ACKNOWLEDGEMENTS

Başlık: Görev Temelli Okuma Aktivitelerinin Öğrencilerin Okuma Becerileri Üzerindeki Etkinliği

Yazar: Ayşe TUNA

ÖZET

Göreve Dayalı Dil Öğretimi yöntemi, öğretmen ve öğrencinin içerik seçimi, yöntem ve değerlendirme hakkında işbirliği içinde çalışmasını destekleyen öğrenci merkezli dil öğretimi yaklaşımlarından biridir. Bu nedenle, yapılan bu çalışmanın amacı, göreve dayalı dil öğrenme ile geleneksel dil öğrenme yöntemini karşılaştırarak göreve dayalı öğrenmenin okuma becerisi üzerindeki etkisini bulmaya çalışmaktır. Geleneksel dil öğretim yönteminin amacı, dili müfredat ve ders kitabına uyarak herhangi bir ekstra çalışma ortamı sunmadan dili öğretmektir. Ancak göreve dayalı dil öğretim yönteminin amacı dili öğrencilerin birbirleriyle iletişim kurarak etkin katılımlarıyla ve anlama önem vererek öğretmektir. Deneysel bir çalışma olan bu tez, görev temelli okuma aktivitelerinin Trakya Üniversitesi Yabancı Diller Yüksek Okulu hazırlık sınıflarındaki İngilizceyi yabancı dil olarak öğrenen öğrencilerinin okuma becerilerini geliştirmedeki etkisini araştırmaktadır. Çalışmanın katılımcıları 27 ve 32 kişilik iki sınıftan oluşan orta seviyenin üstü düzeyinde toplam 59 öğrenciden oluşmuştur. Öğrenciler, Trakya Üniversitesi Yabancı Diller Yüksek Okulunda İngilizce Öğretmenliği ve İngilizce Mütercim Tercümanlık bölümleri hazırlık sınıflarında eğitim almaktadırlar. Çalışma 2007–2008 eğitim-öğretim yılının ikinci yarıyılında gerçekleştirilmiştir. Her iki grup da haftada yirmi dört saat İngilizce dersi almıştır. Fakat araştırma her iki grupta da haftada iki saat ders dışı aktivite olarak yapılmıştır. Uygulama 10 hafta sürmüştür. Her iki gruba uygulamadan önce okuma becerisinde ne kadar başarılı olduklarını görebilmek için ön-test verilmiştir ve daha sonra ne kadar ilerleme kaydettiklerini tespit etmek için aynı test uygulama sonunda son-test olarak verilmiştir. Test sonuçları istatistiksel olarak değerlendirilmiştir. Bu sonuçlara göre, orta seviyenin üstü seviyede İngilizce dersi için hazırlanan görev temelli okuma aktivitelerinin öğrencilerin okuma becerilerini geliştirmede olumlu etkisinin olmadığı görülmüştür.

Anahtar Sözcükler: Görev, Görev temelli öğretim, Okuma görevleri

Title: The Effectiveness Of Task-Based Activities On The Improvement Of Learners' Reading Skills

Author: Ayşe TUNA

ABSTRACT

Task-Based Language Teaching (TBLT) is one of the learner-centered approaches to language teaching which supports the fact that the teacher and the learner should work collaboratively in decisions on content selection, methodology and evaluation. Therefore, the aim of this study is to find out the effectiveness of the task-based language teaching by comparing it with traditional language teaching. The aim of traditional second language teaching is to teach the language in accordance with the curriculum and the course book without using any additional activity or task. However, the task-based language teaching aims to teach the language within interaction and active participation of the students into the tasks by focusing on meaning. This thesis which is an experimental study explores the probable effects of task-based reading activities on the improvement of students' reading skills in prep class students at Trakya University, School of Foreign Languages. The participants of the study consisted of totally 59 upper-intermediate level students in two classes of 27 and 32. The departments of the students are English Language Teaching and Interpretation and Translation at Trakya University School of Foreign Languages. The study was conducted in the second term of the academic year of 2007-2008. Both groups took English course for twenty four hours a week. But, the study was carried out in two hours of a week in each group as an extracurricular activity. The application took 10 weeks. Both groups were given pre-test just before the implementation in order to determine how successful they were in reading skill and then they were given the same test at the end of the study as a post-test in order to find out how much they improved. The results were statistically analyzed. According to the results, the task-based reading activities designed for the upper-intermediate level English course didn't have a positive effect on the improvement of learners' reading skills.

