



Ufuk University

Graduate of Social Sciences

Department of English Language Teaching

**THE EFFECTIVENESS OF TASK BASED INSTRUCTION IN IMPROVING
STUDENTS' WRITING AND SPEAKING SKILLS**

Tuğba CEYLAN

Master's Thesis

Ankara,2016

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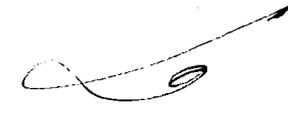
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KABUL VE ONAY

Tuğba Ceylan tarafından hazırlanan “Göreve Dayalı Öğretim Tekniğinin Öğrencilerin Konuşma ve Yazma Becerilerini Geliştirmedeki Etkisi” başlıklı bu çalışma 25.02.2016 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.


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25.02.2016

Tuğba CEYLAN

**To the memory of my beloved father,
Hasan CEYLAN**

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ABSTRACT

CEYLAN, Tuğba. Effectiveness of Task Based Instruction in the improvement of students' productive skills; speaking and writing, Ankara,2016.

The purpose of the research was to investigate the effectiveness of Task Based Instruction in improving students' productive skills; speaking and writing. Furthermore, students and instructors' perceptions of Task Based Instruction were examined. In total, 84 prep school students from different departments participated in the study. The data were collected through Turkish version of perception questionnaires of Task Based Instruction. Questionnaires were distributed to the students after each of eight treatment tasks. In addition to this, 30 instructors teaching English to prep school students also participated in the study and the findings of the instructors' perception of Task Based Instruction were collected through the English version of perception questionnaire. Besides, post treatment interviews were conducted with five students and four instructors. Data from questionnaires were analyzed quantitatively and data from interviews were analyzed qualitatively. Both the students' task grades and midterm grades were also compared to find out the effectiveness of tasks and the results were interpreted accordingly.

The results demonstrated that the general perceptions of both the students and the instructors towards tasks taken part in their syllabuses were positive and the interviews with the students and instructors also resulted in positive. Additionally, it was also found out that while there was a positive relationship between writing task grades and writing parts of the midterm exam results, there was not a meaningful relationship between speaking task grades and the speaking parts of the midterm results.

Key Words: Task-Based Instruction, effectiveness, productive skills

ÖZET

CEYLAN, Tuğba. Göreve dayalı öğretim tekniğinin öğrencilerin konuşma ve yazma becerilerini geliştirmedeki etkisi. Ankara, 2016

Bu çalışmanın amacı göreve dayalı öğretim tekniğinin öğrencilerin konuşma ve yazma becerilerini geliştirmedeki etkisini araştırmaktır. Ayrıca öğrencilerin ve okutmanların göreve dayalı öğretim tekniği konusundaki algıları incelenmiştir. Çalışmaya farklı bölümlerde çalışacak olan 84 hazırlık sınıfı öğrencisi katıldı. Veriler göreve dayalı öğretim tekniği anketlerinin Türkçe örnekleriyle toplanmıştır. Anketler her bir göreve dayalı etkinlikten sonra uygulanmıştır. Buna ek olarak, hazırlık öğrencilerine İngilizce öğreten 30 okutman bu çalışmada yer aldı ve okutmanların göreve dayalı etkinliklere karşı algıları İngilizce uygulanan anket ile toplanmıştır. Bunun yanında, göreve dayalı etkinlikleri yapan beş öğrenci ve dört okutman ile mülakatlar yapılmıştır. Anketlerden toplanan bilgiler nicelik olarak ve mülakatlardan toplanan veriler nitelik olarak değerlendirilmiştir. Öğrencilerin hem task notları hem de sınav notları karşılaştırılmış ve sonuçlar buna göre yorumlanmıştır.

Çalışmanın sonuçları öğrencilerin ve okutmanların göreve dayalı öğretim tekniklerine karşı olan genel tutumlarının pozitif olduğunu ortaya koymuştur. Ayrıca öğrenciler ve okutmanlar ile yapılan mülakat sonuçlarının da pozitif olduğunu göstermiştir. Buna ek olarak, öğrencilerin yazma etkinlik notları ile sınavlarının yazma bölümündeki notları arasında olumlu bir ilişki olduğu ortaya çıkmış ancak öğrencilerin konuşma etkinlik notları ile sınavlarının konuşma bölümündeki notları arasında anlamlı bir ilişki bulunamamıştır.

Anahtar Kelimeler: Göreve Dayalı Öğretim Tekniği, etkinlik, üretken beceriler

TABLE OF CONTENTS

ABSTRACT	i
ÖZET	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER	
1. INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	3
1.4 SIGNIFICANCE OF THE STUDY	4
1.5 RESEARCH QUESTIONS	4
1.6 OVERVIEW OF CHAPTERS	5
2. REVIEW OF LITERATURE	6
2.1. INTRODUCTION	6
2.2. SYLLABUS DESIGN	6
2.2.1. Synthetic Syllabuses (Product-Oriented)	7
2.2.1.1. Grammatical Syllabuses	8
2.2.1.2. Functional –Notional Syllabuses	9
2.2.2. Analytic Syllabuses (Process-Oriented)	10
2.2.2.1. Content Syllabuses	12
2.2.2.2. Process Oriented Syllabuses	12
2.2.2.3. Procedural Syllabuses	13
2.2.2.4. Task Based Syllabuses	15
2.3. DEFINITION OF TASK	16
2.4. TASKS IN LANGUAGE TEACHING	19
2.5. THE STAGES OF A TASK PRESENTATION	20
2.6. TEACHER’S ROLE IN TBI	22
2.7. LEARNER’S ROLE IN TBI	23

2.8. ASSESSMENT OF TBI	24
2.9. TASK PREFERENCE	25
2.10. TASK TYPES	26
2.11. TRAITS OF A TASK	29
2.12. TEACHING SPEAKING	31
2.12. TEACHING WRITING	33
3. METHODOLOGY	35
3.1. INTRODUCTION	35
3.2. RESEARCH QUESTIONS	35
3.3. PARTICIPANTS	35
3.4. DATA COLLECTION INSTRUMENTS	41
3.4.1. Task and Mid-term Grades	41
3.4.2. Students' Perception Questionnaire	42
3.4.3. Instructors' Perception Questionnaire	43
3.4.4. Interviews	43
3.5. DATA COLLECTION PROCEDURE	44
3.5.1. Tasks	44
3.6. CONCLUSION	49
4. FINDINGS	50
4.1. INTRODUCTION	50
4.2. FINDINGS	50
4.3. QUANTITATIVE DATA	51
4.3.1. Findings Of Students' Grades	51
4.3.2. Findings Of Student Questionnaires	52

4.3.3. Findings Of Teacher Questionnaires	68
4.4. QUALITATIVE DATA	72
4.4.1. Interview with Teachers	72
4.4.1.1. Ideas about Task Based Instruction In General	72
4.4.1.2. Tasks Implemented in Classrooms	74
4.4.1.3. Group Work or Individually Implemented Tasks	75
4.4.1.4. The Benefits of Tasks	77
4.4.1.5. Continue Implementing Tasks in Classes	78
4.4.2. Interview with Students	79
4.4.2.1. The good and bad sides of the tasks	79
4.4.2.2. Group Works and Individual ones	81
4.4.2.3. Continue Doing Similar Tasks	82
5. CONCLUSIONS AND DISCUSSION	84
5.1. INTRODUCTION	84
5.2. DISCUSSION ABOUT RESEARCH QUESTION 1	85
5.3. DISCUSSION BOUT RESEARCH QUESTION 2	87
5.4. DISCUSSION ABOUT RESEARCH QUESTION 3	89
5.5. LIMITATIONS	90
5.6. FURTHER RESEARCH	91
5.7. CONCLUSION	92
REFERENCES	93
APPENDICES	102
APPENDIX I. PERCEPTION QUESTIONNAIRE (TURKISH)	102

APPENDIX II. PERCEPTION QUESTIONNAIRE FOR STUDENTS	104
APPENDIX III. PERCEPTION QUESTIONNAIRE FOR INSTRUCTORS	105
APPENDIX IV. INTERVIEWS WITH INSTRUCTORS	109
APPENDIX V. INTERVIEW WITH STUDENTS	116
APPENDIX VI. SPEAKING RUBRIC	118
APPENDIX VII. WRITING RUBRIC	120

LIST OF TABLES

Table 3.1. Gender Distribution of the students in this study	36
Table 3.2. Department Distribution of the students in this study	37
Table 3.3. The gender distribution of instructors in my study	38
Table 3.4. The distribution of instructors' years of experience	39
Table 3.5. The distribution of instructors' departments in English	39
Table 3.6. The distribution of instructors' Degrees in ELT	40
Table 3.7. The distribution of instructors' education on Task Based Language Teaching	40
Table 4.1. The relationship between T2, T3, T5 and T6 grades with Mid-term Writing Exam (Pearson Correlation)	51
Table 4.2. The relationship between T1, T4, T7 and T8 grades with Mid-term Speaking Exam (Pearson Correlation)	52
Table 4.3. The results of student perception questionnaire	53
Table 4.4. The results of students' task grades	54
Table 4.5. Results for the item 9, item 7 and item 11	55
Table 4.6. Student responses for Task 1	56
Table 4.7. Student responses for Task 2	57
Table 4.8. Student responses for Task 3	59
Table 4.9. Student responses for Task 4	60
Table 4.10. Student responses for Task 5	62
Table 4.11. Student responses for Task 6	63
Table 4.12. Student responses for Task 7	65
Table 4.13. Student responses for Task 8	66
Table 4.14. Teachers' Views Toward the use of TBLT in Their Classes	68
Table 4.15. Teachers' Views Toward the use of TBLT in Their Classes	70

LIST OF FIGURES

Figure 2.1. Grammatical structure	8
Figure 2.2. A framework for designing task-based lessons	21
Figure 2.3. Task Types	27
Figure 3.1. Distribution of the Participants according to Gender	36
Figure 3.2. Distribution of the Participants according to their department	37
Figure 3.3. Distribution of the Instructors according to Gender	38
Figure 3.4. Distribution of the instructors' years of experience	39
Figure 3.5. Distribution of instructors' departments in English	39
Figure 3.6. The distribution of the instructors Degrees in ELT	40
Figure 3.7. Distribution of the instructors' education on TBLT	40

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

The purpose of this chapter is to present the background information for the study. Secondly, it provides a brief explanation of the statements and significance of the problem and the questions that the researcher tried to answer through this research.

1.2. BACKGROUND OF THE STUDY

In today's technological, open-minded, progressive and global world, learning a second language is not important but necessary as it is a must within all the modern innovations. Today, all the countries and people are connected to each other in a various ways. That's why learning foreign languages has many benefits. English , lingua franca, has gained popularity among other languages and now it is accepted as the language of the world. There are a lot of people trying to learn English by using different methods and activities.

Many studies have been conducted to find out the best method of all the present ones, yet there is not a perfect one for every individual. Learners have some difficulties in learning English but the common problems they face are related to productive skills which are writing and speaking. Turkish students study English for approximately 13 years but the result is questionable. In fact, they are especially bad at productive skills. Actually, there are four language skills; reading, listening, writing and speaking. While reading and listening are called receptive skills, writing and speaking are called productive skills. All the children follow the same steps while acquiring their native language; listening, speaking, reading and writing. However, the sequence may not be the same in leaning a foreign language and the most difficult skills to acquire are the productive skills as they require enormous practice, patience and exposure. When we consider the failure of Turkish students in reaching the proficiency level in writing and speaking, we come across many factors contributing to this failure such as crowded classrooms, novice teachers, unmotivated students, misusing of techniques, wrong books or syllabuses not having any chances to get enough exposure from outside the class. (Dhanasobhon, 2006; ONEC, 2003).

Productive skills are vital in learning-teaching process as the main purpose of language learning is to express yourself freely both in written and spoken language. Language learners are expected to attain all four skills simultaneously. They get input by receptive skills; reading and listening. Only after that input, they can respond by productive skills; speaking or writing. However, learners could be named as a proficient user of the target language only when they speak or write efficiently. On the other hand, the teachers, students or their families are always complaining about the same problem; they do not have serious problems in reading or listening but they are terribly insufficient in productive skills. Mueen (1992) suggests some factors that may affect students' performance in writing and speaking English fluently. The system or teachers may focus on accuracy so much that the students are generally afraid of making mistakes while speaking. Because of learners' characteristic features, they may be reluctant to express themselves. Actually, they may be shy or nervous. Lack of confidence about the learners' competence in English may cause failure in speaking or writing. One of the roles of the teachers is to motivate learners and help them to overcome their fears of making mistakes. Friendly and motivating atmosphere is also vital to encourage the students to speak or write fluently and efficiently. (Mueen, 1992)

Compared to the past, communication problems have gained importance because communicative approach appeared in 1970s and unlike previous approaches, it put communication in the center of language learning so that learners can interact with each other in real communicative atmospheres. (Larsen-Freeman, 1986; Richards & Rodgers, 1995). Although many approaches have emerged in different periods of time, communicative approach is the only one which attracted the importance of using the language inside and outside the classroom and Task Based Instruction which is the main point of this thesis may be regarded as the framework of communicative approach. The purpose of TBI is to make students express themselves freely, too. A variety of tasks are given to the learners to encourage them to speak or write in a created atmosphere so that the students can use the language in a communicative way. (J. Willis, 1996).

TBI and its effects on various skills such as listening, writing, speaking, reading, vocabulary have been studied by many researchers so far. Grammar and vocabulary teaching through tasks have also been researched. Positive or negative results of these various studies have been investigated. However, no promising results have emerged so far. (Pellettieri, 1999;

Seedhouse, 1999; Mohamed, 2004; Mutlu, 2001; Tumposky, 2001; Yaylı, 2005; De la Fuente, 2006; Burton, 2007).

The aim of this study is to examine the effects of TBI on productive skills; writing and speaking of the intermediate level of preparatory class students at a private university in Ankara. The aim of the preparatory school of the private university is to prepare students for the education they will get in their departments as the medium of the education is English at the university. Actually, the students must have the certain level of proficiency in English. The students are required to take the proficiency exam at the beginning of their first year. If they pass the exam, they are allowed to study in their departments. However, the ones who fail in the exam have to take the placement exam which is necessary to specify their levels. Prep class is composed of three levels. The first one is Level 1 (Intermediate), Level 2 (Pre-Intermediate), Level 3 (Elementary), Level 4 (Starter). As the academic year is in progress, the students are evaluated according to the results of mid-term exams, quizzes, in class-activities, the students' participations, assignments, task grades. At the end of the year, students have to take a final exam. The ones who become successful through the year and in the final exams can enroll in courses in their departments. The research has been carried out with the students who have started to get educated in the level of elementary and reached the level of intermediate in the second term. Actually, they were in the level of intermediate when the study was in progress.

1.3.STATEMENT OF THE PROBLEM

From the primary or secondary schools to the preparatory schools of universities and in every year of the students' education process, students have difficulties in especially speaking and writing skills. Even after intense training in learning foreign languages, even motivated and hardworking students rarely reach the acceptable level of proficiency in English. While the syllabuses or the methods of teaching a foreign language are based on teaching grammar, it is not surprising to see the students who are afraid of making mistakes while speaking or writing. That's why they are reluctant to express themselves freely and confidently. Tasks play essential roles in communicative language learning. Task-based instruction emphasizes meaning, process and production. However, many prep-schools in Turkey do not give importance to task-based instruction. Nevertheless, there are many schools, teachers, syllabus designers who started to use tasks and task-based instruction in order to create a more

effective teaching-learning environment. There are some studies that emphasize the importance of tasks-based instruction, yet these are not related to task-based instruction in teaching a specific skill such as speaking or writing.

This study aims to examine the effectiveness of task-based instruction that was implemented at a preparatory class of a private university in Ankara on the development of learner's speaking and writing skills. It is a fact that there are a lot of students who complain about not being able to reach an acceptable level of speaking or writing proficiency even after completing prep programs of universities. One of the reasons that affects the disability might be the lack of attention to the task-based instruction. This study might be seen as a pilot study which may help learners to improve their productive skills. It may also cause the teachers of the prep school to rethink about the tasks in their syllabus.

1.4. SIGNIFICANCE OF THE STUDY

Although there have been researches on the importance of Task-Based instruction so far, the number of researches that has been conducted on the effectiveness of the implementation of Task-Based Instruction as a part of syllabus at the university level is not enough. This research hoped to investigate the good or bad sides of TBI, the challenges, difficulties, obstacles that instructors encounter with in their classrooms. The study also aimed to explore the students' perception of tasks and their attitudes towards the tasks they deal with in each period. In addition to this, the instructors' perception of tasks is also one of the goals of the study. The research also aims to reveal some data for programmers and instructors to find some ways to overcome the problems. The data that the researcher collected may also help the instructors to make modifications in the curriculum renewal process at the preparatory school of the university in order to find more effective results.

1.5. RESEARCH QUESTIONS

This study investigates the effects of tasks on improving learners' writing and speaking skills and both the students' and instructors' perception of the effectiveness of the tasks implemented in their classes as a part of their syllabus. The following questions have been designed for the research:

1. Are tasks, as a part of preparatory class syllabus, implemented effectively in terms of improving learners' productive skills?
2. What are the students' perception of the effectiveness of the tasks being implemented in their classes?
3. What are the instructors' perception of the effectiveness of the tasks being implemented in their classes?

1.6.OVERVIEW OF CHAPTERS

Chapter two discusses the review of literature on TBLT including the definition of Task and TBLT, the emergency of Task, the types of Tasks, the importance of Tasks for productive skills, the key areas in TBLT, the difference between tasks and exercises, the syllabus types.

Chapter three provides essential information about the methodology followed in the process of collecting data ; the questionnaire, interviews, learners' grades.

Chapter four reveals the research findings and the ways of the collected data.

Chapter five discusses the findings and conclusions and limitations of the research and proposes some solutions. It also includes appendix.

CHAPTER II

REVIEW OF LITERATURE

2.1. INTRODUCTION

This chapter aims to find out the effectiveness of task based interaction for the productive skills; speaking and writing. This chapter also administers some information about syllabus design, syllabus types; the necessity of tasks and the definitions of task, features of tasks, task based instruction, task types, task based syllabus, syllabus types and teaching speaking and writing.

2.2. SYLLABUS DESIGN

According to Candlin (1984), curricula are related to general expressions about language learning, learning purpose and experience, evaluation and the relationships of teachers and learners. However, syllabuses are concerned with what actually happens in the classroom. Namely, how teachers apply the curricula and how learners make progress in the learning process. The meaning and the difference between them is explained by Stern;

.....I would like to draw attention to a distinction...between curriculum or syllabus, that is its content, structure, parts and organization, and, ...what in curriculum theory is often called curriculum processes, that is curriculum development, implementation dissemination and evaluation. The former is concerned with the WHAT of curriculum: what the curriculum is like or should be like; the latter is concerned with the WHO and HOW of establishing the curriculum. (Stern 1984: 10-11)

Yalden points out that

The syllabus replaces the concept of ‘method’, and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer , can achieve a degree of ‘fit’ between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom. (Yalden 1984:14)

In other words, Widdowson also suggests that

The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. (Widdowson 1984: 26)

In short, ‘curriculum’ focuses on planning, implementation, evaluation, management and administration of education programs. On the other hand, syllabus is concerned with the

selection and grading of content. In general, it can be claimed that there are few teachers who have the ability to design their own syllabuses. They generally prefer to interpret and modify their syllabuses when necessary. When we consider the historical stage of it, it is clear that in 1970s syllabus design started to deal with communicative aspects of language learning. What the learner wants to do with the language rather than the linguistic elements the learners need to master became more important.

2.2.1. Synthetic Syllabuses (Product-Oriented)

What the product based syllabuses focus on is form, function, content and input because these are interested in what to be learned. However, the process-based syllabuses focus on ‘how’ rather than ‘what’. Syllabus types may be categorized into two basic groups; synthetic and analytic. Wilkins (1976) attracted notice to the distinction between synthetic and analytic syllabuses by stating that;

A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. (Wilkins 1976:2)

It means that synthetic syllabuses regard language as discrete linguistic items. The learner’s role is to combine the small pieces with the aim of completing the activity as learners have the ability to learn a language in parts. The synthetic syllabus sees learning as students’ ability to learn a language in parts. (e.g. structures or functions) and what the students need to do is using them to achieve the goal of completing the parts of a language. Synthetic syllabuses are lexical, structural, notional and functional syllabuses. Initially, synthetic syllabuses are associated with grammatical syllabuses, but it is stated by some linguists that synthetic syllabuses cannot be limited to only grammatical ones, yet may be related to any syllabus in which subject is product-oriented; Namely, when the focus of classroom teaching is on teaching grammatical items separately.

The difference between product-oriented and process-oriented syllabuses is stated by Nunan (1988); while product-oriented syllabuses are concerned with the knowledge and skills that the learners aim to gain, process-oriented syllabuses are related to learning through experience. Nunan (1988) compares process and product by stating that process is related to some actions to come to an end. On the other hand, product is the end itself. He also gives some examples to specify these two concepts. A list of grammar structures that to be learned

can be given as an example for product, yet classroom drilling implemented in the class is a process. While the communication between two speakers is a process, the recording of their conversation is a product.

2.2.1.2. Grammatical Syllabuses

Grammatical syllabus is formed according to grammatical notions of understandability and complexity. McDonough states that:

The transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; and conversely for material in the next to appear to grow out of the previous one. (McDonough 1981:21)

This point is illustrated by McDonough like that;

Lesson (l) has drilled copula and adjective combinations :	She is happy.
Lesson (m) introduces the <u>ing</u> form :	She is driving a car.
Lesson (n) reintroduces existential there :	There is a man standing near the car.
Lesson (o) distinguishes between mass and count nouns :	There are some oranges and some cheese on the table.
Lesson (p) introduces the verbs like and want :	I like oranges but not cheese.
Lesson (q) reintroduces don't previously known in negative imperatives:	I don't like cheese.
Lesson (r) introduces verbs with stative meaning:	I don't come from Newcastle.
Lesson (s) introduces adverbs of habit and thus the simple present tense; or rather, present tense in simple aspect:	I usually come at six o'clock.

Figure 2.1. Grammatical structure (McDonough 1981: 21)

In terms of grammatical notions, it is assumed that language consists of a finite set of rules that can be combined to make the messages meaningful. It is also asserted that the grammatical rules can be learned one by one so that the learners can associate the rules with their previous knowledge to get the message and to use the language communicatively outside the classroom. On the other hand, the number of people who criticized structural syllabuses increased during 1970s. According to Nunan(1988), the fact that structural syllabuses focused only one aspect of language was criticized intensively as it is a well-known fact that language consists of more than one aspect. The most important criticism was about misinterpreting the

nature of the language. That means that grammatical syllabus is concerned only with one aspect of language, grammar, which is not true. Lately, some of the researchers most of whom studied on SLA criticized grammatical syllabuses by asking the questions below ;Why is it difficult for learners to learn some grammatical rules especially when taught explicitly?

Some of the obstacles that SLA researchers face in terms of applying grammatical syllabuses are that learners who are at the same stage of grammatical proficiency should be created, which is impossible in practice so that they can make a progress uniformly. Another challenge is related to using certain language structures immediately even as soon as they were taught. In addition to this, being exposed to grammatical items in different contexts in an extended period of time is necessary in teaching process. Nunan(1988). Related to this issue, Widdowson states that :

It is not that the structural syllabus denies the eventual communicative purpose of learning but that it implies a different means to its achievement. It is often suggested that the designers of such syllabuses supposed that the language was of its nature entirely reducible to the elements of formal grammar and failed to recognize the reality of use. But this is a misrepresentation. Such syllabuses were proposed as a means towards achieving language performance through the skills of listening, speaking, reading and writing. That is to say, they were directed towards a communicative goal and were intended, no less than the F/N syllabus as a preparation for use. The difference lies in the conception of the means to this end. Structural syllabuses are designed on the assumption that it is the internalization of grammar coupled with the exercise of linguistic skills in motor-perceptual manipulation which affords the most effective preparation for the reality of communicative encounters. (Widdowson 1987:68)

2.2.1.3.Functional –Notional Syllabuses

While functions are generally known as communicative purposes of language, notions reflect conceptual meanings such as objects, states of affairs, relationships and so on. According to Finocchiaro and Brumfit, this kind of syllabus can be applied for many reasons;

- It sets realistic learning tasks.
- It provides for the teaching of everyday, real world language.
- It leads us to emphasize receptive (listening / reading) activities before rushing learners into premature performance.
- It recognizes that the speaker must have a real purpose for speaking, and something to talk about.
- Communication will be intrinsically motivating because it expresses basic communicative functions.

- It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.
- It can develop naturally from existing teaching methodology.
- It enables a spiral curriculum to be used which reintroduces grammatical, topical and cultural material.
- It allows for the development of flexible, modular courses.
- It provides for the widespread promotion of foreign language courses.
(Finocchiaro and Brumfit 1983: 17)

Despite the benefits of it, functional-notional syllabuses have been criticized by many syllabus planners because of the difficulty of selection and grading items. Namely, According to Nunan (1988), choosing the items that will be included in the syllabus can no longer be made on linguistic grounds alone. Instead, the items that will enhance learners' communicative abilities should be adopted. In order to decide on the items, designers need to conduct needs analysis in addition to linguistic analysis. In terms of grading items, taking linguistic notions of simplicity and difficulty into account will not be enough. Nunan(1988) states that the grading of functional items is much more complex as it is not easy to decide whether one functional item is easier or more difficult. For instance, it cannot be claimed that 'apologizing' is more difficult than 'requesting'. On the other hand, Widdowson (1978-1979) suggests that functional-notional syllabuses can be labeled as synthetic because although the units have functional labels, what the learners are expected to do is to carry out very similar activities with the structural syllabuses. For example, learners may not be responsible for learning about "future tense" but talking about "future plans".

