explanations whenever they need, to respond to simple instructions and to tell what to do.

Description : Students were given some environmental tasks as a spare time activity including some words related to their units. Also they were given some reading tasks to hear their pronunciation and to analyse their vocabulary knowledge related to the present unit. Moreover; predictions for the future in terms of environmental issues were one of the speaking activity points.

Environmental Problems Task 1: Can you talk about the environment and environmental problems in English? Look at the vocabulary list in the box. Explain the words with a partner. Why are the words divided into two groups – those in normal text and those in bold?

Pollution

Deforestation

Climate change

Recycling

Renewable energy

Public transport

Jigsaw reading cards 1:

Climate change: Climate change, also called global warming, refers to the changes in the climate and a rise in the average temperatures on Earth. 97% of scientists agree that climate change is happening and the main cause is from an increase in greenhouse gases (like carbon dioxide, methane and Nitrous Oxide) in the atmosphere. These trap the heat from the sun, which is making the Earth hotter.

This is known as the greenhouse effect. Over the last few years, there has been more extreme weather events, like floods, droughts, wildfires and heat waves.

Deforestation: Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere. Many rainforests grow on poor soils, so when they are cut down or burned the soil is washed away in tropical rains, so that the area may turn into desert. Many plant and animal species that live there can become extinct, and indigenous tribes can lose their homes.

Pollution: Air pollution and climate change are closely linked. Often it is the same gases that create the poor air quality in cities especially which can cause serious health problems for people living in urban areas. Water pollution is a huge problem and unclean water is a major threat to human health. Water pollution happens when dangerous chemicals from factories, farming and other industries are allowed into rivers, lakes and oceans and into our water systems. Plastic waste is also a big problem. Soil pollution is also a big problem. The use of fertilizer and pesticides can contaminate land and threaten food security.

Decide if you think the following ideas:

- a) will happen in the next 50 years?
- b) could happen?
- c) won't happen?

Mark the sentences a, b or c.

1. Most cars will be electric
2. Alternative energy will be more important than coal and oil
3. You will recycle all your bags, cans and paper.
4. Almost all the rainforests will disappear.
5. People will continue to sunbathe.
6. The climate will get worse.
7. The next generation will care more about the environment than the present one.
8. In elections, environmental issues will become more important than any other issues.
9. Cars will be banned from cities.
10. People will destroy the Earth.

UNIT 4. PLANETS

In this unit students were conducted 7 activities in total, except from the Unit based Achievement Tests

Activity

Title : Posters


Duration : 20 minutes

Participants: 15 students

Aim : The aim of this unit was to encourage students to make simple comparisons , to tell the time, days and dates, to talk about past events, to be able to tell people what they know and what they don't know and lastly, to be able to tell the time , days and dates.

Description : Because the complexity of the vocabulary and activities increase unit by unit, in this unit the students were the head of the sessions. By following the instructions and given materials they instructed the sessions. Students were asked to tell the names of the planets by Showing the pictures of the planets. Video scripts were always included in the sessions because they could understand more if they see what they were talking about. They were shown some planets' places at the beginning of the session and afterwards students by their own showed the places. Reading and writing activities were always included because the vocabulary in this unit was more complex than the previous units. At the end of the all activities students were asked to prepare a poster (Poster couldn't be displayed because they include some private information about the students).

APPENDIX-D: Example of Unit Based Achievement Test (Unit Television)



Test
10





Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

SINIF

İNGİLİZCE

TELEVISION - II

TV Preferences of Susan's Family

	
Dad	Mom
	
Susan	Bill

Verilen görsele göre aşağıdaki soruyu cevaplayınız.

7. Which one is false?

A) Bill prefers watching cartoon.
 B) Dad prefers watching the news.
 C) Mom prefers watching quiz show.
 D) Susan prefers watching documentaries.

8. Verilen metinde anlam bütünlüğünü bozan cümleyi işaretleyiniz.

(I) Mrs. Ferris is a real couch potato. (II) She watches TV during the whole day. (III) She usually prefers watching TV series. (IV) She prefers going out to staying at home.

A) I B) II C) III D) IV

9. Aşağıda verilen metne göre soruyu cevaplayınız.

Your mother usually watches series on TV and you want to learn her thoughts about watching TV series. How do you ask?

A) Who is a TV addict in our family
 B) What do you think about TV series
 C) What are the bad sides of watching TV
 D) Why do you always watch these boring series

10 - 12. soruları verilen metne göre cevaplayınız.

