

**TEACHING ENGLISH TO YOUNG LEARNERS
THROUGH TASK-BASED LANGUAGE TEACHING**



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PAMUKKALE UNIVERSITY
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DENİZLİ

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DENİZLİ

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Bu çalışma, İngiliz Dili Eğitimi Anabilim Dalı'nda jüriimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

TEACHING ENGLISH TO YOUNG LEARNERS THROUGH TASK-BASED LANGUAGE TEACHING

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Lately, there has been a great interest in teaching English as a foreign language to young learners around the world, and it has found reflection in Turkey, too. Despite starting at a young age and having long years of education, like majority of EFL learners, Turkish students are unable to communicate in English. Several suggestions have been presented to overcome this drawback. One of them is to apply alternative approaches and methods rather than traditional methods. In this thesis, Task-Based Language Teaching (TBLT) has been chosen as one of these alternatives. This study aimed to find out whether young learners' language learning skills could be developed through tasks which were prepared in accordance with the language content and the topics proposed in the curriculum by the Ministry of Education. The study can be accepted as an action research conducted by an English language teacher in Denizli Zehra Nihat Moralođlu Secondary School with twenty-one 6th grade students, during 10 weeks. Both qualitative and quantitative research techniques were used in this study. In each lesson, the researcher filled a reflection form and the students were given a feedback sheet about lessons. Moreover, in the 5th and the 10th weeks, interviews were conducted and a questionnaire was administered in the 1st and the 10th weeks. In the end, the results were analyzed and compared to one another. The analysis of the data showed the positive impact of TBLT on both young learners and the classroom atmosphere.

Keywords: Task-Based Language Teaching, Young Learners, English as a Foreign Language

ÖZET

GÖREVE DAYALI DİL ÖĞRETİMİ METODU İLE ÇOCUKLARA İNGİLİZCE ÖĞRETİMİ

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Son zamanlarda, çocuklara yabancı dil olarak İngilizce öğretmeye tüm dünyada büyük bir ilgi vardır ve bu durum ülkemizde de yankı bulmaktadır. Fakat erken yaşta başlanmasına ve uzun yıllar alınan İngilizce eğitimine karşın çoğu İngilizceyi yabancı dil olarak öğrenenler gibi Türk öğrenciler de İngilizcede iletişim kuramamaktadır. Bu problemin çözümü için pek çok öneri yapılmaktadır. Göreve Dayalı İngilizce Öğretimi Metodu da bu alternatiflerden birisidir. Bu çalışma çocukların dil becerilerinin Milli Eğitim müfredatında belirtilen içerik ve konulara uygun olarak hazırlanan görevlerle geliştirilip geliştirilemeyeceğini bulmayı amaçlamıştır. Bu araştırmada Denizli Zehra Nihat Moraloğlu Ortaokulu'nda yirmi bir 6. sınıf öğrencisi ile 10 hafta boyunca yürütülen bir eylem araştırması olarak gerçekleştirilmiştir. Bu çalışmada hem niceliksel hem de niteliksel araştırma yöntemleri kullanılmıştır. Her dersi takiben araştırmacı tarafından o dersi değerlendirme formu doldurulmuştur ve öğrencilerse her dersin sonunda kendilerine verilen o dersle ilgili geri dönüt formunu doldurmuşlardır. Bunlara ek olarak uygulamanın beşinci ve onuncu haftalarında görüşme ve 10 haftalık uygulamanın başında ve sonunda öğrencilere motivasyon anketi uygulanmıştır. Verilerden elde edilen sonuçlar incelenmiş ve birbiri ile kıyaslanmıştır. Elde edilen bulgulara göre Göreve Dayalı Dil Öğrenme Metodunun çocuklar üzerinde ve sınıf atmosferinde yabancı dil öğrenmeye olumlu etkiler yaptığı ortaya çıkmıştır.

Anahtar Kelimeler: Göreve dayalı İngilizce öğretimi, Çocuklara yabancı dil öğretimi, Yabancı dil olarak İngilizce

TABLE OF CONTENTS

PLAGIARISM	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ÖZET	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xi
ABBREVIATIONS.....	xii

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study	1
1.2. Statement of the Problem	3
1.3. Aim of the Study	4
1.4. Significance of the Study	5
1.5. Research Questions	6
1.6. Scope and Limitations of the Study	6
1.7. Operational Definitions.....	7

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Children as Foreign Language Learners.....	8
2.1.1. Defining young learners	10
2.1.1.1. Piaget	12
2.1.1.2. Vygotsky	13
2.1.1.3. Bruner	13
2.1.1.4. Kelly, Constructivism	14
2.1.1.5. Bandura, Social Constructivism	15
2.1.2. Teaching English to young learners	16
2.1.3. Studies on teaching English to young learners in Turkey.....	18
2.2. Task-Based Language Teaching	27

2.2.1. Definitions of a task.....	29
2.2.2. Theory of language	30
2.2.3. Theory of learning	30
2.2.4. The syllabus.....	31
2.2.5. Teacher and learner roles	32
2.2.6. The framework of TBLT	34
2.2.7. Teaching English through Task-Based Language Teaching	36
2.2.8. Studies on teaching English through Task-Based Language Teaching in Turkey	39

CHAPTER THREE METHODOLOGY

3.1. Introduction	45
3.2. Nature of the Study	45
3.3. Methodology of the Study	46
3.3.1. The context of the study.....	46
3.3.2. Participants	47
3.3.3. Procedures and instruments for data collection	47
3.3.3.1. Students' feedback sheets	48
3.3.3.2. Teacher's reflection and observation form	49
3.3.3.3. Interviews	49
3.3.3.4. The motivation questionnaire	50
3.3.3.5. The recorded data.....	51
3.3.4. Data analysis	51
3.4. A Sample Lesson.....	52

CHAPTER FOUR RESULTS AND DISCUSSION

4.1. Introduction	58
4.2. To what extent can Task Based Language Learning respond to the needs and expectations of the students	58

4.3. What are the innovations brought by tasks to the students' motivation and attitude in their language learning process?	61
4.4. In what ways do the students think tasks helped them improve their various language competencies, skills?	67
4.5. What kind of change does the task cycle bring to the classroom atmosphere?	72
4.6. Is there a statistically significant difference between the genders towards a task-based study?	77
4.7. What are the advantages of integrating tasks in the classes	83
4.8. What are the drawbacks of integrating tasks in the classes?	90

CHAPTER FIVE

CONCLUSION

5.1. Introduction	94
5.2. Overview of the Study	94
5.3. Implications of the Study	96
5.4. Suggestions for Further Research	98
 REFERENCES	 99
APPENDICES	107
CURRICULUM VITAE	132

LIST OF TABLES

Table 2.1: The characteristics of 'Very Young Learners' (VYL) and 'Young Learners' (YL)	11
Table 4.1: Statistically significant items according to the questionnaire	62
Table 4.2: Paired Samples Statistics of all the items of the questionnaire	64
Table 4.3: Distribution of language skills in the students' feedback sheets	70
Table 4.4: Distribution of focus in tasks depending on the students' feedback sheets.....	73
Table 4.5: Distribution of the students' answers about their being free to use language.....	74
Table 4.6: Distribution of the students' answers to the question if their success was evaluated through performance	76
Table 4.7: Distribution of the students' answers to the question about the tasks' being related to the real world activities	76
Table 4.8: The distribution of participants in the main study according to their gender	78
Table 4.9: Mann Whitney U Test scores of the first application of the questionnaire	78
Table 4.10: Mann Whitney U Test scores of the second application of the questionnaire	80

ABBREVIATIONS

The abbreviations used in the study are as follows:

CEFR: Common European Framework of Reference

CLT: Communicative language teaching

L1: Native language of the learners; Turkish.

L2: Foreign language that the students learn; English.

ELT: English Language Teaching

EFL: English as a foreign language

ESL: English as a second language

M.A.: Masters of Arts (degree)

MoNE: Ministry of National Education

NLP: Neurolinguistic Programming

Ph.D.: Doctor of Philosophy (degree)

PPP: Presentation, practice and production

SLA: Second Language Acquisition

TBI: Task-Based Instruction

TBLT: Task Based Language Teaching

TEYL: Teaching English to Young Learners

VYL: Very Young Learners aged 5 to 7 or 8

YL: Young Learners - aged 7 / 8 to 12 or 13.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

With its rapid spread over the last few decades, English has become a lingua franca, and it has been used world-wide as a means of communication. This interest has lowered the age of teaching English, and many children around the world have started learning at an early age. This interest in introducing English language at an early age has found reflection in Turkey, too. Turkish Ministry of Education lowered the compulsory English lessons to 2nd grade in state primary schools in 2013-2014 academic year. This has inevitably created more interest in doing research on the characteristics of young learners in Turkish state schools in order to find ways to teach them English efficiently.

As Philips (2000) points out, the term “young learners” refers to children from the first year of formal schooling to eleven or twelve years of age. It is a known fact that the needs, expectations, interests, psychological and cognitive developments of young learners are completely different from those of teenagers and adults. Children are often more enthusiastic and lively as learners (Cameron, 2005:1). They are kinesthetic, get bored and lose their interest and attention easily. These differences inevitably bring an on-going debate about whether young learners can learn language better and more effectively than adults. Considering the Critical Period Hypothesis, Cameron (2005) states that young learners can learn a second language effectively before puberty as their brains are still able to use the mechanism that assists first language acquisition.

In the same way, Brumfit (1991, cited in Dewan, 2005:24) suggests that young learners are advantageous and lists the following explanations:

- The brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age.
- Children have fewer negative attitudes to foreign languages and cultures than adults and that consequently they are better motivated than adults.
- Children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
- Children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

Together with the emergence of the Communicative Language Teaching Method based on Hymes's 'communicative competence' theory, stress has been put on the L2 learners' communicative abilities from the 1980's onwards (Jeon and Hahn, 2000). Task-Based Language Teaching (TBLT) has become a significant topic in the field of Second Language Acquisition (SLA) since it is believed to foster the use of communicative tasks which aim to enhance learners' real language use. In Longman dictionary of language teaching and applied linguistics (2002:540), TBLT is defined as "an extension of the principles of Communicative Language Teaching and an attempt by its proponents to apply principles of second language learning to teaching". Richards & Rodgers (2002) explain TBLT as an approach based on the use of the tasks as the core of the unit planning and instruction in language teaching.

It can be assumed that TBLT is the method which functions by means of tasks. There are various and different definitions of what exactly a 'task' is. In Longman dictionary of language teaching and applied linguistics (2002:539), it is defined as "an activity which is designed to help achieve a particular learning goal." Brown (2001) supports the idea that a task is a special form of technique, but he argues that tasks are bigger in their ultimate ends than techniques.

Considering all of these explanations on the term 'task,' Ellis (2003:9) lists the features of it as the following:

- A task is a work plan.

- A task involves primary focus on meaning.
- A task involves real-world processes of language use.
- A task can involve any of the four language skills.
- A task engages cognitive processes.
- A task has a clearly defined communicative outcome.

From this perspective, tasks can be defined as activities that have communicative purpose in the process and an outcome in the end. Moreover, Willis (2010) suggests that in TBLT learners are actively engaged throughout the task cycle, and get chances to think for themselves and express themselves in the security of their group while being more autonomous, feeling empowered and gaining satisfaction from successfully achieving things through language.

As a result, it can be inferred from the explanations and the quotations of the applied linguists about TBLT, this method has strong theoretical background, and provides plenty of opportunities for both language teachers and learners. Considering its benefits, it can be argued that TBLT can be used efficiently in teaching English to young learners.

1.2. Statement of the Problem

As English has been regarded as a Lingua Franca worldwide, learning English has become the major goal of the education in most countries especially in Europe. With the application for the full membership to the European Union in the late 1990s, the significance of learning English as a foreign language has increased in Turkey too. In line with that process, to establish good relationship with all nations in the world and to keep up with the scientific innovations, in 1997 Turkish Ministry of Education lowered the compulsory introduction of English from 6th to 4th grade in State Primary Schools (MoNe, 1997). Following this change, in 2006 once more the curriculum was revised. English language teaching curriculum was modified and incorporated with the Common European Framework of Reference (CEFR) for

Languages. Then, in 2012, Ministry of National Education declared another change named as '4+4+4' in national education system. With that change, in 2012-2013 academic year children started primary school at the age of 6 and in 2013-2014 academic year children started to learn English in the 2nd grade in State Primary Schools.

However, teaching a foreign language efficiently requires more than that. Despite certain modifications in the policy of Ministry of National Education, there still seem numerous problems in teaching English in Turkey. When the lowering age of learning English is considered, it is possible to say that the problems will increase. Therefore, in order to overcome these obstacles, more research studies need to be conducted on young learners. As foreign language teachers, we should not forget the fact that children grow cognitively, socially, emotionally, and physically, and they will all have reflection in language learning process. Therefore, special attention needs to be paid to the needs and motivation of young learners. Moreover, changing the language teaching policy may not be enough. As language teachers, we should try to make use of different language teaching methodologies that may guide us to improve the way we teach English. In this study, I will argue that Task-Based Language Teaching is one of most effective ways which can increase the standards in language classes.

In line with this argument, this paper will argue that the Turkish Education Policy includes teaching English as a foreign language but it lacks the right methodology for teaching English to young learners. Therefore, this study aimed to develop young learners' language skills through Task-Based Learning.

1.3. Aim of the Study

This study aims to find out whether foreign language learning skills of young learners can be developed through tasks which are prepared in accordance with the language content and the topics proposed in the curriculum for 6th grades by the Ministry of Education. As Cameron (2005) points out,

teachers of children need to be highly skilled to reach into children's worlds. To achieve this, they need to know not only about the way young learners learn, but also the most effective ways to teach them. Therefore, this study aims to analyze both the target young learners and the effectiveness of task based language teaching among these learners. It also aims to serve as a guide for the language teachers of young learners in state schools by providing and testing an alternative way of teaching rather than the usual traditional way of language teaching, and by discussing general features, characteristics, needs and expectations of young learners.

1.4. Significance of the Study

Although there has been a great interest in learning English all around the world, majority of English as a Foreign Language (EFL) learners who graduate from public schools are unable to communicate in the foreign language they have been learning. One of the greatest challenges an EFL learner experiences is that English is not used authentically within the real life context. Therefore, learners may not have enough opportunities to be exposed to the target language or to use it in authentic interactions. Several suggestions have been presented to overcome these drawbacks. One of them is to apply alternative approaches and methods rather than traditional methods that mostly rely upon grammar teaching to provide opportunities for EFL learners. TBLT can be considered as one of these alternatives. As Willis (2010:5) suggests:

TBLT provides learners with natural exposure (input), chances to use language (without fear of getting things wrong) to express what they want to mean (output), to focus on improving their own language as they proceed from Task to report stage, and to analyze and practice forms.

This research study is an action research conducted by an English language teacher of young learners, which makes it distinctive in many respects. First of all, even though numerous research studies have been conducted on foreign language teaching, few have been particularly interested

in young learners. Moreover, as an English language teacher working at the same school for over five years, I believe that I am able to see many facets of the school, and its student and teacher profile, which has helped me develop a holistic view and conduct a unique classroom research.

1.5. Research Questions

The research questions to which this study attempts to find answers are as follows:

1. To what extent can Task Based Language Learning respond to the needs and expectations of the students?
2. What are the innovations brought by tasks to the students' motivation and attitude in their language learning process?
3. In what ways do the students think tasks helped them improve their various language competencies, skills?
4. What kind of change does the task cycle bring to the classroom atmosphere?
5. Is there a statistically significant difference between the genders towards a task-based study?
6. What are the advantages of integrating tasks in the classes?
7. What are the drawbacks of integrating tasks in the classes?

1.6. Scope and Limitations of the Study

Since this study was carried out with young learners, towards the end of 5th week, students' motivation to participate in the study might quickly decrease, and this could affect the reliability of questionnaires. At this point, the researcher might have to use certain positive reinforcements to prevent demotivation. In

addition to this, the observational data might be criticized for lacking objectivity since both the researcher and the classroom teacher were the same person. Nevertheless, it was expected that interview data and students' regular feedback can back up the researcher's observational data and increase reliability.

1.7. Operational Definitions

In this study, the following terms will be considered in their meanings below:

Young Learners: It means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 2000).

English as a Foreign Language: It is a term used when English is taught in a country where English is not the country's first language. EFL is usually taught by teachers whose native language is not English. In Longman Dictionary of Applied Linguistics (2002:206) foreign language is defined as:

A language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

Young Learners: Students whose ages are between 5 and 12.

6th grades: 12 year old students attending state primary schools in Turkey.

Task-Based Language Teaching: Richards and Rodgers (2002) define TBLT as an approach based on the use of tasks as the core of unit of planning and instruction in language teaching.

Task: A defined activity requiring the use of skills in a defined time.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Children as Foreign Language Learners

As English has become a lingua franca which has been used world-wide as a means of communication, learning English as a foreign language has spread rapidly over the last few decades. In parallel with this, there started an increasing interest in teaching English as a foreign language to children all around the world.

Considering the Critical Period Hypothesis, Cameron (2005:13) emphasizes that young learners can learn a second language effectively before puberty as their brains are still able to use the mechanism that assists first language acquisition. In the same way, Brumfit (1991, cited in Dewan 2005) suggests that young learners are advantageous as their brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age.

However, it is a known fact that the needs, expectations, interests, psychological and cognitive developments of children are completely different from those of teenagers and adults in many ways. Therefore, to teach English to children successfully, as Moon (2005) argues, we need to take account of these differences and other characteristics of children in order to provide some of the conditions which will lead to successful outcomes.

Compared to older learners, children grow and change more rapidly in terms of their cognitive, affective and social development. When cognitive factors of children are considered, it is clear that “anything that is new attracts children’s attention, because children are curious by nature” (Afia & Kharbech 2008:6). Therefore, they tend to welcome whatever new the teacher will present

them. However, young learners' attention span is very short. They need frequent changes of activity, as Harmer (2002) mentions, they enjoy activities which stimulate their curiosity and capture their attention, and they need to be kept active. "Children are also good at new sounds and can reproduce them faithfully and accurately but can't remember things for a long time if they are not recycled" (Afia & Kharbech 2008:7). However, according to Thornbury (2006), as children are still in the process of developing the conceptual framework which will eventually allow them to handle language as an abstract system, they cannot analyze the language. For this reason, Scott and Ytreberg (1990) suggest that children can understand the situations more quickly than they understand the language used.

With regard to social factors, according to Cameron (2005), children are often more enthusiastic and lively as learners. Afia & Kharbech (2008) mention that as parents respect learning English, and as it is something that most siblings do at school, children will be interested in doing the same. This motivation can also bring success easily to both the language teachers' of children and to the children as learners. As another advantage, it can be noted that children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than that of adults (Brumfit 1991, cited in Dewan 2005). To sum up, children are socially different from older learners in the classroom in the sense that they are less inhibited than older learners, and show great enthusiasm about taking part in different activities.

As far as affective factors are concerned, it can be observed that children can find pleasure in repeating words and sentences and in imitating sounds. They are also deeply involved in the world of imagination. Moreover, as Afia & Kharbech (2008:7) point out, "they want to get their teacher's attention, and approval of the work they do." Moon (2000) argues that children tend to be influenced not only by feelings about their teacher but also by the general learning atmosphere and the methods used in the classroom. Therefore, teachers of young learners should be well aware of their characteristics and should select appropriate learning materials, plan interesting tasks and apply

the right method. Another important point is that children can also have fewer negative attitudes to foreign languages and cultures than adults and as a result of this, they can be better motivated and more flexible than adults (Brumfit 1991, cited in Dewan 2005).

To conclude, as Scott and Ytreberg (1990) emphasize, the world of adults and that of children are not the same in terms of their different social, cognitive and affective states. As we consider all these differences between children and adult learners, this inevitably leads us to an increasing interest in young learners and researching that area. In the next section, the different interpretations of 'being a young learner' will be discussed from various perspectives.

2.1.1. Defining young learners

As Philips (2000:3) states, the term “young learners” refers to the children from the first of formal schooling to eleven or twelve years of age. Afia & Kharbech (2008:5), define the young learners as:

The notion of ‘Young Learners’ (YLS) is a concept that is commonly used in methodology literature to refer to the children aged 5 to 12 who are attending primary schools but as it has been empirically proved that 5 to 12 –year-old children undergo tremendous physical and cognitive changes, the term ‘Young Learners’ became somehow generic in most studies.

Hence, while determining the language instruction, taking these characteristics into account is quite significant as Arıkan & Taraf (2010) argue. From the explanations, it can be clearly understood that, as Cameron (2003) mentions, teaching English to young learners brings a number of challenges most of which stem from the characteristics of young learners that are different from those of older learners.

On the other hand, not all the young learners at different ages are the same. Slattery and Willis (2001, cited in Shin 2007:4) divided young learners into two categories: 'Very Young Learners' (VYL) – aged 5 to 7 or 8 - and 'Young Learners' (YL) - aged 7 / 8 to 12 or 13 in their book and list the characteristics of VYL and YL as in Table 2.1.