Initially, it was supposed that functional-notional syllabus was different from the ones that were related to grammatical principles, yet it was acknowledged that both of them focus on the end products or results of the teaching/learning process.

2.2.2. Analytic Syllabuses (Process-Oriented)

Analytic syllabuses aren't concerned with grammatical items separately. In contrast, the most important point of these syllabus is communicative purposes. Wilkins claims that:

.....since we are inviting the learner, directly or indirectly, to recognize the linguistic components of the language behavior he is acquiring, we are in effect basing our approach on the learner's analytic capabilities.(1975:13)

From these claims, it can be concluded that analytic syllabuses regard target language as whole chunks within the control of linguistic items. Apart from not being authentic, synthetic

syllabuses are not supported by research findings. According to Michael H. Long and Graham Crookes, it is obvious from the researches that it is not possible for people to learn isolated items in the L2 one at a time, in additive, linear, but in authentic complex contexts within the form-function relationships. Actually, conducting synthetic syllabuses is challenging because they are product-oriented and they are also based on an analysis of the language to be learned. On the other hand, it is usually acknowledged that language learning is not a linguistic knowledge but it is a psycholinguistic process with the social and cultural knowledge.

In contrast with Synthetic, Analytic syllabuses are mostly based on experiential rather than linguistic content. Situations, topics, themes might determine such content. From that point, process rather than product has been the focus of analytic syllabuses. It can be claimed that while analytic syllabuses support the idea that language can be learned holistically, synthetic syllabus claims that learners need to focus on one thing at a time as learning is additive and linear. It does not mean that grammatical criteria are never applied in selecting and grading content. While some syllabus designers ignore grammatical criteria, others incorporate grammatical items into their syllabus in accordance with topics, situations that have been chosen. Hutchinson and Waters (1983).

In short, while synthetic syllabuses concentrate on what to be learned, analytic syllabuses focus on how the language is to be learned. Synthetic syllabuses are external to the learner, ruled by authority, see the teacher as authority and decision maker, focus on subjects separately and use achievement tests to assess the learners' success or failure. On the other hand, the objectives of analytic syllabuses are determined with negotiation between teacher and learner. They are internal and both students and teachers are decision makers and the process but not the subjects matter is necessary and they assess the process but not the items separately.

Actually, most of the courses do not focus on only the synthetic or analytic syllabuses but they can naturally be labeled as both synthetic and analytic according to the aims of their program. Procedural, process and task syllabuses are all examples of Analytic syllabus types. Nunan(1988). The three types of task-based syllabuses, which are the procedural syllabus, the process syllabus and the task syllabus, have been recently appeared in language learning field. According to Michael H. and Graham Crookes, even though they have limitations, once the task syllabus is associated with a point of focus in task-based language teaching, the task gets

more attention in language teaching. In spite of their uncompromising advantages, they are not so popular so they have not been investigated as much as they deserve.

2.2.2.1. Content Syllabuses

Content Syllabus is one of the types of analytic approach. Task-Based Syllabus and Content Syllabus are different in some ways. While both of them focus on process rather than product, content syllabus is related to subject area which may be the subjects in school curriculum such as math, science, literature, social studies etc. in some places in the world, the subjects are taught in English as syllabus planners and teachers give importance to content oriented teaching. Units of courses are labeled as 'sports', 'music', 'education', 'numbers' ...

Mohan (1986) who is in favor of content-based syllabuses states that;

“We cannot achieve this goal if we assume that language learning and subject-matter learning are totally separate and unrelated operations. Yet language and subject matter are still standardly considered in isolation from each other. (Mohan 1986: iii)

Content-based syllabus sees language as a vehicle for communication not as a subject to be learned like math, history, science. Content -based syllabus has been applied in courses and materials for ESP. However, its drawbacks have also been recognized. Hutchinson and Waters explain its disadvantages by saying that;

“In the content-based model... the student is frustrated because he is denied the language knowledge that enables him to do the tasks set. Despite appearances to the contrary, the content based model is no more creative than the language-based model. Although communicative competence encompasses more than just linguistic competence, linguistic competence is nevertheless an essential element in communicative competence. (Hutchinson and Waters 1983: 101)

2.2.2.2.Process -Oriented Syllabuses

According to Breen, Process Syllabus addresses the overall question;

“Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)? (Breen,1984:56)

Actually, the process syllabus associates the negotiation process with learning process while planning a syllabus design. (Breen 1984) Breen suggests a hierarchical model at four stages; 1. setting general decisions about classroom language learning . 2. alternative formula can be

chosen about classroom language learning 3. alternative activities can be prepared 4. alternative pedagogic tasks can be selected. Breen defines task as follows;

“any structural language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task’ is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning—from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making. (Breen,1987: 23)

In the process syllabus, the learner is responsible for choosing the appropriate tasks, identifying objectives, content and methodology of the course regarding their levels. On the other hand, in the procedural syllabus, the learner has no privileges to choose the tasks. All the tasks are determined by the teachers or syllabus designers. It is the difference between them. (White and Robinson,1995)

Despite having many advantages, it is also criticized for some reasons. Kaurago,1987; R.V. White,1988 assert that evaluation process is not satisfactory as there is no formal field assessment. Additionally, this syllabus type requires learners and teachers to be high level of competent, which may be impossible in some countries. Furthermore, needs identification is not taken into consideration while selecting tasks as in the pedagogical syllabuses. Negotiation between teachers and students is allowed to make changes, which shows that process syllabuses are flexible to some extent, yet if the students and the teachers are not competent enough, they will probably have problems while selecting tasks. Moreover, there is no focus on form again, which may be seen as a disadvantage by some researchers.Kaurago,1987; R.V. White,1988.

2.2.2.3.Procedural Syllabuses

In spite of different names, both procedural and task-based syllabuses are similar in principles. Both of them focus on using the language rather than learning the language. The learners are expected to accomplish a variety of tasks such as ordering food in a restaurant, talking on the phone, discussing something.

From this point of view, ‘Bangalore Project’ has gained attention with the publication of Prabhu’s Second Language Pedagogy.

Attempts to systematize inputs to the learner through a linguistically organized syllabus, or to maximize the practice of particular parts of language structure through activities deliberately planned for that purpose were regarded as being unhelpful to the

development of grammatical competence and detrimental to the desired preoccupation with meaning in the classroom... it was decided that teaching should consequently be concerned with creating conditions for coping with meaning in the classroom, to the exclusion of any deliberate regulation of the development of grammatical competence or a mere simulation of language behavior. (Prabhu 1987: 1-2)

The Procedural Syllabus derived from the work in India from 1979-1984 of Prabhu, Ramani and others on the Bangalore/Madras Communicational Teaching Project (Prabhu,1980,1984,1987) Prabhu claims that“the Bangalore Project is teaching through communication” (Prabhu,1987,p.70)

It is clear that communication is a vehicle in teaching-learning process. Prabhu does not believe in the necessity of comprehensible input while he suggests that what the students need to do is to improve their comprehension skills before coming to the stage of production. Actually, he claims that form of the language is acquired when the focus is on meaning and this situation is best come true when trying to complete tasks. This syllabus is ‘learning centered’ rather than ‘learner centered’. Krashen(1982) and Prabhu (1987) suggest that “language form is acquired subconsciously through the operation of some internal system of abstract rules and principles.” (Prabhu,1987: 70).It means that while the students concentrate on the meaning of the task, they will recognize the form and use it unconsciously. There are two versions of tasks. The first one is “Pre Task” which was used to introduce or demonstrate the task to the students. Prabhu defines it “to let the language relevant to it come into play.”(1987: 276)The second one is “Task Proper”. At this stage, students study on it individually and feedback is given by the teacher.

Prabhu (1987) suggests preparing challenging tasks to encourage and motivate learners so that they can focus on meaning. The examples of task varieties implemented in the class were information-gap, reasoning gap activities or opinion gap activities etc..in Bangalore Project. These types of tasks should be both challenging and achievable. Although procedural syllabus has many advantages, it is also criticized by researches in some ways; a. without needs identification, it is difficult to select appropriate tasks for the needs of learners b. grading and sequencing tasks is challenging c. it is still highly argued that teachers should focus on form to some extent.

2.2.2.4.Task-Based Syllabuses

Task-Based Language Teaching that focuses on performing a task without explicit grammar explanation is one of the analytic approaches; (Crookes,1986;Crookes&Long,1987; Long,1985,1989,Long&Crookes 1987). Task is defined in a variety of ways by different language syllabus designers.

.... a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation... in other words, by “task” is meant the hundred and one things people do in everyday life. (Long 1985: 89)

....an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command... A task usually requires the teacher to specify what will be regarded as successful completion of the task. (Richards, Platt, and Weber 1985: 289)

According to Candlin (1987), tasks should have some qualities ;

- focus on meaning, aim, interaction
- meet the learners’ communicative needs
- be flexible enough to suggest a variety of procedures, directions
- provide a variety of solutions to the problems according to learners’ abilities and experiences
- include learners and their ideas
- be intriguing but not frightening
- propose a problem that should be studied by students collaboratively
- give importance to language use
- be evaluated by both teachers and students together
- give chances for metacognition and language practice
- provide monitoring and feedback
- support reflection
- encourage critical thinking
- develop learners’ abilities and capabilities greatly

As in the procedural and process syllabuses, learners learn best when they focus on meaning while completing the task. However, Task Based syllabus is different from the others in some ways. In contrast to procedural and process syllabuses, a needs analysis prior to instruction is implemented as a necessity in Task Based syllabuses. Depending on identifying task difficulties and complexity, it is more reliable to make principled decisions concerning the grading and sequencing of tasks, which is also one of the other differences between Task Based syllabus and procedural and process syllabuses. On the other hand, it is criticized by

some researchers for a variety of reasons. First, in spite of an adequate of needs analysis and plain selection process, it is more challenging to assess and sequence the tasks as nobody has been able to find a valid sequencing criteria yet. Next, it is difficult to distinguish the tasks which overlap so they can be criticized for their vagueness. For example, the task ‘ordering meal’ could involve others, such as paying for foods, choosing products, reading menu so on.. Third, they claim that learning should be more guided or controlled. Giving the control to the learners will end in chaos.

All of the three approaches have many things in common but differs in a few things. Task Based Syllabus is different from procedural and process syllabuses in whether they conduct a needs analysis prior to introduction. Process syllabus is different from the others in how tasks are selected and sequenced. However, all of them are against to synthetic syllabus types. In addition to this, all share similar problems. Especially task determining task difficulty and complexity and also sequencing and grading them is an unresolved problem even today.

2.3. DEFINITION OF TASK

There have been a variety of definitions of tasks so far. Long (1985), Richards, Platt, and Weber (1985) Nunan(1989), and Skehan (1996a) narrow down the meaning of task by stating that tasks are the activities where meaning is fundamental. On the other hand, Breen(1989) define tasks as any kind of activities, including “exercises “ . However, it is generally acknowledged that while tasks are only used for activities that take meaning as a central place in language use, exercises are activities that give importance to form-focused language use. However, it is not the only difference between tasks and exercises. Widdowson suggests that it is not possible to be able to distinguish a task from an exercise by only stating form and meaning. Actually, while conducting a task, it is also important to use the correct form of language so ‘the kind of’ meaning is essential. Namely, pragmatic meaning is associated with a task. On the other hand, ‘semantic meaning’ is related to an exercise. It means that the primary aim of the language use is to focus on message conveying and they choose the form of language subconsciously. However, exercises make learners use the language accurately and learning becomes intentional. Learners should choose the correct form of language to complete the exercises.

Breen defines task as;

A task is ‘a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication.’ Breen specifically states that a ‘task’ can be ‘a brief practice exercise’ or ‘a more complex workplan that requires spontaneous communication of meaning.’ (Branden, 2006, p. 8)

Another comment on tasks is that:

Communicative language teaching is popular for approximately two decades and its main aim is to improve people’s ability to be able to express their own ideas about the topic they want in various contexts, with different people on different topics. (Celce-Murcia, Dörnyei & Thurrell, 1997: 149)

A relatively new approach is task-based instruction. According to task-based instruction, language teaching takes place around different tasks. (Long & Crookes, 1993; Pica, Kanagy & Falodun, 1993; Plough & Grass, 1993; Skehan, 1998; Willis & Willis, 1996)

Skehan has a different definition;

“an activity in which meaning is primary; there is some relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome” (1996: 38)

From this definition, it can be realized that the main purpose of tasks is to convey the meaning. The reason why TBLT takes an important place in language teaching is clear, but the ordering of different tasks is really important as language learning and teaching should be organized by means of tasks; Therefore, tasks are fundamental in the curriculum-development process. It is suggested that tasks should be organized in terms of its complexity, difficulty and its conditions.

Long (1985) and Prabhu (1987) supported the idea that all the students should be in the classroom atmosphere in which they need to focus on the meaning to complete their tasks and their main purpose should be using the language for real-world. After that TBLT has become popular in the world. The word “task” can be used for different purposes, so various definitions that differ quite widely have been emphasized.

According to Crooks (1986), task which has an objective as a part of a course is a kind of activity. According to Bachman & Palmer (1996), task which makes learners use the language is an activity with the aim of achieving a specific goal in a course. It can be stated that tasks are goal-directed activities. When we define task as an educational activity, it can be claimed that there should be a connection between the tasks learners use in the classroom and outside the classroom. Actually, what the aim of the learners is to convey the meaning. Tasks have

learners act as a language user but not a language learner. Nunan (1989) defines 'task' as an educational activity by stating that

it is a piece of work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form. (Nunan, cited in Branden,p.7)

Krahnke (1987) states that the activities of a task have the purpose of creating such an atmosphere that the learners can use it outside of the classroom but not as a knowledge that exists only in the classroom. That's why tasks are different from other disciplines in such a way that they have no instructional purposes.

According to Candllin (1987) It has different problem solving, creative , meaningful activities that learners are acquired to use their cognitive and communicative capabilities with the help of using their pre and new knowledge to achieve the goals of the course in the social atmosphere.

Ellis(2003) suggests that a task makes the learners focus on meaning and use their own linguistic competence despite the fact that the design of task may force them to use particular forms. The language used in the classroom and the language used outside the world are similar in many ways. A task may be used for productive or receptive and oral or written skills.

All of these definitions above point to the fact that a task is mostly used for communicative purposes and meaning is vital in the process of using the language. While all of the task definitions' focus is on meaning, task-based language teaching doesn't exclude form. Actually, some authors claim that the marriage of meaning and form is one of the features of TBLT. Skehan,1998; Long & Norris,2000 states that

Task-based language teaching ... is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus, while simultaneously, through use of focus on form, to deal with its known shortcomings, particularly rate of development and incompleteness where grammatical accuracy is concerned. Long & Norris, 2000:599)

From all of these definitions, it can be concluded that there are many ideas that support the combination of focus on meaning and form. While using the language, the learners will need to pay attention to form consciously or unconsciously. In fact, many authors are favor in the idea that form can be integrated into task-based classroom work. It means that task designers may ask learners to focus on meaningful activities and meanwhile pay attention to particular

forms, but they cannot force learners to do anything. An interactional activity will result in the combination of focus on form and meaningful activity.

According to Kaufman, 2004; Steffe & Gale, 1995; Vygotsky, 1978) language learning is marked as an active process that can be achieved when the learner is in the process of completing the task and as an interactive process that can be succeeded by interaction with other learners and other teachers.

2.4. TASKS IN LANGUAGE TEACHING

According to Ellis (2003), All the researchers, teachers, course designers are aware of the fact that tasks hold a significant place in communicative language teaching. However there are two ways of using tasks in teaching-learning process. While some methodologists have incorporated tasks into their own teaching process, which can be called as task-supported language teaching, others have designed all courses around the tasks, which may be called as task-based language teaching. The aim of two perspectives is to make the teaching process more communicative.

For task-supported language teaching, Ellis (2003) believes that as a part of teaching learning process, tasks can be employed in the production part of the course, which would encourage learners to focus primarily on meaning. In this respect, tasks are not used as an input by which learners acquire new knowledge or structure. In contrast, they are seen as an output by which learners activate their existing knowledge by improving their communicative skills. Namely, tasks are used as a stage of a course especially in production parts so that the students can achieve the goal of completing a task in the production part of a course. What the students need to do is to focus on the meaning rather than form of the structure. In short, tasks are integrated to the other stages of a teaching process and implemented in classes to make learners use the structures they learned.

On the other hand, according to task-based language teaching approach, tasks constitute the whole language curriculum. What is suggested by Ellis(2003) that while designing a task-based curriculum, you should make decisions about which tasks students will do. Then, order the tasks according to the needs of your students. Then, make decisions regarding the specific

methodological procedures for teaching each task. According to Skehan (1996a) the tasks can be designed in terms of pre task, while task and after-task preferences.

There are a variety of approaches in terms of how to use tasks in language pedagogy. The first one is related to humanistic language teaching. Ellis(2003) states that this approach motivates learners to achieve of their full potential for learning and encourages learners to realize their own self- esteem and motivation to learn. Actually, Moskowitz (1977) states that all characteristics of the humanistic exercises could be associated with the traits of tasks-supported language teaching. Curran's (1972) suggests that 'counseling language learning' could be regarded as a step to constitute a task-based method having the rules of humanistic approach. Another different approach is 'procedural syllabus' advocated by Prabhu (1987). Prabhu designed an innovative curriculum in India where the structural method was dominant. He came up with a variety of meaning-focused activities aiming to make learners understand, convey and extend meaning while the focus on form is only incidental. (Ellis, 2003). The last approach is the "process syllabus" suggested by Breen and Candlin(1987). Although procedural syllabus is related to predetermined tasks, the process syllabus is constituted by both the teacher and the learners with an agreement. For instance, a curriculum is composed by the learners. In the process of designing the curriculum, the learners maintain their own needs analysis, find and select the appropriate content to meet their own needs, plan the stages of tasks and reflect and assess the teaching-learning process. Namely, there is no pre-determined syllabus. The syllabus is constructed while teaching is in progress. Breen (1987).

These are the various approaches which have common goals but different stages. The need for more meaning-based activities, learner-centered curricula is the most attractive aspect of task-based pedagogy. Actually how to fit them into a cycle of teaching is a debatable issue. (Ellis 2003).

2.5. THE STAGES OF A TASK PRESENTATION

It is generally claimed that Task presentation cannot be done randomly without planning. However, there are many researchers who find out different ways and stages of TBI. Ellis (2003) classifies tasks into three stages; Pre-task, During-task, Post-task.

Phase	Examples of options
Pre-task	<ul style="list-style-type: none"> ✓ Framing the activity (e.g.establishing the outcome of the task) ✓ Planning time ✓ Doing a similar task
During-task	<ul style="list-style-type: none"> ✓ Time pressure
Post-task	<ul style="list-style-type: none"> ✓ Number of participants ✓ Learner report ✓ Consciousness-raising ✓ Repeat task

Figure 2.2. A framework for designing task-based lessons. Ellis (2003) :80

In pre-task stage, what the aim of the teacher is to raise the students' awareness and attract their attention. According to Ellis, the pre-stage is essential as the teacher gets the students' attention by introducing the task and give information the learners need to complete the task. Especially when the learners are unfamiliar with the topic, background knowledge is necessary to make them be more interested in the task. However, Ellis (2003)disapproves of deductive grammar or vocabulary teaching at any stages of TBI. Dornyei (2001) states that introducing the topic giving necessary information in pre-stage is crucial to motivate the learners. Except introducing the topic and giving background information, performing a similar task is also suggested by Ellis in pre-stage. It could be carried out by similar content with the main task so that the achievement rate could be higher. Prabhu (1987) suggests that what teachers need to do is to lead their students step-by-step with appropriate pre-task activities to facilitate the procedure so that learners could do the main task on their own without any help. And the last step in pre-task stage is giving enough time to learners so that they can make a plan in a given time to use various forms and styles. Ellis (2003). (Skehan, 1996), Willis (1996) suggest that if the learners make decisions on the strategy they will carry on, they will be more willing to do the task.

In the during-task stage, the performance that the students carry on is crucial rather than the objective of the task. According to Willis, (1996a) it includes all the activities that the learners focus on, the reaction of the students, pair or group work activities, the things that the students do in task completion, the ways how the students complete the task. According to Ellis, (2003) time-pressure is a necessary option in determining the effectiveness of students' task performance. The teacher may want to set time limit or the students may allocate their time to complete the task. According to Lee (2000) , setting time limit is necessary. According to Ellis (2003), the second important point is whether to let the students get the

information or not to complete the task. While some tasks ask students to use the information given the students to perform the tasks like information gap ones, some others don't provide any data to use in performing tasks like opinion gap ones. This may affect the difficulty of tasks because the students who get the information, pictures or charts have less difficulty in achieving the task rather than the tasks which don't support learners with any information.

In post stage, Ellis (2003) suggests three possible ways. One of them is to make learners repeat the task under the same conditions or with some minor changes. It has a lot of benefits for learners. When the students repeat the task, they have opportunities to be more fluent or more accurate or more confident for the second performance of the same task. On the other hand, Willis suggests reflecting on the task, which could be used as a post stage activity. Namely, students may be asked to assess themselves or tasks and present written or spoken reports. They may comment on the tasks and the things they learn in the during stage of the task. The difficulties they encounter or the important parts of the task could also be reported by learners, which may guide teachers in terms of using the same tasks or not in the following years or making necessary modifications depending on the reflection and improving tasks accordingly. The third way of post task stage is focusing on form. Some methodologists suggest getting attention to the form at the post stage. What teachers should do is to take notes the necessary structural mistakes and make students realize these mistakes at the post stage in a way. (Loshcky and Bley Vroman 1993).

2.6. TEACHER'S ROLE IN TBI

When it comes to the teacher's role in TBLT, it is obvious that while teacher is a facilitator and guide in the teaching process, the learner is in the central role. The learner is responsible for negotiating the course content, choosing linguistic forms and discussing different ways for task performance and assessing their own performance. (Benson, 2001; Breen&Candlin,1980; Nunan,1988; Shohamy,2001). If the materials for the tasks are ready, the only role of the teacher is to follow the steps but if the teacher has to prepare the task with its all the materials, she/he must find related texts, dialogues, examples, related pictures and plan all the stages in advance. Furthermore, she needs to find innovative ways to introduce the topic. She or he also needs to choose appropriate tasks to meet the needs of her students.(J. Willis, 1996; Oxford, 2006).

According to Willis (1996) , teacher's role changes in every stage of the task. For instance, in pre-task stage, the teacher should prepare the class by dividing the class into groups or if it is an individual task, she/he should organize the class for individual work. The instructions are also too important. The teacher should make the instruction clear enough for all the students. The rules should also be set by the teachers. Many problems may occur without specific rules. For example, the students tend to speak in their mother tongue while working in groups. To prevent this, the teacher should be insistent.

The teacher should act as an observer in the stage of during task. (J. Willis, 1996; Oxford, 2006). He / she should be passive at this stage. Making the procedure clear and specifying the stages are among the teachers' responsibilities. The teacher should be sure that everybody is active and the students should participate in the activity as they are supposed to. When there is a problem, he/she should act as a supporter. He/she should be a time keeper, too. When the students want to ask a question, he/she should act as an advisor. He/she should also encourage learners to work collaboratively and listen to each other and find answers to each other's questions by themselves. (J. Willis, 1996; Oxford, 2006).

At the last stage, the role of the teachers is to monitor the results without interference and help them to share their findings with the whole class. (Willis, 2004).The teacher should make sure of that the goal of the task has been achieved. In short, the teacher is an observer, facilitator, organizer, time keeper in TBI. While teachers are passive, the students are active in all stages.

2.7. LEARNER'S ROLE IN TBI

As TBI puts the learner in the centre of language learning process, students are active in every stage of TBI. They are responsible for understanding , implementing, completing that tasks and assessing and analyzing the results. According to J. Willis (1996), the students are responsible for their own learning, which means that they have to help each other while working collaboratively and they have to make predictions and discover the rules and understand the meanings of unknown words themselves. According to Nunan (1989), learners should also be involved in the stage of choosing the tasks. According to their own needs and preferences, they may also be active at this stage. The students are expected to express themselves freely while doing tasks so the most important thing is to create a relaxing

atmosphere in the class to prevent anxiety, which is important as students mostly get anxious while doing the production parts of the course.

According to many researchers, Foreign Language Classroom Anxiety and General Anxiety are totally different as in contrast to general anxiety, learners don't feel nervous in various situations. In fact, they get excited when they engage in production part of the course. (Horwitz, Horwitz, & Cope, 1986; Horwitz, Tallon, & Luo, 2010; MacIntyre & Gardner, 1994) It means that foreign language anxiety influences the effectiveness of tasks in a bad way. Especially the tasks whose purpose is to make learners speak spontaneously without getting prepared provoke a great level of anxiety for anxious students. (Horwitz, 2010) MacIntyre claims that students having higher level of anxiety part is reluctant to participate in the interaction parts of the course when compared to less anxious students. (MacIntyre & Charos, 1996). It can be concluded that there is a link between the learners' anxiety level and their perception of tasks. However, the core point of TBLT is to create an interactive atmosphere in the class, which may be impossible with anxious students. These kinds of challenges could be overcome by applying some techniques in the classes such as motivating or encouraging learners.