Key Words: Task, Task-based instruction, Reading tasks

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CHAPTER 1

1.1. INTRODUCTION

Language classrooms strive to involve and support learners in the learning process. Instructional tasks are important components of the language learning environment, and ''hold a central place'' in the learning process (Ellis, 2003, p.1). The type of task used in instruction may positively influence learners' performance. Hence, the curriculum or course designer tries to create tasks that foster a language learning context in which the learners can be involved and supported in their efforts to communicate fluently and effectively (Ellis, 2003; Willis, 1996). Among the ways to create this language learning context, Task-Based Instruction (TBI) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the language classroom.

While some researchers suggest that the traditional methods include prescribed steps that provide teachers with a clear schedule of what they should do (Rivers, cited in Skehan, 1996), other researchers emphasize the importance of task-based approaches to communicative instruction which leave teachers and learners freer to find their own procedures to maximize communicative effectiveness (Gass & Crookes, cited in Skehan, 1996; Prabhu, 1987; Long & Crooks, 1991; Nunan, 1989). Task-based instruction can thus be defined as an approach which provides learners with a learning context that requires the use of the target language through communicative activities and in which the process of using language carries more importance than mere production of correct language forms. Therefore, TBI is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary characteristic of language learning (Richards & Rodgers, 2001; Willis, 1996). As important tools in language teaching, tasks are described by many researchers as activities that will be completed while using the target language communicatively by focusing on meaning

to reach an intended outcome (Bygate, Skehan and Swain, 2001; Canale, 1983; Lee, 2000; Nunan, 1989; Prabhu, 1987; Richards & Rodgers, 2001;) (Kasap, 2005:1).

1.2. Background of the Study

With the advent of Communicative Language Teaching (CLT) approach in the early 1980's and much emphasis on learners' communicative abilities over the last two decades, the term task-based language teaching (TBLT) came into prevalent use in the field of second language acquisition in terms of developing process-oriented syllabi and designing communicative tasks to promote learners' actual language use (Jeon and Hahn, 2006) (Demir, 2008:1).

Task-based Instruction (TBI) based on the constructivist theory of learning and communicative language teaching methodology has evolved in response to some limitations of the traditional Presentation, Practice, Performance (PPP) approach (Foster, 1999:69).

Ellis (2003) on the other hand, points out that the theoretical base of task-based approach is 'Input and Interactionist Theory'. Yet, it is clear that the current interest in tasks stems largely from "the communicative approach" to language teaching.

Task-based instruction (TBI) is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived for. Also, TBI is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are

most likely to achieve the aim of accomplishing defined communicative goals (Ellis, 2003, Willis 1996.) (Kasap, 2005:2).

In this sense, Task-Based Language Teaching (TBLT) has a distinguishing place in modern language teaching. According to Willis (1996a), task-based framework differs from a Presentation-Practice-Production (PPP) cycle because in TBLT the focus on the language is at the end. The communication task forms the centre of the framework. While performing the task, learners use the language they have learnt from previous lessons or from other sources. Then they write and talk about how they did the task and compare their findings. Finally, attention is directed to the specific features of the language form. The last step is to have a close look at the specific language forms (Yaylı, 2006:450).

Tasks are, as Ellis (2003) indicates, important components of the language learning environment, and "hold a central place" in the learning process. The type of tasks used in instruction may positively influence learners' performance.

Moreover, it is important to find out learners' interests and to introduce them to books and other texts that relate directly to their interests. As Anderson (2006:1) argues, students generally do not like reading since they have never experienced the pleasure that comes from it and states that:
"I have had some learners in my classes who told me that they did not like to read in their second language. They often qualified their statement by telling me that they didn't like to read in their first language either." (Anderson, 2006:1).

In another study it is stated that the current situation of reading teaching is not perfect because most reading classes are teacher-centered. The teacher dominates the class by talking all the time while students are only passive listeners. Little time is spared for the students to practice English since the aim of teaching is to inform learners about language knowledge instead of developing their learning skills.

Meanwhile, students depend too much on the teacher. As a result, they listen to the teacher passively, take notes and gradually they lose interest in learning English (Hon-qin, 2007:39). Therefore, reading is considered to be almost the most boring skill by the learners and they don't enjoy the reading classes.

It is necessary to provide the students with various different methods and techniques to overcome reading related problems. Thus, using task in teaching reading skills seems to be a good solution to this problem.

1.3.   Statement of the Problem

Tasks as organized sets of activities play essential roles in classroom learning processes. Task-based instruction is an approach that emphasizes the significance of the role of tasks in these processes. As learners in EFL contexts have fewer opportunities to practice language outside school, classroom activities become more important (Nunan,1989).Teachers and syllabus designers turn to the role of tasks and task-based instruction in order to have a more effective teaching-learning environment.(Kasap, 2005:5). There are some important studies examining the use of task-based instruction and its focus on communicative competence, such as the Bangalore/Madras Communicational Teaching Project and the Malaysian Communicational Syllabus (cited in Richards & Rodgers, 2001). However, there are few research studies on the use of task-based instruction in teaching a specific skill, such as reading.