Hello, I'm Tim. Last weekend, the weather was so bad. We stayed at home and spend time with my family. On Saturday evening, I did my homework and had dinner then we decided to watch TV altogether. My father, Bill wanted to watch the news to have information about recent events. My mother, Sue, wanted to watch her favourite TV series. My brother, Tom wanted to watch a cartoon to have fun. I wanted to watch a documentary about endangered animals. It was very hard to decide what to watch. Finally we decided to watch a funny movie and had a great time.

10. They - - - - on Saturday evening last weekend.

A) went to cinema
 B) watched a movie :)
 C) wanted to go out
 D) enjoyed the nice weather

11. Which is correct?

A) Bill wanted to watch the weather forecast.
 B) Sue preferred watching a cartoon to TV series.
 C) Tim wanted to watch a documentary about endangered animals.
 D) Tom liked watching the news instead of watching a movie together.

12. What did they decide to watch?

A) Movie
 B) Cartoon
 C) TV series
 D) The news

Adı :

Soyadı :

Sınıf :

No :

1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E

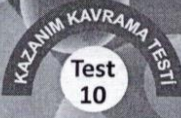
Doğru :

Yanlış :

Boş :

Puan :

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1 - 4. sorularda boş bırakılan yerlere gelen uygun kelime ya da ifadeyi işaretleyiniz.

1. Linda prefers watching quiz shows to TV series; she thinks quiz shows are ----.

- A) boring *skuz*
B) nonsense *sova*
C) frightening *karaba*
D) educational *güzel*

2. Peter : Nowadays, most of the teenagers are TV addict. Watching TV for long hours makes them selfish and aggressive. What do you think about TV addiction?

Mr. Brown: I ----.

Peter : You are right, teenagers shouldn't watch TV more than two hours a day.

- A) like watching more informative programs
B) think parents should limit watching TV times
C) prefer watching television only at the weekend
D) enjoy playing computer games instead of watching TV

3. Interviewer: You are a TV owner and producing many programs.

Mr. Adam : That's right.

Interviewer: Children spend too many hours watching cartoons and they become couch potatoes. ---- ?

Mr. Adam : I think parents should limit children's watching TV hours.

- A) How many hours enough for watching TV
B) Which programme do you watch on TV most
C) What do you think about watching TV hours
D) What kind of programs should we watch with children

4. Carolyn is fond of the nature and wild life; she always ----.

- A) prefers watching documentaries *belgesel*
B) hates TV programs about wild animals
C) wants to learn personal lives of singers
D) watches weather forecast before going out

5. ve 6. soruları aşağıdaki tabloya göre cevaplayınız.

			
Mark	Sometimes	Always	Often
Terry	Usually	Sometimes	Rarely
Ted	Never	Rarely	Always
Emma	Rarely	Usually	Never


5. Terry ---- watches documentaries.

- A) often *sık sık*
B) rarely *nadir*
C) always *her zaman*
D) sometimes *bazen*

6. Which is correct?

- A) Mark always watches cartoons.
B) Terry never watches the news.
C) Ted never watches documentaries.
D) Emma usually watches the documentaries.

APPENDIX-E: Example of Unit Based Achievement Test (Unit Superstition)

 **KAZANIM KAVRAMA TESTİ** **Test 13** **SINIF**
Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü **İNGİLİZCE**

SUPERSTITIONS G32 10/12 Well

1- 7. sorularda boş bırakılan yere uygun gelen kelime ya da ifadeyi işaretleyiniz.

1. If someone finds a four leaved clover, in my country people believe - - - .

A) it will bring good luck ✓
 B) you will have bad luck
 C) it will not protect you from dangers
 D) something bad will happen to you

2. Sue is a superstitious girl and she believes if you - - - , it will protect you from evil eyes around you.

A) see a black cat
 B) carry a rabbit paw
 C) look in a broken mirror
 D) have an evil eye bead ✓

3. If you study hard and believe in yourself, - - - .

A) there will be bad luck in your life
 B) someone will harm you
 C) you will be successful ✓
 D) you will be unlucky

4. In my country, people believe that if you write your name under a bride's shoes, - - - .

A) it will bring bad luck
 B) you will get married soon ✓
 C) you will have some health problems
 D) someone will give you lots of money

5. Ted : You are very successful and good at Science lesson, - - - ?

Lance: I am not sure about it. I am really interested in Science. I think I will be a scientist.

Ted : It will be the best choice for you. I hope you will be a famous scientist in the future.