Table 2.1. The characteristics of 'Very Young Learners' (VYL) and 'Young Learners' (YL)

VYs (under 7)	Ys (7-12)
<ul style="list-style-type: none"> - acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental - love playing with language sounds, imitating, and making funny noises - are not able to organize their learning - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context 	<ul style="list-style-type: none"> - are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn from others - can be reliable and take responsibility for class activities and routines

Slattery and Willis (2001, cited in Shin 2007:4)

Considering the characteristics of young learners to guide teachers of young learners, Peck (2001:2) sets out the following principles:

Focus on meaning, not correctness.... Focus on the value of the activity, not the value of the language.... Focus on collaboration and social development.... Provide a rich context, including movement, the senses, objects and pictures, and a variety of activities.... Teach ESL holistically, integrating the four skills.... Treat learners appropriately in light of their age and interests.... Treat language as a tool for children to use for their own social and academic ends.... Use language for authentic communication, not as an object of analysis.

In this section, I attempted to discuss the different characteristics of young language learners from different perspectives. Then, I covered the definition of young learners. In the following sections I will discuss the work of three important theorists in the field of education, Piaget, Vygotsky and Bruner to define what being a young learner means.

2.1.1.1. Piaget

Jean Piaget was concerned with how young children function in the world that surrounds them, and how this influences their mental development (Cameron, 2005:2). According to Piaget, categories of cognitive development are assimilation, in which the child takes in new experiences without any transformation in the way the information is processed; and accommodation, in which the child adjusts to features of the environment in some way (McCloskey, 2002).

Cameron (2005) points out that Piaget suggests the idea that the child is an active learner and thinker, constructing his or her own knowledge from working with objects. As Cameron (ibid) argues, for Piaget, a child's gradual growth is marked with certain fundamental changes that cause a child to pass through a series of stages. This cognitive development stages are sensory motor, pre-operational, concrete operational and formal operational.

McClosky (2002:3) lists Piaget's Stages of Child Development as follows:

Sensorimotor (birth–2 years): Children interact physically with the environment, developing ideas about how things work.

Pre-Operational (ages 2–7): Children are not able to think abstractly, but need concrete situations to process ideas.

Concrete Operations (ages 7–11): Children have enough experiences to begin to conceptualize and do some abstract problem solving, though they still learn best by doing.

Formal Operations (ages 11–15) Children are able use abstract thinking like adults.

Shin (2007) summarizes implications of Piaget's theory of language learning as children are active learners, and they can construct knowledge from actively interacting with the physical environment in developmental stages through their own individual actions and exploration. It is stated by Cameron (2005) that Piaget gives a much less important role to language in cognitive development than does Vygotsky. However, some research has shown that Piaget underestimates what children can do and that they are indeed capable of many ways of thinking that he considers too advanced for them. Cameron (2005) also states that Piaget neglects the children's social lives. That is; the child on his or her own in the world concerns him, rather than the child in communication with adults or other children.

2.1.1.2. Vygotsky

Vygotsky is the theorist that gives priority to language and to the role of others in the child's world on child learning. His views differ from Piaget's in many respects. In that, for Piaget, the child is an active learner alone in a world of objects and for Vygotsky; the child is an active learner in a world full of other people. Vygotsky sees the child's learning as developing through interaction with more knowledgeable others who mediate learning by talking while playing, reading stories, and asking questions (McClosky2002). With the help of adults, children can do and understand much more than they can do on their own (Cameron, 2005). Vygotsky also developed a concept called the *zone of proximal development* (ZPD), which is, what the child can nearly do, but cannot do alone. Shin (2007) summarizes the implications of Vygotsky's theory of language learning by noting that children learn through social interaction, and can construct knowledge through interaction with adults.

2.1.1.3. Bruner

As Cameron (2005) notes, Bruner considers language as the most important tool for cognitive development. According to Bruner, an adult's role is

very important in a child's learning process as children learn effectively through scaffolding by adults (Shin 2007). It can be seen that the concept of scaffolding is similar to Vygotsky's ZPD. Within this framework, a novice becomes gradually expert through the scaffolded help s/he receives from an expert. When s/he reaches the expert level, at the same time s/he also becomes an autonomous individual.

In order to observe the role of scaffolding, Bruner (1983 cited in Shin 2007:3) conducted a study on parents and listed a series of activities of the parents who have scaffolded their children effectively:

- created interest in the task;
- broke the task down into smaller steps;
- kept child "on task" by reminding him of the purpose or goal;
- pointed out the important parts of the task;
- controlled the child's frustration during the task;
- modeled the task, including different ways to do the task.

2.1.1.4. Kelly and Personal Constructivism

Personal constructivism, also named as personal construct psychology (PCP) or personal construct theory (PCT) relies upon the researches of George Kelly. Kelly (1991) proposed that people organize their experiences by developing bipolar dimensions of meaning, or *personal constructs* which are used to predict how the world and the people might behave. Raskin (2002:6) notes that the extent to which the external world influences a person's constructions is given a great deal of attention in PCP. Therefore it can be understood from the explanations that in PCT, the role of language is critical. Hence, how people talk about themselves and their world determines the nature of their experiences (Raskin, 2002).

These ideas have found reflection in education, too. Here are some of the ideas of constructivist theorists, partly based on the analysis of Taber (cited in Sjoberg, 2007:3).

1. Knowledge is actively constructed by the learner, not passively received from the outside. Learning is something done by the learner, not something that is imposed on the learner.
2. Learners come to the learning situation (in science etc.) with existing ideas about many phenomena.
3. Learner has their own individual ideas about the world, but there are also many similarities and common patterns in their ideas. Some of these ideas are socially and culturally accepted and shared, and they are often part of the language, supported by metaphors etc.
4. These ideas are often at odds with accepted scientific ideas, and some of them may be persistent and hard to change.
5. Knowledge is represented in the brain as conceptual structures, and it is possible to model and describe these in some detail.
6. Teaching has to take the learner's existing ideas seriously if they want to change or challenge these.
7. Although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment.

2.1.1.5. Bandura and Social Cognitivism

Social cognitive theory can be seen as a direct response to Behaviorism. It supports that by observing others, people can acquire knowledge of rules, skills, strategies, beliefs, and attitudes and individuals can also learn about the usefulness and appropriateness of behaviors by observing models and the consequences of modeled behaviors.

As they both define learning as an emergent result of human interactions, Bandura's social cognitive theory (Bandura, 2001) and Vygotsky's social constructivist theory (Vygotsky, 1978) have many similar qualifications. On the other hand, one clear difference between the two theories is that social cognitive theory is more concerned about the learner's internalization process

while social constructivist theory focuses more on the scaffolding the learner receives. Scaffolding in Social Constructivism can be defined as a bridge between what learners can already do and what they can't yet do on their own. While modeling in Social Cognitivism can be defined as learning through observation is one of the most powerful ways in which we learn. According to Bandura (2001), learning occurs as an emergent result of a dynamic relationship between human behavior, environment, and human agent.

Considering the points mentioned in theories of these significant psychologists, how to teach English to young learners will be presented in the following section.

2.1.2. Teaching English to young learners

It is a fact that the emergence of English as the global language of international communication, business, technology, science and the internet has found a reflection on language policies of many non-English-speaking countries (Kırkgöz, 2008). Therefore, teaching English to young learners has been a global issue that is to be considered again and again by different researchers in different contexts so as to guide teachers of English to have better experiences together with the children learning English.

McCloskey (2002:7-9) presents seven instructional principles for teaching young learners of English and lists the following explanations:

1. Offer learners enjoyable, active roles in the learning experience. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. We must provide language input and modelling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language.
2. Help students develop and practice language through collaboration. Children are social learners.

3. Use multi-dimensional, thematically organized activities. Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners.
4. Provide comprehensible input with scaffolding.
5. Integrate language with content.
6. Validate and integrate home language and culture. Continued development of children's home language will only support development of a new language.
7. Provide clear goals and feedback on performance. Children want to do right. They need to know when they've achieved a goal and when they still have more to learn.

In the same way, Shin (2007:1-2) presents ten useful ideas for teaching English to young learners:

1. Supplement activities with visuals, realia, and movement.
2. Involve students in making visuals and realia.
3. Move from activity to activity Young learners have short attention spans. For ages 5–7, keep activities around 5 and 10 minutes long. For ages 8–10, keep activities 10 to 15 minutes long.
4. Teach in themes. A thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication.
5. Use stories and contexts familiar to students.
6. Establish classroom routines in English.
7. Use L1 as a resource when necessary.
8. Bring in helpers from the community
9. Collaborate with other teachers in your school.
10. Communicate with other TEYL professionals.

Considering what is presented in these lists and what is suggested by Cameron (2005), it can be seen that there are many difficulties of teaching English to young learners and there are a lot to consider improving ourselves as teachers of young learners.

2.1.3. Studies on teaching English to young learners in Turkey

As it is around the world, teaching English to young learners has been an issue that is on the rise in Turkey. According to İnceçay (2010:278) “Due to the power of English as the international language and due to the fact that Turkey is facing European integration, English language teaching has expanded in Turkey in the last years.”

The history of teaching English to young learners in Turkey dates back to a law in 1997 which introduced a new eight-year compulsory education system. That law also provided significant changes to foreign language education in Turkey. One of them is that from 1997-1998 Educational year and on English started to be taught two hours a week to 4th and 5th grade students in all primary schools. In addition to this change, in order to develop students' communication skills from that on English language teaching curriculum started to be working in line with communicative language teaching (MoNE, 1997).

Following this change, once more the curriculum was revised in 2006. There made some modifications in English language teaching curriculum incorporated with the Common European Framework of Reference (CEFR) for Languages. From then on, the mixed syllabus type was used which meant integrating various types of syllabi to guide teachers and to help students to have better experience of English language learning (Ersöz et al. 2006 cited in Arslan 2012:105).

In 2012, Ministry of National Education presented another change in national education system. With that change called as '4+4+4', in 2012-2013 academic year children started primary school at the age of 6. Following it, in 2013-2014 academic year children started to have English lessons in the 2nd grade which means the age of studying English in Turkey decreased from 9 to 7 years. Thus, second graders (7 year-old-children in state primary schools) have foreign language courses for two hours a week (MoNE, 2012).

To sum up, in Turkey teaching English to young learners has been an improving issue by including more and more children in recent years. Therefore, there has been an increasing research gap in this area. Considering the research conducted in Turkey about young learners, some of these studies have been presented by grouping them according to their topics.

To begin with, some researches focus on the course named 'Young Learners' which was studied in English Language Teaching departments of universities in order to evaluate the course and its advantages. For example, an M.A thesis called 'An evaluation of the teaching English to young learners course in Gazi University ELT department with reference to the new English language curriculum for primary education' Gören (2008), evaluated the Teaching English to Young Learners (TEYL) course in Gazi University ELT department with reference to the new English language curriculum for primary education. The study included two interviews and a questionnaire. One of the interviews was for the teachers of TEYL course at Gazi university ELT department and the other one was for the English teachers at primary schools. The results indicated that TEYL course could be improved to meet teacher trainees' expectation.

Secondly, some other studies focus on vocabulary teaching. In a study, Kılıncı (2005) focused on using games. Her study named 'Teaching vocabulary to young learners through games' aimed to determine the need for the games and their usage to make the learning of the vocabulary permanent. It also intended to develop sample vocabulary games in the process of teaching English vocabulary to young learners. The study was conducted in a public primary school in Istanbul, and the results showed the positive affect of using games in teaching vocabulary to young learners.

In the same way, Kütük (2007) studied on teaching vocabulary to young learners in her research named 'The effect of mnemonic vocabulary learning strategy and storytelling on young learners' vocabulary learning'. The study aimed to increase students' motivation, interest, enjoyment and pleasure

towards vocabulary learning by providing them meaningful and rich input. The findings showed the positive contribution of the implementation.

In another study about teaching vocabulary to young learners, Karabulut (2013), attempted to find out which type of vocabulary cluster very young learners benefit from the most while learning foreign language vocabulary. Three types of clusters were investigated in her study; semantic, thematic and unrelated. The results of the study indicated that the participants remembered significantly more L2 words when the words were grouped in unrelated clusters. Moreover, the participants remembered more L2 words in the thematic clusters than semantic clusters. It was understood from the findings that grouping L2 words in semantic clusters caused significantly lower gains of L2 vocabulary. It was also found out that very young EFL learners benefitted significantly from reviews regardless of the cluster types.

As a third theme, some researchers focus on the motivation and the attitude of young learners. In her study named 'An Evaluation of young learners' attitudes towards learning English; a comparison of teaching methods' Dilitemizoğlu (2003) aimed at evaluating young learners' attitudes towards learning English at an early age, by comparing the methods used in English language classes. In order to see if there was any difference between the attitudes of children who learned English through different methods, a questionnaire consisting of 23 items was prepared and administered to the students in 4th and 5th grade in a state and a private school considering that each school adopted different types of teaching methods. The results of the research indicated that nearly all of the young learners liked English and they were highly motivated to learn it. There was found no crucial difference between attitudes of students in both schools; but English teachers' role was noted to be more important than these methods. Moreover, it was proved that young learners started to be influenced by their long-term needs. They knew that they would need English in their future.

In another similar study named 'A study on the attitudes of young learners towards learning English,' Firat (2009) investigated the nature of young

learners' attitudes towards learning English, and whether these attitudes had any relationship with their language proficiency. He conducted a descriptive research with 300 fifth grade students aged 11 and 12 from 4 different primary schools in Adiyaman. The data were collected by administering an attitude questionnaire, and a critical incident questionnaire. The results of the study showed that students had positive attitudes towards learning English. Moreover, it was found out that there was not a significant relationship between the attitudes of students and their proficiency.

In her study named 'Motivating very Young Learners of English in a Classroom Setting' Biricik (2010) aimed to discuss the importance of motivation in teaching English to very young learners. The study was conducted with 45 participants, whose age range between 5-6 years. The data were based on the performance of the participants analyzed and the results clearly showed the important role of motivation in teaching English to young learners.

As a fourth theme, some studies on young learners are compiled around teaching skills. In her study named 'The integration of reading and speaking through pair and group work for young learners in communicative approach' Aktimur (2007) aimed to prove the increase in the success of the students increase when these two skills were taught integratively through pair and group work. In this study tests and various activities were prepared for 56 students who were at 6th grade in a public primary school in Ankara. The students were gathered in two different groups with 26 students in each. Experimental group practiced the two skills integratively and control group had practiced these two skills individually. When the activities were finished the students were given the same tests. The results of the tests indicated that the students in experimental group were more successful than the students in control group. By the way the study proved that the students' success increased when speaking and reading skills were taught in integration through pair and group work activities.

Another study named as 'Improving thinking skills of young learners through Task-Based Learning' by Yücel (2008) aimed to find out whether critical thinking of young learners can be improved through Task-Based Learning. The

study was both a qualitative and a quantitative study which lasted during four months. From the 6th grade classes at a public primary school, a class was chosen randomly and 10 students from this class were randomly chosen as the case group. They were administered a questionnaire at the beginning of the study to see the critical thinking preferences of the participants. While conducting the study, critical thinking was infused into the curriculum through designing the lesson plans in accordance with the language content and topics for the 6th grades. The lessons were based on the tasks requiring learners to use critical thinking skills. Following each month, a Critical Thinking Scoring Rubric was used to assess the Critical Thinking Skills development of the participants. The same questionnaire used at the beginning of the study was administered again at the end of the study to see whether there was an improvement in learners' critical thinking skills. Research findings showed that the use of tasks improved critical thinking skills.

In her study named 'Improvement of speaking and listening skills of young learners in the 5th grade of the primary school: A case study', Demirci (2010) aimed at observing the impact of enriched speaking and listening on the development of speaking and listening skills of 5th grade students. The study was done in 2009-2010 academic year on the 5th grade students in Kocaeli. One of the classes was chosen as the experimental group, and the other one was chosen as the control group by randomisation method. The study lasted for 8 weeks. During the study, with the experimental group one speaking and listening lesson was done with enriched activities once a week. In addition speaking and listening homework was given to this group in every lesson. Speaking and listening activities were done as much as in the course book while homework was not given in the control group. In order to analyze the data, pre-test and post-tests covering listening and speaking skills were applied to both experimental and control group. Moreover, an attitude questionnaire was applied to both groups to see if there was a difference in their attitudes about the speaking and listening skills. The results of the study showed that speaking and listening activities in the English curriculum were inadequate, 8-week application had considerable positive effect on the experimental group. The results of the attitude questionnaire also indicated meaningful differences

between the pre-test and post-test. That's; the students' attitudes towards the speaking and listening skills were seen to have changed positively.

As a fifth theme, the studies were on the use of stories while teaching English to young learners. In her study named as 'Teaching English to young learners through story telling' Dewan (2005) aimed to analyze the role of teaching young learners through stories. The data were collected through observation reports and interviews. The researcher used qualitative research techniques. The study was conducted with 5th grade students in a private school in Ankara. The results of the gathered data revealed that story telling made language classes warmer and created safer atmosphere which improved the quality of English learning and teaching process.

A similar study conducted by Solak (2006) is 'a classroom experiment on story-based teaching with young learners with a focus on vocabulary retention and students' reflections'. In this study, the aim was to see whether there was significant difference between vocabulary learning of young learners instructed through story-based and mainstream lessons by comparing their vocabulary knowledge scores, and to find out students' reflection on story-based lessons. The study was conducted with 32 primary school students chosen out of convenience and divided into two as control and experimental groups. During the study of three weeks, experimental group was instructed through story-based English lessons while the control group received their usual mainstream English lessons. The data was collected through vocabulary tests, questionnaire, and interviews that were developed by the researcher. The results indicated that both story-based lessons and the mainstream lessons had comparable effects on vocabulary attainment and vocabulary retention of the students. On the other hand, the findings proved that story-based teaching much more catered for affective factors that influence learning behavior of the students. The interviews also indicated a tendency for low achievers to stay silent because of anxiety of failure in the mainstream but to act as a member of the group without any fear of failure in the story-based lessons. However, high achievers expressed to have low affective filters in both lessons and felt better in story-based lessons. Moreover it was confirmed that the most outstanding

element of story-based lessons was the enjoyment of learning that type of lesson provided.

In her study called as 'Fairy-tales in English in the teaching of English as a foreign language with a special reference to young learners in reading classes in Turkey' Külekçi (2007) aimed at analyzing the agreement between the opinions of the teachers and students related to uses of fairy tales in the teaching of English as a foreign language in reading classes in three private schools in Gaziantep. Two questionnaires were adopted as data collection instruments in the study. One of the questionnaires was given to the students of sixth, seventh and eighth year classes and the other questionnaire was given to their English instructors at these three private schools. 262 students and 28 English instructors answered the questionnaires. The results of the questionnaires revealed that use of fairy tales in teaching English as a foreign language improved young learners' reading skills significantly.

In another study named 'The impact of authentic animated stories on young learners' vocabulary learning in ELT classes' Kaya (2011) conducted an experimental case study with 55 fourth grade students at a state primary school in Kocaeli. By randomization method the students were divided into two different groups-one was the control group and the other was the experimental group which were at the same age and had similar levels of English. The control group was taught 42 target vocabularies through traditional materials like flashcards, songs and course books. On the other hand, the experimental group was taught the new vocabulary through authentic animated stories. The same pretests, immediate post tests and delayed post tests were applied to two groups. The results of the study indicated that teaching vocabulary through authentic animated stories provided a better learning of vocabulary.

In her study named 'Using story telling supported by NLP techniques in the teaching of vocabulary to young learners' Güleç (2012) aimed to help students to improve their vocabulary learning and retention skills and to increase students' level of motivation, interest, enjoyment and pleasure towards vocabulary learning by offering meaningful and rich input. NLP techniques were

integrated into the existing language syllabus through story telling activities. The results showed that implemented story telling activities and NLP techniques were helpful for students to learn the target vocabulary items and it proved that students' motivation was high after the applied techniques and activities.

As a last theme the studies were on the use of drama and games while teaching English to young learners. In the study named 'Investigation into the effects of using games drama and music as edutainment activities on teaching vocabulary to young learners' İnan (2006) aimed at investigating the effectiveness of games, music and drama as edutainment activities in vocabulary teaching. The study had in two parts, the quasi-experimental study and the questionnaire. The quasi-experimental part was practiced in a state primary school in Çanakkale with 93 students. The students were divided into two groups; 46 students in the experimental group and 47 students in the control group. The data were collected by using qualitative and quantitative research methodologies: pre-tests, post-tests and memory tests which were given before and after each application; and the questionnaire which was administered to 750 students and 16 teachers in 16 state primary schools in the city centre and the outskirts of Çanakkale. When the post and memory test results were compared in between the experimental group and the control group, it was found out that the students in the experimental group got higher test results than the ones in the control group. The results of the questionnaire revealed that students and teachers' answers about how frequently certain edutainment activities were used in the language classroom did not overlap. It was also understood that the teachers of English who participated in the study found most of the edutainment activities useful but they reported that did not use or very rarely used them in their lessons. Moreover, it was also found that most of the edutainment activities which were accepted useful by the majority of the students and the teachers were not involved in the course books.