2.8. ASSESSMENT OF TBI

In terms of assessment, the question of how the students' learning process will be assessed is remarkable in the process of TBLT. Actually, assessment should be mainly concerned with evaluating learners' communicative proficiency. Long and Crookes states that

task-based criterion-referenced tests evaluating the performance of students not their grammar knowledge should be applied. (1992 : 45)

Meaningful tasks should be set to help the learners to elicit natural language use. When compared to system-referenced tests which focus on assessing the learners' knowledge on a particular aspects of the language system, task-based tests are concerned with the students' actual performance in a language use atmosphere. That's why these tests have many benefits of teaching. Primarily, they have positive backwash effects on language learning. In addition to this, these tests have the opportunities to offer more reliable results of students' real performance outside the world. (Brown et al., 2002; Norris et al., 1998)

Namely, the tests that focus on linguistic competence highlight the linguistic forms (words, structures, etc.) that the learners need to comprehend or produce in order to pass the tests. On the other hand, those whose purpose is to assess the students' real-world performance will probably focus on the performance of students on the real world outcomes. There are also some challenges of TBLT. For instance, selection of test tasks that ensure valid and reliable test scores, high cost and logistical problems are ones of them. (Bachman,2002; McNamara,1995; Messick,1994; Norris et al.,1998)

According to Brown and Yule, listening tasks may be more challenging for teachers if there is more than one speaker in the listening text. Furthermore, when the topics of the listening text are not familiar or interesting for the listeners, the text will be more difficult to comprehend. When it comes to speaking tasks, Brown and Yule suggest that :

Taking short turns is generally easier than long turns. Talking to a familiar , sympathetic individual is less demanding than talking to an unfamiliar uninvolved individual or group. Something one knows about and has well-organized in memory is naturally easier to talk about than a new topic or experience which has little internal organization in itself. (op. cit:107)

While assessing speaking tasks, graders need to be positive and sympathetic. While deciding on the topics, the learners' background knowledge should also be taken into consideration. The learners need time to think about the topic before the start speaking.

Although SLA researchers and teachers have been using 'task' for about twenty years, second language testers have just started to use the term 'task' and started to conduct a study on the task-based area recently maybe because of the challenges of using tasks on the assessment part of the language learning process.

2.9. TASK PREFERENCE

Determining difficulty of the tasks is a really significant factor, which can affect the quality of tasks. Candlin (1987) suggests some factors related to this issue;

- ✓Cognitive Load ; tasks which make learners follow a chronological sequence are more achievable.
- ✓Communicative Stress; learner's knowledge of the subject and relationship with other individuals in the interaction.

- ✓ Particularity and Generalizability : the tasks that pursue a universal pattern.
- ✓ Code Complexity and interpretive density: the complexity of language in terms of learners' knowledge.
- ✓ Content Continuity : the contents that interest learners and that are related to universal facts.
- ✓ Process Continuity : the coherence, continuity of the tasks.

As it is seen, the order of the tasks being used in the classes should be organized in such a way that the students can follow the order without difficulty. Except for sequence of the tasks, the familiarity of the task topics is also crucial so what the teachers or task designers should do is to create appropriate tasks for the levels or interests of students. In fact, the level of the students and the complexity of tasks should be in parallel so that the students can achieve the goals of the tasks. Choosing the appropriate tasks for the level and interest of the students is as important as the universal feature of the tasks. It means that what attracts the students is the universal, coherent and real tasks.

Assessing part of the tasks is also necessary for task preferences. It is widely accepted that assessing the receptive skills of listening and reading is less challenging than assessing the productive skills of speaking and writing. When communicative language teaching plays a big role in learning environment, meaning has led to the use of more authentic materials, which indicates that grammatical criteria alone cannot be used for grading.

Actually, all of the features of tasks play roles in choosing, sequencing and using them appropriately and effectively. What the syllabus designers or teachers should do is to think about the points in advance not to create vagueness.

2.10. TASK TYPES

Nunnan (1985) suggests a diagram of activity types which are classified according to type of learner response. According to the diagram, not only the traditional comprehension / production skills but also interactive language use is emphasized.

Task Designer	Types of Tasks
Nunan (2001)	Processing Response Productive Repetition / Drill Interactive Role play / Discussion/ Problem solving
Willis (1996)	Listing Ordering Comparing Problem-solving Creative
Pica, Canady and Falodun (1993)	Jigsaw Information-gap Problem-solving Decision making Opinion gap

Figure 2.3. Task Types (Nunan (2001), Willis (1996), Pica, Canady and Falodun (1993)).

Nunan(2001) divides tasks into three main categories; processing, productive and interactive and he also subclassifies the three task types. Response tasks which are under the processing type ask learners to react the things they have learned before. For example, after you teach the words ‘table’, ‘window’, ‘door’, ‘board’, ‘book’, ‘notebook’, play the tape. When the students hear these words, they raise their hands. On the other hand, Repetition and Drill are two kinds of productive tasks. While Repetition tasks make the learners listen and repeat, Drill tasks make students listen and complete. What’s more, Role-play, discussion and problem-solving tasks are three types of interactive tasks. Role-play tasks have learners act out the given role. For example, The learners need to interact with each other to complete the task which contains some information about a customer and a salesperson. Discussion tasks ask the students to work in groups to share their ideas about the related issue. In problem solving tasks, students are given a problem. They need to work together to find solutions for the problem.

Willis points out the task types; listing, ordering, comparing, problem solving and creative tasks. Listing and ordering tasks encourage learners to work collaboratively to be able to list the given information into the chronological order according to a common standard determined before. For the type of comparing tasks, learners are asked to do brainstorm and find the similarities or differences between two things. Problem-solving tasks make learners think critically and find a reasonable solution for the given problem. Creative tasks make

learners think outside the box and create their own products by doing brainstorming and sharing their own ideas with their group friends. Actually, listing, ordering, comparing and problem solving tasks are involved in creative tasks.

Tasks are divided into these groups; Jigsaw, Information-gap, Problem-solving, Decisionmaking, Opinion gap by Pica, Canady and Falodun (1993, cited in Richards & Rodgers,2001) Jigsaw tasks aim to make learners work cooperatively to combine the parts into one piece. Information gap activities make learners complete the missing information by sharing their own information. Problem-solving tasks encourage learners to work in groups to select the appropriate solutions for the given problem. In decision making tasks, learners are required to negotiate or discuss to come to a common decision. Opinion gap tasks ask learners to share their ideas and listen to their friends' ideas, yet they don't need to come to a common point.

Required-optional exchange information gap tasks and opinion gap tasks differ in many ways. First, as it is understood from their names, information gap tasks require learners to exchange information, but opinion gap tasks force learners to go beyond the given information. Second, while learners do not have the same information in information gap tasks, learners have the common information in the opinion-gap tasks. Third, to complete information-gap tasks, learners need to exchange the required information. However, in opinion gap tasks, it is optional. Ellis (2003). According to Pica, Kenagy and Falodun 1993, the last feature is crucial.

Information exchange is required in one-way or two-way tasks. However, if the exchange is split one way, it can be called as a one way task. There is only one holding all the necessary information and the responsibility of completing the task is on the person. In contrast, all the learners have to take part in the activity to complete the task in the two-way tasks. Ellis (2003) Long (1980) suggested tasks like narrative tasks or giving instructions which are all one-way tasks and also two-way tasks like conversation tasks or communication games. Then he concluded that two-way tasks promote more negotiation than one-way tasks. However, the studies that have been conducted later demonstrated that there is no significant difference between them. For example, Jauregi (1990) claims that one-way tasks create more negotiation work when compared to two-way tasks. Actually, there is no common belief.

On the other hand, in terms of task outcome, two types of tasks which are open or closed tasks could be used. For the open tasks, there is not only one common known response. Opinion gap tasks are great examples of these tasks. Ellis(2003). Namely, the learners are totally free to choose any ideas or any solutions or any structures or words to complete the task. In contrast, learners are required to reach only one common solution for closed tasks. Ellis (2003). Information gap tasks are great examples of it. Here, what the students need to do is to achieve the predetermined outcome.

What's more, it is reasonable to claim that the topic of a task has a great impact on the outcome of the task. Actually, it will be more advantageous in terms of task effectiveness if the task is familiar to the participants. Namely, topic familiarity and topic importance affect the amount of negotiation work. Ellis (2003) Lange (2000) concluded that topic has a great importance to determine the amount of negotiation taken place among learners.

In addition to this, tasks could be divided into two groups; unfocused and focused tasks in terms of the purpose of the tasks. Ellis (2003) states that the tasks that are not prepared in the aim of making learners use specific structures are called unfocused tasks. Actually, the learners are totally free to select any linguistic forms they want while completing the tasks. On the other hand, focused tasks aim to force learners to practice some specific linguistic forms like a grammatical structure. It means that focused tasks have two goals; one is to encourage learners to use the language spontaneously and communicatively. The other one is to prepare an atmosphere to make the learners practice the predetermined structure, which is commonly preferred as teachers want to know if their students are able to use a specific linguistic feature effectively into the communicative context.

2.11. TRAITS OF A TASK

- A task is a workplan. The plan includes the stages of the activity, the explanation and the materials that are used for the task.
- The main focus of a task is meaning. Engaging learners in using language pragmatically is the main point of a task. What the learners need to do is to use the language but not just to learn the grammatical rules. The learners are free to choose any kind of structure needed to complete the task. However, some tasks may be designed to force the learners to use a

specific linguistic form. Even in this kind of task, learners are the ones who decide on the appropriate recourse.

- A task includes real-world activities of language use. All the activities that are used in the real world or the activities that are artificial should reflect interaction in the real world.
- A task can include any kind of four language skills. Listening, reading, writing or speaking or the combination of receptive and productive skills.
- A task includes cognitive process. What the learners need to do is to select , classify, order or evaluate information while completing the task. Which structure or language form will be used is up to the language user's choice.
- Communicative outcome should be ensured in the task. Communication is the main focus of the task. Ellis (2003)

Candlin (1987) pays attention to the features of tasks;

Input: It is related to the written or visual information that learners need to perform the task.

Roles: It is related to the roles that learners have in performing the task. Settings: Grouping

the students in and outside of classrooms. Actions: It is related to the steps to follow to

complete the task. Monitoring: This is related to observing students for task completion.

Outcomes: Performance outcomes of students. Feedback: This is related to evaluation of the task performance.

On the other hand, tasks are usually used for the purpose of evaluation. However, there are different views regarding to this matter. Ellis, 1993 suggests that:

“tasks can be designed to focus on variously determined and sequenced grammar structures or lexical items.” (Ellis,2009: 231-232; Toth) (Samuda&Bygate, 2008:59)

However, task-referenced approaches use tasks in order to set their achievement goals. Namely, in most task-based approaches, while preparing their schedules, the planners take the goals of tasks into consideration and the units of classroom instruction are made accordingly.

According to Long, tasks can be distinguished into two types. One of them is “target tasks” which are used at the end of the instructional programs. The other one is “pedagogical tasks” which are performed in the class through the whole period.

There have been many researches that have contributed to task-based language teaching. The main findings of these researches done by Seedhouse, Yule, Powers, Macdonald, Grass, Mackey, Alvarez-Torrez& Fernandez-Garcia are these;

- Tasks have a meaningful content for discussion.
- Feedback is given to the students by a teacher or a partner (explicit or implicit).
- Integration of pre-knowledge and communicative competence is necessary.
- Tasks give opportunities to realize the distinction between the learners' input and production.
- Tasks can focus on accuracy depending on its purpose with consequences for improvements in accuracy of production.
- Tasks can focus on fluency with consequences for improvements in fluency of production.
- Tasks can also foster critical thinking while making learners rethink about events in different ways.
- Tasks give opportunities to the learners for improvements of memories by solving problems that appear in communication so that learners can strengthen their memory.
- Complex tasks can encourage learners to deal with more ambitious, complicated language to achieve their goals in the task.
- Tasks will motivate learners to learn.

(Seedhouse, 2005; Yule, Powers, & Macdonald, 1992, Grass, Mackey, Alvarez-Torrez & Fernandez-Garcia, 1999)

2.12. TEACHING SPEAKING

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” (Chaney,1998: 13)

Although speaking takes part in the centre of language teaching, most teachers have underestimated its importance so far. However, its necessity has been realized today and the fact that teaching speaking should improve the students' communicative skills has gained importance. According to Nunan (2001), speaking is crucial in English language teaching as the learners' success depends on their accomplishment in communication skills.

In history, learning grammatical structures and vocabulary were considered as the most crucial aspect of a target language, which was promoted by Grammar Translation Method (Richards & Rodgers,2001).Although the approach continued to affect language teaching process for a long time, improving communication skills has gained importance as people started to travel in the world more often and they wanted to do business especially in Europe. Such needs caused some innovations in language teaching field. Especially, speech based approach was supported by Direct Method of language teaching in the 20th century. After that

Audio Lingual method, which emphasized speaking and listening skills , drills, pronunciation practice, appeared in the U.S.A in the 1950s. In spite of giving importance to speaking practice, this approach disappointed teachers as instead of encouraging natural and spontaneous conversation, it supported accuracy in pronunciation and structure. (Richard & Rodgers, 2001).

Following this method, Silent Way, Community Language Learning, Desuggestopedia all have agreed upon the necessity of communicative language use in language learning process. However, accuracy is in the centre of language teaching period. That's why, these methods have been regarded as a failure in the communicative language use. The needs of comprehensible language use created Communicative Language Teaching method in the 1960s. This approach suggests that target language is a vehicle in language learning process but not a subject to study. Namely, production is possible when language is used inside or outside the classroom. Mistakes are tolerated and regarded as the natural consequence of language learning process as not only functional but also structural nature of language are in the centre of language learning. (Littlewood, 1983; Nunan, 1987).

CLT supported authentic language use in real contexts and meaning is as necessary as accuracy. Communicative interaction encourages learners to work on negotiating meaning. CLT has many branches in more specific teaching profession such as Content-Based Instruction, Task-Based Instruction. CBI supports the idea that language learning is possible with the content topics or academic subjects in target language as academic subjects are the most effective authentic materials. The main purpose of CBI is to create such an atmosphere that learners will have the opportunity to practice the target language while learning the academic subject.

In addition to this, Task Based Instruction also supports the use of target language in a meaningful context. However, Unlike CBI, projects or some meaningful activities play role in Task Based Instruction but not the content. The aim of this approach is to use the language as a tool in the teaching process. Tasks are used to encourage interactive and authentic language use. As a separate part of language, structures and functions are not seen significant. Namely, tasks boost negotiation, creative work, natural atmosphere, meaningful contexts and problem-solving. (Richards & Rodgers, 2001) Tasks also foster the use of language in a pair or group work activities so learners are required to be involved in oral interaction to complete tasks.

(Ellis,2003;Willis 1996)Namely, learners need to use the language in a natural way while completing tasks.

2.13. TEACHING WRITING

The main aim of learning a second language is interaction through the use of writing and speaking. Actually speaking and writing are connected as they are both productive skills. However, it is generally believed that writing is more challenging, perhaps because in academic writing, learners are expected to be accurate in using the target language. As the learners are afraid of making mistakes or because of the low level of their writing skills even in their native language, learners generally find this skill stressful and difficult. In addition to this, the teachers are also worried about teaching writing skill because of similar reasons. That's why they skip writing tasks and they find teaching this skill as time-consuming. Besides, with the development of technological devices, chatting, spoken language or short texts took place in people's lives, so people preferred to neglect the writing skill. However, it must be acknowledged that nobody can ignore the importance of writing skill.

“.....I believe that learning how to write effectively has value in itself as part of the long-term education process, and should not be evaluated only on whether it is immediately profitable or not.” (Ur,P.2002: 169).

Until now, many approaches for teaching writing appeared throughout the language teaching process such as controlled writing approach, free writing approach, process approach, product approach, the grammar organization approach, communicative approach. (Raimes 1983).Nowadays, teaching writing is seen as a process in which learners are expected to explore a topic with new ideas thanks to the writing with the drafts but not in the aim of completing the writing task in a restricted time just to make teachers correct their mistakes.

Therefore, according to the recent approaches, students should perceive writing as a tool for learning that can be useful to them throughout their professional and personal lives. (Raimes,1991, p.415)

As the stages of prewriting, drafting, revision and editing develop the learners' writing skill in a period of time, the process approach which focus on language and discourse features of the text and the context is the most effective way to teach writing. (Yan, 2005). In the process of teaching writing, teachers should be a guide and a helper and a motivator. Feedback and suggestions should also be provided by the teachers. Writing strategies need to be taught

beforehand and the main four skills should be integrated while teaching writing by the teachers. (Yan, 2005).

According to TBI, learning writing separately is not possible. Instead, it can only be taught in a combination of other skills. (Rivers, 1981) A variety of methods can be implemented in the classroom to cover all the skills. However, the methods of cooperating learning and journal keeping are the most effective ways in teaching writing. TBI encourages collaborative learning. Especially cooperative learning takes place when the learners work collaboratively, which affects the learning in a positive way as the learners have opportunities to get help from each other and peer correction is regarded as a powerful learning tool in integrating writing and reading, which is favored by social constructivists. Gousseva (1998). Harmer (2001) states that when compared to individual writing work, cooperative writing improves learners' assessing and reviewing skills more. In peer reviewing, learners are expected to examine and comment on each other's papers so that they have a chance to reflect on them.

In addition to this, being fair while assessing writings is an essential part of this process. To do this, rubrics are used to provide more accurate, objective, standardized feedback to the learners. Just rubrics may not give accurate, reliable results, yet rubrics are necessary especially for the ones who want to evaluate the process in a more objective and effective way. (Bargainnier, 2003)

According to TBI, what the teachers first need to do is to determine the needs of students to help them set the goals of the course, prepare the materials and choose the appropriate activities. TBI encourages using authentic and meaningful materials, real life activities. The next step is to find the correct ways to get the students involved into the activities. Task-based classrooms support communicative tasks and make learners use the language in pair or group work tasks and the students are required to be actively engaged in the tasks.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

One of the aims of the research was to investigate the learners and instructors' perceptions and attitudes towards TBLT. Especially, the study aimed to find out whether the tasks as a part of a prep school's syllabus effective enough to assist the students' learning process. Second, the study aimed to investigate students' attitudes towards tasks implemented in their classes. In addition to this, the research also emphasizes the opinions, ideas, concerns and understandings of the teachers about implementing or avoiding the tasks in their teaching-learning process. In this study, not only qualitative but also quantitative data was used to find valid and real answers of the survey's questions. Data for this study were obtained from three main sources; questionnaires, interviews, learners' tasks and midterm grades. Participants, instruments, data collection and data analysis procedures are also given in detail in this chapter. In this study, mixed methods research which covers both qualitative and quantitative data was used to enhance and validate the research.

3.2. RESEARCH QUESTIONS

1. Are tasks, as a part of preparatory class syllabus, implemented effectively in terms of improving learners' productive skills?
2. What are the students' perception of the effectiveness of the tasks being implemented in their classes?
3. What are the instructors' perception of the effectiveness of the tasks being implemented in their classes?

3.3. PARTICIPANTS

The research was followed with 30 EFL instructors and 85 students of Intermediate level of prep school at a private university in Ankara. The number of the students at this level was 85, which shows that the research was carried out with all the intermediate level of the students in the second period of 2014-2015 academic year.

According to the rules of the university's prep program, as soon as the students got the proficiency exam which was compulsory for all the students, it became clear that they were prep school students as they got poor grades (below 60). After that, they got the placement exam which was necessary to determine their level of English and they had the chance of getting education in the level of elementary.

The participants of my study were in the level of elementary at the beginning of the period and at the time of the study, they were in the level of intermediate. In the first and second period, they took four midterms and six quizzes in 16 weeks and also they got grades from their task assignments and participations, attendances, assignments, portfolios, vocabulary notebooks. Then in the third period, the ones who had sufficient points could manage to continue learning English at the intermediate level and the research was conducted on them while they were intermediate students. Their ages varied from 18 to 20 and their departments were also different. Table 1 shows the gender distribution of the students in this study.

Table3.1. Gender Distribution of the students in this study

	N	%
Female	38	44,7
Male	47	55,3
Total	85	100,0

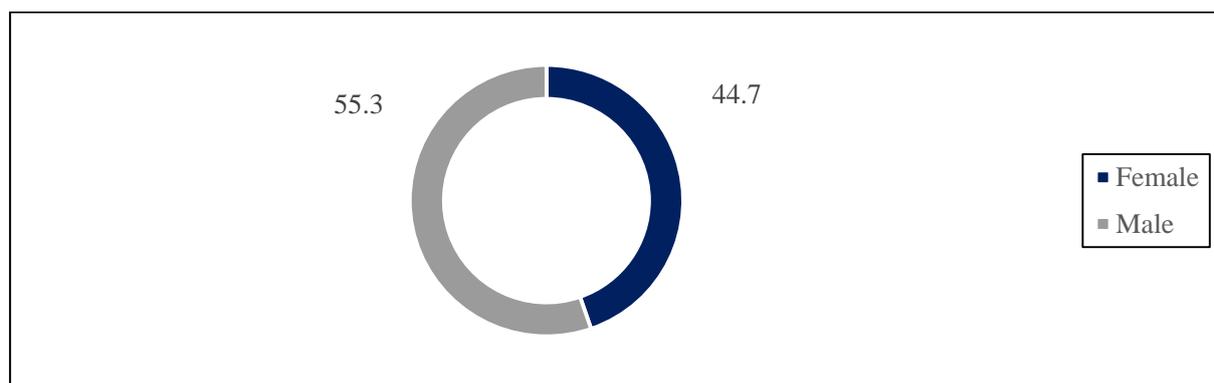
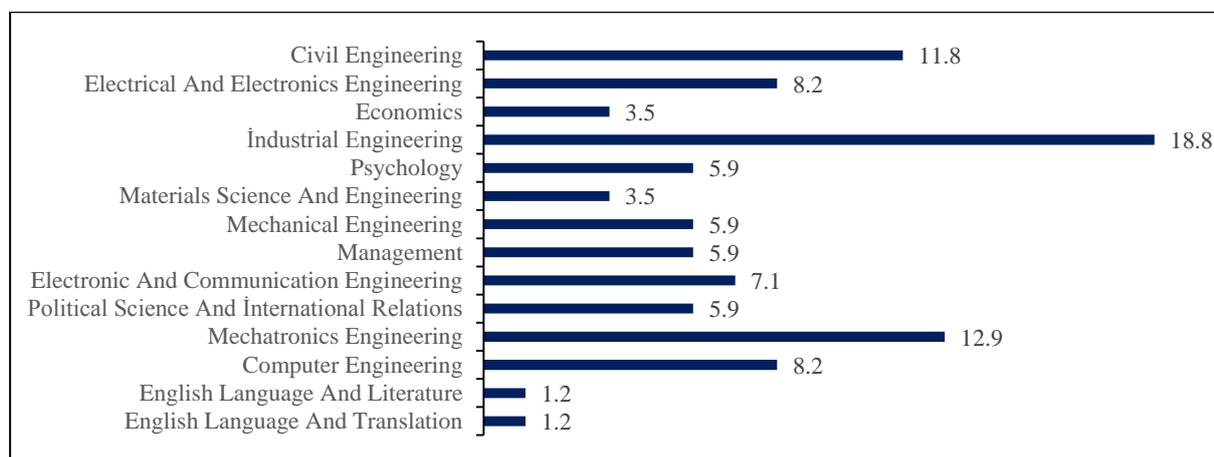


Figure 3.1. Distribution of the Participants according to Gender

As it is seen in Table 3.1., while 38 (44,7) students were female, 47 (55,3) students were male in this study. The following table reveals the department distribution of the students.

Table 3.2. Department Distribution of the students in this study

	N	%
Civil Engineering	10	11,8
Electrical And Electronics Engineering	7	8,2
Economics	3	3,5
Industrial Engineering	16	18,8
Psychology	5	5,9
Materials Science And Engineering	3	3,5
Mechanical Engineering	5	5,9
Management	5	5,9
Electronic And Communication Engineering	6	7,1
Political Science And International Relations	5	5,9
Mechatronics Engineering	11	12,9
Computer Engineering	7	8,2
English Language And Literature	1	1,2
English Language And Translation	1	1,2
Total	85	100,0

**Figure 3.2. Distribution of the Participants according to their department**

The departments of the students who participated in my study were different. All the departments require students to study English in preparatory school as the medium of education in their departments is 100% English. Table 3.2. shows the types of the students' departments. While 10 (11,88 %) of them were studying Civil Engineering, 7 (8,2 %) of them were studying Electrical And Electronics Engineering. The department of 3 (3,5 %) students was Economics. 16(18,8 %) students' department was Industrial Engineering. The number of psychology students was 5(5,9 %). 3 (3,5 %) students' department was Materials Science And Engineering. The number of the students who were studying management was 5(5,9 %). While the number of Electronic And Communication Engineering students was 6 (7,1 %), the number of Political Science And International Relations students was 5 (5,9 %). While 11(12,9 %) students were studying Mechatronics Engineering, 7(8,2 %) students were

studying computer engineering. The number of students who were studying both English Language and Literature and English Language and Translation was 1.