Reading is generally thought to be very demanding for most of the students. It is also the case for our prep students. There are various reasons for this difficulty. First of all, our students do not read in their first language, so they do not have any reading habit in their mother language. Therefore, it isn't possible to gain a reading skill in the target language. Another difficulty may be the students may not like the method used in their reading class. They may think that it is very boring to read

because of traditional methods such as read and answer comprehension questions. Moreover, the reading topics may not attract their attention As a result of it; they may get bored or lose their interest in the lesson. Also when they read, they often use dictionary and they waste a lot of time during reading and they lose their concentration.

Regarding these problems this thesis explores the probable effects of task-based reading activities on the improvement of students' reading skills in a prep class at Trakya University, School of Foreign Languages.

1.4. Aim and Scope of the Study

The aim of this study is to find out the effectiveness of task-based reading activities on the improvement of prep class EFL learners' reading skills. The following research questions constitute the basis of the study:

1. How effective is the employment of task-based activities in reading classes in terms of improving students' reading comprehension?

2. Do the task-based reading activities have an effect on the improvement of students' vocabulary development?

1.5. Significance of the study

This study may contribute to the re-thinking and re-design of reading courses in the curriculum renewal process at Trakya University. The results gained in this study may assist the teachers in designing more task-focused activities in their reading classes according to the specific needs of their students.

1.6. Assumptions

In the study it is assumed that;

1. both the experimental and control group are at upper-intermediate level,
2. subjects reflected their knowledge while responding the test items.

1.7. Limitations

This study was restricted with;

1. The second semester of the academic year 2007-2008,
2. 59, upper-intermediate level subjects at Trakya University School of Foreign Languages,
3. 2 hour/per week implementation in both groups as an extracurricular activity.

1.8. Key Terminology

The following terms are frequently used throughout the study**.**

Task-based Instruction: An approach in which communicative and meaningful tasks play central role in language learning and in which the process of using language appropriately carries more importance than the mere production of grammatically correct language forms (Richards and Rodgers, 2001:224**).**

Task: An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'. (Prabhu 1987) (Van den Branden, 2006:7).

1.9. Abbreviations

ANOVA	**:**	Analysis - Of- Variance
CLL	**:**	Community Language Learning
CLT	**:**	Community Language Teaching
EFL	**:**	English as a Foreign Language
ELT	**:**	English Language Teaching
FL	**:**	Foreign Language
L1	**:**	First Language
L2	**:**	Second Language
LSP	**:**	Language for Specific Purposes
PPP	**:**	Presentation, Practice and Production
SLA	**:**	Second Language Acquisition
TBA	**:**	Task Based Approach
TBI	**:**	Task Based Instruction
TBL	**:**	Task Based Learning
TBLL	**:**	Task Based Language Learning
TBT	**:**	Task Based Teaching
TBLT	**:**	Task Based Language Teaching
TBRT	**:**	Task Based Reading Test
TPR	**:**	Total Physical Response

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Changes and shifts in language teaching have been present throughout the history of this discipline. At the basis of this apparently unending uncertainty about the efficiency of methods at specific historical moments there is also a permanent search and striving to find better ways of teaching and learning languages, which implies acknowledging dissatisfaction with ongoing methods and procedures. In the second half of the 20th century those changes in methodology were more frequent and pressing for teachers and learners. The need for communication among people of different cultures and languages, triggered by traveling and globalization, puts pressure on people to learn languages more quickly and efficiently. Learning a new system of communication is also substantially different from what it used to be in previous centuries: there has been more need to communicate orally (not only in writing and reading) and it cannot be waited for years before engaging in real communication. This urgency to learn languages is felt everywhere within society all over the world. The search for new and more efficient methods is a consequence of our social organization and the requirements for fluid communication.

Methodological changes follow each other within short periods of time. Even though the majority of educational innovations end in failure (Adams, R. and Chen D., 1981) positive effects can be expected from most of them. But it is true that new methods do not appear all of a sudden or disconnected from the world into which they are born. They overlap for some time with current methodological practices. This incubation period is a real test for new ideas: some of them pass the test, others do not. Many discussions, arguments and counterarguments are exhibited in the

process. But sometimes what was considered a decisive gain against existing practices at a given moment, proved to be wrong a few years later, and a new theory or method replaced it in its turn. The Methods which prevail are usually those that are best suited to the challenges, demands and needs of the time (Sanches, 2004:40).

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. For more than a hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills, and the role of materials and technology. Although much has been done to clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom.