Lance: Thanks. I hope so.

A) What will you be in the future ✓
 B) When will you be a scientist
 C) How will you pass the Science exam
 D) Which subject will be your favourite

6. Julia drank cold drinks yesterday, and now she feels bad, she - - - .

A) can go to school
 B) should see a doctor ✓
 C) will be a nurse in the future
 D) must believe in superstitions

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• T.C. MİLLÎ EĞİTİM BAKANLIĞI • ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ



Test
13

Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

SINIF
İNGİLİZCE

SUPERSTITIONS

7.



According to the magic ball, Linda ---- in the future.

- A) should get married
B) must be a good wife
C) will have two children
D) can have three friends

8. Aşağıda verilen metinde numaralanmış cümlelerden anlam bütünlüğünü bozani işaretleyiniz.

(I) Meredith has lots of good people around her. (II) Her parents are very supportive. (III) She has successful and kind teachers at school. (IV) She has black wavy hair and brown eyes.

- A) I B) II C) III D) IV

9. You are planning a camping event for the weekend and want to invite your cousin. What do you say to learn his weekend plans?

- A) Why will you stay at home?
B) Who will you go camping with?
C) What will you do on the weekend?
D) When will you accept my invitation?

10- 12. soruları verilen metne göre cevaplayınız.

Hello, I am Tim. I don't have any aunts, but I have three uncles. Their names are Mike, Poll and Harry. Mike is married and has two children. He has a big house in the countryside. Poll is single. He has a dog and two cats. He likes living with them. Harry is single and he is a football player. He has an expensive car. My father, Jack is a lawyer. We live in a flat in the city centre. My father has lots of things to do because of his job. He doesn't have enough time to spend with us. My mother, Wendy is a nurse, and she has lots of patients every day. I have a sister and her name is Jill. She is a little baby and she has many toys. I love my family.

10. Jack ---- because of his job, so he doesn't have enough time to spend with his family.

- A) lives in the city centre
B) has lots of things to do
C) loves his job and family
D) is married with two children

11. Which is false?

- A) Wendy doesn't have any patients
B) Poll has got three pets at home
C) Jill doesn't have any aunts
D) Tim has two cousins

12. Who has three brothers in the family?

- A) Jill
B) Tim
C) Wendy
D) Jack


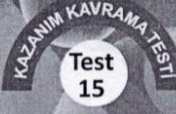
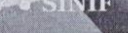
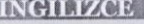


Adı :
Soyadı :
Sınıf :
No :

1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E

Doğru :
Yanlış :
Boş :
Puan :

APPENDIX-F: Example of Unit Based Achievement Test (Unit Environment)

Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

ENVIRONMENT 45.2 8/12

1- 5. sorularda boş bırakılan yere uygun gelen kelime ya da ifadeyi işaretleyiniz.

1. Jenny: I need my watercolour paint for my art project but I can't find it. How can I get green colour?
Bob: That's very easy. ---- .
Jenny: Yes, it works. Thanks, for your help, Bob.
Bob: You're welcome.

A) Mix yellow and blue paints
 B) Look at my colour box for it
 C) Buy a new water colour paint set
 D) Ask for your friends' help for the project

2. ---- because people pollute lakes, rivers and oceans with garbage and oil.
 A) People cut down rainforest
 B) Sea life and birds are in danger
 C) Icebergs are melting in the Arctic
 D) Greenhouse gases keep the earth warm

3. People destroy forests for many reasons so ---- .
 A) it harms sea life
 B) oceans get dirty
 C) wildlife disappears
 D) we pollute the environment

4. Teacher: Rain forests are the lungs of the earth. If there aren't rain forests, we can't breathe.
Tom : What must we do then?
Teacher: We must ---- .
Tom : We can hold a campaign about to raise awareness about this topic at school.
Teacher: Yes, that's a really good idea.

A) cut trees
 B) protect them
 C) destroy forests
 D) stop planting trees

5. Terry: What time is the movie?
Dave: It's at half past six pm. What time is it?
Terry: It's nearly six pm. We will be late. ---- .
Dave: I will be ready in five minutes.
Terry: OK, I am waiting for you in front of your home.