Table 3.3. The gender distribution of instructors in this study

	N	%
Male	6	20,0
Female	24	80,0
Total	30	100,0

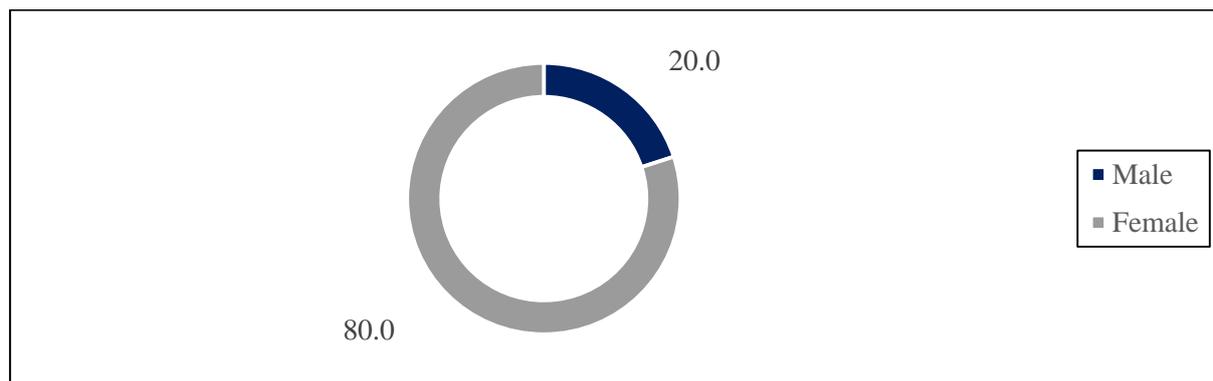


Figure 3.3. Distribution of the Instructors according to Gender

In total, there were 50 instructors at the University. 30 of them were advisors who had the responsibility of implementing the tasks in the syllabus and they participated in this study. In order to provide more reliable and natural result, the teachers in the study were chosen on a voluntary basis. The perception questionnaire including benefits and challenges of TBLT was administrated to the voluntary instructors in order to investigate their attitudes toward TBLT.

As it can be seen from Table 3.3., while 6 (20 %) instructors were male, 24 (80 %) of them were female. The following table shows the instructors' experience of teaching.

Table 3.4. The distribution of instructors' years of experience

	N	%
1-3	1	3,3
4-6	11	36,7
7-10	8	26,7
11-15	6	20,0
16-20	3	10,0
21+	1	3,3
Total	30	100,0

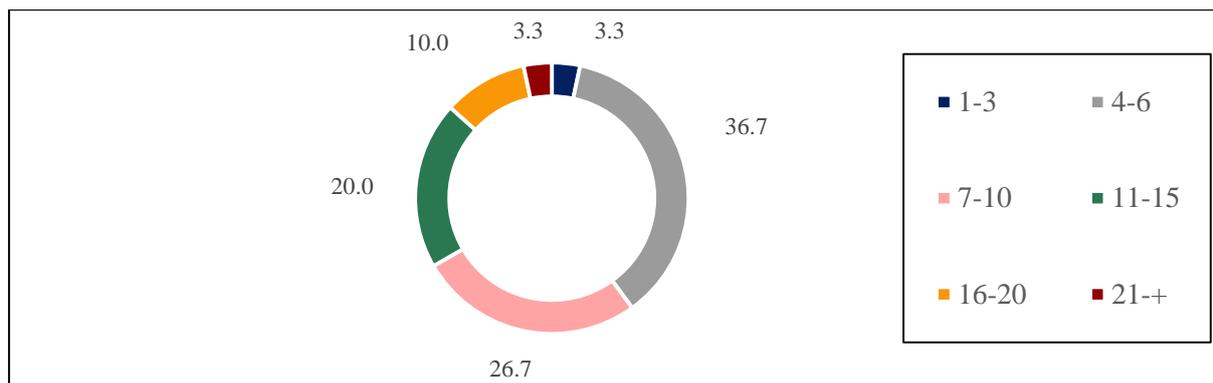


Figure 3.4. Distribution of the instructors' years of experience

Table 3.4. shows that the year of teaching experience of 1 (3,3 %) instructor was between 1-3. While 11 (336,7) of them had the experience of teaching English for 4-6 years,8 (26,7 %) instructors have been teaching English for 7,10 years. While 6 (20 %) instructors had 11-15 years of teaching English experience, 3 of them have been teaching English for 16-20 years. And only 1 (3,3) of them had the teaching experience of 21 + years.

Table 3.5. The distribution of instructors' departments in English

	N	%
ELT	20	66,7
Literature	10	33,3
Total	30	100,0

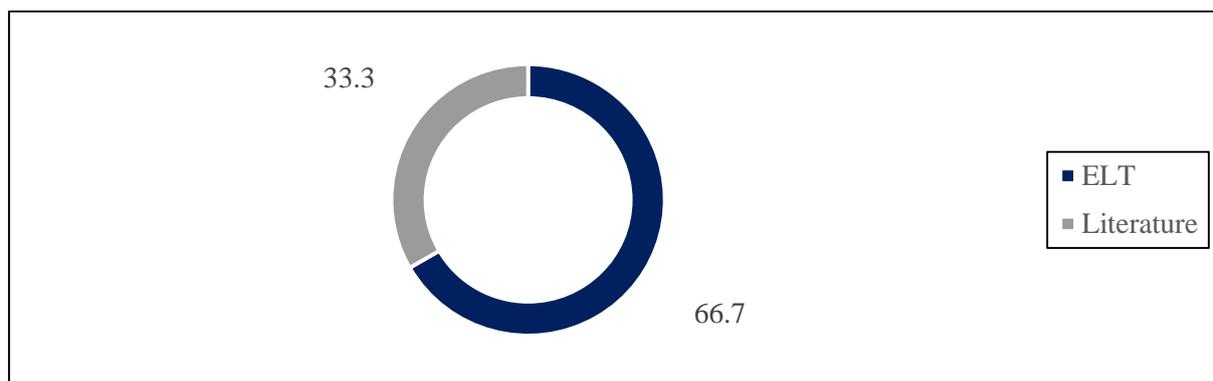
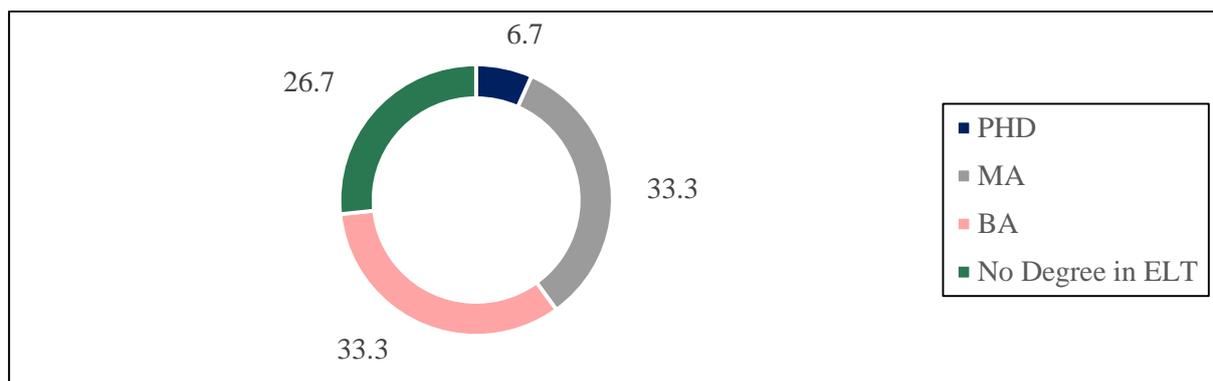


Figure 3.5. Distribution of instructors' departments in English

Table 3.5. shows that while 20 (66,7) instructors graduated from English Language Teaching department, 10 (33,3) of them graduated from Literature.

Table 3.6. The distribution of instructors' Degrees in ELT.

	N	%
PHD	2	6,7
MA	10	33,3
BA	10	33,3
NoDegree in ELT	8	26,7
Total	30	100,0

**Figure 3.6. The distribution of the instructors Degrees in ELT**

As it can be seen from Table 3.6. that, while 2 (6,7&) instructors had PHD degree, 10 (33,3) of them had MA degree in ELT. 10 (33,3 %) of them had BA degree but the number of instructors who didn't have a degree in ELT was 8 (26,7). The following table shows the perception of instructors' education on TBLT.

Table 3.7. The distribution of instructors' education on Task Based Language Teaching

	N	%
Yes	26	86,7
No	4	13,3
Total	30	100,0

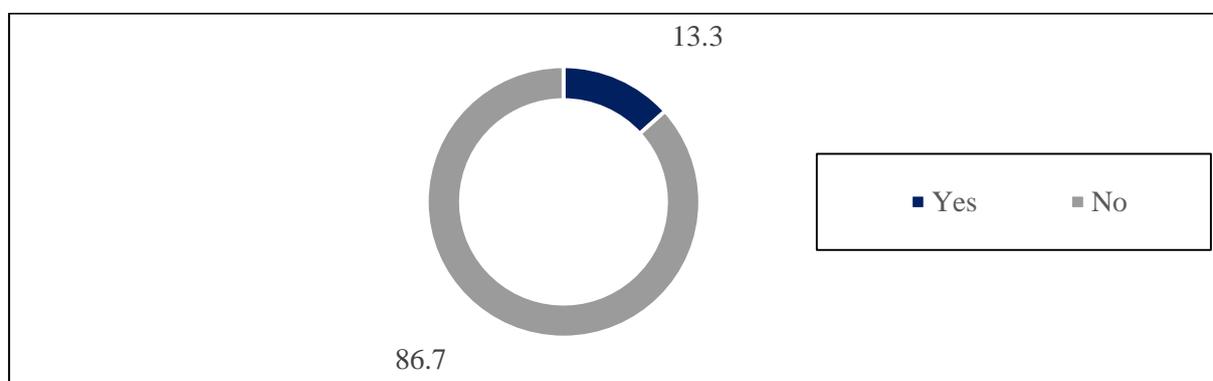
**Figure 3.7. Distribution of the instructors' education on TBLT**

Table 3.7. reveals that while 26 (86,7) of the instructors got educated on TBLT, 4 (13,3) of them didn't get educated on TBLT.

3.4. DATA COLLECTION INSTRUMENTS

The study includes three types of instruments; questionnaires, interviews and Task and Midterm grades. Two types of perception questionnaires were used for both students and instructors to measure their attitudes towards tasks implemented in their writing and speaking classes.

3.4.1. Task and Mid-term Grades

The first instrument was the students' task grades and midterm grades. First, the students' task and their midterm grades were gathered to answer the first question of the study which is about the effectiveness of tasks in language classes. Each of the tasks had the value of 10 points. In total, they studied eight tasks and they got a midterm exam at the end of the term and the midterm included both writing and speaking parts. Each of these parts had the value of 15 points. The task grades of the students and the same students' midterm grades were compared in the area of speaking and writing in order to find out the relationship between them.

As a part of assessment criteria, the tasks that were covered in the syllabus of the preparatory school were graded out of ten points. What's more, the students were required to take an exam including listening, reading, writing and speaking at the end of the period. That's why I had the opportunity to see the relationship between them.

Data collection from these grades was also useful for measuring the effectiveness of tasks on exams, which was the first question of this research. The tasks and the speaking and writing parts of the midterms were both graded holistically with the help of appropriate rubrics. The types of questions in the students' midterms were parallel to their tasks. The tasks were graded by their advisors and partner instructors. However, both speaking and writing parts of the exam were graded by two different instructors in the exam room.

The speaking exam was run by two different instructors in the exam room and each student was required to choose one of the topics randomly from the ones that were not seen on the table. He/she had 5 minutes to think about the topic he/she chose. After that, he/she was

expected to speak for approximately 5 minutes. The instructors could help the students by asking two or three questions when needed. Each instructor had to give a point out of 15 points and at the end of the student's performance, instructors were expected to compare their grades and give an average point.

In writing assessment, two instructors had to check each paper of the students by using a holistic rubric and they were required to compare their grades and give an average point. However, when there was a big difference between two grades, the third different instructor evaluated the paper and the average of two close grades was given.

3.4.2. Students' Perception Questionnaire

The data collected from the perception questionnaires aim to answer the second question of my study; what is the students' perception of TBLT. In total, there was one questionnaire for all of the eight tasks. The questionnaires were conducted in eight weeks at different times. As soon as the students completed the task required, they were expected to answer the perception questionnaire for the required task, so they responded to the questionnaires each week for different tasks.

The questionnaire was adapted from the perception questionnaire prepared by Egbert (2003) cited in Cheng-chao Su. The questionnaire was used to investigate the perception of students towards Walkthrough Games. The same questionnaire was also implemented at Bilkent University by Barış Kasap to investigate the effectiveness of tasks in improving students' speaking skills. However, the questionnaire was modified to study on learners' attitudes towards the tasks that were being implemented as a part of the syllabus at the preparatory school of the private university. The original questionnaire has 14 items in a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). However, the questionnaire was used to get the learners' opinions and to test their attitudes towards tasks that were being used in intermediate classes. In this study, the researcher preferred to use a 5 point-Likert scale. Learners were asked to choose from 5 responses ranging from Strongly Agree to Strongly disagree. The results from this questionnaire were used to find out the perceptions of students towards TBLT.

3.4.3. Instructors' Perception Questionnaire

The second questionnaire type was used to measure instructors' perception of TBLT. The volunteer advisor instructors who were responsible for implementing tasks in their classes were chosen. The data gathered from the questionnaire were used to answer the third question of my study; what are the instructors' perception of the effectiveness of the tasks being implemented in their classes? The questionnaire was adapted from the perception questionnaire prepared by Imad Abdulkareem Jasim. The questionnaire was used to investigate the perception of teachers toward Task Based Language Teaching in a vocational school. However, the questionnaire was modified to study on learners' attitudes towards the tasks that were being implemented as a part of the syllabus at the preparatory school of the private university.

3.4.4. Interviews

The fourth instrument of the study was the interviews conducted with both the students and teachers. After the students completed all the required tasks, an interview was conducted with five of the students on a voluntary basis. They were chosen randomly and they were asked to express their general opinions about the benefits and drawbacks of tasks in their syllabus in detail. Apart from this, interviews with five instructors who participated in the study were conducted. Interviews were used to get more reliable and valid results for the second and third question of the study which is about the perception of students and instructors about TBLT. In both student and instructors' questionnaires, it is aimed to see both the positive and negative responses toward the task based instruction.

3.5. DATA COLLECTION PROCEDURE

After asking for permission from the ethics commission of the university in July, the formal written permission was given on September within academic year 2014-2015. The first step was to prepare the syllabus of the classes. Some instructors in the program group prepared the syllabus of Level 3 and asked for the instructors' advice on it. After that, the instructors commented on the syllabus and they decided on the tasks all together with different ideas. In the period of preparing tasks, the teachers of Level 3 were informed about the study which

went on in parallel to the procedure. The teachers started to conduct the tasks in their classes as the term was in progress.

3.5.1. Tasks

Task 1: Speaking: Video (10 pts)(Criticizing, Summarizing, Processing; Nunan)

STEP I:

- A) Watch a movie you like. (You should watch it in English!)
- B) Read a news article from an international newspaper. (The Guardian, Daily News, The Times, etc.)
- C) Read a reader of your choice. (Be sure that it is Level/Stage 4)

STEP II: Shoot a 5 minute long video *about each of them* (5 + 5 + 5 : 15 MINUTES Total)
While shooting your video, the following questions will be your focus.

FILM:

What is the name of the film?

What kind of a film is it? (Action, Adventure, Animation, Drama, Horror, Love Story, War, Documentary, Comedy, Thriller, Historical, etc.)

Who is the director?

What is the film about? (A General Statement)

What is the main theme?

What influenced you most in the film?

Which character(s) did you like most? Why?

Which character(s) did you dislike? Why?

Which actor/actress had the best performance do you think?

Why did you choose this film to watch?

What is your overall response to the film? Did you find it interesting, moving or boring?

Do you recommend this film to others? Why should/shouldn't other people watch this film?

NEWS:

From which newspaper did you get this article?

From which section did you get the article? (Life, Arts, Politics, Magazine, Sports, etc)

What is the headline for the article?

Imagine that you are the writer of this article. Give an alternative headline for it.

Who is the writer of the article?

What is the article about? (Summarize the news briefly.)

When and where did the event happen? (What was the situation?)

Are there any photos in the article? Describe the photo/s.

What is the writer's attitude? Is s/he optimistic/angry/pessimistic/critical/pleased?

Do you agree or disagree with him/her?

How did you feel when you read this article?

READER:

What is the name of the book?

What is the name of its author?

What is the book about? (Summarize the plot briefly.)

Do you find the story original or traditional? Why?

What are the strengths and weaknesses of the book?

Did the writer achieve his or her purpose?

Is the writing effective, powerful, difficult, or beautiful?

Which character(s) did you like most? Why?

Which character(s) did you dislike? Why?

What is your overall response to the book? Did you find it interesting, moving or boring?

Would you recommend it to others? Why or why not?

Task 2: Writing: Write a Classification Paragraph (10 pts)(**Listing; Willis**)

Choose one of the topics below and write a classification paragraph of about 175 words.

-Types of mistakes people make when learning a second language

-Types of education

-Types of learners

-Types of successful people

-Types of memory

Task 3: Writing: Write a problem solution paragraph (10 pts.)(**Problem solving; Willis**)

Choose one of the topics below and write a problem solution paragraph of about 175 words.

-homelessness

- illiteracy

-plagiarism

- academic failure

-the generation gap

- overpopulation

Tasks 4&7: Project: Awareness Raising on Global Issues (20 pts) (Problem-solving; Willis)

Part 1 (Research & Writing)(10 pts)

Choose a global problem from the list and analyze it in detail. This project has been designed to help you raise awareness of the social responsibility of "global citizens", and develop solutions for modern global issues. **STEP 1:** Form your group with 2-3 people and choose your topic. (*Week 2*)

STEP 2: During this step, you should develop a list of questions to guide your research and then proceed to find the answers to those questions. Do research on the Internet, or from the books in the libraries, and magazines etc. and collect data about your topic. Then, share your collected data and the questions that guided you with your instructor. Make sure you keep track of the data you have collected so that you can create a bibliography for your final product. Collected data and the questions will be graded. (3pts)(*Week 3*)

STEP 3: Generate a list of possible solutions for this problem. Pick the best solutions (at least three) for this problem and **develop reasons** why they are the best solutions. Write a problem-solution paragraph using the data you collected. Then, submit it to your instructor. (7 pts) (*Week 5*)

Part 2 (Presentation): Conducting a Campaign (10 pts)(**Real-World; Nunan**)

STEP 4: In this step of the project, you are expected to become the part of the solution. In other words, in order to raise awareness of the problem, you may choose to conduct a campaign or any other solution which is relevant with your problem. You are expected to make an attempt to make a difference. (*Week 6*)

TOPICS for**AWARENESS RAISING PROJECT**

1. Animals in Entertainment Business
2. Brain Drain
3. Natural Resource Depletion
4. Global Epidemics
5. Arms Trade
6. Dangers of Food Additives
7. Child Labor
8. Food Shortages/ Food Dumping
9. Language Corruption
10. Culture Corruption
11. Violence Against Women/Children
12. Surveillance
13. Waste Disposal
14. The Employment Problem (unemployment and underemployment)

Task 5: Reader: Comparing a graded reader with a blog/movie (10 pts)(**Comparing; Willis**)

Option 1

Read the book Around the World in 80 Days by Jules Verne (Black Cat Readers B1 Level)

Go to the blog www.optimistic-traveler.com

The blog is about two guys travelling around the world in 80 days without money. Read their story (logbook) and watch the videos they shot.

Then compare the blog with the book. You can focus on the characters, places, vehicles used etc. Write a comparison-contrast paragraph of about 140-160 words.

Option 2

Read the book The Return of Sherlock Holmes by Sir Arthur Conan Doyle (Black Cat Readers B1 Level)

Watch one of the series of your choice from the TV Series Sherlock

Then compare the series with the book. You can focus on the characters, settings, gadgets used etc. Write a comparison-contrast paragraph of about 140-160 words.

Task 6: Writing: Write a Response Paragraph (10 pts) (**Processing; Nunan**)

Choose one of the paragraphs below and write a response paragraph of about 140-160 words. While writing your paragraph, **don't forget to summarize** the text and add supporting details with relevant examples.

Generally speaking, "smoking bans" mean that it is illegal in a country to smoke tobacco in workplaces and other public places such as in hospitals or hotels. However, there are different ideas on this topic. On the one hand, there is a strict ban on smoking in some countries. Smoking is never allowed in public places. The main reason of this is to prevent the health problems which can arise due to breathing other people's cigarette smoke accidentally. On the other hand, there are some countries where there are not any restrictions on smoking in public places. People in such countries think that smoking is a personal choice, and nobody has a right to intervene. Because of this variation across the globe, it is important to discuss: "Is it good or bad to ban smoking in public places, and what kinds of places should be included?"

Homeschooling has been a controversial issue for many years. First and foremost, homeschooling offers a great deal of freedom, especially educational freedom. While the basics are certainly covered for all homeschool students, the students have a great deal of freedom over what they specifically learn and when. Students can focus on the subject matter that gets them excited, whether that is history, biology or creative writing. Next, homeschooling offers a great deal of physical freedom. Without the strict schedule of school hours, homework and school trips, families have much more freedom to vacation at odd times, visit museums during the week and other such activities. However, according to the educators and some parents, while homeschooling can do a great deal of good, there are also a number of disadvantages. First, team sports opportunities are limited for most homeschoolers, especially teenagers who want to participate in competitive sports. Homeschoolers may find themselves limited in outside connection. While family interaction is great, kids should interact with others outside of the family in order to live full and well-developed lives.

Task 8: Speaking: News Extract (Native speaker) (10 pts.) (**Opinion; GapPica, Canady and Falodun**)

You are expected to respond to a news extract which will be provided by the instructor. First you should give your own opinion about the text. In other words, you should agree or disagree with the topic and then tell your reasons with some examples.

When they were in progress of implementation of the tasks, the instructors were asked to make students respond to the perception questionnaire. The students were required to complete one task each week and immediately after they completed their tasks, they responded to the questionnaire. Timing was important to get more valid answers from the students because as time passed, the students might have forgotten the previous tasks. At the end of the period, all results of the questionnaire of the Level 3 students were gathered by the researcher. At the end of the term, the students took a midterm exam which included speaking and writing parts. Two instructors in Testing Unit prepared the exam questions in parallel to the syllabus of Level 3. Each term, all the instructors were required to submit their students' task grades and midterm grades to the administration so the copies of all the Level 3 students' grades of tasks and mid-terms were gathered.

Apart from the questionnaires, at the end of the term, interviews were conducted with 5 volunteer students from different classes of the Level 3 about the tasks and their effects on their language learning process.

After that, all the students had one week period break. At that time, questionnaires for the instructors were responded by volunteer and available instructors, so the results of the

questionnaires were gathered from the instructors. Then, interviews were conducted with 4 instructors about the tasks they implemented in their classes. The students participated in the study voluntarily.

3.6.CONCLUSION

This chapter presented methodology including participants taking part in the research, data collection instruments and data collection procedure. Both qualitative and quantitative data were used in this study to get reliable and valid data and qualitative data supported the findings of quantitative data greatly.

CHAPTER IV

FINDINGS

4.1. INTRODUCTION

The data gathered were analyzed both quantitatively and qualitatively. In terms of statistics, SPSS 22 was used to analyze the findings. While findings were being analyzed, descriptive statistics were used for numeric variables. Besides this, frequency distribution was given for categorical variables. Pearson correlation coefficient was also used to decide whether there was a relationship between the two numeric variables. Finally, an independent samples t test was performed to investigate whether there was a significant difference between numeric-categorical variables. Means and standard deviations were measured and for all the 8 tasks, mean findings were ranked from the most favored to the least ones. Apart from this, in qualitative data process, interviews were conducted with some of the students and some of the instructors based on the tasks they completed in their classes.

4.2. FINDINGS

In this part, findings are presented in three sections. First, the data which include students' task grades and writing and speaking midterm grades are compared to investigate the effectiveness of the tasks to answer the first question of the study; how effective is the implementation of task based instruction at the preparatory school of the university in terms of improving students' writing and speaking skills.

Then, the data collected from questionnaires are discussed to answer the second research question; What are the learners' perceptions of the tasks implemented in their classes in terms of speaking and writing.

After that, the data collected from questionnaires responded by instructors are presented to answer the third research question; what are the instructors' perceptions of the tasks that are the part of their syllabuses.

In addition to this, the data collected from interviews with students and instructors are presented. Actually, the research consists of both qualitative and quantitative data.

4.3. QUANTITATIVE DATA

Quantitative data include students' grade findings and the questionnaire findings of the students and instructors.

4.3.1. Findings Of Students' Grades

Students' writing and speaking task grades and the same students' mid-term grades for writing and speaking skills were compared to find out the effectiveness of tasks. Actually, whether or not the students who did well and got high grades from the tasks were also able to get high grades from the exam was investigated.

Tasks were graded by the students' own instructors out of 10 points in a holistic way with the help of holistic rubrics. Speaking and writing parts in the mid-term were graded by two different instructors separately and then the average point was given out of 15 points for writing and speaking separately. However, when the difference between two grades was 5 or more than 5 points, a third instructor assessed the writing or speaking parts of the exam again. The speaking exam was recorded, so the third instructor was able to listen to it when needed.