Other study named 'The use of creative drama in developing the speaking skills of young learners' by Saraç (2007) aimed at investigating whether creative drama had a positive impact on developing the speaking skills of young learners. The researcher had eight English lessons in which creative

drama activities were applied. In order to determine the expectations, feelings and thoughts of the students in terms of the influence of creative drama on the learners, the students were asked to keep journals. The data gathered were analyzed by the use of coding system and compared with each other. The observation of the lessons indicated that speaking skills gradually increased towards the end of the research implementation. Besides, the students' journals showed that creative drama made a positive influence on the learners, such as providing a stress free environment, developing self confidence and providing high learner participation.

In her study named 'An investigation into the effects of creative drama activities on young learners' vocabulary acquisition: A case study' Yılmaz (2010) investigated the effects of creative drama activities on young learners' vocabulary acquisition. It was conducted on 78 seventh grade students at a public primary school in Gaziantep. The participants were separated into two groups, a treatment and a control group. The treatment group was administered to a variety of creative drama activities for eight weeks. At the end of study, both groups were given a vocabulary achievement examination as a post test as well as Gardner's' Attitude-Motivation Test Battery. At the end of the analyses, it was found that creative drama activities had a significant effect on enhancing vocabulary acquisition of young learners in the treatment group. Furthermore, the results showed that the treatment group students who achieved higher vocabulary scores also received higher grades from their English Course at the end of the term.

Lastly, in the study named as 'Teaching English to young learners through games' Yıldız (2001) analyzed the need for the games and their usage apart from the course books and apart from the current syllabus. The purpose of the study was also to develop sample games in the process of teaching English as a foreign language to young learners. The study was conducted in a private primary school. The data were collected through a questionnaire and by observation reports. The result revealed the positive effect of the use of games while teaching English to young learners and the researcher could present some tested sample games to its readers.

2.2. Task-Based Language Teaching

The field of teaching a second or a foreign language has experienced many shifts. According to Richards and Rodgers (2002:244) the history of language teaching in the last one hundred years has been characterized by a search for more effective ways of teaching second or foreign language. A number of methods were applied such as Grammar Translation Method, Direct Method, Audio Lingual Method and so on. Applied Linguists, researchers and methodologists have always tried to find the best method to teach modern languages. Then, from 1970 through 1980s, with a major shift, there emerged alternative teaching approaches such as Total Physical response, Silent Way, Suggestopedia and so on (Richards & Rodgers, 2002). In 1980s these approaches and methods were shadowed by some features of the Communicative Language Teaching methodologies and soon they had to give way to current communicative approaches. Underlying learning theory of Communicative language teaching (CLT) covered the principles of communication, task and meaningfulness and CLT has left its doors wide open for a variety of methods and techniques. Task-Based Language Teaching (TBLT) which shares several principles of CLT can be regarded as a recent version of the communicative methodology (Richards & Rodgers, 2002; Ellis, 2003).

The concept of Task-Based Approach was first developed by Prabhu in Bangalore research report in 1982, in southern India. Prabhu believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using (Prabhu, 1987; cited in Littlewood, 2004). Being a learner-centered approach, and viewing language as a communicative tool, Task-Based Approach has attracted more and more attention in the foreign language teaching field since the 1980s (Hismanoğlu & Hismanoğlu, 2011).

Richards and Rodgers (2002:223) define TBLT as an approach based on the use of tasks as the core of unit of planning and instruction in language teaching. According to Ellis (2003), the Task-Based Approach is based on the

Constructivist Theory of Learning and Communicative Language Teaching methodology and has emerged in response to some constraints of the traditional PPP (presentation, practice and production) approach. In the same way, Willis (2009) suggests that Task-Based Approach is frequently promoted as an effective teaching approach, superior to traditional methods, and soundly based in theory and research. In another summative description, TBLT is described as a communicative approach to language instruction, using the successful completion of communicative “tasks” as its primary organizing principle (Benevides & Valvona, 2008).

In Longman Dictionary of Language Teaching & Applied Linguistics (2002:540), TBLT is defined as following:

... a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such tasks are said to provide an effective basis for language learning since they:

- (a) involve meaningful communication and interaction,
- (b) negotiation,
- (c) enable the learners to acquire grammar as a result of engaging in authentic language use.

Task-Based Language Teaching is an extension of the principles of Communicative Language Teaching and an attempt by its proponents to apply principles of second language learning to teaching.

Task-Based Language Teaching has become a significant topic in the field of SLA as it has provided an alternative way to the language teaching and fostered the use of communicative tasks which aims to enhance learners’ real language use.

2.2.1. Definitions of a task

In order to understand Task-Based Language Teaching better, we need to analyze the meaning of task. Long (1985:89) defines task as “a piece of work

undertaken for oneself or for others, freely or for some reward". Breen (1987:23) describes task as "a range of work plans". Nunan (1989:10) points out that a task is "a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form". Willis (1996:53) notes that task is "a goal-oriented activity in which learners use language to achieve a real outcome". Skehan (1998:95) lists the features of task as: "(1) meaning is primary; (2) there is some sort of relationship to comparable real-world activities; (3) task completion has some priority; (4) the assessment of tasks is in terms of outcome."

Finding these definitions decontextualized, Bygate, Skehan and Swain (2001 cited in Ellis, 2003:9) suggested the following definition:

A task is an activity which requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning.

As stated by Hismanoğlu & Hismanoğlu (2011:48) despite being various by nature, these definitions of task have some common points such as the tasks' being an activity having a particular goal, and it is containing communicative language use in the process.

2.2.2. Theory of language

According to Richards & Rodgers (2002:226) TBLT is motivated primarily by a theory of learning rather than a theory of language. Still they summarize several assumptions about the nature of language. Firstly, it is noted that language is primarily a means of making meaning. Secondly, it is suggested that multiple models of language inform Task-Based Instruction (TBI). Thus, TBI is not linked to a single model of language but rather draws on structural, functional and interactional models of language. Thirdly, it is stressed that

lexical units are central in language use and language learning. Then as a fourth assumption of theory of language in TBI, conversation is accepted as the central focus of the language and the keystone of language acquisition.

2.2.3. Theory of learning

Richards and Rodgers (2002:228) suggest that the theory of learning in TBLT is similar to the general assumptions underlying Communicative Language Teaching but still there are some extra learning principles in TBLT. That is;

- Tasks provide both the input and output processing necessary for language acquisition.
- Task activity and achievement are motivational.
- Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

Another explanation on the theory of learning in Task-Based Approach comes from Nunan (1991: 279) who outlines five characteristics of a task based approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

2.2.4. The syllabus

According to Brown (2001) task-based curricula are different from content-based, theme-based, and experiential instruction in that the course objectives are more language based. Task-based syllabi represent a particular realization of communicative language teaching (Nunan, 2001). Richards and Rodgers (2002:231) point out that “TBLT syllabus specifies the tasks that should be carried out by learners within a program.”

Büyükkarcı (2009) discusses that the focus in Task-Based Instruction is on communication, purpose and meaning; therefore, the goals do not just focus on grammar or phonology, but they are compiled around the centrality of functions like greeting, expressing opinions and so forth.

In Longman Dictionary of Language Teaching & Applied Linguistics (2002:570) task-based syllabus, along with procedural syllabus, is defined as follows:

Task-based syllabus is a syllabus which is organized around tasks, rather than in terms of grammar, vocabulary or functions. For example the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language, such as using the telephone to obtain information; drawing maps based on oral instructions; performing task analysis, actions based on commands given in the target language; giving orders and instructions to others, etc. It has been argued that this is a more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake.

On the other hand, Nunan (1989, cited in Richards and Rodgers, 2002:231) puts forward the idea that a task-based syllabus should cover the two types of tasks:

1. Real world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world.

2. Pedagogical tasks, which have psycholinguistic basis in a SLA theory and research but don't necessarily reflect real-world tasks.

2.2.5. Teacher and learner roles

In Task-Based Learning the students and the teachers may have many different roles. Richards and Rogers (2002: 236) define three different roles for the teacher implementing TBLT. First, teachers can get the role of a selector and sequencer of tasks. Thus, the teacher has an effective role in selecting, adjusting, and creating tasks and then sequencing them considering the learner needs, interests, and language skill levels. Secondly, the teacher can get the role of preparing learners for tasks. Here, teacher can present some training for pre-task which may contain topic introduction, describing task instructions, helping students learn or recall useful words and phrases to make the task completion easier, and to provide partial display of task process. Next, teacher can get the role of consciousness-raising by using a mixture of form-focusing techniques, which include attention-focusing pre-task activities and by providing guided exposure to parallel tasks. As Willis (1998:5) suggests, TBLT framework offers security and control for the teacher. According to Jeon & Hahn (2006:131):

Despite its educational benefits in language learning contexts, a task in itself does not necessarily guarantee its successful implementation unless the teacher, the facilitator and controller of the task performance, understands how tasks actually work in the classroom.

Moreover, they point out the fact that the teacher, who wants to try implementing TBLT successfully, is required to have sufficient knowledge about the instructional framework related to its plan, procedure, and assessment.

When the role of students or learners is considered, Richards and Rogers (2002) define three different roles. First, the students can get the role of a group participant. That's the students complete many tasks in pairs or small

groups. By the way, this pair or group work may require some adaptation for the students who are more accustomed to whole-class activities and/or individual works. Secondly, the students are noted to get the role of a monitor. As tasks in Task Based Learning, are used as a means of making the learning easier, classroom activities should be planned to give students chances to observe how language is used in communication. Therefore, the students could attend not only to the message in task, but also to the form in which the messages are packed. As a third role Richards and Rodgers present the student as the risk-taker and innovator. It means that learners need to create and interpret various messages in each task. By the way they are to be risk-takers and innovators to complete the tasks. Then, they will improve their skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners and so on.

According to Willis (2010:1) TBL provides learners with natural exposure (input) chances to use language to express what they want to mean (output), to focus on improving their own language and to analyse and practise forms. Moreover, Willis (ibid) suggests that TBLT is more likely to keep learners motivated since it builds on whatever language they know in a positive way so learners are actively engaged throughout the task cycle, and get chances to think for themselves and express themselves in the security of their group. Therefore, the learners are noted to develop autonomy and to feel empowered by gaining satisfaction from successfully achieving things through language. In addition to that Willis (1998:5) support the idea that TBLT offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. Therefore, TBLT is noted to encourage learners to experiment with whatever English they can recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both in and outside class.

2.2.6. The framework of TBLT

TBLT framework has been defined differently by many researchers but what they all have in common is that every stage has clear language learning goals and different steps divided in one or various activities that have to be planned carefully. It means that in any framework a classroom task should have a clear purpose and meaning for the child and it should have clear language learning goals for the teacher.

Cameron (2005:31) summarizes TBLT framework by presenting the following features of classroom tasks as having:

- Coherence and unity for learners (from topic, activity and /or outcome)
- Meaning and purpose for learners
- Clear language goals
- A beginning and end
- Active involvement on the part of learners.

Candlin and Murphy (1987) assert that tasks can be effectively organized based on systematic components including goals, input, setting, activities, roles, and feedback. Then about the framework in which these tasks will be presented Willis (1996) suggests the most widely accepted stages: the pre-task, the task cycle and language focus. Like Willis, Harmer (2002:87) also accepts this common framework and summarizes very clearly the stages in this framework:

In the pre-task the teacher discusses the topic with the class and may highlight useful words and phrases, helping the students to understand the task instructions. The students may hear a recording of people doing the same task.

During the task cycle, the students perform the task in pairs or small groups while the teacher monitors from a distance. The students then plan what they will tell the rest of the class, what they did and how it went, and they then report on the task either orally or in writing.

In the language focus stage the students examine and discuss specific features of any listening or reading text which they have looked up for the task and the teacher may conduct some form of practice of specific language features which the task has provoked.

About the task cycle it can be expressed that learners will have the chance to use the language they already know in order to carry out the task, and then to improve their language, under teacher guidance, while planning their task in the pre-task stage. Then, in the during task stage the students complete the task in pairs and the teacher listens to the dialogues by guiding the students to correct the completed tasks in oral or written form. The last phase in the framework is language focus. This phase allows a closer study of some of the specific features occurring in the language used during the task cycle (Task based learning, 2011). In addition to this, for the language focus stage Willis (2006) suggests planning and giving a report of the task, reflecting & repeating the task with other partners, comparing recordings of task done by others, learners recording themselves summarizing or repeating the task, reflecting and evaluating on the process.

Different from this pre-task, during task and language focus framework another suggestion came from Cameron (2005). She proposes that any task must be divided in three stages with the following labels: preparation, core activity and follow up, which more or less correspond with the pre-, while and post- stages which have been used for many years in PPP approach. In contrast to this suggestion Frost (2004) notes that in TBLT framework unlike a Present, Practice, Produce (PPP) approach, the students are free of language control as in all three stages of TBLT they have the chance to use all their language resources rather than just practicing one pre-selected item.

2.2.7. Teaching English through Task-Based Language Teaching

As traditional approaches of teaching English are found ineffective and undesirable, especially as they involve passive formal instruction and practice separated from communication, teaching English through Task-Based Language Teaching has gained popularity. TBLT functions to construct learner-centred classrooms and language learning contexts by giving learners the

chance to communicate and interact by enhancing their ability to use English and to overcome communicative problems (Lin, 2009).

It is commonly known that the main point in TBLT is to teach language through tasks but how? While using TBLT in English language classrooms we need to consider some key issues so that we can get the desired results.

According to Ellis (2003:276) there are some principles to consider while implementing TBLT:

1. Ensure an appropriate level of task difficulty
2. Establish clear goals for each task-based lesson
3. Develop an appropriate orientation to performing the task in the students.
4. Ensure that students adopt an active role in task-based lessons
5. Encourage students to take risks.
6. Ensure that students are primarily focused on meaning when they perform a task
7. Provide opportunities for focusing on form
8. Require students to evaluate their performance and progress.

In the same way, Swan (2005:377) suggests the following principles for TBLT:

1. Instructed language learning should primarily involve natural or naturalistic language use, and the activities are concerned with meaning rather than language.
2. Instruction should favour learner-centeredness rather than teacher control.
3. Since purely naturalistic learning does not normally lead to target-like accuracy, involvement is necessary in order to foster the acquisition of formal linguistic elements while keeping the perceived advantages of a natural approach.
4. There should be opportunities providing focus on the form, which will draw students' attention to linguistic elements as they arise incidentally in lessons whose prime focus is on meaning or communication.
5. Communicative tasks are a particularly appropriate tool for such an approach.

6. More formal pre- or post-task language study may be useful. This may contribute to acquisition by leading or increasing noticing of formal features during communication.

While proponents of Task-Based Instruction may naturally vary in their emphases and beliefs, it has been commonly accepted that the success of TBLT in teaching English depends on some points or else the tasks may turn out to meaningless, repetitive drill like exercises. These proponents are that: the tasks should be linked to the background and real life of the learners; they should have a goal and should be communicative. As Lightbown and Spada (1999) suggest tasks may be complex, for example, creating a school newspaper or easier such as making a hotel reservation. No matter how they are all the topics of the tasks should be the topics of general interest to the students so as to engage them in the foreign language in the classroom.

All in all, in order to get the desired outcome by using TBLT to teach English the tasks should be chosen and designed efficiently and appropriately. The definition of Ellis (2003) reflects this view in short:

- (1) Meaning is primary,
- (2) there is some type of gap,
- (3) learners are required to use their own linguistic and non-linguistic resources to communicate, and
- (4) there is some outcome other than the display of correct language.

When it comes to the advantages of the TBLT, Frost (2004) posits that tasks will provide a natural, personalized context which is developed from the students' experiences with the language. By the way, the students will have a much more varied exposure to language by using different forms and patterns of language in different tasks. Moreover, Frost (ibid) stresses that task based lessons are enjoyable and motivating for students as they are more student centered. As another advantage tasks have certain relationship with the extra linguistic world by going beyond the common classroom exercise Hismanoğlu & Hismanoğlu (2011). According to Ellis (2009:221) Task-Based Language Teaching provides many benefits such as:

- TBLT provides the opportunity for 'natural' learning within the classroom context.
- It stresses meaning over form; however, it can also emphasize learning form.
- It offers learners a fertile input of target language.
- It is intrinsically motivating.
- It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- It contributes to the improvement of communicative fluency while not disregarding accuracy.
- It can be deployed together with a more traditional approach.

Although Task-Based Approach presents many benefits to language classrooms, there may still be some disadvantages. Hatip (2005, cited in Hismanoğlu & Hismanoğlu, 2011:49) lists them as follows:

- The drawbacks of Task-Based Learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.
- Task-Based Learning involves a high level of creativity and dynamism on the part of the teacher. If the teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching; this type of teaching may be impracticable.
- Task-Based Learning necessitates resources beyond the textbooks and related materials generally available in foreign language classrooms.
- Students may, at first, refuse or object to Task-Based Language Learning in that this type of instruction is not what many students expect and want from a language class.
- Some learners employ the mother tongue when they face with a difficulty or if the group feels intolerant.
- Some individuals enhance superior communication strategies, e.g. miming and employing gestures, but get by employing just uncommon words and phrases and let others provide the more challenging language they need. This may give rise to the fossilization of those individuals prior to improving very far in the syntax of the target language.
- Some learners are inclined to get caught up in making an effort to find the appropriate word, and do not worry about how it is placed into the discourse.

- There is a danger for learners to attain fluency at the expense of accuracy.

2.2.8. Studies on teaching English through Task-Based Language Teaching in Turkey

As it is around the world, teaching English through task-Based Language Teaching has been an issue that is on the rise in Turkey. Therefore, there has been an increasing research interest in this area in Turkey.

To begin with, in an M.A. thesis called 'Task-Based Teaching effectiveness on students' achievement in learning grammar' Mutlu (2001) aimed to find the most effective approach in teaching language. The study was conducted on 102 lower-intermediate learners of English as a foreign language in Foreign Language School at Anadolu University for 20 class hours. The students were divided into two groups: a task-based and a presentation-practice- production group and given pre-tests before each treatment and post-tests after the treatments and the same tests were given as long-term retention tests two months later after each treatment. Moreover, an opinion questionnaire was administered to subjects. Depending on the results of the study it was found out that task-based group gained more achievement in learning first grammatical structure in the long-term. On the other hand, both instruction types were effective in the short-term. With the results of the long-term retention tests Task-Based Instruction was found to be more effective. Moreover, the answers for the opinion questionnaire showed students' having positive opinions about Task-Based Teaching.

In another study named 'Students' perceptions of Task-Based Learning at the Preparatory school of Istanbul Bilgi University - A case study, 'Göktürk (2002) aimed to identify students perception of the effectiveness of four tasks used in an English classroom of the Preparatory school of Istanbul Bilgi University. The study was conducted on 18 pre-intermediate level students for two weeks. They were given four tasks that were prescribed by their course book, Cutting Edge. The students were asked to fill in four different feedback

forms that were designed to obtain information about how students perceived each task and its influence on learning during the two weeks. Next, they were interviewed in groups of three with the aim of getting a summative evaluation of the tasks that were used in the class. The analysis of the data showed that the students held positive perceptions about the influence of tasks on their learning.

In the study called as 'the Effects of classroom activities on students' participation in task -based learning,' Kalkan (2003) worked in her own class, a prep class, at Kadir Has University with 18 students. First,arch, a questionnaire that had the tasks chosen from the modules of 'Cutting Edge Pre - Intermediate' and 'Cutting Edge Intermediate' was given to the students. It covered the students' opinions and comments about the related tasks were asked in detail. In each module there were 18-30 tasks and the total number of tasks that required the students' opinions and comments was 150. Analyzing the data, it was found that the strategies and cognitive demand of the tasks did not overlap with the students' cognitive development and strategy use, and also the students did not show much interest in the themes of most tasks. Moreover, it was found out that the interpretations of the strategies the students developed according to the task types showed the individual differences of students, such as cognitive competence, interests and expectations. They were discovered to be important and had to be taken into account while preparing, planning and practising the tasks found in some textbooks.

In his study named 'The Effectiveness of Task-Based Teaching on students' learning of "English relative clauses,' Uysal (2003) compared two types of teaching: task-based teaching and presentation-practice-production. The participants were forty-six intermediate learners of English in School of Foreign Languages at Anadolu University. They were divided into two groups and each group was given a pre-test before the study. In the experimental group in the teaching of relative clauses Task-Based Teaching was used and in the control group to teach the same structures traditional presentation-practice-production method was used. At the end of the study, a post-test was given to measure the learning in the short-term and to be able to talk about any significant difference in the degree of effectiveness between the two types of

instruction. The results of the study indicated that Task-Based Teaching was more effective in the learning of the relative clauses in the short-term, whereas both types of instruction were effective in the long-term.