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which it is referred to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century. Some achieved wide levels of acceptance and popularity at different times but then were replaced by methods based on newer or more appealing ideas and theories (Richards and Rodgers, 2001:viii).

The history of foreign language teaching starts with the approach became known as Grammar Translation Method. By the nineteenth century, this approach was historically used in teaching Greek and Latin and then it was generalized to teaching modern languages. The principle characteristics of the Grammar Translation Method are these: Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation. However, toward the mid-nineteenth century several factors contributed to a questioning and rejection of this approach.

In the nineteenth century, the Direct Method was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. In this approach, lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language. Although the Direct Method enjoyed popularity in Europe, not everyone embraced it enthusiastically and its limitations were recognized. It was perceived to have several drawbacks. It required teachers who were native speakers

or who had native like fluency in the foreign language. It was largely dependent on the teacher's skill, rather than on textbook and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. The need for radical change and rethinking of foreign language teaching methodology was prompted by the U.S. government to acknowledge the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in the other countries. (Harmer, 2004:79) Audiolingualism reached its period of most widespread use in the 1960s and was applied both to the teaching of foreign languages in the United States and to the teaching of English as a second language or foreign language. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning. However, it was criticized on two fronts. On the one hand, the theoretical foundations of Audiolingualism were attacked as being unsound in terms of both language theory and learning theory. On

the other hand, practitioners found that the practical results fell short of expectations. Students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom, and many found the experience of studying through audiolingualism procedures to be boring and unsatisfying.

The lack of an alternative to Audiolingualism led in 1970s and 1980s to a period of adaptation, innovation, experimentation, and some confusion. Several alternative method proposals appeared in the 1970s that made no claims to any links with mainstream language teaching and second language acquisition research. These are mentioned in the following.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. The originator of TPR, James Asher, worked from the premise that adult second language learning could have similar developmental patterns to that of child language acquisition. If children learn much of their language from speech directed at them in the form of commands to perform action, then adults will learn best in that way too. Accordingly, TPR asks students to respond physically to the language they hear. Language processing is thus matched with physical action.

Another method which attracted the attention in this period is the Silent Way. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. One of the most notable features of the Silent Way is the behavior of the teacher who, rather than entering into conversation with the students, says as little as, possible. This is because the founder of the method, Caleb Cattegno, believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught. The learner should be in the driving seat, in other words, not the teacher (Harmer, 2004: 89-90).

In Community Language Learning (CLL), linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined. CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and the other language items to be taught and the other in which they will be covered. The progression is topic based, with learners nominating things they wish to talk about and messages they wish to communicate to others learners (Richards and Rodgers, 2001:98).

Later, Suggestopedia was developed by Georgi Lozanov. It sees the physical surroundings and atmosphere of the classroom as a vital importance. By ensuring that the students are comfortable, confident and relaxed, affective filter is lowered, thus enhancing learning.

Another popular approach which still attracts the attention in the field of second language teaching is Multiple Intelligences. It is an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness. It is one of a set of such perspectives dealing with learners differences and borrows heavily from these in its recommendations and designs for lesson planning.

Presentation, Practice, and Production (PPP) is a variation on Audio-lingualism in British –based teaching and elsewhere is the procedure most often referred to as PPP. In this procedure, the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. However, the PPP procedure came under a sustained attack the 1990s. It was, critics argued, clearly teacher-centered and therefore sat uneasily in a more humanistic and learner-centered framework. It also seems to assume that students learn 'in strait lines'- that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet human learning probably is not like that; it is more random and more convoluted. In response to these criticisms, many people have offered variations on PPP and alternatives to it. These alternatives are

Communicative Language Teaching and Task-Based Language Teaching (Harmer, 2004: 82-89).

Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century. The general principles of Communicative Language Teaching are today widely accepted around the world. (Richards and Rodgers, 2001:151). It is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. The 'what to teach' aspect of the Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and a variety of purpose (Harmer, 2004:84).

Task-Based Language Teaching can be regarded as a recent version of a communicative methodology and seeks to reconcile methodology with current theories of second language acquisition. Proponents of task-based teaching argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This is done by designing tasks-discussions, problems, games, and so on- which require learners to use the language for themselves. But TBT is not the same the world over. Teachers who begin with the notion that tasks should be central to teaching then go on to refine an approach which fits their own classrooms and their own students (Willis, 2007:1).

In English language teaching (ELT), there exists an opinion that successful learning is influenced by appropriate methods of teaching. In recent years in English language learning and teaching, the idea of task-based learning and teaching has become a keen contemporary interest, and different task-based approaches exist today. The emphasis on the task-based learning and teaching is reflected in much current research that studies the characteristics of different kinds of activities and tasks. Crookes and Gass (1993a & 1993b), Skehan and Foster (1997), Long (1985)

and Johnson (1996) are examples. It is possible that the late 1990s will be known in applied linguistics as "The Age of the Task" (Johnson, 2001: 194).