While the tasks 2,3,5,6 were related to writing, tasks 1,4,7,8 were related to speaking.

Table 4.1. The relationship between T2, T3, T5 and T6 grades with Mid-term Writing Exam (Pearson Correlation)

		WritingG
Total Writing Grade	R	0,332
	P	0,002**
	N	85

*:p<0,05 **:p<0,01 ***:p<0,001

There is a meaningful positive relationship between students' task grades (2,3,5,6) and mid-term (writing) grades. (p<0,05).

Table 4.1. indicates that the students who got high grades from the tasks got high grades from the midterm. The fact that the grades are parallel to each other proves that the writing tasks were effective enough to help the students improve their writing skills, which is the answer of the first research question; Are tasks, as a part of preparatory class syllabus, implemented effectively in terms of improving learners' productive skills?

Table 4.2. The relationship between T1, T4, T7 and T8 grades with Mid-term Speaking Exam (Pearson Correlation)

		SpeakingG
Total Speaking Grade	R	-0,145
	P	0,186
	N	85

*:p<0,05 **:p<0,01 ***:p<0,001

There is not a meaningful relationship between students' task grades (1,4,7,8) and mid- term (speaking) grades. ($p>0,05$).

Table 4.2. indicates that there is not a meaningful relationship between speaking tasks and midterm results. It implies that some of the students who got high grades from the speaking tasks got low or high grades from the midterm. There might be many reasons of this result. First, some of the speaking exam questions and some of the speaking based tasks were totally different in topic and procedure. In the exam, students were allowed to choose one topic randomly and they were expected to speak for approximately five minutes based on their own ideas. They had to comment on the topic they chose. However, the speaking tasks weren't just opinion based. In addition to this, some of the students might have been excited during the exam because they generally feel more relaxed in a classroom atmosphere but during the exam the students have to speak individually in front of two instructors, which may have affected their performance in the exam in a bad way. Furthermore, in contrast to the graders, the students' own instructors might have graded their own students more positively. It means that the instructors might have given more marks than their students deserved because graders didn't know anything about the students in their own classes. Therefore, assessing the teachers' own students might have been misleading.

4.3.2. Findings Of Student Questionnaires

Likert type questionnaire was distributed to the students to investigate the perception of the students towards the tasks implemented in their classes. The same questionnaire for each task was conducted eight times per week because the students completed eight tasks in eight weeks. Immediately after the students performed their tasks, the questionnaire was conducted for the task completed.

The perception questionnaire included 14 statement items which were designed on a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The scoring was arranged as; 5= strongly agree, 4= agree, 3= no idea, 2= disagree, 1= strongly disagree. Mean values were used to find out the students' perception scale. Data gathered from the questionnaire were investigated by measuring the findings with the mean values and standard deviations. The mean values were investigated with the aim of finding the students' perception of tasks. Eight questionnaire findings for each task were analyzed in the same way and within the tasks, mean values were compared to find out the range of the tasks from the most favored to the least popular one.

Table 4.3. The results of student perception questionnaire

The perception questionnaire was conducted to range the tasks used in the classes from the most effective to the least effective ones. In terms of Mean values, the findings were analyzed.

	Mean
Task 1	2,91
Task 5	3,29
Task 6	3,32
Task 8	3,35
Task 2	3,36
Task 3	3,39
Task 4	3,48
Task 7	3,49

As it is seen in Table 4.3., when questionnaire findings were taken into account, except task 2, all the tasks have in the value of above 3. The range of the tasks was arranged according to the mean values of tasks, from the least loved ones to the most loved ones. Apparently, tasks 4 (3,48) and 7 (3,49) were the most effective ones as they were creative, interactive, problem solving and group work project works. Actually task 4 was the first step of the project work and task 7 was the second step of the same task. In task 4, the students were required to do a research for a kind of global problem and find out the possible solutions of the problem and only after that, the students were required to prepare a presentation for task 7 about their findings and present it in a project fair. The students were required to work collaboratively with their group members to find out solutions for a kind of a global problem. It is clear that they really liked performing these tasks because they were challenging enough to motivate them. These tasks could also improve both their creativity and their research skills.

Additionally, the group members were expected to be in touch with the other students to complete these tasks. That's why they might have had fun while working together. What's more, both the idea of having the opportunity to find ways to help people and using visual aids, pictures, videos, interviews probably motivated them. In addition to this, one of the reasons why this task was the most favored one was that there was a competition atmosphere among groups as the best group was going to be chosen by the teacher to present it in a project fair. When the students are in the competition area, they feel more energetic and eager and they generally do their best to be the winner and to get the award.

While Task 3 which is related to writing skill has the mean value of 3,39 , Task 2 which is another writing task has the value of 3,36. Task 8 which is related to speaking has the mean value of 3,35. While Task 6 has the value of 3.32, 3,29 is the value of Task 5. Task 1 has the value of 2.91. As it is seen, there is not so much difference between the mean values of all the tasks.

Results of the questionnaire was also analyzed within the items in detail.

Table 4.4. The results of students' task grades

	N	Mean	Median	Std. Deviation	Minimum	Maximum
The grade of the task 1	85	5,02	8,00	4,698	0,000	10,000
The grade of the task 2	85	7,04	8,00	3,029	0,000	10,000
The grade of the task 3	85	7,15	8,00	2,810	0,000	10,000
The grade of the task 4	85	8,75	9,50	1,820	0,000	10,000
The grade of the task 5	85	4,04	0,00	4,235	0,000	10,000
The grade of the task 6	85	7,36	9,00	3,370	0,000	10,000
The grade of the task 7	85	8,53	10,00	2,776	0,000	10,000
The grade of the task 8	85	7,64	8,00	1,792	0,000	10,000

Table 4.4. indicates the mean values of task grades. As it is seen from Table 4.4., most students couldn't be successful in Task 5 (4,04) because students were expected to compare a reader with a blog or movie, which required critical thinking skills such as comprehension, application, analysis, synthesis, evaluation. It is clear from the findings that most students achieved the tasks 4 and 7. Similarly, the students had positive attitudes towards these tasks as the perception table indicated that the most loved tasks were 7 (8,53) and 4 (8,75), which proves that the students achieved the tasks they loved more. Therefore, it can be claimed that only when the students become more motivated and eager, do they study more and get higher grades. In addition to this, these tasks were pair work tasks, so the students also had a chance

to learn from each other and they were also required to do some research. The competition area probably motivated them because most students today like to compete with each other. The least loved one which was Task 1(5,02) seemed also one of the challenging tasks. The students were asked to shoot three different videos for a reader, an article and a movie. The task might have been too long and challenging, so the students probably found this task boring and hard. Tasks 2 (7,04), 3 (7,15) ,6 (7,36) and task 8 (7,64) have similar results. It means that more than half of the students achieved these tasks.

Table 4.5.Results for the item 9 (*This task helped me improve my English*), item 11 (*During this task, I could make decisions about how to study to complete the task*)and item 7 (*I would do the same activity again.*)

	Item 9	Item11	Item 7
	Mean	Mean	Mean
Task 1	3,56	3,67	1,97
Task 2	4,07	3,87	2,99
Task 3	3,95	3,97	2,67
Task 4	3,88	4,00	2,92
Task 5	3,66	3,59	2,80
Task 6	3,85	3, 85	2,97
Task 7	3,78	3, 95	2,96
Task 8	3,96	3,61	3,06

Table 4.5. indicates that all the answers are above 3,50 for the items 9 and 11. It means that most students believe that all the tasks were helpful to improve their English and these tasks were also clear enough to let students work alone or in groups. The tasks were parallel to the exams, so students had a chance to evaluate the effectiveness of the tasks and see the results of their performance.

For the item 7, while the task 1 (1,97) is the least loved one among the other tasks, task 8 (3,06) has the highest point. Task 1 was the longest and least popular one among all other tasks, so the students probably found it boring and difficult. In addition to this, students were asked to shoot three different videos for this task, which makes the task demanding. For task 8, the students were asked to talk about a news extract and comment on the related topic. The task was parallel to the speaking part of the exam, so probably the students found this task beneficial. However, interestingly, although tasks 4 and 7 were the most popular ones, as it is seen in the table 4.3. above which shows the whole perception scale of the tasks, for the item 7, the results are a little bit different. It might show that even though the students liked

performing the tasks 4 and 7, some of them probably did not like to complete the tasks again because of its length and its tiring process.

4.6. Student responses for Task 1

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	8	33	3	20	2
	%	12,1	50,0	4,5	30,3	3,0
This task was interesting in itself.	N	9	17	5	32	3
	%	13,6	25,8	7,6	48,5	4,5
I felt that I had no control over what was happening during this task.	N	13	29	14	10	0
	%	19,7	43,9	21,2	15,2	0,0
When doing this task I was aware of distractions.	N	1	7	14	35	9
	%	1,5	10,6	21,2	53,0	13,6
This task motivated me.	N	10	31	7	15	3
	%	15,2	47,0	10,6	22,7	4,5
This task was fun for me.	N	13	27	5	19	2
	%	19,7	40,9	7,6	28,8	3,0
I would do this task again.	N	28	24	4	8	2
	%	42,4	36,4	6,1	12,1	3,0
This task allowed me to control what I was doing.	N	0	14	13	33	6
	%	0,0	21,2	19,7	50,0	9,1
This task helped me improve my English.	N	4	12	5	33	12
	%	6,1	18,2	7,6	50,0	18,2
This task was boring.	N	5	15	4	16	26
	%	7,6	22,7	6,1	24,2	39,4
During this task, I could make decisions about how to study to complete the task.	N	3	7	9	37	10
	%	4,5	10,6	13,6	56,1	15,2
When doing this task, I concentrated on my study.	N	3	13	11	26	13
	%	4,5	19,7	16,7	39,4	19,7
This task aroused my imagination.	N	13	31	12	9	1
	%	19,7	47,0	18,2	13,6	1,5
This task was too long.	N	2	9	2	16	37
	%	3,0	13,6	3,0	24,2	56,1

Table 4.6. indicates that, in total , 66 out of 83 students completed the task and responded to the questionnaire. The item “During this task, I could make decisions about how to study to complete the task.” is the one which the students agreed most. In this sense, 56,1 % of the students agreed and 15,2 % of the students strongly agreed. “The item “This task helped me improve my English.” is the second item which the students agreed most. Namely, 50 % of the students agreed and 18,2 % of them strongly agreed. The third item which students mostly agreed was “When doing this task I was aware of distractions.” In this sense, 53% of the students agreed and 13,6 % of them mostly agreed. The fourth highest percentage among

the items belongs to the item “This task allowed me to control what I was doing.” Namely, 50 % of the students agreed and 9,1 % of them mostly agreed with the item.

Table 4.6 shows that the item “I would do this task again.” is the one which students disagreed most. For this item, 42,4 % of the students strongly disagreed and 36,4 % of the students disagreed. The second item which has the highest percentage among the disagreed ones was “This task aroused my imagination.” While 47 % of the students disagreed with the item, 19,7 % of the participants mostly disagreed. The third item which students mostly disagreed was “I felt that I had no control over what was happening during this task.” 43,9 % of the students disagreed and 19,7% of the students strongly disagreed. The fourth highest percentage one belongs to the item “This task excited my curiosity.” 50% of the students disagreed and 12,1% of the students strongly disagreed.

Table 4.6 reveals that although most students believe that task one helped them improve their English, some of them probably found it long and boring. What’s more, the task was claimed to take so much time because students were required to read a reader, a news article and shoot three different videos. In addition to this, this task requires critical thinking skills. The students were supposed to read, watch, evaluate and analyze and put the events in chronological order in mind and speak about it in a natural way for 5 minutes, which made the task more demanding for the level of the students.

4.7. Student responses for Task 2

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	7	24	6	32	2
	%	9,9	33,8	8,5	45,1	2,8
This task was interesting in itself.	N	6	25	6	31	3
	%	8,5	35,2	8,5	43,7	4,2
I felt that I had no control over what was happening during this task.	N	23	31	6	9	2
	%	32,4	43,7	8,5	12,7	2,8
When doing this task I was aware of distractions.	N	5	12	11	34	9
	%	7,0	16,9	15,5	47,9	12,7
This task motivated me.	N	8	23	3	27	10
	%	11,3	32,4	4,2	38,0	14,1
This task was fun for me.	N	10	25	8	19	9
	%	14,1	35,2	11,3	26,8	12,7
I would do this task again.	N	10	22	5	27	7
	%	14,1	31,0	7,0	38,0	9,9

This task allowed me to control what I was doing.	N	4	4	8	46	9
	%	5,6	5,6	11,3	64,8	12,7
This task helped me improve my English.	N	3	3	2	41	22
	%	4,2	4,2	2,8	57,7	31,0
This task was boring.	N	11	22	4	17	17
	%	15,5	31,0	5,6	23,9	23,9
During this task, I could make decisions about how to study to complete the task.	N	3	5	5	43	15
	%	4,2	7,0	7,0	60,6	21,1
When doing this task, I concentrated on my study.	N	1	8	2	45	15
	%	1,4	11,3	2,8	63,4	21,1
This task aroused my imagination.	N	7	34	7	19	4
	%	9,9	47,9	9,9	26,8	5,6
This task was too long.	N	15	35	4	8	9
	%	21,1	49,3	5,6	11,3	12,7

Table 4.7. shows that in total 71 out of 83 students completed the task and responded to the questionnaire. For the second task, the item “This task helped me improve my English.” is the one which students agreed most. Namely, while 57.7 % of students agreed, 31 % of them strongly agreed. The second highest percentage belongs to the item “When doing this task, I concentrated on my study.” In this sense, 63,4 % of the students agreed and 21,1 of them strongly agreed. The third highest percentage belongs to the item “During this task, I could make decisions about how to study to complete the task.” 60,6 % of the students agreed and 21,1 of them strongly agreed. The fourth item which students mostly agreed was “This task allowed me to control what I was doing.” While 64,8 % of the students agreed , 12,7 of the participants strongly agreed.

Table 4.7. reveals that for the second task, the item “I felt that I had no control over what was happening during this task.” is the one which students disagreed most. While 43,7 % of the students disagreed, 32,4 % of them strongly disagreed. For the second negative item “This task was too long.” 49,3 % of the students disagreed and 21,1 % of the participants strongly disagreed. The third highest disagreed item was “This task aroused my imagination.” 47,9 % of the students disagreed and 9,9 % of them strongly disagreed. The fourth mostly disagreed item was “This task was fun for me.” 35,2% of the students disagreed and 14,1 % of the students strongly disagreed.

Table 4.7 reveals that some students (34) found this activity fun or interesting but most of them (41 students) found this task beneficial to improve their writing skills. Actually, the aim of this task was to improve the students’ writing skills for the classification paragraph type.

This activity might not have become enjoyable for especially the ones who don't like writing but they even found it beneficial.

Table 4.8. Student responses for Task 3

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	6	21	2	39	7
	%	8,0	28,0	2,7	52,0	9,3
This task was interesting in itself.	N	7	23	4	35	6
	%	9,3	30,7	5,3	46,7	8,0
I felt that I had no control over what was happening during this task.	N	19	36	3	12	5
	%	25,3	48,0	4,0	16,0	6,7
When doing this task I was aware of distractions.	N	1	14	5	48	7
	%	1,3	18,7	6,7	64,0	9,3
This task motivated me.	N	7	22	4	30	12
	%	9,3	29,3	5,3	40,0	16,0
This task was fun for me.	N	11	27	2	29	6
	%	14,7	36,0	2,7	38,7	8,0
I would do this task again.	N	15	32	0	19	9
	%	20,0	42,7	0,0	25,3	12,0
This task allowed me to control what I was doing.	N	2	5	3	46	19
	%	2,7	6,7	4,0	61,3	25,3
This task helped me improve my English.	N	2	7	4	42	20
	%	2,7	9,3	5,3	56,0	26,7
This task was boring.	N	9	29	4	25	8
	%	12,0	38,7	5,3	33,3	10,7
During this task, I could make decisions about how to study to complete the task.	N	1	7	4	44	19
	%	1,3	9,3	5,3	58,7	25,3
When doing this task, I concentrated on my study.	N	2	8	5	46	14
	%	2,7	10,7	6,7	61,3	18,7
This task aroused my imagination.	N	11	29	6	22	7
	%	14,7	38,7	8,0	29,3	9,3
This task was too long.	N	10	37	6	12	10
	%	13,3	49,3	8,0	16,0	13,3

Table 4.8. shows that the number of students who completed the task and responded to the questionnaire was 75. The first highest percentage belongs to the item “This task allowed me to control what I was doing.” 61.3 % of the students agreed and 25.3 % of them strongly agreed. The second mostly agreed item was “During this task, I could make decisions about how to study to complete the task.” While 58,7 % of the students agreed, 25,3 % of the students strongly agreed. The third mostly agreed item was “This task helped me improve my English.” 56 % of the students agreed and 26,7 % of the students strongly agreed. The fourth

highest percentage belongs to the item “When doing this task, I concentrated on my study.” 61,3 % of the students agreed and 18,7 % of the students strongly agreed.

Table 4.8. reveals that for the task three, the item “I felt that I had no control over what was happening during this task.” is the one which students disagreed the most. 48% of the students disagreed and 25,3 % of them strongly disagreed. The second and the third highest percentages among the positively scored items belong to the item “I would do this game again.” In total, 47 % of the students disagreed and for the negative item “This task was too long.” 47 % of the students disagreed. The fourth one which has the highest percentage was “This task aroused my imagination.” While 49,3 % of the students disagreed, 13,3 % of them strongly disagreed.

Again in this similar task, 62 students found the task beneficial in terms of improving their writing skills. However, while 41 students found it enjoyable, it was not so interesting for 30 of them. The purpose of Task 2 and 3 is similar as they are both paragraph writing tasks and the answers of these two tasks are similar in such a way that only half of the students found these tasks enjoyable, which proves that the ones who generally like writing activities also find these kinds of activities attractive.

Table 4.9. Student responses for Task 4

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	2	16	0	39	17
	%	2,7	21,6	0,0	52,7	23,0
This task was interesting in itself.	N	1	13	0	44	16
	%	1,4	17,6	0,0	59,5	21,6
I felt that I had no control over what was happening during this task.	N	16	35	1	17	5
	%	21,6	47,3	1,4	23,0	6,8
When doing this task I was aware of distractions.	N	2	14	5	46	7
	%	2,7	18,9	6,8	62,2	9,5
This task motivated me.	N	4	21	2	31	16
	%	5,4	28,4	2,7	41,9	21,6
This task was fun for me.	N	8	16	3	30	17
	%	10,8	21,6	4,1	40,5	23,0
I would do this task again.	N	11	26	3	26	8
	%	14,9	35,1	4,1	35,1	10,8
This task allowed me to control what I was doing.	N	3	8	3	42	18
	%	4,1	10,8	4,1	56,8	24,3
This task helped me improve my English.	N	2	10	4	37	21
	%	2,7	13,5	5,4	50,0	28,4

This task was boring.	N	14	26	5	20	9
	%	18,9	35,1	6,8	27,0	12,2
During this task, I could make decisions about how to study to complete the task.	N	2	3	3	51	15
	%	2,7	4,1	4,1	68,9	20,3
When doing this task, I concentrated on my study.	N	4	7	5	47	11
	%	5,4	9,5	6,8	63,5	14,9
This task aroused my imagination.	N	5	18	12	31	8
	%	6,8	24,3	16,2	41,9	10,8
This task was too long.	N	7	14	4	22	27
	%	9,5	18,9	5,4	29,7	36,5

Table 4.9. shows that 74 out of 83 students completed the task and responded to the questionnaire. The first item which has the highest percentage was “During this task, I could make decisions about how to study to complete the task.” 68,9 % of the students agreed and 20,3 % of them strongly agreed. The second and the third highest percentages belong to the two items; “This task was interesting in itself” and “ This task allowed me to control what I was doing.” In total, 60 students agreed with these items. The fourth highest percentages belong to the two items; “When doing this task, I concentrated on my study.” 63,5 % of the students agreed and 14,9 of the students strongly agreed and “This task helped me improve my English.”50 % of the students agreed and 28,4 % of them strongly agreed.

Table 4.9 reveals that the first item which has the highest percentage among the disagreed ones was “I felt that I had no control over what was happening during this task.” 47,3 % of the students disagreed and 21,6 % of them strongly disagreed. The second highest percentage belongs to the item; “This task was boring.” While 35,1 % of the students disagreed, 18,9 % of them strongly disagreed with the negative item. The third highest percentage for the positive item belongs to the item; “I would do this game again.” While 35,1 % of the students disagreed, 18,9 % of them strongly disagreed.

The most popular task was the task 4 which aimed to make students do research about one of the global problems in the world and find solutions in a group work. In total, 60 students found this task interesting, which means that the students probably liked working in a group work. What’s more, the students had to deal with a real problem, so it must have been fun searching for it. 47 students were said to be motivated while doing this activity because maybe real problems have attracted young adults. 58 students thought that this task improved their English. In fact, this task required students to do both writing and speaking activities and students also had to perform all the skills in a natural way to be able to complete the tasks.

Table 4.10. Student responses for Task 5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	3	11	1	21	5
	%	7,3	26,8	2,4	51,2	12,2
This task was interesting in itself.	N	2	14	2	19	4
	%	4,9	34,1	4,9	46,3	9,8
I felt that I had no control over what was happening during this task.	N	5	19	2	12	3
	%	12,2	46,3	4,9	29,3	7,3
When doing this task I was aware of distractions.	N	1	2	4	29	5
	%	2,4	4,9	9,8	70,7	12,2
This task motivated me.	N	1	14	3	18	5
	%	2,4	34,1	7,3	43,9	12,2
This task was fun for me.	N	2	13	3	14	9
	%	4,9	31,7	7,3	34,1	22,0
I would do this task again.	N	8	14	1	14	4
	%	19,5	34,1	2,4	34,1	9,8
This task allowed me to control what I was doing.	N	1	7	7	20	6
	%	2,4	17,1	17,1	48,8	14,6
This task helped me improve my English.	N	0	9	3	22	7
	%	0,0	22,0	7,3	53,7	17,1
This task was boring.	N	11	10	5	10	5
	%	26,8	24,4	12,2	24,4	12,2
During this task, I could make decisions about how to study to complete the task.	N	1	7	4	25	4
	%	2,4	17,1	9,8	61,0	9,8
When doing this task, I concentrated on my study.	N	3	9	3	22	4
	%	7,3	22,0	7,3	53,7	9,8
This task aroused my imagination.	N	4	17	4	10	6
	%	9,8	41,5	9,8	24,4	14,6
This task was too long.	N	4	9	6	10	12
	%	9,8	22,0	14,6	24,4	29,3

Table 4.10. shows that 41 students completed the task and responded to the questionnaire, which reveals that the task wasn't completed by half of the students. The first highest percentage belongs to the item "When doing this task I was aware of distractions." 70,7 % of the students agreed and 12,2 % of the students strongly agreed. The second and the third highest percentages belong to the items; "During this task, I could make decisions about how to study to complete the task" and "This task helped me improve my English." In total, 70,8 of the students agreed with this item. Three items share the fourth highest percentage; "This task excited my curiosity.", "This task allowed me to control what I was doing." and "When doing this task, I concentrated on my study." The percentage of the three positive items is 63,5 %.

Table 4.10 indicates that the highest percentage among the negatively scored items belongs to the item; “I felt that I had no control over what was happening during this task.” 46,3 %of the students disagreed and 12,2 %of the students strongly disagreed. The second highest percentages belong to the two items; “I would do this game again.” and “This task was boring.” 51.4 % of the students disagreed with these two items. The third item which has the highest percentage belongs to the item; “This task aroused my imagination.” 51,3 % of the students disagreed.

According to the table 4.10, while 23 students had the idea that the task was interesting, 16 students thought that it wasn’t interesting enough. Similarly, 23 students claimed to be motivated while performing the task. However, 15 of them thought that they were not motivated. Although 29 students thought that the task helped them improve their English, only 23 student said that this task was fun. Actually 15 of them said that this task was boring and 22 of them thought that this task was long and only 13 of them didn’t agree with them. And the scores show that the number of students who completed the task was lower when compared to the other tasks.