In another study, Kurt (2004) investigated the effects of Task-Based Instruction on Grade 6 students' vocabulary learning and reading/writing proficiency in the foreign language and on their attitudes towards language learning. The participants were 88 Turkish EFL students, 42 forming the experimental and 46 the control group. The study lasted for 8 weeks. The experimental group were taught by Task-Based Instruction. The students were tested by pre- and post-checklists of target vocabulary items, the Cambridge Young Learners English Starters Test. Moreover, to collect data an attitude questionnaire was used. It was found out that the Task-Based Instruction integrated into regular English classes produced statistically significant differences in learners' retention of the target vocabulary items as well as their ability to use these words accurately in new contexts. The findings also showed that the experimental group learners outperformed the control group learners on reading and writing tasks. In addition to that learners retained their pre-existing positive attitudes towards learning a foreign language and they developed an appreciation for the Task-Based Instruction to which they were exposed to in the classroom. Finally, the results indicated that Task-Based Instruction could be utilized as an effective language teaching approach in young learner classes.

Another study titled as 'The implementation of Task-Based Learning in teaching Turkish as a foreign language and learners' thoughts on this implementation' was conducted by Yaylı (2004) at Vilnius University Faculty of Philology Lithuanian Philology-Turkish Language Program with 10 students. In order to collect data, the subjects were observed and were asked to keep a diary during the implementation and were interviewed individually immediately after the implementation. The analysis of the data revealed that the subjects found the task-cycle of the framework interesting, different and new to them. About the language-focus phase of the task framework, most of the students thought that the analysis step of the phase was beneficial as TBLT presented a

grammar items in a different way. Although some subjects wanted to receive the grammar instruction before the task-cycle, most of the participants (8 out of 10) stated that the task framework was really good for them to learn the language. The use of mother tongue during the tasks, group work, planning and correction in the report step of task-cycle were the problems observed throughout the TBLT implementation of the study.

The study titled as 'The effects of traditional teacher-oriented learning and Task-Based Learning upon the students' academic achievement and retention of learning in "Relative clauses" unit in preparatory classes' curriculum' was conducted by Orhan (2004) in a high school in two preparatory classes. The classes were chosen randomly. Each class had 29 students. One of them was named as the control group and the unit was applied with the traditional teacher-oriented method. The other class was the experimental group and the unit was applied with Task-Based Learning. The data was gathered by an achievement tests developed by the researcher and the tests were developed concerning the objectives in Prep Class curriculum. There was a pre-test, a post test and a retention test. The analysis of the data gathered from pre test and post test indicated that Task-Based Learning had an effect on academic achievement and the findings also showed that Task-Based Learning had an effect on retention of learning.

The study titled as 'The effects of Task-Based Learning on learners' proficiency and noticing, and learners' thoughts about grammar' was carried out by Yaylı (2005) in Ufuk İlköğretim Okulu with 6th grade students. Two classes were randomly defined as the experimental and the control groups and the researcher delivered the lessons in both of the groups. In the experimental group the researcher followed the principles of TBLT and in the control group she did traditional teaching by using the principles of Presentation-Practice-Production (PPP) approach. The groups were given pre- and post-tests to find out the learners' proficiency and noticing levels in the use of the Simple Present Tense. In addition to that, the researcher prepared semi-structured interview questions to elicit the learners' thoughts on grammar instruction and practice and on the implementation of TBLT and PPP after the treatment and the

interview was delivered by another researcher to make it more objective. Most of the students in the TBLT group stated that studying grammar after the task was good and it was not a problem for them. On the other hand, most of the students in the PPP group believed that grammar should be taught first, and then the activities should be performed. About the practice activities, the students in the TBLT group said that practice activities were enjoyable and useful, and they found the use of worksheets practical. Half of the PPP group students stated that oral practice was good for comprehension, and they also liked the worksheets.

In her study titled as 'The effects of Task-Based Teaching on foreign language achievements of 6th grade students in Manisa Yavuz Selim Primary School,' Soysalan (2008) investigated to what extent the traditional method and Task-Based Teaching differ in the foreign language achievement of the 6th grade learners. A pre-test was given to a total of 32 students including two classes to measure their English level. There wasn't found any significant difference between the scores of pre-test. Then, one of the classes was control group which followed the traditional method and the other was in treatment group where task-based method was integrated into the teaching. Traditional teaching methods were used in control group while tasks were used in treatment group. In order to measure their improvement in foreign language after almost a 3 months period of treatment each group was given a post-test. The results indicated that there was a significant difference between the post-test scores of the groups. The treatment group had a great improvement. At the end, it was clear that TBLT proved to be more effective than traditional teaching methods.

In another study called as 'The impact of the Task-Based Instruction on the students' vocabulary learning in English as a foreign language context,' Karadağlı (2009) aimed to find the positive effects of TBLT on learners of English. The participants were 77 students from Yıldız Technical University, School of Foreign Languages and Basic English. 37 of them were in the control group and 40 of them were in the experimental group. The data for the present study were collected through a written pre-test and a post-test, two quizzes, an

open-ended questionnaire, video recordings of the groups, a communicative writing task, and a communicative speaking task. According to the results of the comparison between the post-test scores of the control group and the experimental group, there was no significant difference. It was the same for the scores of Quiz 1 but there was a significant difference between the groups in Quiz 2. When the groups were compared, it was found that the students benefited from both methods. Besides, the analysis of the open-ended questionnaires indicated that the students in the experimental group became aware of the Task-Based Instruction along with the study. On the other hand, for the speaking task, the students neither in the control group nor in the experimental group were found to have used the new words. When the participation and motivation were considered, the impact of the Task-Based Instruction was clear. In the end, although the students' expectations were similar in both groups, it was clear that more students in the experimental group reached their expectations.

All in all, there have been conducted many studies on young learners and on teaching English through Task-Based Language Teaching in Turkey. However, there is still a gap in the literature or a need about a study combining young learners and TBLT. This present study covers them together and in the following chapters the details about this study will be presented.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedure, the methods used for data analysis and the procedure.

3.2. Nature of the Study

Both qualitative and quantitative research techniques were used in this study. It can still be accepted as a qualitative study aiming to foster English language learning skills of the twenty-one, 6th grade students at a state primary school. As stated by Hoepfl (1997), although many people remain unfamiliar with the qualitative methodologies, there are compelling reasons for the selection of these methods within the educational research arena. When the definition of qualitative research is analyzed, it can be better understood why qualitative research methodology is needed to be used dominantly in this research. Strauss and Corbin (1997:17) broadly defined qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification." In such a research, we need to use a natural setting as a source of data to observe, describe and interpret settings as they are. In addition to this, there is not only one reality in social sciences, and multiple realities and interpretations make it necessary to use qualitative research methods in this area (Yıldırım & Şimşek, 2006).

In some similar studies a quasi-experimental research design is preferred, but this technique is not used in the present study. In a quasi-experimental research, there is a need for a control group for whom we need to use traditional methods of teaching. In that case, both students and their

parents would complain about different applications in different groups at the same level since it was a small school. Moreover, in a quasi-experimental research, the results could be predicted easily and it wouldn't be very humanistic to experiment on students with traditional methods

This present research aims to provide data about the language development of the participants in their own classes and also to reflect the change in attitudes and motivation of the participants towards learning a foreign language at the beginning and at the end of the study. The researcher is the English teacher of the students, which makes this study an Action Research. For Humphries (2005), Task-Based Learning is a good learner-focused methodology that encourages learners to use the language; therefore, Action Research is necessary within this framework. Moreover, Humphries (2005) notes that the Action Research as a useful way to develop teachers into teacher-researchers: reflecting on one's classroom methodology, making changes, evaluating the result and then publishing this or making further improvements. Therefore, this present research can also be evaluated from this perspective.

3.3. Methodology of the Study

3.3.1. The context of the study

The study was conducted in a middle school situated at the outskirts of an industrious city in the west of Turkey, Denizli. The families of students were generally the workers of textile or marble factories. The families had very limited chance to guide the students, and the students did not have much opportunity to learn and practice English outside the school context.

3.3.2. Participants

The participants were the 6th grade young learners from Zehra Nihat Moraloğlu Middle School in Denizli and the researcher was their English language teacher. The students had been learning English for two years, two hours a week. In 2013-2014 academic year, they had three hours of English classes a week. There were 21 students in that class, 14 of whom were female and 7 of whom were male. The students were grouped randomly according to their ages. They were mostly 12 years old. The students' level of English was nearly the same.

3.3.3. Procedures and instruments for data collection

The researcher informed the head of the school about the study and used tasks in accordance with the curriculum designed by the Ministry of Education. When the exam weeks and the holidays were excluded, the researcher had 10 weeks to conduct the study. Lesson plans and related materials were prepared by the researcher and checked by two other colleagues beforehand.

As the data collection instruments, recorded data, reflection and observations of the teacher, the students' feedback, interviews and questionnaires were used. Following each lesson, the researcher filled a reflection and observation form. At the end of each lesson, students were given a feedback sheet about their task-based lessons. In the end, the results of each week were analyzed and compared to one another. In the 5th and the 10th weeks of the study, the researcher had interviews with randomly selected 10 students from the class. Moreover, to evaluate the innovations brought by tasks to the students' motivation and attitude in their language learning process, a questionnaire was used in the 1st and the 10th weeks of the research. At the end of the study, the recorded data, the reflection and observation forms of the teacher and the feedback sheets and interview findings were evaluated together

with the questionnaire results under the research questions so that we could make triangulations using the data gathered through various tools.

3.3.3.1. Students' feedback sheets

After each task-based lesson, the students were also given a feedback sheet (APPENDIX 2). The sheets covered both open-ended and yes/no questions. The questions were adopted from the questions of Willis (2010:1) about communicative tasks. These questions were:

- Does the activity engage learners' interest?
- Is there a primary focus on meaning?
- Are learners allowed free use of language?
- Is there an outcome?
- Is success judged in terms of outcome? Is completion a priority?
- Does the activity relate to real world activities?

Here are the questions which were used in the students' feedback sheets:

1. Which language skill do you think that you have improved during this lesson?
2. Does the activity engage your interest? Why?
3. Is there a primary focus on meaning or on grammar?
4. Do you think that you are allowed free use of English during this lesson?
5. Do you think that you have learned something at the end of this lesson?
If yes, please give examples.
6. Is your success in this lesson evaluated through your performance?
7. Do you think the task in this lesson is related to real world activities?

The questions were all translated into Turkish, and the students were asked to fill them in Turkish. The students were also informed that they did not need to write their names on the papers so that they could feel free to write their ideas but they were asked for writing their numbers. Later on, the papers were

classified and numbered as S1, S2 and so on in order to support the findings of the study.

3.3.3.2. Teacher's reflection and observation form

This form consisted of seven open-ended questions most of which covered the research questions of the study (See APPENDIX 3). The researcher also observed the class each week in terms of different possible positive advantages and disadvantages of Task-Based Language Teaching and took field notes. Observation of participants in the context of a natural scene makes this technique invaluable. Besides, observations provide rich data that cover the description of settings, activities, people, and the meanings of what is observed from the perspective of the participants. As noted by Patton (1990), observation can provide deeper understandings than interviews alone, because it leads to knowledge of the context in which events occur, and may enable the researcher to see things that participants themselves are not aware of, or that they are not even willing to discuss. In this research, as the observer was the teacher of the participants, she acted as a full participant in the situation, too.

3.3.3.3. Interviews

Interviews are one of the most popular techniques used in a qualitative research. The interaction in interviews depends on question and answer sequences, and they are made on a planned time with a certain purpose (Yıldırım & Şimşek, 2006). They may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques (Bogdan and Biklen, 1982). In this study, two interviews were used in order to support the information gathered through other techniques. The first interview was applied in the fifth week of the research (APPENDIX 4), and the second one was performed at the end (APPENDIX 5) of the study. Each time randomly selected 10 students were interviewed. The interviews covered the

same questions. These questions were the Turkish translations of most of the research questions of the study. There were both open-ended and yes/no questions that allow for individual variations. The researcher used an interview guide which consisted of the list of questions that the interviewer wanted to explore during each interview. Although it was prepared to insure that basically the same questions were asked to each student, there were no predetermined responses. The interviews were semi-structured, which means that the interviewer was free to probe and explore within these predetermined questions. Moreover, the interviews were video recorded.

3.3.3.4. The motivation questionnaire

At the beginning of the study and at the end of the study, the same motivation questionnaire was used (APPENDIX 6). The questionnaire was translated into Turkish (APPENDIX 7). Both the original and the translated version were included in the appendices. It was actually used as part of a large-scale study in Hungary (Nikolov, 2003) to develop, pilot, and validate an aptitude and motivation test for Hungarian learners of English. The questionnaire was piloted by Nikolov (2003). The high Cronbach's alpha coefficient (.8441) of the motivation scale indicated that the items did indeed measure the same underlying trait. Generally, the scores on the motivation index were very high, the values ranging between 43 and 99, with the majority (94%) of the participants scoring above the middle point of the index (60). The average score was 78.67 and the standard deviation was 12.13.

The questionnaire consisted of 20 statements. Learners were asked to express their degree of agreement on a 5-point scale (not at all true, often not true, undecided, often true, and always true), following the tradition of Likert-type scales (Anderson, 1990:334). The questionnaire included two types of statements: (a) statements expressing positive aspects of L2 motivation and (b) statements that expressed negative motivational traits. There were 8 positive and 12 negative statements, arranged randomly. Six statements reflected aspects of motivation related to the integrative/instrumental and the

intrinsic/extrinsic dichotomies, and six others referred to the learners' self-image, their language learning anxiety, and how they saw themselves. The remaining eight statements described aspects of motivation related to the learning situation.

In the present study, that questionnaire was used at the beginning and at the end of the 10-weeks with 21 6th grade students. The Cronbach's alpha coefficient of the pre-test was .65 while it was .67 for the post test. The Cronbach's alpha coefficient of the motivation scale ($0.60 \leq \alpha < 0.80$) indicated the high reliability of the items that they measured the underlying traits. Moreover, this questionnaire could be noted as the quantitative part of the present study.

3.3.3.5. The recorded data

The researcher recorded each task-based lesson that they had during 10 weeks and the two interviews. This recorded data gave the researcher a chance to watch the lesson once more as an outsider. The researcher was also able to observe the whole process once more. According to Hoepfl (1997), recordings have the advantage of capturing data more faithfully than hurriedly written notes might, and can make it easier for the researcher to evaluate the procedure. Moreover, the researcher can concentrate on the lessons and interviews without stopping and trying to note down the details.

3.3.4. Data analysis

In order to analyze the quantitative data, descriptive analysis was used. In descriptive analysis the goal is to comment, organize and analyze the data considering a pre-determined framework (Yıldırım and Şimşek, 2006). Moreover to avoid confusion in the organization of the data and in comments all the students in the study were given a number (S1, S2....). In addition to this, the reflection forms of the teacher and the observation notes were evaluated together and classified together week by week. The feedback sheets of

students were classified considering the weeks. Then, the answers to the questions were analyzed one by one and grouped as the positive answers, negative answers and others. Next, interview sheets were enumerated and ordered in the same way with the feedback sheets. Furthermore, the findings of the interviews were evaluated together with the student's feedback sheets to have reliable findings about the students' ideas and there also made triangulations using the data gathered through various tools. Finally, in order to analyze the quantitative data, the findings of the questionnaires were evaluated through SPSS 17. The results showed a normal distribution. Therefore, it was noted to be parametric. In the analysis of the scale, paired sample T-test was used so as to indicate the changing values between the pre and posttests. Moreover, as the number of participants was limited with 21 students, we used the Mann Whitney U test in order to compare and detect the differing values of motivation between genders.

3.4. A Sample Lesson

In this part, I present the 5th week's task-based lesson as a sample. Considering the curriculum of the Ministry of Education for the 6th grades, the researcher made the lesson plan. The theme was 'Daily Life and Routines'. The lesson was 40 minutes. Below is the lesson plan and the worksheets for the sample lesson:

LESSON PLAN 5

Theme: Daily life and routines

Preparation and materials: Teacher creates a situation to make the task real life like and hands in students a worksheet on which there an e-mail and a grid following it.

Aim: to be able to obtain and provide objects, services and information in real and simulated situations.

To be able to provide or find out, select, organize and present information on familiar and less familiar topics.

Pre-task (5 min)

Teacher talks about different cities around the world and wants students imagine that they have email pal from a different city in the world. Then, creates a situation to get students' attention to the task and hands in students a worksheet on which there an e-mail from a friend and a table following it.

Situation: You are doing a class project on 'Life in The Most Beautiful Cities of the World'. You have written to your email pal in the States and asked him to tell you about his hometown.

Task (15 min)

Understanding an e-mail message is the first goal of this task. Therefore, students will read the e-mail by themselves and try to fill in the empty spaces for the city described city.

Next, they will try to complete the spaces in the worksheet for their own city. Thirdly, on finishing the task they will discuss their findings with their desk mates before reporting their findings to the classroom.

Report (10 min)

In this session students report the information that they have extracted from the e-mail by reading it and they will also share the information that they write under the same titles for describing their own city.

Language Focus (10min)

Teacher will help students analyze the e-mail written, the structures and vocabulary used. They will also check the organization of the e-mail together.

WORKSHEET 3

Unit 3: Daily life and routines

Task: You are doing a class project on 'Life in The Most Beautiful Cities of the World'. You have written to your email pal in the States and asked him to tell you about his hometown. Then, you received an e-mail from him. In the e-mail he is describing a day in his city. Read it carefully and then fill in the table following it for that city and for your own city.

The email you received:

Dear friend,

I am John. My hometown is Seattle. It is in the northwest of the United States. The City has many popular tourist sites. The most well-known one is the Space Needle. It is a tower that is more than 185 m. high. Many visitors can go there to get a great view of the city. Another famous place is the Pike Place Market. People can shop there for vegetables, fruit, seafood and flowers. There are many interesting shops in that market.

Seattle also has a lot of beautiful parks. It is a green city. It also has beautiful mountains and a very lovely harbor. The people in the city really enjoy eating seafood. In the summer on July 4th, people celebrate Independence Day. On that day people like to spend the evening having barbecues and watching the wonderful show of lights.

Seattle people love their city's sports teams. Basketball is very famous among people.

How about your city? Please write me about your city.

Love,

John

Now complete this table first with the information from the e-mail and then write about your own city by yourself.

	Seattle	Denizli
Where is the city?		
Where should people go to see the whole city?		
Name of famous market in the city?		
What do people buy there?		
What do the people celebrate?		
What food is famous in the city?		
What sports are popular there?		

To begin with, the teacher wrote the theme of the week on the board. Then, she started talking about different cities around the world such as London and Tokyo. She pointed out the location of those cities and their different famous structures, food and traditions. The students listened to the teacher attentively. Next, she asked the students' ideas about different lifestyles in different parts of the world. A student talked about the life in Africa and a student talked about life in the North Pole.

Getting the students' attention into the theme, the teacher created a situation for the coming up task. She wanted the students imagine that they had e-mail pal from a different city in the world and handed in the worksheets to the each pair on which there were an e-mail from a friend and a table following it. Then, the teacher explained that the e-mail was from a friend who was in the USA. The students were asked for reading the e-mail and trying to complete the table following it. On the table, there were two parts. In the first part, there was an information transfer task and in the second part there was a guided writing task. For the first part, the students would use the information in the e-mail and for the second part they would write about their own city by using the same headings in the table. The students were also informed that they had 15 minutes to complete the whole table and at the end they would talk about the first part and then present the part they wrote about their own cities to their friends. When the students started doing the task the teacher started walking in the classroom to check if all the students understood the instructions. A few pairs asked for explanation and the teacher explained them in Turkish once more. Most of the students completed the information transfer part quickly but had difficulty in writing about their own cities. Here the teacher guided them by providing some students the necessary vocabulary and by providing some students the necessary information about their city. During the task the teacher sometimes got the role of a facilitator and sometimes she acted as a participant.

When the time was up, the teacher asked different pairs about the first part of the task, and they answered the questions. It was observed that they understood the text and did that part of the table easily. Next, for the second part of the table, some volunteer pairs presented their tasks in front of their friends and some others tried to complete the missing parts in their tables by listening to the presentations. It was observed that some pairs had difficulty in that guided writing part as they didn't have enough background information about the city they lived or because they were lack of the necessary English words. Moreover, some of others had difficulty in completing the task in the allocated time. However, in general the task got the students attention and they were highly motivated to complete the task.