Krashen (1982) claims that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition that is, when the focus of instruction is on meaning rather than on form. Task-based language teaching can make language learning in classrooms "closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated." (Wang, 2006:234).

For the past 20 years, task-based language teaching (TBLT) has attracted the attention of second language acquisition (SLA) researchers, curriculum developers, educationalists, teacher trainers and language teachers worldwide. To a great extent, the introduction of TBLT into the world of language education has been a 'top-down' process. The term was coined, and the concept developed, by SLA researchers and language educators, largely in reaction to empirical accounts of teacher-dominated, form-oriented second language classroom practice (Long & Norris, 2000) (Van den Branden, 2006:1).

There are two early applications of a task-based approach within a communicative framework for language teaching. These are the Bangalore Project (Prabhu 1987) and the Malaysian Communicational Syllabus which dates 1975.

The emergence of the TBA is connected to what became known as the 'Bangalore Project' (Prabhu 1987) initiated in 1979 and completed in 1984. The word 'task' is often used here to refer to the special kind of activities carried on in the classroom. Such activities are characterized, among other features, by the emphasis put on meaning and the importance assigned to the process of doing things

(how) vs. the prevailing role given to content (what) in the teaching practice of that decade. The purpose of the project is to investigate new ways of teaching which sprang from a strongly felt pedagogic intuition, arising from experience generally but made concrete in the course of professional debate in India. This was that the development of competence in second language requires no systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication. Prabhu (1987:1) (Sanchez, 2004:41) Therefore, Prabhu is thought to be the originator of TBLT. Although these two early applications of task-based approach were "relatively short-lived", they still received attention in the language teaching community (Richards and Rodgers, 2001:223).

The term 'task', which is one of the key concepts in task-based learning and teaching, is defined in different ways in the literature. Therefore, in the following, the various definitions of 'task' will be mentioned.

2.2. Definitions of 'Task'

Task-Based Language Teaching proposes the notion of 'task' as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy (Richards and Rodgers, 2001:224).

The notion of 'task' has the main role in TBLT and in order to construct task-based language instruction first of all, it is necessary to draw a proper definition of 'task' although there is not one single, accepted definition of task as they are used for different purposes (Demir, 2008:4).

Tasks, in fact, have been defined in different ways. Prabhu (1987:24) proposes the following definition: 'an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a task'. The nature of task is depicted in quite general traits. Two important features are however mentioned, tightly connected to what was going on in the project: task completion (an outcome at the end of the activity) and a process 'of thought' while doing the activity. The activity itself, curiously enough, 'allowed teachers to control and regulate the process' (Sanchez, 2004:47). Reading train timetables and deciding which train one should take to get to a certain destination on a given day is an appropriate classroom task according to this definition (Richards and Rodgers, 2001:233).

Long (1985) defines tasks looking at what people usually do in real life:

A task is 'a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists.' (Ellis, 2003: 4). The first thing to notice about this definition is that it is non-technical and non-linguistic. It describes the sorts of things that the person in the street would say if asked what they were doing. The definition matches the semantic expectations of normal speakers when using the word 'task' in daily life ('A piece of work assigned to or demanded of a person', in Webster's dictionary. 'A piece of work to be done or undertaken', in The New Oxford Dictionary of English). But such a view of the nature of tasks in real life still needs an adaptation to the classroom situation. 'Painting a fence, buying a pair of shoes' or thousands of other similar daily tasks are not likely to be 'naturally' performed in the classroom; some of them —extremely

important for communication— cannot even be dramatized in the classroom environment.

Long and Crookes (1992) keep to that definition to support their proposal for task-based syllabuses and they apparently also accept the definition of a task given by Crookes (1986:1) 'a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, or at work, or used to elicit data for research'. These definitions are, however, significantly different: Crookes' definition derives from a classroom perspective and allows for a pedagogical function and manipulation ('specified objective', 'part of an educational course'), while Long's definition is rooted in real world tasks. While Long's definition runs parallel to his claim for a 'needs identification of learners' tasks', the one by Crookes seems to be more dependent on course requirements or possibilities. At the end of their analysis, both propose a set of 'pedagogic tasks' as the basis for a task-based syllabus. Their views and statements lead us to conclude that Long's 'real world tasks' must be filtered and selected depending on what the classroom situation admits, adding to it an ingredient that must be carefully administered: formal communicative elements necessary for task completion (basically linguistic forms).