Table 4.11. Student responses for Task 6

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	3	28	2	30	5
	%	4,4	41,2	2,9	44,1	7,4
This task was interesting in itself.	N	3	27	2	33	3
	%	4,4	39,7	2,9	48,5	4,4
I felt that I had no control over what was happening during this task.	N	7	39	3	15	4
	%	10,3	57,4	4,4	22,1	5,9
When doing this task I was aware of distractions.	N	3	14	6	40	5
	%	4,4	20,6	8,8	58,8	7,4
This task motivated me.	N	5	24	4	29	6
	%	7,4	35,3	5,9	42,6	8,8
This task was fun for me.	N	7	28	5	23	5
	%	10,3	41,2	7,4	33,8	7,4
I would do this task again.	N	8	22	6	28	4
	%	11,8	32,4	8,8	41,2	5,9
This task allowed me to control what I was doing.	N	1	8	3	47	9
	%	1,5	11,8	4,4	69,1	13,2
This task helped me improve my English.	N	1	9	3	41	14
	%	1,5	13,2	4,4	60,3	20,6
This task was boring.	N	8	25	7	19	9
	%	11,8	36,8	10,3	27,9	13,2

During this task, I could make decisions about how to study to complete the task.	N	0	8	4	46	10
	%	0,0	11,8	5,9	67,6	14,7
When doing this task, I concentrated on my study.	N	1	9	4	43	11
	%	1,5	13,2	5,9	63,2	16,2
This task aroused my imagination.	N	7	29	6	21	5
	%	10,3	42,6	8,8	30,9	7,4
This task was too long.	N	10	28	7	16	7
	%	14,7	41,2	10,3	23,5	10,3

Table 4.11 indicates that 68 students completed the task and responded to the questionnaire. The two items which have the highest percentages were “This task allowed me to control what I was doing.” and “During this task, I could make decisions about how to study to complete the task.” In total, 82,3 % of the students agreed with these items. The second highest percentage belongs to the item “This task helped me improve my English.” While 60,3 % of the students agreed, 20,6 % of the students strongly agreed. The third highest percentage belongs to the item “When doing this task, I concentrated on my study.” 63,2 % of the students agreed and 16,2 % of the students strongly agreed. The fourth one which has the highest percentage was “When doing this task I was aware of distractions.” 58,8 % of the students agreed and 7,4 % of the students strongly agreed.

Table 4.11 shows that the first highest percentage among the disagreed ones was “I felt that I had no control over what was happening during this task.” 57,4 % of the students disagreed and 10,3 % of them strongly disagreed. The second highest percentage belongs to the item “This task was too long.” 41,2 % of the students disagreed and 14,7 % of the students strongly disagreed. The third item which has the highest percentage was “This task aroused my imagination.” While 42,6 % of the students agreed, 10,3 % of them strongly disagreed. The fourth highest item was “This task was fun for me.” 41,2 % of the students disagreed and 10,3 % of them strongly disagreed.

According to Table 4.11, while 26 students found this task exciting, 14 of them didn't have the same idea. Although 23 students found the task motivating, it was not motivating for 15 of them. This task was fun for 23 students. However, it was not for 15. 29 students thought that this task improved their English, but only 9 of them did not have the same idea. While this task was boring for 15 students, it was not for 22. As it is seen, the numbers are close to each other for this task, which proves that the ones who like writing and reading found this activity fun while the others found it boring as this activity required reading and writing at the same

time. Actually, what the students needed to do was to read the text and understand it by heart so that they could analyze the short text and write a response to it.

Table 4.12. Student responses for Task 7

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	5	16	3	40	17
	%	6,2	19,8	3,7	49,4	21,0
This task was interesting in itself.	N	3	16	1	43	18
	%	3,7	19,8	1,2	53,1	22,2
I felt that I had no control over what was happening during this task.	N	23	37	5	10	6
	%	28,4	45,7	6,2	12,3	7,4
When doing this task I was aware of distractions.	N	5	9	7	47	13
	%	6,2	11,1	8,6	58,0	16,0
This task motivated me.	N	5	23	6	29	18
	%	6,2	28,4	7,4	35,8	22,2
This task was fun for me.	N	6	23	6	28	18
	%	7,4	28,4	7,4	34,6	22,2
I would do this task again.	N	14	27	6	16	18
	%	17,3	33,3	7,4	19,8	22,2
This task allowed me to control what I was doing.	N	3	9	8	45	16
	%	3,7	11,1	9,9	55,6	19,8
This task helped me improve my English.	N	3	13	5	38	22
	%	3,7	16,0	6,2	46,9	27,2
This task was boring.	N	16	28	6	18	13
	%	19,8	34,6	7,4	22,2	16,0
During this task, I could make decisions about how to study to complete the task.	N	3	4	7	47	20
	%	3,7	4,9	8,6	58,0	24,7
When doing this task, I concentrated on my study.	N	1	12	6	43	19
	%	1,2	14,8	7,4	53,1	23,5
This task aroused my imagination.	N	9	23	6	32	11
	%	11,1	28,4	7,4	39,5	13,6
This task was too long.	N	10	20	5	28	18
	%	12,3	24,7	6,2	34,6	22,2

Table 4.12 reveals that 81 students completed the task and responded to the questionnaire, which means that almost all of the students participated in the research for the task 7. The first item which has the highest percentage belongs to “During this task, I could make decisions about how to study to complete the task.” 58 % of the students agreed and 24,7 % of the students strongly agreed. The second item which has the highest percentage belongs to the item “When doing this task, I concentrated on my study.” While 53,1 % of the students agreed, 23,5% of the students strongly agreed. The third highest percentages belong to the two items; “This task was interesting in itself” and “This task allowed me to control what I was

doing.” In total, 61 students agreed with these two items. What’s more, two items share the fourth highest percentage; “When doing this task I was aware of distractions.” and “This task helped me improve my English.” 60 students agreed with the items.

Task 4.12 shows that the first highest percentage belongs to the item; “I felt that I had no control over what was happening during this task.” 45,7 % of the students disagreed and 28,4 % of the students strongly disagreed. The second highest percentage belongs to the item “This task was boring.” 34,6 % of the students disagreed and 19,8 % of the students strongly disagreed. The third item which has the highest percentage was “This task was boring.” 34,6 % of the students disagreed and 19,8 % of the students strongly disagreed.

Table 4.12 indicates that 57 students found this task exciting, but only 21 students did not have the same idea. This task was interesting for 61 students but it was not for 19 students. This task was clear for 50 students and it was also motivating for 47 students. 46 students found this task fun and 60 students thought that this task improved their English. The number of students who thought that the task was too long was 46. Task 7 was the second step of the task 5 and it required students to prepare a campaign about the solutions they found for the real world problem they chose in task 5. There was a competition among the groups as the best one was going to be chosen by the instructor to present their task in the project fair and the ones in the project fair were going to take a certificate. Competition and gifts must have motivated the students.

Table 4.13. Student responses for Task 8

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This task excited my curiosity.	N	7	30	1	34	8
	%	8,8	37,5	1,3	42,5	10,0
This task was interesting in itself.	N	5	33	1	33	8
	%	6,3	41,3	1,3	41,3	10,0
I felt that I had no control over what was happening during this task.	N	8	39	11	19	3
	%	10,0	48,8	13,8	23,8	3,8
When doing this task I was aware of distractions.	N	1	14	7	48	10
	%	1,3	17,5	8,8	60,0	12,5
This task motivated me.	N	7	29	6	27	11
	%	8,8	36,3	7,5	33,8	13,8
This task was fun for me.	N	8	28	7	29	8
	%	10,0	35,0	8,8	36,3	10,0
I would do this task again.	N	8	28	8	23	13

	%	10,0	35,0	10,0	28,8	16,3
This task allowed me to control what I was doing.	N	0	16	9	43	12
	%	0,0	20,0	11,3	53,8	15,0
This task helped me improve my English.	N	0	10	6	41	23
	%	0,0	12,5	7,5	51,3	28,8
This task was boring.	N	12	25	4	29	10
	%	15,0	31,3	5,0	36,3	12,5
During this task, I could make decisions about how to study to complete the task.	N	0	19	7	40	14
	%	0,0	23,8	8,8	50,0	17,5
When doing this task, I concentrated on my study.	N	2	21	4	39	14
	%	2,5	26,3	5,0	48,8	17,5
This task aroused my imagination.	N	5	29	8	29	9
	%	6,3	36,3	10,0	36,3	11,3
This task was too long.	N	14	44	7	14	1
	%	17,5	55,0	8,8	17,5	1,3

Table 4.13 reveals that 80 students completed the task and responded to the questionnaire. The first highest percentage belongs to the item; “This task helped me improve my English.” While 51,3% of the students agreed, 28,8% of the students strongly agreed. The second highest percentage belongs to the item; “When doing this task I was aware of distractions.” 60% of the students agreed and 12,5% of the students strongly agreed. The item which has the third highest percentage is that “This task allowed me to control what I was doing.” While 53,8% of the students agreed, 15% of the students strongly agreed. The fourth highest item was “During this task, I could make decisions about how to study to complete the task.” 50% of the students agreed and 17,5% of the students strongly agreed.

Table 4.13 shows that the first highest percentage for the disagreed ones belongs to the negative item; This task was too long. While 55% of the students disagreed, 17,5% of the students strongly disagreed. The item which has the second highest percentage was “I felt that I had no control over what was happening during this task.” 48,8% of the students disagreed and 10% of the students strongly disagreed. The third highest percentage belongs to the item; “This task was interesting in itself.” 41,3% of the students disagreed and 6,3% of the students strongly disagreed. There are two items which share the fourth highest percentage; the first one; “This task excited my curiosity” and the second one; “This task was boring.” In total, 37 students disagreed with these two items.

According to the table 4.13, although 42 students found this task exciting, 37 of them did not have the same idea. The task was clear for 58 students, but it was not for only 15. 64 students thought that this task improved their English and while 39 students thought that this task was

boring, 37 students did not agree with them. 53 students could concentrate on the task but only 23 did not do that. This task was a speaking task and its aim was to make the students read a news extract and make a comment and share their own ideas about it. It is clear that the task required critical and creative thinking skills as what the students needed to do was to understand the news extract and analyze it.

4.3.3. Findings Of Teacher Questionnaires

Table 4.14. presents the instructors' perceptions on Task Based Instruction, its benefits and difficulties. All the instructors who participated in the study implemented the tasks in their classes as the tasks were a part of their syllabus. In total, 30 instructors took place in this study.

4.14. Teachers' Views Toward the use of TBLT in Their Classes

		Strongly Disagree	Agree	Uncertain	Agree	Strongly Agree
Tasks are purposeful and emphasize communication and meaning.	N	0	0	3	5	22
	%	0,0	0,0	10,0	16,7	73,3
Tasks provide the input and output processing necessary for language acquisition.	N	0	0	6	5	19
	%	0,0	0,0	20,0	16,7	63,3
It is learner-centred because tasks are relevant to learners' needs.	N	0	0	8	2	20
	%	0,0	0,0	26,7	6,7	66,7
Tasks result in a higher level of communicative interaction.	N	2	1	14	2	11
	%	6,7	3,3	46,7	6,7	36,7
It promotes a higher level of thinking.	N	0	0	11	5	14
	%	0,0	0,0	36,7	16,7	46,7
Lexical items are introduced within meaningful contexts.	N	0	0	6	3	21
	%	0,0	0,0	20,0	10,0	70,0
Task achievement is motivational and thus learning is promoted.	N	0	0	5	6	19
	%	0,0	0,0	16,7	20,0	63,3
Learning difficulty can be negotiated and fine-tuned.	N	0	0	11	4	15
	%	0,0	0,0	36,7	13,3	50,0
It provides better context for the activation of learning processes than form-focused activities.	N	0	0	3	6	21
	%	0,0	0,0	10,0	20,0	70,0
It makes language learners be users of language rather than only learners of language.	N	0	0	5	4	21
	%	0,0	0,0	16,7	13,3	70,0

Table 4.14. indicates that instructors had positive attitudes towards using tasks in their classes. Item 9 "It provides better context for the activation of learning processes than form-

focused activities.” calls attention to the comparison between form based activities with the task based ones, and nearly all of the instructors (90%) believed that tasks provide a better context when compared to form based ones.

Items 1”Tasks are purposeful and emphasize communication and meaning.”⁴”Tasks result in a higher level of communicative interaction.” and 10 “It makes language learners be users of the target language rather than only learners of language.” are related to the communicative aspect of the tasks. Although only 13 (43,4 %)instructors agreed that tasks result in a higher level of communication interaction, 27 (90%) supported the idea that tasks are purposeful and emphasize communication and meaning and 25 (83,3%) instructors agreed with the idea that it makes language learners be users of a language rather than only learners of the language. It indicated that for some instructors, tasks are useful for creating communicative atmosphere and making learners use the language, yet they are inadequate for higher level of interaction.

In response to item 2, 24 (80%) instructors stated that tasks provide the input and output processing necessary for language acquisition. Item 3 shows that 22 (73,4%) instructors regarded TBLT as a learner centered approach.

As to item 5, out of the 30, 19 (63,4%) instructors stated that it promotes a higher level of thinking. 24 (80 %) instructors supported the idea that Lexical items are introduced within meaningful contexts. As to item 7, 25 (83 %) instructors stated that task achievement is motivational and thus learning is promoted. Item 8 shows that while 19 (63,3 %) instructors stated that learning difficulty can be negotiated and fine-tuned, 11 (36,7%) instructors were uncertain about it.

Teachers’ responses show that they have great positive attitudes towards TBLT because approximately all the statements had high percentages of supports from the instructors. Only item 4 shows uncertainty; 14 instructors were uncertain about a high level of communicative interaction. For item 3, although 22 instructors were supportive of the idea that TBLT is students centered, 8 instructors were uncertain about it. Although all the tasks were planned to be carried out by the students, instructors defined the tasks according to the needs of the students, which might have caused the uncertainty. Item 5 also indicates that 11 out of 30instructors were uncertain about tasks’ higher level of thinking percentage level because some teachers probably thought that this statement depends on the task type. These results proves that almost all instructors were positive towards TBLT.

4.15. Teachers' Views Toward the use of TBLT in Their Classes

		Strongly Disagree	Agree	Uncertain	Agree	Strongly Agree
Form-focus work is easier to manage.	N	12	2	6	2	8
	%	40,0	6,7	20,0	6,7	26,7
Teachers' role is not clearly defined in TBLT.	N	17	2	6	4	1
	%	56,7	6,7	20,0	13,3	3,3
It conflicts with learners' perception of my role as a teacher who is the provider of the target language.	N	20	1	8	1	0
	%	66,7	3,3	26,7	3,3	0,0
It cannot be implemented with low-ability students who lack the linguistic resources to convey meaningful messages.	N	12	1	7	3	7
	%	40,0	3,3	23,3	10,0	23,3
The role of grammar is not clearly defined in TBLT.	N	15	2	10	2	1
	%	50,0	6,7	33,3	6,7	3,3
I don't see a significant difference between focused tasks and form-focused activities.	N	24	2	2	1	1
	%	80,0	6,7	6,7	3,3	3,3
It is complex since it has many variations that are not easy to follow like form-focused approaches such as PPP.	N	13	2	10	2	3
	%	43,3	6,7	33,3	6,7	10,0
I need a special materials designer to design task-based lessons in my context.	N	13	2	5	6	4
	%	43,3	6,7	16,7	20,0	13,3
Learners and other stakeholders may not find legitimacy in TBLT because it is not consistent with their perception that language learning should be based on textbook.	N	13	1	11	4	1
	%	43,3	3,3	36,7	13,3	3,3
It is not as easy to assess learners' progress as it is with PPP.	N	13	3	7	2	5
	%	43,3	10,0	23,3	6,7	16,7

Table 4.15. indicates that the item 1 “Form-focus work is easier to manage.”, item 7 “It is complex since it has many variations that are not easy to follow like form-focused approaches such as PPP.”, item 10 “It is not as easy to assess learners' progress as it is with PPP.” compare Task Based Instruction with the form focused ones. Item 1 shows that while 10 (33,4 %) instructors agreed with the idea that form-focus work is easier to manage, 14 (46,7 %) instructors did not support the idea.

In response to Item 7, 15 out of 30 (50 %) instructors did not approve the idea that “It is complex since it has many variations that are not easy to follow like form-focused approaches such as PPP.” And while 5 (16,7 %) instructors agreed with the statement, 10 (33,3 %) instructors were uncertain about it.

Item 10 shows that 16 out of 30 (53,3%) instructors thought that it is not as easy to assess learners' progress as it is with PPP. While 7(23,3%) of them were uncertain about it, 7 (23,3%) of them supported this idea. This result shows that more than half of the instructors were in favor of using TBLT.

Items 2,3 and 8 are all related to teachers' role in TBLT. As to item 2, while 19 (63,4 %) instructors were not in favor of the idea that teachers' role is not clearly defined in TBLT, 5 (16,6 %) of them stated that teachers' role is not clear in TBLT. In response to the item 8, which investigated teachers' role in TBLT, 15 (50 %) instructors believed that they do not need a special materials designer to design task-based lessons in their context. However, 10 (33,3%) of them thought that they need someone expert in this area to design tasks in their syllabus. These results indicate that although more than half of the instructors were aware of the roles of the teachers in TBLT, a few of them were not sure about that.

From the teachers' point of view, items 4 and 5 investigated whether the use of TBLT with the low level of students is achievable or not. As to item 4, 13 (43 %) instructors did not approve the idea that it cannot be implemented with low-ability students who lack the linguistic resources to convey meaningful messages. However, 10 (33,3%) of them thought that TBLT cannot be applied with low-level of the students and 7 (23,3%) of them were uncertain. When it comes to item 5, 17 (56,7 %) instructors did not agree with the idea that the role of grammar is not clearly defined in TBLT. Only 3 (10 %) of the instructors supported the idea that grammar is not clearly defined, which shows that 10 (33,3 %) of them were uncertain about that. As for item 9, 14 (53,3 %) instructors disagreed with the idea that learners and other stakeholders may not find legitimacy in TBLT because it is not consistent with their perception that language learning should be based on textbook. However, while 5 (16,6 %) of them agreed with that idea, 11(36,7%) of them were uncertain about that.

From all the results, it can generally be concluded that while more than half of the instructors were against using form-focused approaches, a few of them were uncertain about the usage of TBLT and few of them thought that form focused approaches make the teaching – learning process much easier in terms of teachers' role, assessment, grammar teaching, simplicity.

4.4. QUALITATIVE DATA

Interviews with the instructors who implemented the tasks in their classes and the students who performed the tasks were conducted to answer the second and the third research question of this study. What are the instructors' perception of the effectiveness of the tasks being implemented in their classes? What are the students' perception of the effectiveness of the tasks being implemented in their classes? The results of the interviews will be presented in two parts: interview with teachers and interview with students.

4.4.1. Interviews with Teachers

The interviews with teachers were conducted by the researcher just after the term. Namely, the students completed their tasks, their tasks and midterms were evaluated and they had one week period-break holiday when the term ended. At that time, interviews were conducted with the class teachers of the students. The questions were asked to find out their opinions about task based instruction and the tasks that they implemented in their own classes and their efficiency in class atmosphere and the instructors' perception of tasks and possible changes in their teaching methods. Three of the instructors with whom the researcher conducted interviews graduated from ELT department and one of them graduated from English Literature Department. Two of them are carrying on his PHD education and two of them are MA students in different universities.

4.4.1.1. Ideas about task based instruction in general

First of all, the general attitudes of the study teachers towards Task Based Instruction were asked. The first instructor who has been teaching for about 6 years thought that students learn the language by performing the tasks subconsciously and she points that tasks give opportunities to be able to speak more in a learning atmosphere.

‘There is no detailed grammar instruction or something like that and while they are dealing with task intrinsically they are learning the language.’

The second instructor who has been pursuing her PH degree at Hacettepe University suggests that ‘the students are creating their own knowledge by doing the tasks.’ She also mentioned

the positive effects of task based approach in terms of its student centered feature by saying that ;

‘it generally puts the student at the center of the teaching process not the teacher but the students. And also it gives the students a sense of accomplishment. When they complete the task, they feel like they accomplish something. That’s why they become more motivated.’

From this statement, it is clear that the achievable tasks give the feeling of achievement, which may affect the learners in a good way, so it could be claimed that the level of the tasks should be appropriate for learners.

The third instructor attracts the attention to the knowledge the tasks provide by saying that

‘students are not only exposed to the target language, which I mean is English, but they also do some research and they learn some general knowledge about various topics. Well, It depends on the topic that we assigned them, so I think it is a good way of teaching English because in this respect, they will not do some simple mechanical grammar exercises but they will also have the possibility to get to know about real world and daily life and currently what is going on all around the world.’

The effect of real life on learning has been mentioned and the fact that tasks create real atmosphere in learning process is an unquestionable advantage of Task Based Instruction. He also attracts one of the features of task based instruction, which is improving learners’ perspectives in some ways by stating that ;

‘it is like winning two times instead of learning both of them separately. Actually they like it very much. I also like it because Well.. first they expand their horizons and at the same time you also contribute to their knowledge’

The last instructor who has been teaching for 16 years and is a PHD student stressed that;

‘Mr. and Mrs. Brown died so we have to continue doing something more realistic, which they find familiar and useful for their own development because the young adults are trying to get used to and adopt to life and these task based exercises are quite motivating for them.’

According to him, mechanical things are not attractive for students and tasks’ emphasis on realistic activities motivates learners.

4.4.1.2. Tasks implemented in the classroom

As for the tasks the instructors implemented in their classrooms, the first instructor revealed that in general, her own students were pleased with the tasks they completed in their learning process, but when compared to speaking, writing parts were more attractive for them. She added that tasks 4 and 7 were the most interesting ones among other tasks. Because of its challenge, task 1 didn't become so popular as the students were supposed to read an article or watch a film or read a reader and then speak for 5 minutes for each of them, which may seem challenging. That's why the students were reluctant to do it. According to the second instructor, her students generally did not like reading, so the tasks that made learners read were not interesting. That's why tasks 1 and 5 were the least popular among the others for her students.

'Our students generally don't like reading. I mean they get bored when they have to read something. That's why the tasks that include reading are boring for them.'

The third instructor revealed that the tasks 4 and 7, which were fair projects, were popular among the others as the students were asked to deal with some real issues like a kind of global problem. And these tasks required a step by step work, which motivated learners. When it comes to the tasks that required reading, she claims that her students were not willing to do them as in general they do not like reading even in their mother tongue.

'I think they liked the project the most. There could be a couple of reasons. It was a task that would take process so it was let's say step by step process' Well.. if it is something related to reading. For sometimes like readers or reading the news. Well, it is boring because nowadays the students prefer not to read something but they would just like to watch or listen to so that they can get the information. That's why the reading tasks have been quite boring for students.'

The fourth instructor emphasized the positive effects of social issues in Task Based Instruction. He suggested that the tasks whose topics are related to the real social problems in Turkey or in other countries, may become more motivating for our learners as they are interested in social issues of the world. Especially for problem-solution tasks, they like being together with their friends and complete the task together and find some real life solutions for the real problems.

‘Mostly our students say they benefit from tasks which are about the social issues because they are concerned with the social issues which are contemporary issues that all the media and people are talking and discussing about, so if we assign any similar tasks about these kind of issues, they are ready to make presentations and make some other works written or spoken to deal with more, learn about more and discuss it more, so they find it very enjoyable to come together with the friends and prepare a task like a problem and solution about a social issue, so mostly my students find these kinds of topics enjoyable.’

He also mentioned the task types his students do not like in general. He suggested that the theoretical tasks are not attractive for learners because the young adults are interested in social issues but not reading. They do not like reading or comparing two arts or stories or readers. He also suggested updating tasks according to the needs and interests of students because every news, every nation or every person is changing rapidly in today’s world, we also should update our tasks in a regular basis.

‘Generally, theoretical ones because, as I said before, social issues are within their approximate so they are very close to this one because every time they see, they hear and watch these kinds of things all around them, but if we are talking about any task which is only theoretical then they do not like reading a book because they do not enjoy reading or critical thinking like comparing two different I do not know literally work cinema type of things. They are not very much involved in these kinds of tasks. They are reluctant, so they are more oriented with real life tasks and they must be up to date because the students, their expectations and the tasks that the students liked 10 years ago are different than now. Now, they have different expectations. It is changing and students are changing because social environment and social problems are changing too. So I think for that sense, we need to update our tasks considering the needs and the expectations of the students.’

4.4.1.3. Pair, group work or individually implemented tasks

Questions related to the positive and negative sides of working individually or cooperatively were asked because while some of the tasks were group work tasks, some others were done individually. The first instructor revealed that in general, her students liked group work activities, but for writing tasks or writing parts of the tasks, the number of the group members should be less as it may create chaos.

‘Actually, for group work tasks, I must say, they liked being together because the responsibility is shared among them. Generally they liked it, but in some cases, they may be let’s say unwilling. For instance, if five students are asked to write something together, it may become chaotic.’

For the question if the pair or group work activities worked well with the third instructor’s students, he mentioned one of the disadvantages of group work activities; while the most successful one does the most part of the task, the others may be reluctant to work as much as the hardworking one, so it may be unfair. However, considering this fact, the instructors could know the ones who studied more and who studied less.

‘Well it depends on the dynamics of a pair because sometimes one of the students does most of the things, the other can be lazy and this is one of the problems, but as a teacher it is not difficult to understand which one is like cooperative and which one is not, so in this respect, this was a nice one.’

For the same question, the fourth instructor responded positively in terms of the benefits of group work activities. He explained that his students liked pair or group work activities more because they liked working collaboratively with their friends. For example, they also had fun while working for the project work. He also mentioned one of the disadvantages of group or pair work activities, which is that while the successful one might do most of the workload, the other one might not work so much. However, the problem could be solved with the teacher’s attitudes towards the pairs. Namely, if the teacher grades the students by taking into consideration the workload of the students and their performance, there is no reason to complain about.

‘I think they mostly enjoy pair work or group work because they have more creative ideas and they collaborate and work together more. They only complained about the share of the work. It means that sometimes especially the hardworking and successful students take the role mostly and the other just enjoys the comfort of the company, but generally it is teaching I believe even the laziest student will somehow learn and of course it is the teacher’s responsibility to monitor and see who is doing what. Actually at the end, when you come to the presentation level, we can discover and maybe be objective in the scoring of the task, so it worked mostly with the group work I can say.’