At the end of the task, the teacher asked for pairs to look at the letter once more. That time, they analyzed the letter together. They considered the content and the way the e-mail was organized. By the way the teacher informed the students that they would also write a similar letter as a reply to John about their own city in the following week. This language focus part was necessary so as to make students aware of the language used and the way it was organized in writing an e-mail. At the end of the lesson, the students filled in their feedback sheets to evaluate the lesson.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This action research study aimed to find out whether there would be any development in young learners' English through Task-Based Learning. Keeping this purpose in mind, lesson plans were prepared and implemented during 10 weeks. In order to obtain data, the lessons were video-recorded and a questionnaire was administered at the beginning and at the end of the given period. Moreover, two interviews were conducted with randomly selected ten participants at the beginning and at the end of the 10-week study. In addition, students were requested to complete a feedback sheet and the teacher wrote a reflection sheet and an observation form for each lesson. In this section, the analyses of the data collected are presented in line with the research questions. Under each research question the data are triangulated and presented. Moreover, the researcher also presents the discussions made on the similar issues to compare and contrast the present study with the previous studies.

4.2. To what extent can Task Based Language Learning respond to the needs and expectations of the students?

As a result of the data analysis of the teachers' reflection sheets, observation forms, students' feedback sheets and the interviews, this research question was answered.

During 10 weeks period the teacher answered this same research question in the reflection sheet. The answers indicated that the most frequent answer was that the task-based activity responded to the needs and expectations of the students. When the percentages were calculated, 70% of the answers indicated that Task-Based Language teaching responded to the needs and expectations of students to a high extent while 30% of the answers indicated that it was to a medium extent.

This finding was supported by the analysis of the teacher's notes in the observation sheet. For the first week, the teacher expressed that the students were excited as they needed to complete the tasks in allocated time, and they rushed and tried hard to accomplish it. In the same way, for the second week, it was noted that the students enjoyed during the task, and they were more focused and silent while they were asking and answering in English so as to understand each other better.

When the ideas of the students in their feedback sheets were analyzed, it was clear that tasks got their attentions. In the same way, Afia & Kharbech (2008:6) indicated that "when cognitive factors of children are considered it is clear that anything that is new attracts children's attention, because children are curious by nature." Here are some quotes from the students' feedback sheets:

"I liked these activities. By the way I can speak English better."(S 5)

"These activities are enjoyable and interesting for me and they help me understand the course better. We both learn and enjoy at the same time."(S 8)

"The activities were nice. In no other lesson we do such activities. I learned many new things."(S 16)

When the weeks went by a growing interest to the tasks was observed. As McCloskey (2002:7-9) presented in his list of seven instructional principles for teaching young learners of English, "we should offer learners enjoyable, active roles in the learning experience. Then, their interest can clearly grow." In the 4th week with drama session, the teacher noted that the task responded students' needs and expectations to a high extent. Decorating the class like a restaurant and using realias related to the theme made students motivated. It was observed that the participation was high, the students wanted to be a part of the drama, and they were more silent so that they could watch each others' performance better.

The following are some of the thoughts of the students:

"I liked being a part of the drama, and I liked acting out in front of the class."
(S 2)

“I enjoyed the activities very much; these activities were so interesting that I wanted to act once more.” (S 5)

“Each day I like English lesson more and more as I can speak English better.” (S 10)

These findings can also be observed in a study called ‘The use of creative drama in developing the speaking skills of young learners’ by Saraç, (2007). It aimed at investigating whether creative drama had a positive impact on developing the speaking skills of young learners and the findings indicated that creative drama made a positive influence on the learners, such as providing a stress free environment, developing self-confidence and providing high learner participation.

In the 8th week, students' interest to the lesson was high. The theme was weather, and the students were given a group task. Each group presented their tasks. Related to this task, the teacher noted in her reflection sheet that the task responded to the needs and expectations of students to a high extent. She explained the reasons in the observation report that working in a group made the students more hardworking. Group spirit also made them more successful. Hence, McCloskey (2002:7-9) suggested in his list of seven instructional principles for teaching young learners of English that “the teachers should help students develop and practice language through collaboration as children are social learners.” Moreover, in that task by creating info gap in the aim was to make students more motivated and to provide integration of all of the four skills. According to Ellis (2003), this info-gap was one of the proponents that bring success in TBLT.

Furthermore, the findings of the interview were also used to support the other data gathered. The question related to this research question in the first interview was ‘Do you think these task/activities we had during 5 weeks respond to your needs and expectations?’ and in the second interview, it was ‘Do you think these task/ activities we had during 10 weeks respond to your needs and expectations?’ In both interviews, all the answers were positive. Here are some of the examples of the students’ answers:

“Yes, I couldn’t understand English well in the past, but now I think I can understand it better thanks to these different activities.” (S 15)

“Yes, most of these activities responded to my needs and expectations.”(S 21)

“For sure, I am more interested in English, and I learn lots of new words.” (S 2)

The second students’ statement is a reminiscent of Kurt’s (2004) study that aimed to investigate the effects of Task-Based Instruction on Grade 6 students’ vocabulary learning and reading/writing proficiency in the foreign language and on their attitudes towards language learning. It was found out that the Task-Based Instruction integrated into regular English classes produced statistically significant differences in learners’ retention of the target vocabulary items as well as their ability to use these words accurately in new contexts.

“Absolutely yes, I like these activities; they helped me improve myself a lot.” (S 4)

Moreover, the fourth students’ words reminded Göktürk’s (2002) study which aimed to identify students’ perception of the effectiveness of tasks used in an English classroom. The data analysis indicated that the students held positive perceptions about the influence of tasks on their learning.

From all the data and extracts it was clear that the task based lessons clearly got students’ attention, and responded to the needs and expectations of the students.

4.3. What are the innovations brought by tasks to the students’ motivation and attitude in their language learning process?

For this purpose, first of all the data gathered from the motivation scales were evaluated and assessed through paired samples t-test. The results demonstrated that two of the items were statistically significant. They were **item**

2: speaking English is useless for me, and item 7: I am not good at learning languages; I am a hopeless language learner.

Table 4.1. Statistically Significant items according to the Questionnaire

Item		Mean	N	Std. Deviation	Sig. (2-tailed)
Item 2	Pre	2.52	21	1.47	0.1
	Post	1.33	21	.91	
Item 7	Pre	2.71	21	1.38	0.2
	Post	2.09	21	1.54	

As it is seen in Table 4.1, the most significant item was **item 2: Speaking English is useless for me**. In the pre-test regarding this item, the mean score is m: 2.52 and it decreased to m: 1.33 in the post-test. This item is statistically significant ($p=0.1$), which means that the level of the needs for speaking English has increased significantly. In addition, the observation reports also supported that result in various aspects: at the end of such a process related to task based teaching, students were more motivated and interested in the lesson; the tasks enabled them to integrate four skills as they could use the language for various task purposes. While completing the tasks, the students needed to work together and the group spirit fostered their interest in speaking English. The group tasks made them more confident and comfortable and increased their self-esteem and self-confidence. For instance, students enjoyed a lot while making their own party cards in cooperation with each other. While carrying out such a task, the interaction and motivation was high and they seemed to be satisfied with what they had produced. They were also observed to be proud to present their own productions in the classroom. The students can clearly be seen that they got more and more interested in speaking. One of the students stated in her feedback sheet that she improved her speaking skills and she could speak better. Another student expressed that he learned asking and answering questions and making dialogues.

In line with the feedback sheets, we got clear, positive answers in both of the interviews with students. Here are some quotes from students:

“I can speak better now so I can participate in the lesson more.” (S1)

“I know more vocabulary now and I can speak better.” (S 6)

“I can pronounce the words better and I improved my speaking skills.” (S 11)

Thanks to those tasks, the students felt the need to speak English. This could be considered as an innovation brought by tasks to the students' motivation and attitudes in their language learning process.

Another statistically significant item was **item 7: I am not good at learning languages and I am a hopeless language learner**. This item is statistically significant ($p=.02$). In the pre-test regarding this item the mean score is $m: 2.71$ and it decreased to $m=2.09$ in the post-test. This decrease was positive for our study. It could be understood from the result that the student started to think that they could be good at learning languages, and they were not actually hopeless language learners. In addition, our observation reports also supported that finding in various aspects: the students' interest and motivation got higher during the weeks by the time. Their negative attitudes towards English lesson started to change. The student expressed these changes in their feedback sheets.

“In the past, I couldn't participate in the English lessons more as I couldn't speak English well, but now I feel I am getting better.”(S 10)

“I am improving my English language skills so I feel free to take part in the activities like drama and dialogues.” (S 17)

“I think I will be better by the end of the process because I started to understand English.”(S 1)

Table 4.2. Paired Samples Statistics of all the items of the questionnaire

Items		Mean	N	Std. Deviation	Sig. (2-tailed)
Item 1	Pre 1	4.23	21	.83	.08
	Post 1	4.61	21	.58	
Item 2	Pre 2	2.52	21	1.47	.01 *
	Post 2	1.33	21	.91	
Item 3	Pre 3	3.95	21	.86	1.0
	Post 3	3.95	21	1.20	
Item 4	Pre 4	4.09	21	1.09	.74
	Post 4	4.19	21	1.03	
Item 5	Pre 5	3.76	21	1.30	.82
	Post 5	3.66	21	1.35	
Item 6	Pre 6	1.90	21	1.22	.14
	Post 6	1.47	21	1.12	
Item 7	Pre 7	2.71	21	1.38	.02 *
	Post 7	2.09	21	1.54	
Item 8	Pre 8	3.38	21	1.11	.45
	Post 8	3.61	21	1.16	
Item 9	Pre 9	4.09	21	1.33	.48
	Post 9	3.85	21	1.35	
Item 10	Pre 10	2.23	21	1.26	1.0
	Post 10	2.23	21	1.54	
Item 11	Pre 11	3.14	21	1.23	.06
	Post 11	3.71	21	.90	
Item 12	Pre 12	2.38	21	1.11	.37
	Post 12	2.04	21	1.28	
Item 13	Pre 13	2.61	21	1.35	.07
	Post 13	1.90	21	1.48	
Item 14	Pre 14	2.04	21	1.43	.29
	Post 14	2.52	21	1.83	
Item 15	Pre 15	4.47	21	1.24	.28
	Post 15	4.80	21	.67	
Item 16	Pre 16	1.19	21	.60	1.0
	Post 16	1.19	21	.60	
Item 17	Pre 17	4.19	21	1.60	.39
	Post 17	4.42	21	.97	
Item 18	Pre 18	2.04	21	1.02	.05
	Post 18	1.38	21	.86	
Item 19	Pre 19	2.09	21	1.13	.18
	Post 19	1.61	21	1.11	
Item 20	Pre 20	1.28	21	.71	.78
	Post 20	1.33	21	.73	

*significant p<.05

According to Richards and Rogers (2002), the students have three different roles in TBLT. First, the students can get the role of a group participant completing many tasks in pairs or small groups. Next, the students can get the role of a monitor observing the language in communication. As a third role, Richards and Rodgers (2002) present the student as the risk-taker and innovator who need to create and interpret various messages in each task. In this way, they argue that students can improve their language skills.

When we analyze the motivation scale, item 18 ($p=.05$), 11 ($p=.06$) and item 1 ($p=.08$) were the other items that were close to be statistically significant. In the **item 18: I think our teacher doesn't like me very much**, the mean score decreased from $m: 2.04$ to $m: 1.38$. From those scores, it could be understood that the students had good relationship with their teacher during 10 weeks. In **item 11: In my free time I like practicing English**, the mean score increased from $m: 3.14$ to $m: 3.71$. It could be interpreted that the students' intrinsic motivation got better; therefore, they started to practice English in their free time. For **item 1: I like English language very much**, there was also an increase in the mean score from $m: 4.23$ to $m: 4.61$. It indicated that the students' interest in the lesson got higher.

On the other hand, the mean scores for some items remained the same. These items were: item 3, item 10 and item 16. **Item 3: My parents think it is very important that I should speak English**, remained with the same mean $m: 3.95$ in both of the tests. This stability showed that task based lessons did not have any influence outside the class for this case. **Item 10: No matter how hard I try, I cannot improve my English**, also remained at the same mean score $m: 2.23$. It could be understood that despite TBLT the students still did not overcome their fear of not being able to improve their English. In **item 16: Our English teacher is strict**, the mean score was $m: 1.19$ in both applications of the questionnaires. It indicated that the 10 week application period did not affect the students' ideas about their teacher's being strict.

All in all, the analysis of the questionnaires answered this research question: When the increase in mean scores between pre and post application

of the questionnaire it could be found out that TBLT brought many innovations to the students' motivation and attitude of the students. These could be listed as:

- They liked the English language more.
- They started to think that taking English was not useless for them.
- They were more interested in the people whose native language was English.
- They began to enjoy the English classes.
- The students started to think that they were good at learning languages and they were not hopeless language learners.
- They noticed that they could learn English easily.
- They began to enjoy practicing English in their free time.
- They did not experience failures in English language learning much.
- In English lessons, the students were not afraid of oral assessment that much.
- After having tasks, most of the students noticed that they did not like the course book that we used in English lessons.
- They realized that their English teacher was really well-prepared and enthusiastic.
- They thought that their English teacher was really is fair.
- They thought that their English teacher really liked them very much.
- They began to understand their English teacher's explanation better.

This means that the students were more motivated and their attitudes changed positively after 10 weeks application of TBLT. As Ellis (2009:221) noted, it could be argued that TBLT provided intrinsic motivation.

In the same way similar findings were proved in some other studies. For instance, in a study by Göktürk (2002) which aimed to identify students' perception of the effectiveness of four tasks used in an English class, it was found out that the students held positive perceptions about influence of tasks on their learning. In another study by Kurt (2004) aimed to investigate the effects of

Task-Based Instruction on Grade 6 students' vocabulary learning and reading/writing proficiency in the foreign language and on their attitudes towards language learning. Findings revealed that the Task-Based Instruction integrated into regular English classes produced statistically significant differences in learners' retention of the target vocabulary items as well as their ability to use these words accurately in new contexts, and TBLT group outperformed the control group learners on reading and writing tasks. Moreover, it was found out that learners developed an appreciation for the Task-Based Instruction to which they were exposed in the classroom. In addition to those studies, in his study named 'The implementation of Task-Based Learning in teaching Turkish as a foreign language and learners' thoughts on this implementation' Yaylı (2004) revealed that the subjects found the task-cycle of the framework interesting, different and new to them and framework was proved to be really good for the learners to learn a foreign language.

On the other hand a different conclusion was found out in another study called as 'the Effects of classroom activities on students' participation in task - based learning' conducted by Kalkan (2003). It was revealed that the strategies and cognitive demand of the tasks did not overlap with the students' cognitive development and strategy use, and also the students did not show much interest in the themes of most tasks.

4.4. In what ways do the students think that the tasks helped them improve their various language competencies and skills?

The study aimed at improving students' language skills in integration with each other and the tasks were designed around productive skills. Hence, from the data collected it could be easily understood that by having task-based lessons students improved their language skills in the following each week.

To begin with, the data were analyzed in terms of the improvement of speaking skills, and the success could clearly be detected week by week. For

the first week, students were asked to fill in the mini-questionnaire form about hobbies and interest of their classmates. The teacher noted in the reflection sheet that for the task the students required to use all of the four skills. First, they read the question on the form; next, listened to his/her friend answering; then, noted down the answer and finally presented the findings into the class. In the observation report, it was indicated that some of the students had difficulty in maintaining the questionnaire in English. In the same way, at the second week, it was expressed in the observation report that the class was a mixed ability class; therefore, some students really had difficulty in speaking English so they often switched to their L1. Despite the problems, from 3rd week onwards, the improvement was clear and faster. In the 3rd week, for the task we had breakfast together in the class. It was expressed in the observation report that the students felt better while talking about their own materials.

The improvement in the speaking skills peaked in the 4th week with a drama. In the observation form, it was noted that students performed an effective session and participation because they were ready and volunteered to speak regarding the task. Moreover, in the 9th week, the students made presentations by using their own personal care products. The teacher indicated that the task reached its goal. The students learned and used the vocabulary about personal care products easily. This task in the 9th week, also reflected Shin's (2007) suggestion that there should be involvement of students in making visuals and realia. That suggestion proved to be extremely useful. The students were glad to talk and to present their belongings to their classmates.

There were also similar studies made to improve the students' language competencies and skills. For example, in a study titled as 'Improvement of speaking and listening skills of young learners in the 5th grade of the primary school: A case study,' Demirci (2010) aimed at observing the impact of enriched speaking and listening on the development of speaking and listening skills of 5th grade students. According to the results of the study, speaking and listening activities in the English curriculum were seen to be inadequate but an 8-week TBLT application was seen to have considerable positive effect. He found out positive change in the students' attitudes towards the speaking and listening

skills. In another study, titled as 'An investigation into the effects of creative drama activities on young learners' vocabulary acquisition: A case study,' Yılmaz, (2010) aimed to investigate the effects of creative drama activities on young learners' vocabulary acquisition. It was found that creative drama activities had a significant effect on enhancing vocabulary acquisition of young learners.

Secondly, in the task based lessons we had during 10 weeks, in some tasks writing skill was on focus. Clear improvements were also observed in students' writings week by week. For instance, in the 5th week, the students had a letter to read and to transfer the information into a table after reading. In the reflection sheet, the focus was stated to be on reading and writing skills. In the observation report, it was noted that the students seemed to have enjoyed reading but there must have been a problem in comprehension as some of the students could not complete their tables.

In the same way a week after that study, students showed a little improvement in writing. The students were asked to write a similar letter to the one they read previous week. In the reflection sheet it was noted that the students had negative attitudes towards creative writing, but this task aimed to overcome that obstacle. The observation also supported the idea that most of the students had difficulty in writing as they tried to make sentences in their L1 first, and then tried to translate them into English. But the improvement was clear in the 7th week. The students wrote a dialogue in pairs and acted it out. It was noted in the report that the goal was achieved as most of the students volunteered to act out the dialogues they wrote although some of them were creative and some others were imitations of the example given on the worksheet. In the 8th week, within a group work the students created the targeted level in the task in cooperation. Following that study, the teacher reported that the students showed a great performance, and they could write the task quickly and easily.

For the last week, the students made and decorated invitation cards. In the observation report it was noted that the students were all smiling and proud

of writing and decorating their own cards, and in the end, they volunteered to show and read their cards to their friends. That task was a reflection of Shin's (2007: 1) ten useful ideas for teaching English to young learners. It was successful as the activities were supplemented with visuals, realia, and movement. All in all, thanks to tasks, improvement in the students' writing skills was also obvious.

Related to this research question the students were asked in their feedback sheets as to which language skill they thought that they had improved the most during the classes. The answers given for that question were analyzed and tabulated (See Table 4.3).

Table 4.3. Distribution of language skills in the students' feedback sheets

Skills	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week	9 th week	10 th week	Total	Percentage
Reading	1	0	1	2	2	0	2	1	3	1	13	6%
Writing	11	10	3	0	8	18	7	2	1	9	69	32%
Speaking	6	9	15	18	9	1	10	9	16	10	103	49%
Listening	3	2	2	1	2	2	2	9	1	1	25	11%

Although all the skills were given in integration with each other and the tasks covered all the skills equally, we could get these percentages. From Table 4.3. it could be understood that most students thought that their speaking skills improved at the end of 10 weeks by having task-based classes. The second highest score was writing. Checking the data, it can be inferred that TBLT improved students' all four skills but mostly the productive skills.

Another question in the feedback sheets of the students also shed light into the students' improvement of their competencies and skill. It was question 5 which states "Do you think that you have learned something at the end of this lesson? If yes, please give examples".

Here are some quotes from the students:

"I learned speaking English while organizing a party." (S 7)

"I learnt accepting an invitation and refusing it." (S 12)

"I learned inviting somebody to somewhere and offering something." (S 13)

"I can ask and answer about free time activities from now on." (S 15)

"I learned making a dialogue and acting out." (S 17)

"I can write a letter now." (S 20)

"I learned organizing a trip in English." (S 21)

The analysis of the data gathered through interviews with students also supported these findings. For instance, student 3 stated that she could do tasks quicker as she improved her language skills, and she added that she could read and write better as she knew more vocabulary. Student 10 reported that he could pronounce words better and could speak better. Student 14 pointed out that in the past she couldn't speak in the class, but thanks to those activities, she could participate more.

When we look at the findings of some other similar studies in the literature, we see that the findings of this study can also be supported as TBLT is found to be an effective method in teaching skills and competencies.

In an M.A thesis titled as 'Task-Based Teaching effectiveness on students' achievement in learning grammar' Mutlu (2001) aimed to find the most effective approach in teaching language for his classroom. Based on the results of the study it was indicated that task-based group gained more achievement in learning first grammatical structure in the long-term. The answers for the opinion questionnaire revealed that the students had positive opinions about task-based teaching.

In another study titled as 'The Effectiveness of Task-Based Teaching on students' learning of "English relative clauses' Uysal (2003) aimed to compare two types of teaching: Task-Based Teaching and presentation-practice-production cycle. The statistical results of the study suggested that Task-Based

Teaching was more effective in the learning of the relative clauses in a short-term, whereas both types of instruction were effective in the long-term.