Candlin (1987:10) formulates his own definition from a 'pedagogic and operational' point of view: 'One of a set of differentiated, sequenceable, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu.' He specifies that a task involves a set of activities ('one of a set… sequenceable…'), that they imply a problem which must be solved, that interaction of various kinds must be activated and that a goal will be pursued and can be achieved deploying cognitive and communicative procedures, either taking advantage of already existing knowledge or creating new knowledge if necessary to achieve the completion of the task. The task is to be performed within a 'social milieu'. Candlin's definition also clearly refers to tasks to be performed in the

classroom, preferably of a communicative nature. Procedures and goals are mentioned as two of the ingredients of a task, although the nature of 'goals' has to be understood as a 'completion' of the task, which might be of a non-linguistic character (say, solving a mathematical problem). On that basis it is to be assumed that the language used for carrying out the task has to be considered as instrumental. Learners will gain in their linguistic skills through the language practice needed to perform the task, reactivating their own linguistic resources or searching for new ones when the knowledge available is insufficient. Emphasis, as in the case of Prabhu, is put on the process required to reach a specific goal and the meaningful nature of the resources applied to that goal (Sanchez, 2004: 48).

Nunan (1989) offers a definition focused more on the language classroom: A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language, while their attention is principally focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning. (Nunan, 2004:4) Such a definition synthesizes some of the most prominent features highlighted by other authors, as Nunan himself remarks, with the exception of one element not mentioned here: tasks are not necessarily 'goal-driven or goal-oriented'. In that case, his conception of tasks is hardly to be put alongside real world tasks, where pursuing a goal is an essential feature.

Willis is another considerable figure who contributes to the use of task in the language classroom. According to Willis (1996), cited in Willis and Willis (2001): a classroom undertaking '. . .where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome'. Here the notion of meaning is subsumed in 'outcome'. Language in a communicative task is seen as bringing about an outcome through the exchange of meanings (p.173) (Nunan, 2004:3). With this definition Willis achieves the maximum of simplicity, but does

not help to clarify the issue: in this view a task may be any of the communicative activities, of various kinds, available in textbooks and often practised in the classroom (Sanchez, 2004:49).

Skehan (1998) has the most complete definition. According to Skehan (1998) learners should be producing their own meanings, not simply regurgitating or repeating something that they have been told by someone else. Furthermore, a classroom task as we see in the above descriptions should relate in some way to an activity in the real world (Demir, 2008:6). Also, Skehan (1998) puts forward five key characteristics to define a task: (1) meaning is primary; (2) learners are not given other people's meaning to regurgitate; (3) there is some sort of relationship to comparable real-world activities; (4) task completion has some priority; (5) the assessment of the task is in terms of outcome (Nunan, 2004:3).

Lee (2000) defines a task as; (1) a classroom activity or exercise that has an objective obtainable only by the interaction among participants, a mechanism for structuring and sequencing interaction, and a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and /or produce the target language as they perform some set of work plans (Van den Branden, 2006: 8).

Finally, Ellis (2003: 16) suggests that 'a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.' To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes (Nunan, 2004:3-4).

Willis and Willis (2007) paraphrase the definitions of task by saying the definitions emphasize the primacy of meaning and, how a task can provide a formal framework for meaningful discussion by providing an explicit outcome or goal (Demir, 2008:6).

The variety of definitions surrounding the concept 'task' reveals a significant number of different points of view. It also appears that one of the reasons for the differences is that scholars do not approach the topic from the point of view of the nature of the task itself in real life, but rather from specific methodological preconceptions, which act as filters to the further description or definition of the object of study; thus, they end up with different results (Sanchez, 2004:49-50).

By taking the definitions given above into consideration, a task-like activity may be described by considering the following questions;
– Does the activity engage learners' interest?
– Is there a primary focus on meaning?
– Is there an outcome?
– Is success judged in terms of outcome?
– Does the activity relate to real world activities?
– Is completion a priority?

Willis and Willis (2007) argue that the first one is 'the notion of engagement' because without genuine interest, there can be no focus on meaning or outcome. Learners have to want to achieve an outcome; they want to engage in meaning (Willis and Willis 2007:13).

Task needs to be distinguished from exercises. Exercise requires a primary focus on form rather than meaning and typically asks learners to manipulate language given to them rather than to attempt to communicate using their own linguistics and nonlinguistic resources. To sum up, tasks are a central component of

TBLT in language classrooms because they provide a context that activates learning processes and promotes L2 learning (Demir, 2008:7).

As it is seen, there are different definitions made for the notion of 'task'. But, there are also various task types differing according to their designers.

2.2.1. Task Types

In the literature on TBLT, several attempts have been made to group tasks into categories. Pica, Kanagy, and Falodun (1993), Willis (1996) and Nunan (2001) have developed slightly different analyses of the kinds of tasks.