A) Be quick
 B) Be quiet
 C) Save energy
 D) Use the air conditioner

6. Deforestation is a great problem on the earth. People ---- .
 A) can save energy
 B) must plant trees
 C) will harm the sea life
 D) should use solar energy

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• T.C. MİLLÎ EĞİTİM BAKANLIĞI • ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ

Test
15

SINIF

Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

İNGİLİZCE

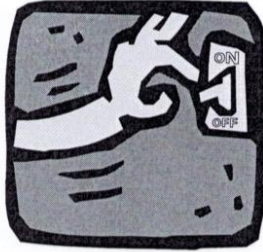
ENVIRONMENT

45 2

7. Aşağıda karışık olarak verilmiş cümlelerin anlamlı bir diyalog oluşturacak şekilde sıralandığı seçeneği işaretleyiniz.

- I- Find a suitable place and dig a hole to plant it.
II- Buy a suitable tree that can grow in your garden
III- Finally, water your newly planted tree.
IV- Put your tree into the hole gently and fill the hole with soil.

- (A) II - I - IV - III
B) IV - II - I - III
C) I - II - III - IV
D) III - I - II - IV



8. Yukarıda verilen görsel göre doğru ifadeyi işaretleyiniz.

- A) We must plant trees
(B) We should save energy
C) We have to ride bicycles
D) We should use public transportation

9. Aşağıda verilen metinde numaralanmış cümlelerden anlam bütünlüğünü bozan cümleyi işaretleyiniz.

(I) If you want to prepare a good advertisement, find a good slogan for your campaign first. (II) Prepare an attractive poster to draw attention. (III) We must recycle products to save energy. (IV) Put it on a place where everybody can see easily and take action.

- A) I B) II (C) III D) IV

10- 12. soruları verilen tabloya göre cevaplayınız.

	Forests	Animals	Nature
Problems	*Deforestation	*Extinction	*Global warming
Reasons	*Agricultural areas *Fires	*Overhunting *Destroying their habitats	*Greenhouse gases *Pollution
What to do	*Plant trees *Don't set a fire in forests *Don't cut trees	*Don't hunt animals *Don't buy pets *Feed street animals	*Eat organic food *Recycle waste materials *Don't throw litter

10. People must ---- to save forests .

- A) cut trees
(B) plant trees
C) eat organic food
D) feed street animals

11. Which is false?

- A) We must feed street animals.
B) Human must recycle materials.
(C) Anyone mustn't eat organic food.
D) People mustn't set a fire in forests.

12. What must people do to prevent global warming?

- (A) They mustn't plant trees.
B) People mustn't hunt animals.
C) People must set a fire in forests.
D) They must recycle waste materials.

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Adı :
Soyadı :
Sınıf :
No :

1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E


Doğru :

Yanlış :

Boş :

Puan :

APPENDIX-G: Example of Unit Based Achievement Test (Unit Planet)



Test 13


Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

SINIF

İNGİLİZCE

SUPERSTITIONS

7.



According to the magic ball, Linda ---- in the future.

A) should get married
B) must be a good wife
C) will have two children
D) can have three friends

8. Aşağıda verilen metinde numaralanmış cümlelerden anlam bütünlüğünü bozani işaretleyiniz.

(I) Meredith has lots of good people around her. (II) Her parents are very supportive. (III) She has successful and kind teachers at school. (IV) She has black wavy hair and brown eyes.

A) I B) II C) III D) IV

9. You are planning a camping event for the weekend and want to invite your cousin. What do you say to learn his weekend plans?

A) Why will you stay at home?
B) Who will you go camping with?
C) What will you do on the weekend?
D) When will you accept my invitation?

10- 12. soruları verilen metne göre cevaplayınız.

Hello, I am Tim. I don't have any aunts, but I have three uncles. Their names are Mike, Poll and Harry. Mike is married and has two children. He has a big house in the countryside. Poll is single. He has a dog and two cats. He likes living with them. Harry is single and he is a football player. He has an expensive car. My father, Jack is a lawyer. We live in a flat in the city centre. My father has lots of things to do because of his job. He doesn't have enough time to spend with us. My mother, Wendy is a nurse, and she has lots of patients every day. I have a sister and her name is Jill. She is a little baby and she has many toys. I love my family.

10. Jack ---- because of his job, so he doesn't have enough time to spend with his family.

A) lives in the city centre
B) has lots of things to do
C) loves his job and family
D) is married with two children

11. Which is false?

A) Wendy doesn't have any patients
B) Poll has got three pets at home
C) Jill doesn't have any aunts
D) Tim has two cousins

12. Who has three brothers in the family?

A) Jill
B) Tim
C) Wendy
D) Jack

KAZANIM KAVRAMA TESTİ

ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ

Adı :

Soyadı :

Sınıf :

No :

1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E

Doğru :

Yanlış :

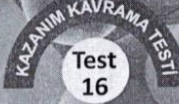
Boş :

Puan :



PLANETS

SNŞ-2 810



1 - 6. sorularda boş bırakılan yere uygun gelen kelime ya da ifadeyi işaretleyiniz.