All in all, for my target group, TBLT seems to be a useful method that presents skills in integration with each other, and it is also effective in teaching various language competencies.

4.5. What kind of change does the task cycle bring to the classroom atmosphere?

TBLT and its task cycle presented a variety of positive changes into the classroom atmosphere. First of all, rather than traditional grammar focused lessons with TBLT, the students started having lessons with a primary focus on meaning. Many researchers also indicated the importance of meaning for young learners and in TBLT. For instance Peck (2001:2) set out the principle of teaching young learners and one of those principles was to focus on meaning, not correctness. In the same way, McCloskey (2002:9) presented seven instructional principles for teaching young learners of English and one of those principles was to integrate language with content. In Longman Dictionary of Language Teaching & Applied Linguistics (2002: 540), Task-Based Language Teaching was defined as “activities involving meaningful communication and interaction.” Bygate, Skehan and Swain (2001, cited in Ellis, 2003:9) also suggested a similar definition:

A task is an activity which requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning.

The students in the present study were asked about the changes they faced during TBLT lessons in their feedback sheets (Question 3: Is there a primary focus on meaning or on grammar?). The answers given for the question were analyzed and tabulated (See Table 4.4).

Table 4.4. Distribution of focus in tasks depending on the students' feedback sheets

Focus	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week	9 th week	10 th week	Total	Percentage
On meaning	15	17	20	18	19	16	16	17	20	19	177	84%
On grammar	6	4	1	2	2	5	5	4	1	2	32	15%

As seen in Table 4.4, the primary focus was obviously on meaning. This finding indicated that 84% of the students understood the actual focus in TBLT lessons. It was also observed by the teacher that the students who were concerned about the correct form of an utterance started to ignore the form but concentrated on the meaning more. This stopped students' fear of making mistakes and created the feeling that they could speak English better in this way. In the same way, in the reflection sheet the teacher noted that teaching grammar deductively worked well. Without writing the rules on the board, the students were able to apply a rule with some guidance thanks to the task, and still they could understand the meaning from the context. In the interview student 5 pointed out:

“In the past, we used to write lots of grammar formulas and fill in the gaps activities on our notebooks that they all got bored in English lessons but now all the class is looking forward to have English lessons.”

According to Ellis (2003), there are some principles to consider while implementing TBLT. One of them is to ensure that students are primarily focused on meaning when they perform a task. In the same way, Swan (2005: 377), suggested that in TBLT: “instructed language learning should primarily involve natural or naturalistic language use, and the activities are concerned with meaning rather than language.”

As a second innovation the tasks enabled was that different from teacher oriented lessons, with TBLT student centered lessons were targeted. Rather

than the teacher, the students aimed to be more active, and teachers were expected to give more chance to students to talk and use English.

When the students were asked if they think that they were allowed free use of English during these 10 weeks in TBLT lessons, most of them said 'yes' in the feedback of the each week.

Table 4.5. Distribution of the students' answers about their being free to use language

Free to use language	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week	9 th week	10 th week	Total	Percentage
Yes	11	16	20	20	17	19	17	17	18	17	172	81%
No	5	2	1	0	2	1	2	2	1	3	19	9%
Sometimes	5	3	0	1	2	1	2	2	2	1	19	9%

From Table 4.5 above, it is clear that in total 81% of the students said 'yes' for this question. It means that most of the students felt free to use English in the classroom.

In the same way it was observed that the students were more silent while the teacher was or their peers were speaking English so as to understand each other better, and they were willing to talk and participate once more. From these findings, it was clear that tasks upgraded students' self-confidence and self-esteem. The teacher also noted in her reflection sheet that the students' enthusiasm, joy and excitement could be detected even from their eyes and from their participation level in the tasks. In the interviews, students also indicated the positive effect of stress free atmosphere created in the classroom. Student 7 stated that he could speak more and more, and took part in many activities as the tasks were motivating. Student 15 also noted that she could make mistakes, but everyone could do, as well; nevertheless, this did not keep her away from speaking. Moreover, she expressed that the teacher could understand her and her friends, and they would learn in time from their mistakes. In the same way, in the interviews, the students indicated that thanks

to those activities all the students were more willing to participate in English classes.

In a similar study titled as 'A study on the attitudes of young learners towards learning English', Firat (2009) aimed to investigate the nature of young learners' attitudes towards learning English, and whether these attitudes have any relationship with their language proficiency. The results of this study also revealed that students had positive attitudes towards learning English, and that there was not a significant relationship between the attitudes of students and their proficiency.

It can be concluded that the young learners in this particular research study and in some other studies in the literature were more interested in English, and they were more enthusiastic to learn it thanks to TBLT.

As a third point, TBLT created a change in the assessment and evaluation of the students. In the beginning of the study, teacher expressed that the students' success in this lesson would be evaluated through their performance in the tasks rather than a sit down exam, and the students welcomed it. In the same way, Ellis (2003) listed some principles to consider while implementing TBLT and one of them was to evaluate students' performance and progress.

When the students' ideas about it were asked in their feedback sheets (Question 6: Is your success in this lesson evaluated through your performance?), the students thought that their success in English lesson would be evaluated through their performances.

Table 4.6: Distribution of the students' answers to the question if their success was evaluated through performance

Success evaluated through performance	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week	9 th week	10 th week	Total	Percentage
Yes	20	21	19	20	19	18	19	20	19	18	193	91%
No	1	0	1	0	1	2	1	0	1	2	9	4%
I don't know	0	0	1	1	1	1	1	1	1	1	8	3%

The fourth innovation provided by TBLT to the class was that the activities were authentic. Nunan (1991:279) expressed five characteristics of a task based approach to language learning and one of them was that “TBLT attempt to link classroom language learning with language activation outside the classroom.” In fact, this has been one of the biggest problems of traditional EFL classrooms. Students cannot learn a foreign language in the classroom as the activities are far from reality. TBLT tries to overcome this obstacle by creating a purpose through tasks, and through real life activities. According to Willis (2010:1), “TBLT provides learners with natural exposure (input), chances to use language to express what they want to mean (output), to focus on improving their own language and to analyse and practise forms”. In the same way, Ellis (2009:221) noted that “Task-Based Language Teaching provided many benefits such as: TBLT provides the opportunity for ‘natural’ learning within the classroom context”.

Table 4.7. Distribution of the students' answers to the question about the tasks' being related to the real world activities

Tasks are related to real world activities	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week	9 th week	10 th week	Total	Percentage
Yes	12	20	21	19	20	20	19	20	21	19	191	90%
No	7	1	0	2	1	1	2	1	0	1	16	7%
I don't know	2	0	0	0	0	0	0	0	0	1	3	1%

When my students were asked in their feedback sheets if the tasks were related to the real world activities, 90% of the answers supported that they were related to the real world activities (See Table 4.7.).

When Table 4.7 was analyzed, it could be seen from the table that all of the students said yes for the 3rd week. In that week, the theme was 'food and drinks' and they had a drama session. The class was decorated like a restaurant by bringing table clothes, plates, forks, napkins and menus. The teacher observed that the students enjoyed being on the stage and acting out as the realias made the task enjoyable and authentic. In the reflection sheet it was noted that the students were really relaxed and willing to be a part of the task.

Moreover, it could be seen in Table 4.7. that for the 9th week, all the answers were 'yes'. In that week, the theme was 'personal hygiene', and students brought their own personal care products. It was observed that bringing their own materials made the students more motivated, and that motivation lasted till the end of the class hour as they introduced their belongings to each other and analyzed each other's products. In the reflection sheet, it was noted that the realia and the task drew the students' attention. All in all, these findings clearly showed that TBLT created many desired changes to the classroom atmosphere.

4.6. Is there a statistically significant difference between the genders towards a task-based study?

The study was conducted with 21, 6th grade students. 7 were male and 14 were female participants. In order to calculate the difference between the genders Mann Whitney U test was applied to the data gathered in the pre and post application of the questionnaire. The test ranks were tabulated according to pre and post test scores (See Table 4.8).

Table 4.8. The distribution of participants in the main study according to their gender

Genders	Frequency	Percent
Male	7	33%
Female	14	66%
Total	21	100%

In order to calculate the difference between the genders Mann Whitney U test was applied to the data gathered in the pre and post application of the questionnaire. The test ranks were tabulated according to pre and post test scores (see Table 4.9.).

Table 4.9. Mann Whitney U Test scores of the first application of the questionnaire

	Gender	N	Mean Rank	z	Asmp. Sig. (2-tailed)
Item 1	M	7	7.29	-2.095	.036*
	F	14	12.86		
Item 2	M	7	9.57	-.775	.438
	F	14	11.71		
Item 3	M	7	11.36	-.195	.843
	F	14	10.82		
Item 4	M	7	9.64	-.761	.447
	F	14	11.68		
Item 5	M	7	12.14	-.624	.533
	F	14	10.43		
Item 6	M	7	13.14	-1.210	.226
	F	14	9.93		
Item 7	M	7	11.43	-.229	.819
	F	14	10.79		
Item 8	M	7	9.29	-.932	.352
	F	14	11.86		
Item 9	M	7	8.79	-1.327	.185
	F	14	12.11		
Item 10	M	7	11.57	-.317	.751
	F	14	10.71		
Item 11	M	7	7.00	-2.157	.031*

	F	14	13.00		
Item 12	M	7	11.50	-.276	.782
	F	14	10.75		
Item 13	M	7	8.57	-1.303	.193
	F	14	12.21		
Item 14	M	7	10.64	-.203	.839
	F	14	11.18		
Item 15	M	7	10.07	-.708	.479
	F	14	11.46		
Item 16	M	7	11.50	-.513	.608
	F	14	10.75		
Item 17	M	7	10.71	-.201	.841
	F	14	11.14		
Item 18	M	7	8.50	-1.508	.132
	F	14	12.25		
Item 19	M	7	10.86	-.078	.938
	F	14	11.07		
Item 20	M	7	11.00	-.000	1.000
	F	14	11.00		

*significant

The findings presented the general motivation of the students before the application of a 10 week TBLT programme. The results in Table 4.9 displayed that there was a significant difference between females and males in terms of two items. One of the items was, item 1: I like the English language very much, m: 7.29 for males and m: 12.86 for females and the difference was significant at the two tailed test ($p = .036$). Here the females' mean score indicated that they liked English lesson more than the males. The other item was, item 11: In my free time I like practising English, m: 7.00 for males and m: 13.00 for females, and the difference was significant ($p = .031$). Here again the mean score of the females indicated that they liked practising English in their free time more than the males.

In a similar study titled as 'The effect of Task-Based Language Teaching on developing speaking skills among the Palestinian secondary EFL students in Israel and their attitudes towards English' by Murad (2009), a similar result was found. The findings of that study showed that there was a significant difference between the boys' and girls' attitudes. The researcher explained that the girls were more socialized and ready to participate in the task activities than the

boys, and they were much more likely to be better listeners. The girls were noted to be more motivated to learn English because they believed that getting a good mark in English was the first step in their acceptance to colleges or universities, while the boys were busy in thinking about other fields of life such as joining a football team and spending times with other boys after school. Our findings are parallel with those findings that girls like English lesson more and that they like practicing English after school. However, to explain the social and political reasons behind this gender difference in this class towards English is not the scope of this paper; however, this can be a good area to explore for the future studies.

Table 4.10. Mann Whitney U Test scores of the second application of the questionnaire

	Gender	N	Mean Rank	z	Asymp. Sig. (2-tailed)
Item 1	M	7	10.21	-.497	.619
	F	14	11.39		
Item 2	M	7	11.07	-.061	.951
	F	14	10.96		
Item 3	M	7	9.36	-.906	.365
	F	14	11.82		
Item 4	M	7	12.00	-.569	.569
	F	14	10.50		
Item 5	M	7	10.36	-.350	.726
	F	14	11.32		
Item 6	M	7	12.00	-.762	.446
	F	14	10.50		
Item 7	M	7	11.29	-.172	.864
	F	14	10.86		
Item 8	M	7	10.21	-.429	.668
	F	14	11.39		
Item 9	M	7	11.50	-.268	.775
	F	14	10.75		
Item 10	M	7	11.86	-.485	.627
	F	14	10.57		
Item 11	M	7	10.14	-.474	.636
	F	14	11.43		
Item 12	M	7	11.29	-.159	.874
	F	14	10.86		
Item 13	M	7	9.93	-.669	.503

	F	14	11.54		
Item 14	M	7	10.50	-.286	.775
	F	14	11.25		
Item 15	M	7	10.43	-.586	.558
	F	14	11.29		
Item 16	M	7	11.50	-.513	.608
	F	14	10.75		
Item 17	M	7	10.43	-.374	.729
	F	14	11.29		
Item 18	M	7	13.50	-1.905	.057
	F	14	9.75		
Item 19	M	7	11.36	-.235	.814
	F	14	10.82		
Item 20	M	7	10.29	-.546	.585
	F	14	11.36		

In Table 4.10, the findings related to the general motivation of the students after the application of a 10 week TBLT programme were presented. According to the post-test scores, only item 18: I think our English teacher does not like me very much, was significant (m: 9.75 for males and m: 13.50 for females) and the assumption is close to significant ($p=.057$). The mean score of the males (m: 13.50) indicated that they thought the English teacher did not like them much or the English teacher liked females more; however, the result is in the verge of the significance level $p= .05$.

When the items were analyzed one by one, the items ranked by the male students more in the post test were:

Item 2-Speaking English is useless for me.

Item 4-I am interested in the people whose native language is English.

Item 6-English lessons are very boring.

Item 7-I am not good at learning languages, I am a hopeless language learner.

Item 9-I have to work harder to be more successful in learning English.

Item 10-No matter how hard I try, I cannot improve my English.

Item 12-I often experience failures in English language learning.

Item 16-Our English teacher is strict.

Item 18-I think our English teacher doesn't like me very much.

Item 19 I never understand our English teacher's explanation.

Analyzing the listed items above, it could be inferred that the boys had lower motivation and more negative attitudes towards English as most of the negative items were in their list.

The items ranked more by the female students were:

Item 1-I like the English language very much.

Item 3-My parents think it is very important that I should speak English.

Item 5-I am interested in English language films and pop music.

Item 8-I learn English easily.

Item 11-In my free time I like practicing English.

Item 13-In English lessons I am afraid of oral assessment.

Item 14-I don't like the course book that we use in English lessons.

Item 15-Our English teacher is well-prepared and enthusiastic.

Item 17-Our English teacher is fair.

Item 20 Our English teacher is only looking for mistakes.

When the items preferred by the females were analyzed, it could be inferred that the girls had higher motivation and more positive attitudes towards English as the girls had most of the positive items. On the other hand, it could be because girls were more successful in the target classroom in terms of their grades and in-class performance than the boys. Moreover, it could be because the number of the boys in the class was less than girls.

In a similar study which analyzed the relationship between gender and TBLT, Farahani & Nejad (2009) aimed at finding out the difference in terms of the degree of progression between intermediate and advanced English learners

under Task-Based Approach of teaching speaking. They found out that gender did not have a determining effect on the success of language learners.

4.7. What are the advantages of integrating tasks in the classes?

Applying TBLT lessons has a variety of advantages. After conducting task-based English lessons with a 6th grade class for 10 weeks, some of the advantages observed were explained under this research question.

First of all, task-based lessons brought improvement to students' language skills especially to the productive skills as the tasks in general required a production in the end. Following each lesson, in their feedback sheets the students answered the language skill they thought that they had improved during that lesson. The analysis of those answers showed that 49% of the students stated that they had improved speaking and 32% of them pointed out writing skill. 11% of the students stated that they had improved listening, and 6% of them pointed out that they had improved reading. From the percentages, it could be inferred that most students thought that their speaking skills improved during 10 weeks. The highest score after speaking was writing. It could be inferred from these numbers that task-based lessons improved the students' productive skills more. In the observation report, the teacher stressed that the students participated in the lessons, and they wanted to speak more as the sessions were stress free and enjoyable with different tasks.

Willis, D. & Willis, J. (2007:31) emphasized in their book 'Doing Task-Based Teaching' that:

If the students don't have the confidence and fluency to make most of their limited language they will have gained very little from their course of study. But if they are confident enough to make most of their language with all its shortcomings and inaccuracies then they have acquired a valuable skill for life.

Thanks to the tasks, the students could both improve their language skills and gain that confidence to use it. Lin (2009) also expressed that:

TBLT functions to construct learner-centred classrooms and language learning contexts by giving learners the chance to communicate and interact by enhancing their ability to use English and to overcome communicative problems.

In the same way, in this present study the teacher noted in her reflection sheet that the students were ready to have chances to speak and participate more, and TBLT was the right method to fulfil their expectations.

As a second advantage, the tasks could be noted as the activities that draw students' attention. Willis & Willis (2007:217) suggested the teachers to choose some simple engaging tasks that were fun and concrete outcomes that they could prepare in advance and achieve with satisfaction and enjoyment. In addition, Avermaet, Colpin, Gorp, Bogaert & Branden (2006:207) pointed out that when tasks in a syllabus were fascinating, exciting and adapted to young children's perspectives and interests, the children might be strongly inclined to engage actively with them. They (2006:175) also stressed that:

There are two core actions that the teacher should take in order for tasks to elicit rich learner activity and to enhance the chances that the activity turns into actual learning. One of them was motivating the learner to invest intensive mental energy in task completion.

Keeping those suggestions in mind, during our task-based lessons the students were asked in the feedback sheets whether the activity had drawn their interests, and in addition, they were also asked to give some explanation in their answers. Here are some quotes from the students:

"I liked the activity because it helped me speak English better." (S 5)

"It was an interesting activity and by the way I learned writing an e- mail in English." (S 7)

"I learned new things and I see that I can understand English."(S 8)

“It was a nice and different lesson. I enjoyed a lot while making cards.” (S 9)

“Learning hygiene with that way is interesting. We brought our goods in to the classroom and made sentences by using them.” (S 12)

“Yes, we used real mobile phones and it was like talking to a foreigner on the phone. We both learned and enjoyed.” (S 14)

“With the restaurant drama I felt as if I were there in no other lesson we do such activities. Being a part of the drama was like being in a movie.” (S 16)

Moreover, Gorp & Bogaert (2006:98) stated in their study ‘Developing tasks for primary and secondary education’ that “the way in which a new task was introduced was quite essential in TBLT and introductions to tasks should integrate three functions”. One of them was motivating the learners to perform the task. By the way, the quotes of the students indicated that they were highly motivated.

The third advantage was TBLT’s being a meaning focused approach. In a traditional Presentation, Practice, Production (PPP) cycle, the students used to have grammar focused activities but in TBLT the focus shifted to meaning focused tasks. Hence, the students could easily notice the difference between the two. In the feedback sheets students were asked if the primary focus on meaning or on grammar in those activities applied during 10 weeks. 84% of the students pointed out that the tasks were meaning focused activities. In her feedback sheet, a student noted that they used to write a lot of grammar activities on their notebook during the English lessons before, and it was boring for them, but this term thanks to the tasks they did not need to write those boring activities any more. Another student stated that he thought he couldn’t learn the formulas to make sentences, but he discovered there was no need for formulas; he could answer questions by using even just a word. The teacher also observed that the students felt comfortable and free of restraints of grammar rules, and they could easily focus on meaning.

On the other hand, the interview findings also supported these data. A student emphasized that she noticed that she could understand and learn English as we did not deal with difficult grammar rules a lot.

Willis & Willis (2007:7) also noted that focus on form should come after focus on meaning.

One possibility would be to see meaning as the starting points for language development and to see form as developing from meaning. If we take this line we would encourage learners to use the language as much as possible to communicate.

Moreover in their study, it was indicated that there had to be a place for a focus on specified forms in a Task-Based Approach but form should subordinate to meaning and should come after the task. In the same way, Ellis (2003:3) defined the tasks as “activities that call for primarily meaning focused language use.” In contrast, he defined exercises as activities that primarily focus on form.

As fourth advantage, it was found out that tasks allowed the students to use English during the classes. When the students were asked if they thought that they were allowed to use English freely in the classroom, 81% of them said ‘yes’. The percentage meant that most of the students felt free to use English in the classroom. In the feedback sheets the students also noted that:

“I improved my speaking skills. I can speak better and better day by day.” (S 7)

“I can speak English and pronounce the words better so I participate in the lesson more.”(S 11)

The teacher also observed that the student felt more comfortable while speaking and participation got higher during that procedure. For instance, in the 4th week, there was a drama session. The teacher explained in the reflection sheet that the students seemed to be happy to be a part of the drama, and they liked the idea of acting out and speaking English in front of the class. The notes in the observation report supported this finding. The teacher pointed out that the students enjoyed a lot, and most of them wanted to act out and speak once more.