Task Types

Table 1

Task designer	Types of Tasks
Pica, Kanagy, and Falodun (1993)	1. jigsaw 2. information-gap 3. problem-solving 4. decision-making 5. opinion Exchange
Willis (1996)	1. listing 2. ordering 3. comparing, 4. problem solving 5. sharing personal experiences 6. creative
Nunan (2001)	1. Real-world 2. Pedagogic

(Kasap, 2005:25)

Pica, Kanagy, and Falodun (1993) classify tasks according to the type of interaction that occurs in task accomplishment and give the following classification:

1. Jigsaw tasks: These involve learners combining different pieces of information to form a whole (e.g., three individuals or group may have three different parts of a story and have to piece the story together).

2. Information-gap tasks: One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity. That is; these involve encouraging groups of students who have different sections of a text to share text information with each other in order to form a complete text.

3. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must one through negotiation and discussion.

5. Opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement (Richard and Rodgers 2001:234).

Willis (1996) proposes six task types built on more or less traditional knowledge hierarchies. She also focuses on more practical design suggestions for tasks. She labels her task examples as follows:

- Listing: The simplest type of task is listing. In practice, listing tasks tend to strike up a lot of talks as learners explain their ideas. The steps involved are brainstorming and fact-finding. In brainstorming, learners draw on their own knowledge and experience either as a class or in pairs/groups. In fact-finding, learners find things out by asking each other or other people and referring to books, etc. The outcome would be the completed list, or possibly a draft mind map.

- Ordering and sorting: These tasks involve four main processes that are sequencing items, actions and events in a logical way; categorizing; and classifying items in different ways. To fulfill the ordering and sorting tasks, the students should have reasoning ability and common sense.

- Comparing: The processes involved are the following: matching to identify specific points and relate them to each other; finding similarities and things in common; finding differences. Students can find out how many of them have done the task in the same way, or have things in common with the presenter; find out how many agree/disagree with the content of the report and the reasons.

- Problem solving: Problem-solving tasks require the students' reasoning power. The processes will vary enormously depending on the type and complexity of the problem. These tasks encourage learners' intellectual and reasoning capacities to arrive at a solution to a given problem. Students can compare (and list) strategies for solving the problem; justify/evaluate solutions; vote on the best/cheapest solution; recommend one solution.

- Sharing personal experiences: These tasks encourage learners to talk more freely about themselves and share their experience with others. Students can note points of interest and compare them later; write questions to ask speakers; set quiz questions as a memory challenge; keep a record of main points or themes mentioned for a review or classification later; select one experience to summarize or react to in writing.

- Creative tasks: creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc. Creative projects often involve a combination of task types such as listing, ordering and sorting, comparing and problem solving (Hong-qin, 2007:2).

Willis and Willis (2007) further point out that 'task generator' helps think up various kinds of tasks on topics of your choice. Not all seven types needs to be

chosen to be used however the best three or four that link together well can be chosen and used (p. 107).

Lastly, Prominent scholar Nunan (1989:6) draws a distinction between 'pedagogic' tasks and 'real-world tasks' and accepts pedagogic tasks to be mainly communicative. He asserts that a task 'should have a sense of completeness, being able to stand alone as a communicative act in its own right'. He defines a communicative task as:

'a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form' (Nunan 1989:10).

1.   Real-world tasks are communicative acts that we achieve through language in the world outside the classroom. That is, these tasks involve 'borrowing' the target language used outside classroom in the real world.

2.   Pedagogic tasks are communicative tasks that facilitate the use of language in the classroom towards achievement of some instrumental or instructional goal (Tilfarlioğlu and Başaran, 2007:135-138).

The definition of Nunan (1989) emphasizes that there should be a close link between the tasks performed by learners in the language classroom and in the outside world. The things learners do with the target language in the classroom (i.e. the classroom tasks) should be related to, or derived from, what the learners are supposed to be able to do with the target language in the real world (target tasks) (Van den Branden, 2006:6).

2.2.2. Variety of Tasks

In addition to types of tasks, there are distinctions between the variables within tasks. These variables within tasks are presented in Table 2.

Variables within the task

Table 2

Variable definers	Variables within the task
Long (1989)	1. open (divergent) vs closed (convergent)
	2. one-way task vs two-way task
	3. planned vs unplanned
Richards and Rodgers (2001)	1. one way or two way
	2. convergent or divergent
	3. collaborative or competitive
	4. single or multiple outcomes
	5. concrete or abstract language
	6. simple or complex processing
	7. simple or complex language
	8. reality-based or not reality-based

According to Long (1989), tasks can be divided into three main categories in terms of task outcomes: (1) open task (divergent) vs. closed (convergent) task (2) two-way task vs. one-way task, (3) planned task vs. unplanned task (cited in Ellis, 2003) (Kasap, 2005:27).