1. Alex : My school starts at eight a.m. I usually get up late in the mornings, so I have a short time to have breakfast.

Mandy: What time do you have breakfast?

Alex : At - - - - and I take the school bus at half past seven.

Mandy: You are right. It isn't enough for a healthy breakfast.

- A) half past seven
B) twenty to eight
C) quarter to eight
D) quarter past seven

2. The solar system is made up of - - - - .

- A) a few satellites
B) a star and planets
C) a bunch of space junk
D) a lot of artificial objects

3. The Earth completes its orbit every - - - - .

- A) seven weeks
B) twenty four hours
C) one million kilometres
D) three hundred and sixty five days

4. We call all the working or dead artificial objects in space as - - - - .

- A) satellites
B) lunar module
C) orbital debris
D) dwarf planets

5. Daryl: Mars is known as the red planet. Do you know why we call it as the red planet?

Harry: No, I don't. Why?

Daryl: Because - - - - .

Harry: Well, so it is a rational name.

- A) its surface is red
B) Mars has got moons
C) it is the biggest planet
D) Mars is the coldest of all

6.



Martin wakes up at - - - - on weekdays.

- A) ten to seven
B) seven o'clock
C) ten past seven
D) half past seven

**APPENDIX-H: Pre-Post Unit Based Achievement Test Results for students
with Mild Specific Language Learning Difficulties**

		PRE-UNIT		POST-UNIT
TELEVISION I	Student I- SNŞ	7/12	Student I-	11/12
	Student 2-TD	8/12	Student 2	10/12
	Student 3-GB	7/12	Student 3	9/12
	Student 4-AD	7/12	Student 4	9/12
	Student 5-GD	8/12	Student 5	11/12
	Student 6-YS	9/12	Student 6	12/12
	Student 7-ZU	8/12	Student 7	12/12
	Student 8-UK	7/12	Student 8	11/12
	Student-9-NS	8/12	Student-9	10/12
	Student-10-HS	10/12	Student-10	12/12
	Student-11-ST	8/12	Student-11	11/12
	Student-12-VA	9/12	Student-12	12/12
	Student-13-OS	10/12	Student-13	11/12
	Student-14-MA	12/12	Student-14	12/12
	Student-15-AG	10/12	Student-15	12/12
SUPERSTITIONS	Student I- SNŞ	12/12	Student I	12/12
	Student 2-TD	8/12	Student 2-TD	11/12
	Student 3-GB	8/12	Student 3-GB	10/12
	Student 4-AD	6/12	Student 4-AD	6/12
	Student 5-GD	7/12	Student 5-GD	10/12
	Student 6-YS	8/12	Student 6-YS	11/12
	Student 7-ZU	4/12	Student 7-ZU	9/12
	Student 8-UK	5/12	Student 8-UK	8/12
	Student-9-NS	2/12	Student-9-NS	5/12
	Student-10-HS	4/12	Student-10-HS	8/12
	Student-11-ST	9/12	Student-11-ST	10/12
	Student-12-VA	3/12	Student-12-VA	6/12
	Student-13-OS	7/12	Student-13-OS	9/12
	Student-14-MA	5/12	Student-14-MA	8/12
	Student-15-AG	6/12	Student-15-AG	8/12
ENVIRONMENT	Student I- SNŞ	12/12	Student I- SNŞ	12/12
	Student 2-TD	7/12	Student 2-TD	10/12
	Student 3-GB	7/12	Student 3-GB	8/12
	Student 4-AD	4/12	Student 4-AD	7/12
	Student 5-GD	6/12	Student 5-GD	11/12
	Student 6-YS	5/12	Student 6-YS	8/12
	Student 7-ZU	5/12	Student 7-ZU	8/12
	Student 8-UK	8/12	Student 8-UK	12/12
	Student-9-NS	4/12	Student-9-NS	6/12
	Student-10-HS	8/12	Student-10-HS	11/12
	Student-11-ST	6/12	Student-11-ST	10/12
	Student-12-VA	10/12	Student-12-VA	12/12
	Student-13-OS	7/12	Student-13-OS	9/12
	Student-14-MA	6/12	Student-14-MA	10/12