Accordingly, the interview findings were also in line with this. One of the students said that she could speak English freely as she was not afraid of making mistakes and expressed that they needed to speak and use English more to improve their speaking skills. That's what Willis & Willis (2007) suggested when they were asked how the teachers could change the attitudes of students who did not use TBLT. They noted that the students would only learn to talk by trying to talk. They also distinguished three essential conditions for language learning and the first one of them was the use of the language.

As the class is the only place that EFL learners can use the language, we can infer from the findings and the ideas of experts that we should let our students use the language freely in the class, and TBLT is one way of doing that.

As a fifth point, tasks presented an alternative method in assessment and evaluation of the students. Instead of written exams or quizzes of the PPP method to the classes, TBLT provided the evaluation of students' products and performances. When the students were asked if their success in this lesson was evaluated through their performance, 91% of the students said 'yes'. In the observation report the teacher noted that this way of assessment was easier and could lead to more realistic assessment about students' success. Thanks to tasks, the students' performances could be observed and evaluated regularly. Moreover, this alternative evaluation technique was also an advantage for students because thanks to the tasks the process of improvement could be evaluated. In the interview, one of the students stated that they felt need to take part actively in tasks as they knew that their performance would affect their grades. According to Willis & Willis (2007:5) the success of the procedure should be judged on whether or not learners communicate successfully. This is what TBLT provided to language classes.

Another positive point was that the tasks were the activities related to the real world into the language classes. The students were asked whether the tasks used in the classes were related to real world activities. 90% of the students indicated in their feedback sheets that the tasks they had were related

to the real world activities. In the interview one of the student pointed out that bringing their own materials was enjoyable, and it made them more interested in participating in the lesson. Another student expressed that they learned better when the class was decorated like a real place. The teacher also observed in the 9th week for the theme 'personal hygiene' that the students who brought their own personal care products and presented them in the class felt stress free and enjoyed the lesson. It was also noted that they learned the vocabulary easier, and were willing to talk about their own products.

In addition to all of these advantages, TBLT also created successful pair and group work tasks by providing a higher level of communication and cooperation in the classroom. For instance in the 5th week, there was a guided writing task but it was a pair work. The students were given a letter from an American student who was introducing his city and the daily life there. Then they were asked to read and fill in the empty table about the letter in pairs. About the task the teacher noted in the reflection sheet that "The students liked reading the letter and learning about different life styles but they had difficulty in making transformation to fill in the empty table about the letter they read." In the same way, in the 6th week, they had a pair work where the students were expected to write a dialogue by using the given situation. For the task, the teacher observed that the students enjoyed making the dialogue in pairs and act out it in front of the class.

Moreover, it was noted in the reflection sheet that the students were more successful and creative while working in pairs. In the same way, in the 8th week, there was a group task. The task had two steps. In the first part, the group needed to complete a chart together about seasons, and in the second step, they would fill in other charts by listening to the presentations of other groups. The teacher stressed in the reflection sheet that the students enjoyed working in groups, and group spirit kept motivation longer and success was higher. Following that task, one of the students expressed in the feedback sheet that group-work was very nice as it made everyone in the group work for the same goal, and also made other groups work to be the best. It could be

understood from the extract that group work also enabled competition among the groups together with cooperation inside the group.

According Ellis (2003:267), there are ten potential advantages of group activities:

1. the quantity of learner speech can increase
2. the variety of speech acts can increase
3. there can be more individualization of instruction
4. anxiety can be reduced
5. motivation can increase
6. enjoyment can increase
7. independence can increase
8. social integration can increase
9. students can learn how to work together with others
10. learning can increase.

In each group work, nearly all of these advantages were observed and TBLT proved to be successful in group work tasks.

Finally, to find out other advantages of TBLT, the students' suggestions and evaluations they wrote at the end of their feedback sheets were evaluated. The notes of the students indicated that most of them expressed that having task-based lessons was an advantage, and suggested that English classes should continue with tasks. Here are some examples from the notes of the students:

"It is good just like this. We like doing these activities. By the way, learning English with those activities we don't get bored but we have fun while learning."
(S 11)

"I have no suggestions as there is no problem. In no such lesson we have such interesting activities. We should go on like this." (S 17)

"Everything is good in this lesson. The activities change each lesson and this creates motivation and interest in the whole class." (S 21)

The interview findings also support that the student were glad having TBLT lessons. Here are some of the evaluations and suggestions of the students:

“These activities are enjoyable. I can both learn English and enjoy while learning. Therefore, I suggest all lessons be like this.” (S 6)

“Nobody gets bored during 10 weeks. We all waited for the next week’s activities eagerly. I think we can do more activities just like these.” (S 9)

All in all, TBLT proved to be advantageous in many ways during its 10 weeks application with 6th grade young learners of English.

4.8. What are the drawbacks of integrating tasks in the classes?

This section covered both the drawbacks of integrating tasks in the classes and the problems encountered during this present study. In order to answer this research question, suggestions and evaluations of the students in their feedback sheets about each lesson were gathered and analyzed.

First of all, one of the criticisms noted was about the task difficulty. A student stated, following the writing task of the 5th week, that the task could be easier as writing was not easy for them. Another student also commented on the same task that although there was an example, it was hard to write an e-mail about their life-styles. For that week, the teacher also noted in her reflection sheet that some of the students had difficulty in writing. To overcome that problem in writing in the following week, the teacher prepared again a writing task but that was a pair-work. For that week, the teacher noted that there was improvement in students’ papers, thanks to their group work. In the following week, she presented a group work and the task was an integration of speaking and writing. For the task, the teacher stated in her observation report that the students did better when they had the group work, although the task was more difficult than the previous tasks. In their study named as ‘Developing tasks for primary and secondary education’ Gorp & Bogaert (2006:89) expressed that “if the task presents no difficulties, opportunities for learning may be minimal”. They indicated that there should be a gap between the students current language proficiency that is required for task performance. In the same

way Ellis (2003:276) noted that teachers should ensure an appropriate level of task difficulty while implementing TBLT.

The second problem encountered was that sometimes the students who had difficulty in understanding the instructions well could not do the tasks in the right sequence. For instance, in the first week, the task was about hobbies and interests, and the students were given a mini questionnaire to complete about their class mates' hobbies and interests. For that task, the teacher noted in the reflection sheet that most of the students were excited as they needed to complete the tasks in allocated time and rushed to accomplish it. However, some of the students, unaware of what was going on, filled in the questionnaire by themselves. The teacher walked around the class and tried to guide them and explained once more what to do in Turkish. For that task, one of the students stated in her reflection sheet that she could not do the task well, as the steps of the tasks made her confused.

Gorp & Bogaert (2006:98) expressed that the way in which a new task was introduced was quite essential in TBLT so they suggested three functions in introducing tasks because tasks usually integrate three functions and one of them is organizing the performance by providing clear instructions on what the purpose of the task is, and how it should or can be performed. In the same way Willis & Willis (2007:228) gave teachers' tips for Task-Based Teaching in their book 'Doing Task-Based Teaching' and one of the tips was to give clear instructions. From the problems I encountered and from the extracts of the SLA researches, it is clear that we should give clear instructions in TBLT so that we do not turn the advantage of having task into a disadvantage.

The third problem was that while carrying out the tasks, the students switched to their L1 from time to time. For instance, in the 5th week for the guided writing task about daily life and routines, some of the students had difficulty in understanding and transforming the information given. Therefore in the observation report it was indicated the students were asked for transforming the given information in the e-mail to a table but it was not easy for them.

Moreover, it was indicated that although working in pairs made the process easier, the pairs switching to their L1 turned this advantage into a disadvantage. Similarly, in the 8th week, there was a group task about weather conditions. Each group was given a worksheet to complete about the weather conditions, clothes and activities in a season. The teacher observed about the task that the students in group started the conversations among each other in English still in a short time, they went on their communication in Turkish. In order to prevent this handicap, the teacher walked around the groups, sometimes participated in them in completing tasks and guided them throughout the whole process. This case found reflection in writing too. The students used translation a lot. The teacher expressed in the reflection sheet that most of the students had difficulty in making appropriate sentences in English. Most of them tried to make the sentence in their L1 and then tried to translate it into English. The reason behind that case could be the students' previous language learning experiences. To overcome this problem teacher guided some student to imitate the structures in the given text and to try to rewrite some of the sentences. Hatip (2005, cited in Hismanoğlu & Hismanoğlu 2011:49) considered this as a disadvantage of TBLT and noted that some learners employed the mother tongue when they faced a difficulty or if the group felt intolerant.

When Willis & Willis (2007:220) were asked how to prevent overuse of L1 and encourage learners with the same L1 to use English during the pair work and project work, they suggested not banning the use of L1 outright. They noted that especially for beginners and low level learners that might cause them to suffer as they had no way to contribute in class or communicate with their teacher. On the other hand, it was stated that teachers could draw up a set of rules for when L1 was allowed to be used by the teacher and by the learners. Moreover, the rules or the guidelines were suggested to be displayed where all students could see. One another idea presented was to go round and monitor or help the students when they got stuck. In the same way, Shin (2007: 1-2) suggested to "establish classroom routines in English and to use L1 as a resource when necessary while presenting ten useful ideas for teaching English to young learners". From the experience we had during the task-based lessons and from the extract by Shin (2007), it could be understood that students'

switching to their L1 was expected, but could be prevented with some simple precautions.

Lastly, time was one of the problems we had to struggle against during our task-based lessons both for the teacher and for the students. In terms of teacher, as Willis & Willis (2007:200) noted the text books did not have tasks and preparing and designing a task was not an easy process for the teacher. As a teacher, I had to spare some time to arrange tasks for each theme. I still think, even after a year, I will have a file full of tasks ready for the next year. One of the students noticed and appreciated this work by noting in her feedback sheet that the teacher thought everything for them. In terms of the students, it was observed that in some of the tasks some students had difficulty in completing their tasks in the allocated time. In order to overcome that problem the teacher walked around the class guided and helped the slow students. Accordingly, in pair or in group work tasks, the slow students were matched with the fast or better ones.

All in all, it should be kept in mind that no single method be the best for all the language classes. In terms of TBLT, despite some of the possible disadvantages, it could be noted that the advantages of TBLT surely weigh more.

CHAPTER FIVE

CONCLUSION

5.1. Introduction

This chapter presents a brief summary of the study with its aims and findings. Then, the implications of the study are discussed. Finally, a set of suggestions are presented for further research.

5.2. Overview of the Study

English has been taught as a foreign language in Turkish public schools for a long time. Despite starting at an early age and having years of education, majority of our learners have difficulty in using English for communicative purposes.

One of the greatest challenges of our students is that English is not used authentically within the real life context. Several suggestions have been presented in this paper to overcome this drawback. One of them is to apply alternative approaches and methods to provide opportunities for real life like communication to learners rather than traditional methods that mostly rely upon grammar teaching. For that purpose in this study, TBLT was used to teach English to young learners.

As Cameron (2002) states teachers of children need to be highly skilled to reach into children's worlds. To achieve this goal, the teachers of English need to know not only the way young learners learn, but also the most effective ways to teach them. Therefore as an English teacher, I conducted this action research to analyze both the young learners and the effectiveness of task based language teaching among these learners.

The literature review pointed out some specific features of young learners and TBLT so as to indicate the need to combine the both. As Scott and Ytreberg (1990) mention the world of adults and that of children is not the same in terms of their different social, cognitive and affective states. Cameron (2005) also points out that young learners are more enthusiastic and lively as language learners. To canalize the advantages of young learners into language learning in that section, TBLT was introduced in general. According to Richards and Rodgers (2002:228), "TBLT has similar assumptions about the nature of language learning with Communicative Language Teaching but still there are some extra learning principles in TBLT as it provides both the input and output processing necessary for language acquisition." Therefore, in that part, it was pointed out that it was useful to teach English to young learners through TBLT.

In this study, both qualitative and quantitative research methods were used. The researcher prepared tasks and task-based lesson plans in accordance with the curriculum designed by the Ministry of Education. The study lasted for 10 weeks. As for the data collection, following each lesson the researcher filled in a reflection form which were actually the research questions of the study and an observation form to note possible positive advantages and disadvantages of Task-Based Language Teaching. At the end of each lesson, the students also filled in feedback sheet about lesson. In addition to them, in the 5th and the 10th weeks of the study, the researcher had interviews with randomly selected 10 students from the class. Moreover, to evaluate the innovations brought by tasks to the students' motivation and attitude in their language learning process, a questionnaire was used in the 1st and the 10th weeks of the research. At the end of the study, all the data were evaluated together to have reliable findings.

The analysis of the data revealed the answers to research questions. It was clear that the task based lessons drew students' attention and responded to the needs and expectations of the students. TBLT was thought to be a useful method that presented skills in integration with each other and effective in improving learners' language skills and competencies. TBLT also changed the classroom atmosphere. The lessons started to be meaning focussed with real

life like activities and with more interaction. In addition to them, the lessons were more student-centred where the students felt free to speak out. Moreover, the students' success would be evaluated through their performances, which definitely decreased the level of stress that the traditional testing methods caused. The findings of the questionnaires also indicated an increase in the students' motivation and positive changes in their attitude. When the students were compared in terms of their genders, females seemed to have higher motivation and more positive attitudes towards the English lesson. However, additional study is needed to analyze it in-depth. Therefore, this finding has been tentatively presented in this study.

The results also showed similarities with some other previous studies conducted in Turkey. For example, Kurt (2004) found out that the Task-Based Instruction integrated into regular English classes produced positive effects on students' competencies. Göktürk (2002) also found out that the students held positive perceptions about influence of tasks on their learning. In his study, Yaylı (2004) revealed that the subjects found the task-cycle of the framework interesting, different and new to them, and the framework was proved to be good for the learners to learn a foreign language. In addition, Demirci (2010) observed that TBLT application was seen to have considerable positive effects on the students' attitudes towards the speaking and listening skills. Mutlu (2001) also indicated that the students' had positive opinions about Task-Based Teaching.

5.3. Implications of the Study

The findings of the study depicted significant positive contribution of the implementation of Task-Based Instruction while teaching English to young learners. There are many implications of this study that are related to teachers of English, curriculum and test designers particularly in terms of understanding the nature of the young learners' and the positive impact of using TBLT in teaching English.

As to teachers of English, the study aims to serve as a guide providing an alternative way of language teaching rather than the usual traditional ways, simply doing the structure based exercises in the text book and work book. It also discussed general features of TBLT and presented needs and expectations of young learners. In accordance with the findings, students proved to be motivated and ready to have different tasks in English courses. They were willing to be a part of drama, pair works and group works. These activities decorated with tasks enabled interaction to the classroom and this meant to use English more and purposefully for communication. Moreover, Task-Based Language Teaching provided student centered teaching, and it provided a relatively stress free atmosphere to the classroom which can be considered as one of the prerequisite of teaching English to young learners. Therefore, it can be argued that teachers of English should use tasks in the language classrooms as they are effective in many ways.

As for the curriculum designers of English for young learners, the study indicates that it is high time to leave out designing the curriculum and making course books with activities which solely rely on PPP. Instead, they should integrate TBLT tasks and in the curriculum and TBLT materials in the text books. As a result, in the light of this thesis, I invite the ELT stakeholders and practitioners to try alternative methods of teaching language such as TBLT. Those who design tests or alternative assessment tools should also use TBLT tasks to assess students' performances and productions rather than traditional structure based test items in the achievement examinations. Thus, they can create feeling of success among students, which would lead to self-confidence in learning English.

As young learners, students would benefit a lot through TBLT tasks in which they can go through a naturalistic way of acquiring a second/foreign language. TBLT will be very influential in the way they are exposed to various tasks, their performances without being anxious about making mistakes, and their attitude toward learning English in the long run.

5.4. Suggestions for Further Research

There are several recommendations for further research. First of all, the positive findings of the study offer that a similar study can be conducted with a larger group of learners. It could also be affective to conduct the study with students at different grades. Moreover, larger numbers of samples may give the researchers more reliable data and results.

Secondly, applying TBLT for a longer period could help us to get better ideas about the process. This study lasted 10 weeks but at least a few weeks of the study can be accepted as an adaptation process in which the students were getting accustomed to the tasks and leaving out their previous PPP experiences.

As a third point, the study was conducted by the English teacher of the students. It can be considered as an advantage as the teacher knows the students, their background and the school well. However, it may have caused subjectivity. For further research, it is recommended to have a similar study conducted by an independent researcher in collaboration with the classroom teacher to increase the validity of the research.

Lastly, the study was designed for young learners learning English at a public primary school. A similar study can be devised for teenagers or adults to find out more about teaching English through TBLT.

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APPENDICES

APPENDIX 1

LESSON PLANS

LESSON PLAN 1

Theme: Hobbies and interests

Preparation and materials: Teacher needs to prepare a worksheet with a chart to help students make survey in the class.

Aim: To introduce the topic “hobbies and interests”.
To give the class exposure to language related to it.
To highlight words and phrases

Pre-task (10 min.): Teacher shows students pictures/ flash cards of some verbs and ask them ‘do you...?’ questions. Teacher can also write the title “hobbies and interests” on the board to help students brainstorm words/phrases related to the topic: people/ verbs / activities etc.

Task (10 min.): Teacher introduces the task by writing the instructions on the board to give students a reason for completing it. Teacher can act it out to show them how to do it. Next, s/he hands in the worksheets. For the task each student can walk around and try to complete the survey by asking ‘what do you do at...?’ questions to four students in the class. Teacher observes the students while they are completing the task and helps them if they need it. The teacher can also notes down any language points to be highlighted later.

Report (10 min): Volunteer students report their survey results. Class listen to each other, their task now is to check if the answers are correct or not and if the students mentioned in the survey are asked or not. To make the process more interactive the students who are presenting can ask the survey questions to the students mentioned in their task.
Teacher gives feedback and listens to the students attentively.

Language Focus and Reflection (10 min): Teacher writes on the board five good phrases used by the students during the task and five incorrect phrases/sentences from the task. Students discuss the meaning and how to overcome it. Focus will be especially on use of collocations and question and answer exchanges.

WORKSHEET 1

Unit 2-Hobbies and interests

Some example verbs

make pizza	ride a bike	walk to school	talk to your friends
play computer games	go to work	have dinner	eat chocolate
go back home	watch TV	do your homework	go to park
drink tea	go to the gym	watch a movie	read a book
speak English	take pictures with your mobile phone		study English
take a shower	take a bath	eat fruits	go shopping
sleep	brush your teeth	listen to music	

Task:

- Ask the question 'What do you do at.....?'' to four students and write the answers under the column with the name of the student.
- You have 10 minutes.
- Don't forget that you will report your findings.

NAMES				
TIME				
15.00				
17.00				
19.30				
21.45				
22.30				

LESSON PLAN 2

Theme: Hobbies and interests

Preparation and materials: Laptop, overhead projector and a camera.

Aim: To narrow down theme and to study on the verbs about the activities we do after school.

Pre-task (10 min): First, teacher activates the students in the class by asking the question 'what do you do at school?' Then, the teacher wants the students to be ready to ask and answer this question to each other. Here, the goal is to revise the verbs and create communication by using the students own environment.

Next, teacher wants students ask questions to her about her day after the school.

Before the students are informed about their tasks, teacher switches on the laptop to show them a 5 minute video that she prepared about her day after the school.

Task (15 min): When the students are ready, teacher informs that the students at the 1st row will ask their questions to the students at the 2nd row. The students at the 2nd row will answer the questions by acting out as if they were doing the things that they say. Then the same process will start again with the students at the 2nd.

Teacher suggests to record this session.

Report and Language Focus (15 min): When the task ends teacher connects the camera to the laptop to help students watch their performances. They all together watch their performances. Wrong use of verbs, incorrect pronunciation and communication problems will also be discussed in this session.

As a follow up task the teacher suggests that the students prepare a similar video by themselves at home about what they do after school.

LESSON PLAN 3

Theme: Food and drinks

Preparation and materials: Teacher informs students that s/he will organize a breakfast in the classroom and wants each student to bring at least two things that s/he eat at the breakfast beforehand. The teacher also brings her breakfast.

Aim: Here the goal is to make the scene real life like by using realias and by having breakfast together the aim is to create a stress free atmosphere in the class.

To name the food and drinks we have at breakfast and by the way to revise the necessary vocabulary.

Pre-task (10 min): First of all teacher informs students about her breakfast. Then, she names what she has for breakfast today. Then the students set their breakfast on their desk by naming the food and drinks that they have brought.

Task (10 min): Before guiding students into the task the teacher uses 'I like eating..., I like drinking.... and I don't like' structures and talks about her ritual breakfast.

Then, teacher wants volunteer students to inform their friends about what they like having or don't like having for breakfast.

Next, teacher suggest students to work in pairs and talk to each other about ritual breakfast by informing each other about what they like eating / drinking for breakfast and what they don't like for 5 minutes. Then s/he informs the pairs that one student from each pair will talk about the exchange that they have about breakfast.

Report (5 min): A student from each pair talks about their exchange about breakfast.