4.4.1.4. The benefits of tasks

For the question whether the tasks improved her students' writing and speaking skills, the first instructor said that tasks definitely improved the students' writing skills, but speaking tasks did not improve students' speaking skills as much as writing ones. She thought there should be more enjoyable and group or pair work speaking tasks like the project work. For example, for the first task, students were supposed to speak individually for the reader or article he/she read or for the movie he/she watched individually and this may have become boring for the ones who liked working collaboratively.

'I may answer this question as yes and no. For writing part, I must say they are trying to produce a product and they improved themselves but for speaking part, I think we should develop much more entertaining and attractive tasks for them because they may find them boring and generally they are individual tasks. For example, they are given a video. After watching the video, they are supposed to shoot a short video of themselves. I think this is a little bit boring for them so we should improve our speaking tasks.'

To the same question, the second instructor responded more positively. First, she mentioned the benefits of writing tasks. She revealed that her students' writing skills improved a lot because there were too many writing tasks and the students were also expected to write in some parts of the speaking tasks. That's why their writings improved a lot and for the speaking part, the existing tasks were beneficial. For instance, in task 8, the students were required to speak about a news extract with his/her native teacher, which helped them to do also well in the exam. However, she complained about the number of the speaking tasks and she added that we should provide our students more pair or group work speaking tasks.

'Our tasks generally include many writing issues. Actually, I mean in all the tasks, they have to write something. So I can say that writing is OK. I mean they developed their writing skills. But about speaking! Yeah I have some questions about this issue. They actually improved. For example, one of their tasks, they have to find a news extract. They have to talk about it. This is good for them. They have to do it with a native speaker. This is also good. But the speaking part is a little bit more problematic than the writing part. There should be more speaking tasks.'

The third instructor explained that his students really improved their writing skills in a great degree. He also added that the students were also asked to do more practice for the things they studied in the classroom atmosphere.

‘Well, actually if we have a look at the tasks. I can say that most of them are related to production which means writing and speaking, so in this respect, writing of course improved their writing skills because they had the chance to practice the paragraph types that we have covered in the class. I think they definitely improved.’

4.4.1.5. Would you like to continue implementing tasks in their classes?

To the question if they would like to go on using tasks in their classes in next terms, every teacher responded positively. For example, the first instructor stated that ;

‘Of course, we need tasks at all costs. There may be advantageous or disadvantages but I think they improve them in a way.’

The second instructor reported that she will definitely implement tasks in her classes;

‘Yeah, of course. As I said before, they are more student-centered, so some tasks need let’s say revision. But in general yes, I would like to implement them. ‘

The third instructor suggested designing some tasks for all of the four skills; reading, listening, speaking and writing and he believed that it will be useful to use tasks as a part of the syllabus because he points out that the students have opportunities to do research and learn new knowledge and use them in a classroom atmosphere via tasks.

‘Sure. Definitely. I mean it is not only for these tasks but also the regular exercises that we have. Not only for grammar but also for reading, listening and the other skills. It is not as organized as this task but I would like to have you know such tasks in my class because it is important for me to know what kind of knowledge they have and how much of it they use in their practices in the target language.’

The fourth instructor suggested that tasks are really beneficial for students because thanks to them, the students have some opportunities to use the language in some way. Language learning is not something theoretical but experiential. The language can help you learn it and these tasks provide such real life atmospheres. He supported his ideas by saying that ;

‘Sure I enjoy it and I find it very useful because these kinds of tasks are the areas where students can use the structures and the vocabulary that they acquire in the classroom and they can practice and put it into real life. As we all know that language is not something theoretical in the books. It is a living thing so these tasks can give and create an understanding in the students’ mind that language is something that they can use rather than they study for the tests so the students are getting this sense from these tasks. In that sense, I find them very useful so I think I will continue using them in my teaching. ‘

4.4.2. Interview with Students

Data on students’ perception on tasks implemented in their classes were gathered through an interview with four students from different classes just after the term. The students for interview were chosen on a voluntary basis. The volunteer students came up with their ideas. The reason of choosing volunteer students was that they were expected to be honest while explaining their ideas. The success of the students interviewed varied. Namely, the grades of the students were different because they were chosen randomly. That’s why it is believed that their comments may have been representative of the larger group of students.

4.4.2.1. The good and bad sides of the tasks

When the question whether the tasks became effective enough to improve the target language was asked, one of them explained that some of the tasks were really effective but the problem with tasks was that the workload was too much because dealing with eight or ten tasks each term was too tiring for them. Because of the time limit, they had to complete the tasks just to get high grades. Two of them claimed that shooting videos in Task 1 was not feasible as it was an individual task, but it required more things than one student could achieve.

S1: It was too intense. Having eight tasks each term was too much for us.

S2: Some of them were effective but we completed some of the tasks just to get high grades. For example, shooting videos was not effective enough. Actually, speaking tasks were important to improve our speaking skills but in Task one, we were supposed to watch a film and then shoot a video, which was too stressful. Shooting your own video was not possible. That’s why we needed somebody else to help us.

And the other students added his comments for the first task by stating that actually they were supposed to speak for the reader and an article they read or for the movie they watched, but some of them admitted writing their comments in advance and instead of speaking, they read them to get high grades, which was one of the drawbacks of video activities and they also complained about the length of the task because they had one week, but they were supposed to read, watch and speak for each of the three parts, which created stress among students.

S3: 'Actually before shooting videos, we wrote it, which wasn't right for the aim of the task because instead of speaking, we read the things that we wrote before shooting a video. So instead of it, we might have submitted the written form of it, which could have been more effective. For task one, we were required to shoot three videos separately for five minutes for each of them, so this task was too long and difficult and time consuming for us. We were happy with the writing parts but video part was both difficult and stressful.'

In general, they became pleased while performing writing tasks and they believed that these writing tasks improved their writing skills too much and one of the students added that among the speaking tasks, task eight was definitely effective as the students were supposed to speak about a news extract with their native teachers, which was useful to provide an opportunity for them to do practice before the exam, but the speaking tasks in general weren't as effective as writing tasks because the tasks including video shooting couldn't achieve their goals because instead of speaking, some students preferred to write and read their notes while shooting videos.

S2: 'Writing tasks improved our English a lot because we had a chance to get feedback from the teacher so that we could correct our mistakes.'

S3: 'Task eight which required us to talk about news extract with our native teacher was effective because in the exam, we were also asked to talk about news extracts and we had a chance to do practice just before the exam, but in general speaking tasks were not enough because video shooting was not efficient.'

After that, the students talked about the project tasks four and seven in a positive manner. All of them were glad to perform these tasks because they strongly believed that these tasks improved their speaking a lot and the process was claimed to be exciting, so the fact that they were going to perform it in front of their friends and instructors was entertaining and

motivating. In addition to this, working in a group was also one of the benefits of this project work because they had a chance to learn from each other in the process of preparation.

S4: 'But the project work also helped us improve our speaking because we had to do presentation and we worked a lot to make preparations because we were asked to perform our presentations in front of many people and when needed, I can even talk about my topic right now. Actually, I can perform it very well.'

R: 'In the process of project work which parts excited you more?'

S3: 'We got ready in the corridor and everybody brought something like visual aids to the hall and the atmosphere was good and the instructors were there to watch us, so the preparation process was exciting and enjoyable.'

S2: 'When all the people were interested with us, we felt more confident and excited.'

S4: 'We also learned a lot while preparing visual aids because we learned from each other in this process.'

4.4.2.2. Group Works and Individual ones

Students had different ideas about the question whether group works or individual ones contributed a lot to their performance. One of them claimed the individual ones were more efficient but some others suggested that group work activities were better especially for the tasks which required hard work. Additionally, the students thought that if they had been asked to complete the tasks 4 and 7 individually, it could have been very hard to achieve them. However, one of them reminded one disadvantage of group work activities by stating that when more hardworking students took more responsibility, the lazier ones got high grades in spite of not working so hard.

S2: 'I think the tasks performed individually contributed a lot to us'

S3: 'For some tasks, working in groups was better; otherwise, getting prepared for the project work might have been difficult.'

S4: 'Yes, for such challenging activities, group work was better because sharing roles could help you to get ready for the task efficiently.'

S2: ‘But it also has some disadvantages because while one is hardworking and successful, the other one could be lazy, so the successful one sometimes has to take more responsibilities for their work. For the pair work tasks, when your partner doesn’t take part in the preparation part, you have to prepare all the things alone.’

4.4.2.3. Would you like to continue doing similar tasks in the next term?

All the students answered the question sincerely. They generally believe that these tasks contributed a lot to their improvements. For instance, especially the ones who were shy claimed to have overcome their shyness thanks to these tasks. Some others had some suggestions for some of the tasks which took most of their time. They believed that the tasks which do not require so much time could be more practical. In their belief, there could be more alternatives for the tasks. All of the tasks except task five had alternative topics. According to them, task five should have offered much more alternatives, too. Furthermore, the students pointed out that they wish to continue performing these tasks through the end of the year.

S3: ‘I think these tasks are efficient to improve our productive skills and they also affect our total grade.’

S1: ‘I strongly believe that tasks were efficient in many ways, First of all, they gave us a chance to do more practice for speaking and writing skills. We had a chance to actively participate. For example, I am generally shy and I am not good at production skills but I had to complete all the tasks, so I participated compulsorily, which helped me to get over my shyness.’

S2: ‘But I prefer to complete tasks which are not so long or time-consuming and if we had more choices, we could choose the ones we are interested. Especially there should be a variety of topics in writing tasks because when we come across with a topic about which we have no idea, we probably have some difficulties while writing. For example, task five included only one topic but the other tasks had more.’

S3: ‘And task five required us to compare a book with a film, which was too challenging. In fact, although we learned a lot from the task, we needed so much time to do it.’

S4: 'In spite of their challenges, the tasks prepared us for the exams. Thanks to these tasks, we had a chance to get higher grades from the exams and we improved our speaking and writing skills.'

S3: 'And doing research, getting ready for the tasks was enjoyable most of the time. I think having fun through learning is necessary.'

CHAPTER V

CONCLUSIONS AND DISCUSSION

5.1. INTRODUCTION

This chapter covers the findings of the study related to the research questions. This chapter also presents pedagogical implications of the study through the findings of data collection. Furthermore, limitations of the study will be presented. After that, suggestions for further study will be covered in this chapter.

The aim of the study is to investigate the students' and the teachers' perception of the task implemented as a part of a syllabus in a prep school of a private university. After that, measuring the effectiveness of the tasks is the last aim of the study. In this study, both quantitative and qualitative research methods were used to analyze the findings. To get valid results, both quantitative and qualitative data were gathered. Creswell (2009) stated that as a result the combination of quantitative and qualitative methods assure more valid and real results when compared to either the quantitative or qualitative method alone. According to Driscoll (2007), different and unexpected findings may emerge thanks to the combination of two methods.

This study was carried out with the prep school students whose level is intermediate in five different classes with in total 84 students. In parallel to their themes, the students had to complete their compulsory tasks as a part their syllabus. The students were responsible for performing eight tasks in total and they got grades out of 10 points for each task they completed. To answer the second question of the research; 'What are the students' perception of the effectiveness of the tasks being implemented in their classes?' the same questionnaire was distributed to the students immediately after they completed the task they were responsible. What the aim of this treatment was not to let them forget anything about the task during the week. For eight tasks, the same procedure was conducted during each term. At the end of the term, an interview was conducted with five volunteer students from different classes. All of them were neither too successful nor too unsuccessful. Actually, all of them were chosen randomly. With the aim of answering the third question of the study; 'What are the instructors' perception of the effectiveness of the tasks being implemented in their classes?' except the students, a questionnaire for instructors was distributed to thirty

instructors who use tasks in their classes for a long time at the end of the term and interviews were conducted with four instructors who were the teachers of the intermediate level group. Finally, for the first question of the study which is ‘Are tasks, as a part of preparatory class syllabus, implemented effectively in terms of improving learners’ productive skills?’ students’ tasks results and their midterm results were compared to find out whether the tasks were effective or not to improve their productive skills; writing and speaking.

This chapter covers the findings and discussion, pedagogical implications, limitation of the study and suggestions for further research.

5.2. DISCUSSION ABOUT RESEARCH QUESTION 1

Findings related to the first research question. ‘Are tasks, as a part of preparatory class syllabus, implemented effectively in terms of improving learners’ productive skills?’

Whether the tasks aiming for improving writing skills and the tasks aiming for improving speaking skills were effective or not was the first concern of the research. Students’ task grades and the same students’ midterm results for speaking and writing separately were compared to find out if there was a logical relationship between them or not. While the aim of the four tasks was to improve students’ writing skills, the purpose of the other four tasks was to improve students’ speaking skills. In addition to this, both the writing and speaking tasks were in parallel to the syllabus and midterms. That’s why the students’ grades of the Tasks 2,3,5 and 6 with the same students’ writing grades of their midterms were compared.

According to the analysis of this comparison, there is a meaningful positive relationship between students’ task grades (2,3,5,6) and mid- term writing grades. ($p < 0,05$). The positive relationship between two grades implies that the students who got high grades on their task performance also received high grades on the midterm and the students who got low grades on their task performance also received low grades on the midterm. That’s why it could be claimed that writing tasks helped students to improve their writing skills. Apart from this, interviews conducted with students also prove that writing tasks were effective enough and they were also parallel to the exams, so it must have motivated learners to focus on the writing tasks. The students noted that the tasks helped them use language effectively even

outside the class and they believed that they benefited from these tasks and their exam results increased accordingly.

When the relationship between speaking tasks and the speaking parts of midterm results was investigated, it was seen that there is not a meaningful relationship between students' Task grades (1,4,7,8) and mid-term speaking grades. ($p > 0,05$). Actually, the result was not so surprising because the interviews revealed that the students did not find some speaking tasks effective.

To exemplify, one task was prepared to make the students speak more in English outside the class, the students were asked to shoot three different videos for a reader they had read, an article they had read and a movie they had watched for 15 minutes in total. However, the students complained about the length of this task and the difficulties of shooting their own videos. They claimed that some of the students wrote their own comments on a piece of paper to get high grades, instead of speaking and then they read the things they had written. That's why they found the first task not so efficient and the questionnaire findings also showed that the first task was not liked by most of the students because of the similar concerns.

In contrast with task 1, Tasks 4,7 and 8 were the most popular ones among the students. Actually, tasks 4 and 7 were both writing and speaking project tasks and the students claimed that these tasks improved their both speaking and writing skills. Apart from this, task 8 was also believed to improve their speaking as the task was parallel to the speaking exam.

Another point gathered from the interviews was that the students complained about the inadequate number of the speaking tasks. Both the instructors and students expect more speaking tasks. Another point is that some students probably performed well in their own classes with their own teachers because there was a relaxing atmosphere in the class but in the exams, probably the students were more excited in front of two unfamiliar teachers. In fact, it is a known fact that the exam atmosphere becomes usually stressful in contrast to the classroom atmosphere. Therefore, some of the students who got high grades on their task performance might have got lower grades on the exam because of the stress and excitement.

In addition to this, it is questionable if the students' own teachers were objective enough while assessing their students' speaking tasks. The students' overall performance might have affected the instructors while assessing their speaking tasks, but the two teachers in the exam

did not know the students, so their grades would be more different. Because of these reasons, the results of the midterm exams were not probably parallel to the speaking task grades.

5.3. DISCUSSION BOUT RESEARCH QUESTION 2

Findings related to the second question. ‘What are the students’ perception of the effectiveness of the tasks being implemented in their classes?’

The questionnaire results revealed that the tasks used in the research were responded in a positive or neutral way. There were no tasks whose mean is below 2,9 , which means that there was not a negatively responded task. The results of the questionnaire shows that the most loved ones were tasks 4&7, which was not surprising for the researcher because the interviews revealed that the project tasks 4 and 7 were the most motivating, beneficial and popular ones.

There may be different reasons of it; First, the students were required to work in a group, which must have motivated them to work in a harmony as they expressed their ideas on the benefits of group work activities during the interview. In addition to this, preparing visual aids and presentations must have also excited them in the preparation process. The idea that they were going to present it in front of their friends and teachers was motivating, too. The fact that the best group was going to be representative of their class and present it in the project fair to other students and instructors must have encouraged them, too. They claimed that they studied very hard for their project and even at the end of the term, they asserted to remember all the information included in their presentation. Furthermore, finding a solution for the real problem in the real world might have been motivating for the students as the interviews reveal that most of the students like working on real projects.

Apart from the project ones, the 2nd(3,36) , 3rd(3,39) and 6th(3,32) tasks whose aims were to improve the students’ writing skills were responded positively, which was not surprising for the researcher as in parallel to the quantitative data, students claimed to get benefit from writing tasks more during the interviews. The fact that the writing tasks and the writing parts of the midterms were parallel to each other might have motivated students in such a way that they were glad to perform these tasks.

In addition to this, the fact that these tasks were explained in detail and example paragraphs were presented before the tasks must have helped the students to do well in the exam. The

mean values of these writing tasks reveal that the 3rd task had the highest value of all the three of them. Actually, the third task was related to problem solution paragraph type, which again might have revealed the fact that the students liked working on real things in the world. While the second task was related to classification paragraph type, the sixth one consisted of a response paragraph type. The response paragraph type must have been the most challenging of all the three because the students were required not only to read, understand and summarize the short text, but also to write their opinions related the topic of the text. That's why it might have got the lowest point of all the three writing tasks.

The 5th task (3,29) was one of the most challenging tasks among them. First, the students were required to read a book. Two options were offered; one of them was *Around the World in 80 Days* by Jules Verne and the other was *The Return of Sherlock Holmes* by Sir Arthur Conan Doyle, and then read a blog or watch a film related to the books and compare them in detail. This task required critical thinking skills ability because being able compare two classical books was demanding for this level. Furthermore, the students needed so much time to complete the task as they complained about not having enough time to be interested in this task, but it was also a reality that there were some students who completed the task on time and got high grades. In addition to this, the mean value of the task was high enough to prove that the students had positive attitudes towards the task. However, the number of the students who completed the task was 41, which shows that half of the students might not have completed the task because of the reasons mentioned above. Although the students who performed the task had positive attitudes towards the task, almost half of the students didn't complete the task.

Apart from these, the speaking tasks one and eight had different results. While task one had 2,91 mean value, task eight had 3,35 mean value, which reveals that task one was the least popular one among others. There may be a variety of reasons of it. First, the students asserted that they did not like shooting videos on their own during the interview and they also admitted that they wrote the things they were going to speak while shooting videos and then read the things they had written instead of speaking. It means that the task did not achieve its aim to some extent. In addition to this, the students all complained about the length of this task, which might have been one of the reasons of this result. For the task one, the students were required to read an article and read a reader and watch a movie and then shoot 3 five-minute videos about their opinions related to the readers, movies and articles. Some questions were

supported to guide the students. Both the quantitative and qualitative data suggest that the task was too long and demanding for some of the students. However, the result (2,91) reveals that some students had positive attitudes towards the task one.

In contrast to task one, task eight was one of the most popular tasks. More students had positive attitudes towards task eight (3,35). The students were expected to respond to a news extract in the class, which might have affected the learners positively because it was a real life task and in general, the students liked doing real life activities. Besides this, they worked with their native teachers for the task, which might have also influenced the learners in a positive way because the students liked doing speaking activities with their native teachers because probably they felt more confident or successful. Apart from these, what motivated learners most was the fact that the task was parallel to the speaking part of the exam. In fact, the students were also expected to speak about a news extract in the final exam. That's why it was a big opportunity for them to do practice just before the exam.

5.4. DISCUSSION ABOUT RESEARCH QUESTION 3

Findings related to the third research question; 'What are the instructors' perception of the effectiveness of the tasks being implemented in their classes?'

The attitudes of instructors towards tasks they used in their classes were investigated. Thirty instructors participated in the research. The questionnaire which included ten positive and ten negative statements was used in the research. The responses were classified into 5 categories; strongly agree, agree, disagree and strongly disagree. In addition to this, four instructors who implemented the same tasks in their classes were interviewed to find out their attitudes towards the tasks.

Both the scale items and the interviews suggest that nearly all of the teachers had positive attitudes towards TBLT because they agreed on the items including the strengths of TBLT. For example, they agreed on the tasks' emphasis on meaning and communication and their assistance on input and output, the tasks' being learner centered approach, its support to higher thinking skills, its aim of providing such an atmosphere to make students users of a language. On the other hand, some of the teachers were uncertain about tasks' support on a higher level of communication interaction and a higher level of thinking. They might have thought that these points only depend on the type of a task. For the negative statements, most

of the instructors agreed that there is a big difference between form focused activities and tasks and TBLT does not have any challenges like unclear grammar instructions and vague assessment or instructions or unclear teachers' or students' roles.

In addition to this, the interviews also reveal that the teachers had positive attitudes towards TBLT and they were eager to continue implementing tasks in their classes. What motivated the instructors about using TBLT in their classes was the improvements of students' performance especially in productive skills and students' interests on tasks and the increased communication in classes.

5.5. LIMITATIONS

This study had some limitations in investigating the effects of tasks on the students' productive skills; writing and speaking and the students and teachers' perception of TBLT. The first limitation of the study was the number of students who participated in the study. The number of the students who took part in the study varies from 41 to 83. The researcher tried to involve as many students as possible in the study in order to investigate the effects of tasks in the students' productive skills but collecting more quantitative data could have given the researcher more opportunities to research more students' perception of tasks implemented in their classes. Apart from this, investigating more students' task grades could also have given the researcher more reliable results in the investigation of the effectiveness of tasks.

Another limitation of the study was about the selection of the groups. Five classes were chosen randomly. The groups chosen for the study were studying in the same level 'intermediate'. If the whole classes from different levels had taken part in the study, more reliable results would have emerged.

Another limitation of the study was the shortage of time spent on the research. Only the period of eight weeks was investigated by the researcher and the students had to deal with only one task each week. The whole year of education based on TBLT could have influenced both the qualitative and quantitative data.

Another limitation of the study was about the number of the instructors that participated in the study. Due to the time limit, only 30 instructors' questionnaire results were gathered and

interviews were conducted with five of them. However, more instructors' opinions could have contributed a lot to the study.

Finally, more qualitative data could have contributed to the study. Learning about more students' ideas and opinions about the study could have given the researcher more opportunities to convey the meaning of the results deeply. However, interviews were conducted with five students from different classes because of the time limit and scheduling constraints.

5.6. FURTHER RESEARCH

In the light of the study, its findings and limitations, several suggestions for further studies could be made. Studying the effects of Task-Based Instruction on productive skills with larger groups from different levels and in a long period of time could be achieved. With larger groups, the relationship between students' speaking task grades and their mid-term results could be compared and investigated again to find the reasons why there is no relationship between the two grades. The study included the students from the same level but future study with more students from different levels could provide more data to be able to generalize the findings.

The students' perception of tasks could be investigated in a long period of time. Namely, if the time spent on collecting data is planned carefully in a long period of time, the results might be more positive. In addition to this, the reasons of the students' ideas about the tasks could be investigated based on qualitative data. Interviews with more students at different period of times will probably provide clear picture of the results.

Furthermore, future study could find out the different reactions of the students from different levels to the tasks. In the study, According to some instructors, implementing tasks in lower levels is impossible. With further research, the feasibility of it could be found and the result might be compared with other levels.

Besides this, tasks' effects not only on productive skills but also on receptive skills could be researched. Another research area could be to find out the perception of students towards using tasks in receptive skills; listening and reading.

5.7. CONCLUSION

This study investigated the effects of TBI on the improvement of students' productive skills; writing and speaking. According to quantitative data, although there is a positive relationship between students' writing task grades and their midterm grades, there is no relationship between students' speaking task grades and their midterm grades, which shows that while the writing tasks improved students' writing skills, speaking based tasks couldn't achieve it.

According to the qualitative data, the students were glad with writing tasks and some of the speaking tasks and they believed that they greatly benefited from the tasks although they had some complaints about the implementation of some tasks. The interviews conducted with the instructors reveal that tasks were beneficial in improving students' productive skills and the teachers were willing to continue implementing similar tasks in their classes.

Namely, both the students and the instructors responded positively for most of the tasks in spite of having some complaints. These findings imply that tasks were partially effective in improving students' both speaking and writing skills and TBI could be integrated to the teaching methods for all the students and regarding to the findings of the study, TBI could be used greatly.

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APPENDICES**APPENDIX I****ÖĞRENCİLER İÇİN ALGI ANKETİ**

Sevgili öğrenciler,

Ufuk Üniversitesi İngilizce Dili Öğretimi bölümünde yüksek lisans tez çalışmam için sizlerin programın bir parçası olan göreve dayalı aktivitelerin kullanımına yönelik görüşleriniz ve bu tarz aktivitelerin sizlerin konuşma ve yazma becerilerinizin gelişmesindeki etkisi üzerinde bir araştırma yapıyorum. Elinizdeki anket bu araştırma için hazırlandı. Bu anket, 8 hafta boyunca yapılan her aktivite (task) sonrasında verilecektir. Anketi cevaplarken adınız istense de, bunun nedeni yalnızca cevaplarınızı devam eden anketlerdeki cevaplarınızla karşılaştırabilmektir. Kimliğinizle ilgili hiçbir bilgi, anket sonuçlarından elde edilen verilerde açıkça belirtilmeyecektir ve anket sonuçları sizin bu dersteki notlarınızı kesinlikle etkilemeyecektir. Güvenilir veri toplayabilmek için size su anda ve daha sonra verilecek olan anketlerin tüm sorularını cevaplandırmanız çok önemlidir. Lütfen ankette yer alan ifadeleri dikkatlice okuyunuz ve size en uygun seçeneği işaretleyiniz. Cevaplarınız araştırmaya büyük ölçüde katkıda bulunacaktır. Katılımınız için şimdiden teşekkür ederim.