	Student-15-AG	7/12	Student-15-AG	10/12
PLANET	Student I- SNŞ	3/12	Student I- SNŞ	5/12
	Student 2-TD	4/12	Student 2-TD	8/12
	Student 3-GB	6/12	Student 3-GB	10/12
	Student 4-AD	6/12	Student 4-AD	11/12
	Student 5-GD	7/12	Student 5-GD	9/12
	Student 6-YS	4/12	Student 6-YS	7/12
	Student 7-ZU	7/12	Student 7-ZU	9/12
	Student 8-UK	11/12	Student 8-UK	12/12
	Student-9-NS	8/12	Student-9-NS	9/12
	Student-10-HS	6/12	Student-10-HS	8/12
	Student-11-ST	5/12	Student-11-ST	5/12
	Student-12-VA	6/12	Student-12-VA	10/12
	Student-13-OS	6/12	Student-13-OS	9/12

APPENDIX-I: Classroom Observation Form

Classroom Observation Form

<i>STUDENT NAME</i>	<i>STUDENT ID#</i>	<i>GRADE</i>	<i>DOB</i>	<i>SCHOOL</i>		
Date of Observation: _____ Time of observation: From: _____ to _____						
Observer: _____ Teacher: _____						
Area of Concern: _____						
CLASS/SUBJECT OBSERVED: (Observation should be in the area of difficulty)						
<input type="checkbox"/> English/Lang Arts		<input type="checkbox"/> Reading		<input type="checkbox"/> Social Studies		
<input type="checkbox"/> Math		<input type="checkbox"/> Special Area(s)		<input type="checkbox"/> Science		
<input type="checkbox"/> Other: _____						
PUPIL/TEACHER RATIO AND CLASSROOM ARRANGEMENT DURING OBSERVATION PERIOD:						
Students: <input type="checkbox"/> <10 <input type="checkbox"/> 10-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> >20						
Classroom Arrangement: <input type="checkbox"/> Rows of desks <input type="checkbox"/> Grouped desks <input type="checkbox"/> Tables						
<input type="checkbox"/> Centers <input type="checkbox"/> Other						
Student's Behavior	Always	Often	Some-times	Rarely/ Never	Not Obs.	Notes
Attentive to instruction/instructor						
Begins tasks promptly						
Follows oral instruction						
Follows written instruction						
Participates in class discussion						
Responded appropriately to Correction						
Responded appropriately to Praise						
Seems prepared & organized for activity						
Works Effectively in: <input type="checkbox"/> Small Group						
<input type="checkbox"/> Large Group						
<input type="checkbox"/> Alone						
Age appropriate social interaction w/others						
Effectively communicates wants/needs/emotions						
Stays on topic/Talks about a variety of interests						
Indep. w/self-help skills (toileting, eating, etc)						
Demands Teacher Attention						
Out of seat/area without permission						
Required firm discipline						
Short attention span/Easily distracted						
Appears to struggle with reading tasks						
Appears to struggle with math concepts						
Disturbed Others:						
What behavior was observed that relates directly to the student's area of concern? (Must be completed):						
Comments: _____						
Signature of Observer				Position (Person other than student's regular classroom teacher)		

APPENDIX-J: Example of Classroom Observation Form

Post-Classroom Observation Form

STUDENT NAME <u>St 811K</u>	STUDENT ID#	GRADE <u>8</u>	DOB	SCHOOL	
Date of Observation: _____		Time of observation: From: _____ to _____			
Observer: _____		Teacher: _____			
Area of Concern: <u>Plane + 2</u>					
CLASS/SUBJECT OBSERVED: (Observation should be in the area of difficulty)					
<input type="checkbox"/> English/Lang Arts	<input type="checkbox"/> Reading	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Science		
<input type="checkbox"/> Math	<input type="checkbox"/> Special Area(s)	<input type="checkbox"/> Other: _____			
PUPIL/TEACHER RATIO AND CLASSROOM ARRANGEMENT DURING OBSERVATION PERIOD:					
Students:	<input type="checkbox"/> <10	<input type="checkbox"/> 10-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> >20	
Classroom Arrangement:	<input type="checkbox"/> Rows of desks	<input type="checkbox"/> Grouped desks	<input type="checkbox"/> Tables		
	<input type="checkbox"/> Centers	<input type="checkbox"/> Other _____			
Student's Behavior	Always <input checked="" type="checkbox"/>	Often <input checked="" type="checkbox"/>	Some-times <input checked="" type="checkbox"/>	Rarely/ Never <input checked="" type="checkbox"/>	Not Obs. <input type="checkbox"/>
Attentive to instruction/instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins tasks promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows oral instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows written instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responded appropriately to Correction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responded appropriately to Praise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems prepared & organized for activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Works Effectively in:	Small Group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Large Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age appropriate social interaction w/others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively communicates wants/needs/emotions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic/Talks about a variety of interests	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep. w/self-help skills (toileting, eating, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demands Teacher Attention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of seat/area without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Required firm discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Short attention span/Easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appears to struggle with reading tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appears to struggle with math concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disturbed Others:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
What behavior was observed that relates directly to the student's area of concern? (Must be completed):					
Comments:					
Signature of Observer			Position (Person other than student's regular classroom teacher)		