They can use 'I like eating eggs for breakfast. Mert likes eating eggs for breakfast. I like drinking tea for breakfast. Mert likes drinking milk.'

The teacher can also guide the students to use 'and, but, too' in their sentences.

Language Focus (15 min): After the reporting session the teacher gets students attention 'I like and s/he likes' and 'I don't like and s/he doesn't like' structures in five minutes.

Then the students will have their breakfasts till the next lesson.

LESSON PLAN 4

Theme: Food and drinks

Preparation and materials: Teacher will use a role play activity for this lesson so prepares role card and photocopies them for each student. Teacher gets a desk in front of the blackboard and puts a table cloth on it. Students bring three chairs around the table.

Aim: To attract students' attention to the lesson. To help students make guesses about the topic. To be able to talk about going out with friends making suggestions, accepting or refusing an invitation. To be able to talk about restaurants and order food in a restaurant.

Pre-task and Language Focus (15 min)

First of all teacher provides students necessary structures for making suggestions to each other, accepting or refusing an invitation.

Secondly, teacher asks students about what the things in a restaurant are, who works there, what people do there. Next, guides students to order food or drink from a waiter or waitress.

To revise them all, teacher dramatizes the scenes with the help of volunteer students.

Task (15 min)

Teacher organizes students into groups. Each group will have 4 people. One will be the person who invites going to the restaurant. The second student will be the person who refuses and the third student will be the person who accepts the invitation while the last student in the group will be the waiter or waitress in a restaurant.

Teacher creates the situation and hands in a role card to each student. By the way, these cards will define the role for each student and some necessary vocabulary and structures that will help them for that role.

Teacher lets groups 15 minutes to get ready for their role play. When they are getting ready teacher walks around them and helps if it is necessary.

Report (10 min.)

Students act out their role and watch each others' performance.

If it is necessary teacher can point out the structures once more to revise them. Teacher applauds students for their performances and gives feedback about the session.

WORKSHEET 2

Unit 3: Food and drinks ROLE CARDS

Student 2

You will refuse the invitation by using one of the phrases given.

Refuse: I am sorry I can't. / No, thanks./ It is not a good idea./I am afraid I can't. I am busy.

Suggestions for step 1 and for step 2: Let's go to a restaurant for breakfast!

What about / How about going to a restaurant for breakfast?

Shall we to a restaurant for breakfast?

Why don't we go to a restaurant for breakfast?

3-If accepts, talk about the place and the time.

For example: At 9, at the Star Restaurant.

Student 3

You will accept the invitation by using one of the phrases given.

Accept: OK. / Great! / It is a good idea.

Student 4

You are the waiter or waitress in a restaurant. Offer food and drinks.

Offer: What would you like to eat sir/ madam? Listen to them then say :OK

What would you like to drink sir/ madam?

LESSON PLAN 5

Theme: Daily life and routines

Preparation and materials: Teacher creates a situation to make the task real life like and hands in students a worksheet on which there an e-mail and a grid following it.

Aim: to be able to obtain and provide objects, services and information in real and simulated situations.

To be able to provide or find out, select, organize and present information on familiar and less familiar topics.

Pre-task (5 min)

Teacher talks about different cities around the world and wants students imagine that they have email pal from a different city in the world. Then, creates a situation to get students' attention to the task and hands in students a worksheet on which there an e-mail from a friend and a table following it.

Situation: You are doing a class project on 'Life in The Most Beautiful Cities of the World'. You have written to your email pal in the States and asked him to tell you about his hometown.

Task (15 min)

Understanding an e-mail message is the first goal of this task. Therefore, students will read the e-mail by themselves and try to fill in the empty spaces for the city described city.

Next, they will try to complete the spaces in the worksheet for their own city. Thirdly, on finishing the task they will discuss their findings with their desk mates before reporting their findings to the classroom.

Report (10 min)

In this session students report the information that they have extracted from the e-mail by reading it and they will also share the information that they write under the same titles for describing their own city.

Language Focus (10min)

Teacher will help students analyze the e-mail written, the structures and vocabulary used. They will also check the organization of the e-mail together.

WORKSHEET 3**Unit 3: Daily life and routines**

Task: You are doing a class project on 'Life in The Most Beautiful Cities of the World'. You have written to your email pal in the States and asked him to tell you about his hometown. Then, you received an e-mail from him. In the e-mail he is describing a day in his city. Read it carefully and then fill in the table following it for that city and for your own city.

The email you received:

Dear friend,

I am John. My hometown is Seattle. It is in the northwest of the United States. The City has many popular tourist sites. The most well-known one is the Space Needle. It is a tower that is more than 185 m. high. Many visitors can go there to get a great view of the city. Another famous place is the Pike Place Market. People can shop there for vegetables, fruit, seafood and flowers. There are many interesting shops in that market.

Seattle also has a lot of beautiful parks. It is a green city. It also has beautiful mountains and a very lovely harbor. The people in the city really enjoy eating seafood. In the summer on July 4th, people celebrate Independence Day. On that day people like to spend the evening having barbecues and watching the wonderful show of lights.

Seattle people love their city's sports teams. Basketball is very famous among people.

How about your city? Please write me about your city.

Love,
John

Now complete this table first with the information from the e-mail and then write about your own city by yourself.

	Seattle	Denizli
Where is the city?		
Where should people go to see the whole city?		
Name of famous market in the city?		
What do people buy there?		
What do the people celebrate?		
What food is famous in the city?		
What sports are popular there?		

LESSON PLAN 6

Theme: Daily life and routines

Preparation and materials: Teacher prepares a worksheet beforehand.

Aim: To be able to write back to the e-mail pal

To converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans

To produce or exchange a range of formal and informal messages both oral and written

To interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions

Pre-task (5 min):

Teacher reminds the previous task briefly and tells the students that it is nice to get e-mails and then it is also nice to write back. Here teacher can tell a story from her life about an e-mail reply s/he gets to get students into the topic and to create a situation.

Task (25 min)

Teacher hands in a form of an e-mail to make it easier for students to write.

Next, teacher gives instructions for the task. When students start writing teacher can guide and help them when it is necessary.

Report and Language Focus (10 min)

The students can read their e-mails to the classroom and teacher and other students can provide feedback to the students who are reading. If there are organizational problems teacher can talk about it at the end of the reporting session.

LESSON PLAN 7

Theme: School

Preparation and materials: As it will be a kind of writing task the students will need an empty sheet of paper and a pencil.

Aim: To establish and maintain relationships and routines in school and community situations

To produce or exchange a range of formal and informal messages both oral and written

To obtain and provide objects, services and information in real and simulated situations

To provide or find out, select, organize and present information on familiar and less familiar topics

Pre-task(10 min):

Teacher asks students about school clubs and the activities they do there. Here the goal is to activate their background knowledge and get students into the topic. Here teacher can also create a situation which can make the task real life like.

The situation: Think that there is an exchange student in our school. His name is John. He has come from Spain to study in this school for one year. He is interested in joining an activities organized by the school clubs. You belong to a club organizing school trips. As the club member, you telephone to inform him about a school trip.

Task (15 min): This task will be a kind of drama activity. Students work in pairs. One of the students will be John and the other will be the student calling John. Students are free to create their dialogues. They all should include:

- Introducing themselves
- Introducing the club organizing the event
- Talking about the trip details (where to go, when to go and how to go)
- How to join the event and some additional information about the event
- Giving a contact number

The students will have 15 minutes to write their dialogues.

Language Focus and Report (15 min): Each pair can act out their dialogue in front of the classroom. Teacher can give feedback about the task at the end of this session if necessary.

WORKSHEET 5**Unit 5: School****Task: Calling John about an Activity****The situation:** Calling John about an Activity

John is an exchange student. He has come from Spain to study in your school for one year. He is interested in joining an activities organized by the school clubs. You belong to a club organizing school trips. As the club member, you telephone to inform him about a school trip.

Work in pairs. One of the students will be John and the other will be the student calling John.

You are free to create your dialogues.

You all should include:

- Introducing yourself
- Introducing the club organizing the event
- Talking about the trip details (Where to go, when to go and how to go)
- How to join the event and some additional information about the event
- Giving a contact number

You have 15 minutes to write your dialogues. Next you will act it out to the class.

LESSON PLAN 8

Theme: Weather and Emotions

Preparation and materials: Teacher can bring a big map of their country to the class.

Aim: to be able to talk about varying weather conditions.

To talk about suitable clothes.

To describe places.

To ask for and give information.

Pre-task (5 min.)

Putting a map on the board teacher talks about the general weather conditions of different cities. Next, teacher suggests activities that one can do in such weather conditions and tells the costume that they need to bring with them while visiting such a city.

Task (15 min.)

Teacher places a map of Turkey on the wall and then divides the students into groups. Writing the names of regions of Turkey on papers teacher wants each group select a paper. Then, teacher hands a worksheet for each group. The students will have ten minutes to decide on a city from the region that they have selected. The worksheet will guide them to talk about different weather conditions in that city in different months of the year, to decide on right costumes while visiting that city and the activities that one can do in such a city. Moreover, worksheet will have empty tables that each group can complete after listening to the other groups' presentations.

Report (20 min.)

When the time is up each group will present their task and the others will try to complete the empty spaces in their worksheets while listening to other groups' presentations.

WORKSHEET 6

Unit 6 Weather Conditions

Task: Talking about general characteristics of weather conditions of a city

You have chosen a card on which you will see the name of a region.

First, decide on a city from the region that they have selected.

Next, decide on a season that fits perfect to that city or region.

Then fill in the form following with the information wanted for each title.

Use at least two adjectives for the general weather conditions of the city in that season and at least two activities and two clothes suitable to that city on that season.

Finally, don't forget that a person you decide will present this task to the class.

Table 1- This table is for your group fill in the empty spaces in the table with your group friends in 5 minutes.

Group no:	
Name of the region:	
Name of the city:	
Season:	
The general weather conditions:	
The activities we can do:	
The costumes we should take:	

Other groups: Now listen to your friends from other groups and fill in these forms.

Group no:	
Name of the region:	
Name of the city:	
Season:	
The general weather conditions:	
The activities we can do:	
The costumes we should take:	

Group no:	
Name of the region:	
Name of the city:	
Season:	
The general weather conditions:	
The activities we can do:	
The costumes we should take:	

Group no:	
Name of the region:	
Name of the city:	
Season:	
The general weather conditions:	
The activities we can do:	
The costumes we should take:	

LESSON PLAN 9

Theme: Hygiene- personal hygiene

Preparation and materials: Teacher brings some hygiene products to the classroom such as deodorant, soap, shampoo, a paper towel, a toothbrush... Then, teacher puts them into a box.

Aim: To name the different places we need hygiene.
To talk about products of hygiene we have at home.

Pre-task (5 min.)

Teacher talks about the role of hygiene and wants students tell different kinds of hygiene we need. Next, teacher categorizes students' suggestions under some general titles such as food hygiene, oral hygiene, house hygiene, body hygiene... Then, teacher wants examples from students for each category.

Task (20 min.)

Teacher gets the hygiene products s/he brought to the classroom. By showing them to the students, teacher puts the products into a box. Dividing the class into groups, teacher wants a person from each group to get 3 products from the box by closing their eyes. Then, the students will talk about the products that they have in their group. They can read the English instructions on the products if available. They can discuss for what kind of hygiene can the products be used, how to use them how often to use them. In every 5 minutes with the bell the teacher rings groups change the materials they have with another group and talk on the products they have now. At the end of this process teacher gets the products back from the groups and collects them in the box.

Report (10 min)

Students now one by one get a product from the box and ask a question to the others about that product. On getting the answer another student gets another product and asks a question about.

Language Focus (5 min.)

Teacher can evaluate the session and talk about her/his observations of the groups when they are studying the task.

LESSON PLAN 10

Theme: Planning a party

Preparation and materials: Before the course teacher wants students bring a sheet of paper, scissors and colourful, pencils to write a card.

Aim: To improve learners' ability to establish and maintain relationships and routines in different kinds of parties, produce or exchange a range of formal and informal invitation cards, obtain and organize services and information in real and simulated situations, provide or find out, select, organize and present information on familiar and less familiar topics.

Pre-task(5 min):

Teacher writes the names of different kinds of parties on the board and then asks students what people do in these parties and when people have such kind of parties. They also talk about how to organize a party.

Task (20 min):

To be able to write an invitation card for a friend who is in your class about a party that you will organize. Use the empty sheet, colourful pencil and scissors to make your card. Then write the necessary information on the card.

Planning :

Each student will decide on a kind of party. Next they will decorate and write their invitation cards. Then they will present their cards to their friends.

Report (10 min):

Each student will talk about their organization and read their card to the class by showing it.

Language Focus (5 min):

If necessary teacher can inform students about the use of will and going to future briefly.

APPENDIX 2

ÖĞRENCİ İÇİN İNGİLİZCE DERSİ DEĞERLENDİRME FORMU

Öğrencinin okul numarası:

Dersin işlendiği tarih:

Bu gün işlediğimiz İngilizce dersini değerlendirebilmem için aşağıdaki soruları altında bırakılan boş alanlara yazarak cevaplayıp bana yardımcı olmanı istiyorum. Soruları dikkatlice ve özenle cevaplayacağın için teşekkür ediyorum.

Neriman Akbulut
İngilizce öğretmeni

SORULAR

1-Bu derste hangi İngilizce becerinin en çok geliştirdiğini düşünüyorsun?(sadece 1 kutuya tik koymalısın.)

İngilizce okuma	
İngilizce yazma	
İngilizce konuşma	
İngilizce dinleme	

2-Bu derste yapılan etkinlik veya etkinlikler ilgini çekti mi? Neden?

3-Yapılan etkinliklerde amaç sence dili anlamak mıydı yoksa dilbilgisi kurallarını öğrenmek miydi?

4-Bu derste rahatça ve özgürce İngilizce kullanabildiğini düşünüyor musun?

5-Bu dersin sonunda bir şeyler öğrendiğini düşünüyor musun? Örneğin neler?

6-Bu derste başarıyı ders içi performansına göre mi değerlendiriliyor?

7-Bu derste etkinliklerin gerçek hayatla bağlantısı olduğunu düşünüyor musun?

8-Bu sorular dışında dersle ve etkinliklerle ilgili öneri ve değerlendirmelerin varsa aşağıya yazar mısın?

APPENDIX 3**TEACHER'S REFLECTION FORM****Lesson:****Date:**

1. To what extent can Task Based Language Learning respond to the needs and expectations of the students?
2. What are the innovations brought by tasks to the students' motivation and attitude in their language learning process?
3. In what ways do the students think tasks helped them improve their various language competencies, skills?
4. What kind of change does the task cycle bring to the classroom atmosphere?
5. What are the advantages of integrating tasks in the classes?
6. What are the drawbacks of integrating tasks in the classes?
7. What would the students suggest for more effective use of tasks in classes?

OBSERVATIONS:

APPENDIX 4**Röportaj 1**

Tarihi:

Öğrenci No:

1-İngilizce dersinde 5 haftadır uyguladığımız bu etkinlikler senin ilgi ve ihtiyaçlarına cevap veriyor mu?

2-Bu etkinliklerin senin dersimize olan ilgi ve motivasyonunu ne şekilde etkilediğini düşünüyorsun? Açıklayabilir misin?

3. Uyguladığımız bu etkinliklerin senin İngilizce' deki becerilerini geliştirdiğini düşünüyor musun? Bunu açıklayabilir misin?

4. Çeşitli etkinlikler yaparak ders işlemenin sınıfımızda nasıl etkileri olduğunu düşünüyorsun?

5. Sence İngilizce dersinde böyle etkinlikleri uygulamanın avantajları neler?

6.Sence İngilizce dersinde böyle etkinlikleri uygulamanın dezavantajları neler?

7.İngilizce dersinde bu etkinliklerin kullanımının daha etkili olabilmesi için önerilerin neler?

APPENDIX 5**Röportaj 2**

Tarihi:

Öğrenci No:

1-İngilizce dersinde 10 haftadır uyguladığımız bu etkinlikler senin ilgi ve ihtiyaçlarına cevap veriyor mu?

2-Bu etkinliklerin senin dersimize olan ilgi ve motivasyonunu ne şekilde etkilediğini düşünüyorsun? Açıklayabilir misin?

3. Uyguladığımız bu etkinliklerin senin İngilizce' deki becerilerini geliştirdiğini düşünüyor musun? Bunu açıklayabilir misin?

4. Çeşitli etkinlikler yaparak ders işlemenin sınıfımızda nasıl etkileri olduğunu düşünüyorsun?

5. Sence İngilizce dersinde böyle etkinlikleri uygulamanın avantajları neler?

6.Sence İngilizce dersinde böyle etkinlikleri uygulamanın dezavantajları neler?

7.İngilizce dersinde bu etkinliklerin kullanımının daha etkili olabilmesi için önerilerin neler?

APPENDIX 6

Motivation Scale

No. Statement

- 1-I like the English language very much. 1 2 3 4 5
- 2-Speaking English is useless for me. 1 2 3 4 5
- 3-My parents think it is very important that I should speak English. 1 2 3 4 5
- 4-I am interested in the people whose native language is English. 1 2 3 4 5
- 5-I am interested in English language films and pop music. 1 2 3 4 5
- 6-English lessons are very boring. 1 2 3 4 5
- 7-I am not good at learning languages, I am a hopeless language learner.
1 2 3 4 5
- 8-I learn English easily. 1 2 3 4 5
- 9-I have to work harder to be more successful in learning English. 1 2 3 4 5
- 10-No matter how hard I try, I cannot improve my English. 1 2 3 4 5
- 11-In my free time I like practicing English. 1 2 3 4 5
- 12-I often experience failures in English language learning. 1 2 3 4 5
- 13-In English lessons I am afraid of oral assessment. 1 2 3 4 5
- 14-I don't like the course book that we use in English lessons. 1 2 3 4 5
- 15-Our English teacher is well-prepared and enthusiastic. 1 2 3 4 5
- 16-Our English teacher is strict. 1 2 3 4 5
- 17-Our English teacher is fair. 1 2 3 4 5
- 18-I think our English teacher doesn't like me very much. 1 2 3 4 5
- 19- I never understand our English teacher's explanation. 1 2 3 4 5
- 20- Our English teacher is only looking for mistakes. 1 2 3 4 5

Evaluation: 1 never or not at all true, 2 generally or often not true, 3 I am uncertain, I cannot decide, 4 generally or often true, 5 always true

APPENDIX 7

MOTİVASYON ANKETİ

ÖĞRENCİ NO:

Aşağıdaki cümleleri okuyunuz ve karşısındaki rakamlardan her soru için bir tanesini işaretleyiniz.

(1) asla, hiçbir zaman doğru değil - (2) genellikle ya da bazen doğru değil – (3) emin değilim, karar vermiyorum – (4) genellikle doğru – (5) her zaman doğru

1-İngilizceyi çok seviyorum.	1	2	3	4	5
2-İngilizce konuşmak benim için gereksiz.	1	2	3	4	5
3-Ailem İngilizce konuşmamın önemli olduğunu düşünüyor.	1	2	3	4	5
4-Anadili İngilizce olan kişiler ilgimi çekiyor.	1	2	3	4	5
5-İngilizce film ve müziklerle ilgileniyorum.	1	2	3	4	5
6-İngilizce dersleri çok sıkıcı.	1	2	3	4	5
7-Dil öğrenmede iyi değilim. Umutsuz bir dil öğrencisiyim.	1	2	3	4	5
8- İngilizceyi kolay öğrenebilirim.	1	2	3	4	5
9-İngilizce’ de daha başarılı olmak için daha çok çalışmalıydım.	1	2	3	4	5
10-Ne kadar çabalasam da İngilizcemi ilerletemiyorum.	1	2	3	4	5
11-Boş zamanlarımda İngilizce pratik yapıyorum.	1	2	3	4	5
12-İngilizce öğrenirken sık sık başarısızlıklarla karşılaşıyorum.	1	2	3	4	5
13-İngilizce dersinde sözlü olmaktan korkuyorum.	1	2	3	4	5
14-İngilizce dersi için kullandığımız ders kitabını sevmiyorum.	1	2	3	4	5
15-İngilizce öğretmenimiz ilgilidir ve derse iyi hazırlanmıştır.	1	2	3	4	5
16-İngilizce öğretmenimiz çok serttir.	1	2	3	4	5
17-İngilizce öğretmenimiz adildir.	1	2	3		5
18-Bence İngilizce öğretmenimiz beni çok sevmiyor.	1	2	3	4	5
19-İngilizce öğretmenimin açıklamalarını hiç anlamıyorum.	1	2	3	4	5
20-İngilizce öğretmenimiz sadece hata arar.	1	2	3	4	5

CURRICULUM VITAE

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Educational Background

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2002-2006 (BA) Istanbul University Faculty of Education, English Language
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1990-1995 Cacabey Primary School Kırşehir /Turkey

Experience

2008-.....Zehra Nihat Moraloğlu Secondary School- Denizli / Turkey (English
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