Tuğba CEYLAN

Ad Soyad :

Bölüm :

Cinsiyet:

Task Numarası:

İfadeler	Kesinlikle katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum	Fikrim yok
1. Bu aktivite bende merak uyandırdı.					
2. Bu aktivite kendi içerisinde ilginçti.					
3. Aktivite boyunca yapılan çalışmalar üzerinde kontrolüm olmadığını hissettim.					
4. Aktivite yaparken dikkat dağıtan şeylerin farkındaydım.					
5. Bu aktivite beni motive etti.					
6. Bu aktivite eğlenceliydi.					
7. Bu aktiviteyi tekrar yapardım.					
8. Bu aktivite yaptığım çalışmanın kontrolümde olmasına izin verdi.					
9. Bu aktivite İngilizce seviyemi geliştirmeme yardımcı oldu.					
10. Bu aktivite sıkıcıydı.					
11. Bu aktivite boyunca, aktiviteyi nasıl tamamlayacağıma dair kararlar alabildim.					
12. Bu aktiviteyle uğraşırken dikkatim yaptığım işe yoğunlaşmıştı.					
13. Bu aktivite benim hayal gücümü geliştirdi.					
14. Bu aktivite çok uzundu.					

APPENDIX II

PERCEPTION QUESTIONNAIRE FOR STUDENTS (ENGLISH)

Name Surname:

Gender:

Department:

Task Number:

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	No Idea
1. This task excited my curiosity.					
2. This task was interesting in itself.					
3. I felt that I had no control over what was happening during this task.					
4. When doing this task I was aware of distractions.					
5. This task motivated me.					
6. This task was fun for me.					
7. I would do this task again.					
8. This task allowed me to control what I was doing.					
9. This task helped me improve my English.					
10. This was boring.					
11. During this task, I could make decisions about how to study to complete the task.					
12. When doing this task, I concentrated on my study.					
13. This task aroused my imagination.					
14. This task was too long.					

APPENDIX III

PERCEPTION QUESTIONNAIRE FOR INSTRUCTORS

Dear Participants,

The purpose of this survey is to examine your attitudes toward the potential of incorporating Tasks in your English Language Classes. The information that will be provided will be used for analysis as part of my thesis study. The data provided will remain confidential. The questionnaire consists of two sessions. Your time and effort are very much appreciated. Thank you for participating in my study in advance.

Tuğba CEYLAN

Section One:

1. Gender : Male / Female

2. Years of Teaching Experience :

a. 1-3 b. 4-6 c. 7-10 d. 11-15 e. 16-20 f. 21 +

3. From which department did you graduate?

a. English Language Teaching b. Department of English Language and Literature
c. Department of English Linguistics d. Department of Translation and Interpretation e.
Others (_____)

4. Please describe your highest qualification in English Language Teaching (ELT)

a. PHD b. MA c. BA d. No Degree in ELT e. Other _____

5. Have you ever had a research on Task Based Syllabus or Task Based Language Teaching?

If yes, what was the study about?

_____.

6. Have you ever implemented Task Based Language Instruction in your classes? Do you have any experience?

Yes _____ No _____

7. Have you ever got an education on Task-Based Language Teaching and Form Focused Learning (Presentation Practice Production) before?

Yes _____ No _____

Section 2:

Statements					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I would like to implement TBLT (Task-Based Language Teaching) in my classes because					
1. Tasks are purposeful and emphasize communication and meaning.					
2. Tasks provide the input and output processing necessary for language acquisition.					
3. It is learner-centred because tasks are relevant to learners' needs.					
4. Tasks result in a higher level of communicative interaction.					
5. It promotes a higher level of thinking.					
6. Lexical items are introduced within meaningful contexts.					
7. Task achievement is motivational and thus learning is promoted.					

8. Learning difficulty can be negotiated and fine-tuned.					
9. It provides better context for the activation of learning processes than form-focused activities.					
10. It makes language learners be users of language rather than only learners of language.					
Statements					
I would NOT like to implement TBLT (Task Based Language Teaching) in my classes because	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Form-focus work is easier to manage.					
2. Teachers' role is not clearly defined in TBLT(Task Based Language Teaching).					
3. It conflicts with learners' perception of my role as a teacher who is the provider of the target language.					
4. It cannot be implemented with low-ability students who lack the linguistic resources to convey meaningful messages.					
5. The role of grammar is not clearly defined in TBLT					

(Task Based Language Teaching.					
6. I don't see a significant difference between focused tasks and form-focused activities.					
7. It is complex since it has many variations that are not easy to follow like form-focused approaches such as PPP(Presentation-Practice-Production).					
8. I need a special materials designer to design task-based lessons in my context.					
9. Learners and other stakeholders may not find legitimacy in TBLT (Task Based Language Teaching) because it is not consistent with their perception that language learning should be based on text-book.					
10. It is not as easy to assess learners' progress as it is with PPP(Presentation-Practice-Production).					

APPENDIX IV

INTERVIEWS WITH INSTRUCTORS

INTERVIEW I

R: (Researcher): Thank you for accepting my offer to make an interview with you about Task Based Instruction. First of all, could you please talk about your educational background?

T1:(Teacher 1):My name is Sibel Ersan. I have been teaching English for about 6 years. I graduated from Ege University from the department of English Literature.

R: OK. Let's start with my first question. What kind of an approach do you think TBI is?

T1: As far as I know, the students are given a specific task and they are working on that task. There is no detailed grammar instruction or something like that and while they are dealing with task intrinsically, they are learning the language.

R: So do you think that TBI causes a change in your teaching style?

T1: Of course. I think it increases the student talking time. There is no single authority in the classroom. They are working and learning from each other. In this way, it is better than the traditional teaching.

R: So, let's talk about the tasks you have implemented in your class. Did your students seem content with the tasks ?

T1: Generally they were satisfied with the tasks. If they are dealing with writing, I do not understand why but they are much happier.

R: Do you remember which tasks were more interesting and which ones were more boring for them?

T1: I must say, Task 4 and 7 the project work, which is arising awareness on global issues, was interesting for them. For the first part of the task, they collected data and they worked on it and later they had a project fair. They liked this task. For task 1, they were not really willing to do it because they had to deal with reading, watching a movie after that they were supposed to speak for 5 minutes. They did not like this task very much. For task 5, this task was a little bit limited because there were not enough choices for them. For example, they are supposed to read a book "the return of Sherlock Holmes" and they will watch one of the series of the book and then they compare and contrast in a paragraph but they were reluctant to do this task.

R: OK. Thank you. Did your students like working in pair in a group or individually?

T1: Actually, for pair work tasks, I must say, they liked being together because the responsibility is shared among them. Generally they liked it but in some cases they may be

let's say unwilling such as if they are going to write something together for 5 people, it may become chaotic and they do not want to do this task, but in general they like pair and group work tasks.

R: OK. Do you think that your students improved their speaking and writing skills thanks to these tasks.

T1: I may answer this question as yes and no. For writing part, I must say they are trying to produce a product and they improved themselves but for speaking part, I think we should develop much more entertaining and attractive tasks for them because they may find them boring and generally they are individual tasks. For example, they are given a video activity. After watching the video, they are supposed to shoot a short video of themselves. I think this is a little bit boring for them. We should improve our speaking tasks.

R: OK. And my last question. Would you like to continue implementing tasks in your classes?

T1: Of course, we need tasks at all costs. There may be advantageous or disadvantages, but I think they improve them in a way.

R: Thank you very much for your contribution.

INTERVIEW II

R: Thank you for accepting my offer to make an interview with you. Could you give some information about your educational background?

T2: Of course, I have graduated from METU from language teaching department. Then I have completed my MA degree in Hacettepe University ELT department.

R: So our topic is TBI as you know. What kind of an approach is it? What do you know about TBI?

T2: As far as I remember, it is mostly student based approach. I mean the students are creating their own knowledge and they are engaged with some tasks in the classroom that they have to complete with the help of the teacher. So I can say, it is mostly student based and students also have to accomplish at the end.

R: So, do you think that TBI causes a change in your teaching? How do they change your techniques? Do they contribute a lot to your techniques?

T2: Of course. They contributed because it generally put the student at the centre of the teaching process not the teacher but the students, so That's why because of its being student centred approach, it helped me. And also it gives the students a sense of accomplishment.

When they complete the task, they feel like they accomplish something. That's why they become more motivated. For all of the reasons, it contributed.

R: So, let's talk about the tasks that you have implemented in your class. Which tasks were more boring for your students?

T2: That's a good question. Our students generally do not like reading. I mean they get bored when they have to read something. That's why the tasks that include reading are boring for them. So for example, one of our tasks is related to reading. They have to read a reader that they choose themselves. Then they have to make a movie related to it. For example, the students do not like this task because they have to read a reader and this is a problem for them. There is also one more task that includes a reader. They have to read it and then they have to compare it with a movie or a blog. Since this task also includes a reader, they do not like it. Movie part is not a problem but the reading part is generally a big problem.

R: OK. So which one was more enjoyable for them?

In one of their tasks, they have to conduct a research and they have to find a global problem and they have to find a solution for the problem. They liked this task because they I mean it is a global issue. They have to find a global issue and they have to make a research about it and they have to find a solution for this global issue. They liked this because it does not include reading. And it can be enjoyable for them while they are making some research about something new. They can be creative while performing this task. That's why they liked this project fair task. Then they have to present what they find. I mean their solutions to the other teachers. This was good for them.

R: Good. So, did these tasks improve your students' writing or speaking skills?

T2: Our tasks generally include many writing issues. Actually, I mean in all the tasks, they have to write something. So I can say that writing is OK. I mean they developed their writing skills. But about speaking. Yeah I have some questions about this issue. They actually improved. For example, one of their tasks, they have to find a news extract. They have to talk about it. This is good for them. They have to do it with a native speaker. This is also good. But the speaking part is a little bit more problematic than the writing part. There should be more speaking tasks.

R: Would you like to continue implementing tasks in your classes in the next term?

T2: Yeah, of course. As I said before, they are more student-centred. So some tasks need let's say revision. But in general yes, I would like to implement them.

R: OK. Thank you very much.

INTERVIEW III

R: Thank you for accepting my offer to make an interview with you about TBI. First of all, could you give some information about your educational background?

T3: Well, I studied English Language Teaching at Hacettepe University and graduated 6 years ago. I have been teaching English in a private university for 3 years in Turkey. So This is how it is about my educational background.

R: OK. So what kind of an approach do you think TBI is?

T3: Well, to my understanding, TBI is in the way that students are not only exposed to the target language, which I mean is English, but they also do some research and they let's say learn some general knowledge about various topics. Well, It depends on the topic that we assigned them, so I think it is a good way of let's say teaching English because in this respect, they will not do some simple mechanical grammar exercises, but they will also have the possibility to get to know about real world and daily life and currently what is going on all around the world.

R: OK. Thank you. Do you think that TBI causes a change in your teaching?

T3: I must say that not only the tasks but also general knowledge I try to put in my teaching practices so that the students know that we do something in English, but at the same time they learn some other things, so it is like winning two times instead of learning both of them separately. Actually they like it very much. I also like it because well first they expand their horizons and at the same time you also contribute to their let's say knowledge, which is also very important for me.

R:OK. Let's talk about the tasks that you have implemented in your class. Which ones did your students like most?

T3: I think they liked the most the project. There could be a couple of reasons. Because it was a task that would take process so it was let's say step by step process. Well, they did some research and after that they wrote the first draft and after that I was also checking it was like step by step as I have mentioned one after another. And after that it was like global things that they could find the examples from the other countries or from Turkey so I think this was the reason why it was interesting for them.

R: All right. So which one was boring for them?

T3: Well..if it is something related to reading. For sometimes like readers or reading the news. Well, it is boring because nowadays the students prefer not to read something but they

would just like to watch or listen to so that they can get the information, so the reading tasks have been quite let's say boring for students.

R: OK. Do you think that these tasks improved your students' writing and speaking skills?

T3: Well, actually if we have a look at the tasks. I can say that most of them are related to production which means that writing and speaking, so in this respect, writing of course improved their writing skills because they had the chance to practice the paragraph types that we have covered in the class. I think they definitely improved.

R: OK. Did they complete these tasks individually, in pairs or groups?

T3: Well, except for the research which is task number 4 and 7, they did the others individually, but the research was in pairs, so they were working in groups of 2 so they had a topic and after that prepared their research and after that presentation.

R: Did they like working in pairs?

T3: Well it depends on the dynamics of a pair because sometimes one of the students does most of the things, the other can be lazy and this is one of the problems, but as a teacher it is not difficult to understand which one is like cooperative and which one is not. So in this respect, this was a nice one.

R: OK. Would you like to continue implementing tasks in your classes?

T3: Sure Definitely. I mean It is not only for these tasks but also the regular exercises that we have. Not only for grammar but also for reading, listening and the other skills. It is not as organized as this task but I would like to have you know such tasks in my class because it is important for me to know what kind of knowledge they have and how much of it they use in their practices in the target language

R: Thank you very much.

INTERVIEW IV

R: Thank you for accepting my offer to make an interview with you about TBI. First of all, could you give some information about your educational background?

T4: My name is Zikri Bilgin.. I have been working at the prep school for about 16 years. I graduated from METU and then I had master degree in METU English Language Teaching Department. Currently I am a PHD student at Hacettepe University in Educational Administration Department and I have been teaching for many many years and I have taken roles in different units of the school in different sections so far.

R: First of all, in general what do you think about TBI? What kind of an approach is it?

T4: I think it is a contemporary approach in the language teaching area and it is firstly quite motivating for both the students and the teachers because now many students are more likely to be involved in the tasks which require more lifelike responsibilities or exercises; otherwise, we know Mr. and Mrs. Brown died, so we have to continue doing something more realistic, which they find familiar and useful to their own development because the young people at our group their age they are trying to get used to and adopt to life and these task based exercises are quite motivating for them, so I find them very useful and effective in teaching and motivating for myself too.

R: OK. Then let's talk about the tasks you have implemented in your class. Which ones were more motivating for your students?

T4: We have of course a variety of tasks. Mostly our students enjoy, they say they, benefit from tasks which are about the social issues because they are concerned with the social issues which are contemporary issues that all the media and people, social media are talking and discussing about, so if we assign any similar task about these kinds of issues, they are ready to make presentations and make some other works written or spoken to deal with more, learn about more and discuss it more, so they find it very enjoyable to come together with the friends and prepare a task like a problem and solution about a social issue, so mostly my students find these kinds of topics enjoyable. They try to find a solution, their own solution to a unique problem. It can be a local or international or national problem, but they are concerned with these kinds of things. And this provides a great opportunity for them to use the language and express themselves both in written and spoken formats.

R: And which one was more boring for your students?

T4: Generally, theoretical ones because as I said before social issues are within their approximate, so they are very close to this one because every time they see, they hear and watch these kinds of things all around them, but if we are talking about any task which is only theoretical then they do not like reading a book because they do not enjoy reading or critical thinking like comparing two different I do not know literally work, cinema type of things. They are not very much involved in these kinds of tasks. They are reluctant, so they are more oriented with real life tasks and they must be up to date because the students, their expectations and the tasks that the students liked 10 years ago are different than now. Now, they have different expectations. It is changing and students are changing because social environment and social problems are changing too. So I think for that sense, we need to update our tasks considering the needs and the expectations of the students.

R: OK. So Did your students complete the tasks individually, in pair or group works?

T4: If the task requires a great work, they mostly prefer group work or pair work because it is less stressful, so I think it depends on how you explain the task and how you explain your expectations because the higher the expectation is the more stressful it is on the students and if the stress level is higher, they feel more comfortable with the group. And I think they mostly enjoy pair work or group work more because they have more creative ideas and they collaborate and work together more. They only complained about the share of the work sometimes especially the hardworking and successful students take the role mostly and the other just enjoys the comfort of the company, so but generally it is teaching I believe even the laziest student will somehow learn and of course it is the teacher's responsibility to monitor and see who is doing what and actually at the end, when you come to the presentation level, we can discover and maybe be objective in the scoring of the task, so it worked mostly with the group work I can say.

R: OK. So would you like to continue implementing these kinds of tasks in your classes?

T4: Sure I enjoy it and I find it very useful because these kinds of tasks are the areas where students can use the structures and the vocabulary that they acquire in the classroom and they can practice and put it into real life as we all know that language isn't something theoretical in the books. It is living thing, so these tasks can give and create an understanding in the students' mind that language is something that they can use rather than they study for the tests so the students are getting this sense from these tasks actually they are going to be using the language and they see it with these tasks, so in that sense I find them very useful, so I think I will continue using it in my teaching.

APPENDIX V

INTERVIEW WITH STUDENTS

R: What do you think about TBI in general? Do you think that these tasks were effective or not?

S1: It was too intense. Having eight tasks each term was too much for us.

S2: Some of them were effective but we did some of them just to get high grades. Actually, speaking tasks were important to improve our speaking skills but in Task 1 we were supposed to watch a film and then shoot a video, which was too stressful. Shooting your own video became difficult for us as we needed somebody to help us.

S3: Actually before shooting video, we wrote it, which wasn't right for the aim of the task because instead of speaking, we read the things that we had written while shooting a video. So instead of it, we could have submitted the written form of it, which could have been more effective. For task 1, we were required to shoot 3 videos separately for 5 minutes for each of them, so this task was too long and difficult and time consuming for us. We were happy with the writing parts but video part was both difficult and stressful.

R: Do you think that these tasks contributed a lot to your learning process?

S2: Writing tasks improved our English a lot because we had a chance to get feedback from the teacher so that we could correct our mistakes.

R: What do you think about your speaking tasks? Do you think that speaking tasks were effective?

S3: Task 8 in which we had to talk about news extract with our native teacher was effective because in the exam we were also asked to talk about news extracts and we had a chance to do practice just before the exam, but in general speaking tasks were not enough because video shooting was not efficient.

S2: But the project work also helped us improve our speaking because we had to do presentation and we worked a lot to make preparations because we were said to do presentation in front of many people and now if I am asked to talk about my topic, I can perform it very well.

R: In the process of project work which parts excited you more?

S3: We got ready in the corridor and everybody brought something like visual aids to the hall and so the atmosphere was good and the instructors came to the hall to watch us one by one so the preparation process was exciting and enjoyable.

S2: When all the people were interested with us, we felt more confident and excited.

S4: We also learned a lot while preparing visual aids because we learned from each other in this process.

R: The project work was a group work activity. What do you think about group or pair work activities?

S2: I think the tasks done individually were better.

S3: For some tasks, working in a group was better because getting prepared for the project work could have been difficult.

S4: Yes, for such challenging activities, group work was better because sharing roles could help you to get ready efficiently.

S2: But it also has some disadvantages because while somebody is hardworking and successful, the other could be lazy, so the successful one sometimes has to take all the responsibility, which is unfair. Or for the pair work tasks, when your partner does not take part in the preparation part, you have to prepare all the things alone.

R: OK. Would you like to continue doing these kinds of tasks in the next term?

S3: I think these tasks are efficient to improve our productive skills and they also affect our total grade.

S2: But I prefer to do tasks which are not so long or time-consuming and if we have more choices, we could choose the ones we are interested. Especially there should be a variety of topics in writing tasks because when we come across with a topic about which we have no idea, we might have some difficulties while writing.

S3: And the task 5 in which we had to compare the book with the film was too challenging for us because we had to both read a book and then watch a film. Although we learned a lot from the task, we needed so much time to do it.

APPENDIX VI

SPEAKING RUBRIC USED IN MIDTERMS

Score over (15 PTS)	Delivery / Fluency (Clarity of speech and meaning: +/- pauses)	Topic Development (Purpose, relevance, transitions, connections)	Language Use (Grammatical and lexical usage and variety)
<u>Outstanding</u> 15 14 13	* Well-paced flow of ideas * Speech is clear and highly intelligible * May include minor pauses or hesitations with minor difficulties in pronunciation, which does not hinder overall intelligibility	* The response is sustained and well-developed and focuses on the purpose of the task * Relationships and connections between ideas are clear and coherent	* The response displays effective range and control of grammar and vocabulary, demonstrates syntactic variety and appropriate word choice (to the level) * It may have minor lexical and grammatical errors; mistakes in use of language do not hinder clarity and meaning
<u>Good</u> 12 11 10	* Speech is clear and generally intelligible * Minor noticeable pauses or pronunciation difficulties are possible, which may require effort on the listener's part to comprehend, but does not affect overall intelligibility	* The response is generally sustained and focuses on the purpose of the task. * Connections between ideas may lack clarity and coherence * The response conveys relevant ideas and information though overall development is somewhat limited	* The response displays fairly effective range and control of grammar and vocabulary, demonstrates syntactic variety and appropriate word choice * It may have minor noticeable lexical and grammatical errors. Mistakes in use of language may affect fluency, but it does not interfere with the conveyed message.
<u>Fair</u> 9 8 7	* Speech is clear and basically intelligible though it may require listener effort because of pauses and occasional unclear meaning	* The response is connected to the purpose of the task though development or amount of ideas is limited * Connections between ideas may not be very clear and coherent because of limited elaboration of details and support.	* The response displays limited range and control of use of language; mainly simple structures and vocabulary are used with simple, unclear connections. * It may have a few lexical and grammatical errors; mistakes in grammar and usage may affect fluency, but do not seriously hinder overall meaning.
<u>Limited</u>	Speech is generally unclear and hardly intelligible,	* The response is limited and irrelevant to the purpose of	* The response displays severely limited range and control of use of

<p>6 5 4</p>	<p>fragmented with pauses and hesitations.</p>	<p>the task. *It generally lacks expressions of very basic ideas and details.</p>	<p>language. * It displays numerous errors in the use of language, syntactic variety and appropriate word choice. These lexical and grammatical errors may cause misunderstanding in fluency and meaning.</p>
<p><u>Weak</u> 3 2 1</p>	<p>Speech is unclear and unintelligible with consistent pauses and lapses.</p>	<p>* Response is severely limited and irrelevant to the purpose of the task; includes weak connection of ideas and details. * Speaker may not be able to complete the task and may depend highly on repetition and listener assistance</p>	<p>* The response displays serious and frequent errors in the use of language, syntactic variety and appropriate word choice</p>
<p>F</p>	<p>NOT ANSWERED</p>		

APPENDIX VII

WRITING RUBRIC USED IN MIDTERMS

(15 PTS)	Content	Organisation	Language Use
<p><u>Outstanding</u> 15 14 13</p>	<p>* <u>Purpose</u>: establishes and focuses on the purpose of the writing task clearly. * <u>Adequacy of details</u>: very accurate, comprehensive, and persuasive</p>	<p>* <u>Content</u>: organised in a logical way; fluent and cohesive. * <u>Transitions among details</u>: effective and smooth transitions to connect ideas; appropriate details to clarify ideas.</p>	<p>* <u>Grammar</u>: consistently strong and varied sentence structure. * <u>Vocabulary</u>: appropriate word choice (* may have minor lexical and grammatical errors; mistakes in grammar and usage do not affect clarity and meaning)</p>
<p><u>Good</u> 12 11 10</p>	<p>* <u>Purpose</u>: has some awareness of the intended purpose of the task * <u>Adequacy of details</u>: partially accurate, comprehensive and persuasive</p>	<p>* <u>Content</u>: organised in a logical way * <u>Transitions among details</u>: transitions may not be fluent; includes some details to clarify ideas.</p>	<p>* <u>Grammar</u>: consistently strong and varied sentence structure * <u>Vocabulary</u>: appropriate word choice (* may have noticeable minor lexical and grammatical errors; mistakes in grammar and usage do not affect clarity and meaning)</p>
<p><u>Fair</u> 9 8 7</p>	<p>* <u>Purpose</u>: has some awareness of the intended purpose * <u>Adequacy of details</u>: inconsistent content with regard to details</p>	<p>* <u>Content</u>: not particularly fluent, logically organised * <u>Transitions among details</u>: needs improvement in paragraph transitions; includes some details</p>	<p>* <u>Grammar</u>: few grammatical errors * <u>Vocabulary</u>: accurate but limited range of vocabulary</p>
<p><u>Limited</u> 6 5 4</p>	<p>* <u>Purpose</u>: confused in purpose or does not respond to the task * <u>Adequacy of details</u>: incomplete content; major points are not clear and/or persuasive</p>	<p>* <u>Content</u>: not logically organised * <u>Transitions among details</u>: lacks transition of thoughts; includes few or no details</p>	<p>* <u>Grammar</u>: numerous grammatical errors * <u>Vocabulary</u>: a noticeably inappropriate choice of words or word forms</p>

<p><u>Weak</u> 3 2 1</p>	<p>* <u>Purpose</u>: questionable responsiveness to the task * <u>Adequacy of details</u>: little or no detail or irrelevant specifics</p>	<p>*<u>Content</u>: serious disorganisation or underdevelopment * <u>Transitions among</u> <u>details</u>: no transitions, few or no details</p>	<p>*<u>Grammar</u>: serious and frequent errors in sentence structure * <u>Vocabulary</u>: serious and frequent errors in word choice</p>
<p>F</p>			