WMIS CIR223

APPENDIX-K: Participant Consent Form (Teachers of students with Mild Specific Language Learning Difficulties)

Sayın Öğretmen,

Doktora düzeyinde Hacettepe Üniversitesi İngiliz Dili Anabilim Dalı Öğretim Üyesi Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında gerçekleştirilecek olan doktora tezi için araştırmacı tarafından bir eğitim programı düzenlenmektedir. Çalışmamız için Hacettepe Üniversitesi etik komisyonunda gerekli izin alınmıştır. Bu Araştırma hem Yabancı dil becerilerinde güçlük çeken diğer öğrencileriniz için olumlu örnek teşkil edecektir hem de gelecekte İngilizce dersinde öğrencilerinizin daha az güçlük çekmesi adına bir başlangıç olacaktır. Çalışmamız gönüllülük esasına dayanmaktadır. İsminiz kesinlikle araştırma içinde geçmeyecektir ve süreç içerisinde herhangi bir durumda çalışmaya katkı bulunmaktan vazgeçme hakkınız vardır. Eğitim programı ile ilgili detaylı bilgi araştırma başlangıcında, araştırma sürecinde ve araştırma sonunda siz öğretmenlere iletilecektir. Eğitim programı uygulama sürecinde, araştırmanın daha sağlıklı sonuç verebilmesi adına, gerekli durumlarda öğrencilerinize ses ve görüntü kaydı yapılacaktır. Süreç boyunca istediğiniz soruları rahatça sorabilirsiniz. Siz değerli öğretmenlerimizin sürece katkısı çok önemli olduğundan çalışmamıza vereceğiniz destek ve yapacağınız katkılar bizim için çok önemlidir. Yardımlarınız için şimdiden teşekkür ederiz.

Ayrıca çalışma tamamlandıktan sonra araştırmacıya telefon veya e-posta yolu ile ulaşabilir sonuçlar hakkında veya öğrencinizin gelişme durumu hakkında bilgiyi rahatlıkla talep edebilirsiniz.

Saygılarımla

Araştırmacı:

Adı, Soyadı: Şeyda SARI (Doktora Öğrencisi)

Adres: Selçuk Üniversitesi, KONYA

Telefon: 0332 322 22 77

E-Posta: seydasari@hotmail.co.uk

Öğretmen:

Adı,Soyadı:

Adres:

Telefon:

İmza:

APPENDIX-M: Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne Sahip Öğrencilerin Öğretmenleri İçin Yarı Yapılandırılmış Görüşme Formu

Değerli Meslektaşlarım,

Bu araştırmanın amacı ortaokul da öğrenim gören hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencilerimizin İngilizce derslerinde karşıladıkları güçlükleri ortaya çıkarmaktır. Araştırmacı tarafından geliştirilen Yarı yapılandırılmış görüşme formu ile yapılan görüşmeler 35 ile 70 dakika arasında olacaktır. Hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencilerimizin karşıladıkları güçlükleri tespit etmek amacıyla bildireceğiniz değerli görüşleriniz doktora düzeyindeki bu çalışmam için çok önemlidir. Vereceğiniz cevaplar önce kayda alınıp sonra yazılı metin haline dönüştürülerek analize tabi tutulacaktır. Araştırmamızın etik kurallara uygunluğu açısından isimlerinize kodlar verilecek ve çalışmamın hiçbir bölümünde isminiz belirtilmeyecektir. Şimdiden yardımlarınız ve bildireceğiniz samimi ve değerli görüşleriniz için çok teşekkür eder saygılarımı sunarım.

Şeyda SARI

SORULAR

1) Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar (dilbilgisi, okuma, konuşma, yazma, dinleme, telaffuz)?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce dilbilgisi öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce okuma becerilerini öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce yazma becerilerini öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce konuşma becerilerini öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce dinleme becerilerini öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

- ✓ Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencileriniz İngilizce telaffuzu öğrenirken hangi tür güçlüklerle karşılaşmaktadırlar?

Neden? Neden Değil?

2)Eylem Odaklı Yaklaşım Yöntemi uygulandıktan sonra öğrencilerinizde herhangi bir değişiklik gözlemledinizmi?

- Sınıf içi İngilizce dersine karşı motivasyon artışı
- Kendine güven
- İngilizce dersine karşı isteklilik
- Etkinlik ve ödevlerde zamanı etkin kullanma
- Sınıf içi etkinliklere katılımı
- Ders dışındada öğrendiklerini uygulamaya çalışması

3) Öğrenciniz aldığı destek eğitim süreci ile ilgili görüşlerini size yansıttı mı?

4) Bir öğretmen olarak sizin görüşlerinize göre hafif düzeyde özel dil öğrenme güçlüğüne sahip öğrencilerinizin İngilizce öğrenirken karşılaştıkları güçlükleri giderilebilmesi için destek eğitim haricinde neler yapılabilir?

APPENDIX-N: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 30/04/2018
Sayı: 35853172-755.02.06-
E.00000016513



Sayı : 35853172-755.02.06
Konu : Etik Komisyonu Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitümüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Şeyda SARI'nın Doç.Dr. Hüseyin ÖZ**'ün danışmanlığında yürüttüğü **“Hafif Düzeyde Özel Öğrenme Güçlüğüne Sahip Öğrenciler Üzerinde Eylem Odaklı Öğretim Yaklaşımının Etkisi/The Effects of Action Oriented Approach on Teaching English to Students With Mild Specific Learning Difficultes”** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **17 Nisan 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

e-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden 4f36bf35-8899-4e4c-9f52-ed867ca47a6a kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
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APPENDIX-O: Official Permission



T.C.
KONYA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 83688308-605.99-E.4159108
Konu: Araştırma İzni

26.02.2019

Sayın Şeyda SARI
Ebussuud Efendi Caddesi Havzan Mahallesi
Bezzade Siteleri 1 No: 39 Meram / KONYA

İlgi : a) 13/10/2017 tarihli ve 83688308-605.99-E.16671467 sayılı yazımız.
b) 26/02/2019 tarihli ve 4124359 sayılı dilekçeniz.

İlgi (a) yazımız ile "Hafif Düzeyde Öğrenme Güçlüğüne Sahip Ortaokul Öğrencilerine Eylem Odaklı Öğretim Yöntemi ile İngilizce Dil öğretimi" konulu araştırmanıza uygulama izni verilmiştir. İlgi (b) dilekçenizde araştırmanızı 2017-2018 eğitim öğretim yılında tamamlamadığınızdan araştırmanızı 2018-2019 eğitim öğretim yılında uygulama talebiniz incelenmiştir.

Araştırmanın; Karatay, Meram ve Selçuklu ilçelerinde bulunan okullarda görevli öğretmenlere eğitim öğretimi aksatmamak kaydıyla uygulanmasında sakınca görülmemektedir.

Araştırmacı, Müdürlüğümüze bağlı eğitim kurumlarındaki çalışmalarını 2018-2019 eğitim öğretim yılı içerisinde tamamlaması zorunludur. Araştırma kapsamında yürütülecek çalışmaların 2018-2019 eğitim öğretim yılında tamamlanmaması durumunda Müdürlüğümüzden tekrar izin alınması gerekmektedir.

Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçları kullanılacak olup, araştırma sonucunun CD ortamında iki nüsha olarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinize sunulur.

Dündar POLATCAN
İl Milli Eğitim Müdür V.

Ek: Hafif Düzeyde Özel Dil Öğrenme Güçlüğüne Sahip
Öğrencilerin Öğretmenleri İçin Yarı Yapılandırılmış
Görüşme Formu (2 Sayfa)

Akçeşme Mah.Garaj Cad. No: 4 Karatay/KONYA
Elektronik Ağ: <http://konya.meb.gov.tr>
e-posta: istatistik42@meb.gov.tr

Ayrıntılı bilgi için : Abdurrahman KAYNAK - Şef
Ali Naci IŞIK VHKİ
Tel: (0 332) 353 30 50 - Faks : (0 332) 351 59 40

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 923e-8d0f-3af6-bac5-8bb5 kodu ile teyit edilebilir.