Open tasks are those where the participants know there is no predetermined solution. Many opinion gap tasks, for example, tasks involving making choices, surveys, debates, ranking activities, and general discussion are open in nature because learners are free to decide on the solution. Open tasks obviously vary in their degree of 'openness', for example a task that allowed learners freedom to choose the topics to discuss is more open than a task that stipulates the topic information.

Closed tasks are those that require students to reach a single, correct solution or one of a small finite set of solutions. Information gap tasks, for example, 'same-or-different', are typically closed in nature.

Long (1989) presents a rationale for the use of closed tasks. He argues that closed tasks are more likely to promote negotiation work than open tasks because they make it less likely that learners will give up when faced with a challenge. In the case of open tasks such as 'free conversation' tasks there is no need for students to pursue difficult topics. They can treat topics briefly and switch topic if necessary. Furthermore, there is no need for them to provide or incorporate feedback. In short, open tasks remove the need to make an effort to communicate. In contrast, Long argues, require students to persevere to make themselves understood, resulting in greater precision and more language recycling.

One-way tasks and two-way tasks are required information exchange tasks that are distinguished in terms of whether the information to be shared is split on-way; i.e. held by a single person or between two or more people. For example, the listen-and-do tasks are one –way tasks (with the teacher holding all the information to be communicated). The same-or-different task is an example of a two-way task. In the case of one-way tasks the burden of completing the task successfully is placed on the participant who holds the information, although other participants can contribute by demonstrating when they comprehend and when they do not. In contrast, in two-way tasks all the participants are obliged to participate and in order to complete the task (Ellis 2003:88-90).

The third categorization of tasks based on outcomes is that of planned and unplanned tasks. Planned and unplanned tasks are effective in defining the degree of negotiation for the meaning they provide. Planned tasks are those where learners have time to think of the content of their oral or written performance as in a debate. This type of task thus provides more thinking, organization, and negotiation than unplanned tasks (Long, cited in Ellis, 2003) (Kasap, 2005:28).

In the list suggested by Richards and Rodgers (2001), just the first two task variables; one-way or two-way and convergent (closed) or divergent (open) tasks are common with the ideas in Long's list. The characteristics of tasks proposed by Richards and Rodgers (2001) have been described, such as the following;

1.   One-way or two-way: whether the task involves a one-way exchange of information or a two-way exchange.

2.   Convergent or divergent: whether the students achieve a common goal or several different goals.

3.   Collaborative or competitive: whether the students collaborate to carry out a task or compete with each other on a task.

4.   Single or multiple outcomes: whether there is a single outcome or many different outcomes are possible.

5.   Concrete or abstract language: whether the task involves the use of concrete language or abstract language.

6.   Simple or complex processing: whether the task requires relatively simple or complex cognitive processing.

7.   Simple or complex language: whether the linguistic demands of the task are relatively simple or complex.

8.   Reality-based or not reality-based: whether the task mirrors a real world activity or is a pedagogical activity not found in the real world (p.234-235).

Different types of tasks and variables within the tasks can be integrated in a task-based language teaching class. Apart from the implementation of different types

of tasks and their variables, task-based language teaching can be achieved by making slight changes in the way original textbook materials are used through changing the class management, order of activities, and balance of activities. Moreover, characteristics of task-based instruction can be used as a supplement to existing textbook materials by finding more interesting starting points, extending the activities and specifying the purposes of activities more clearly (Willis, 1996) (Tilfarlioğlu and Başaran, 2007:136).

After talking about the tasks and task types, to make the issue more clear, it is necessary to mention what the Task-Based Language Teaching is in detail.

2.3. Task-Based Language Teaching

Task-based language teaching (TBLT) is a communicative approach to language instruction, using the successful completion of communicative "tasks" as its primary organizing principle. In short, instruction is organized in such a way that students will improve their language ability by focusing on getting something done while using the language, rather than on explicitly practicing language forms, as in more traditional methods of instruction (Task Based Language Teaching:1). In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it (Frost 2004).

2.3.1. Definition of task-based language teaching

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (e.g., Willis 1996) present it as a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s (Richards and Rodgers, 2001:223).

There are various definitions concerning TBL. As Nunan (1989) defines "Task-based teaching and learning is teaching and learning a language by using the language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective." (Lochana and Deb 2006).

Richards and Rodgers (2001) point out TBI as "an approach based on the use of tasks which is basic in planning and instruction in the language teaching" (p. 223).

2.3.2. General Principles and Characteristics of Task-Based Learning

Nunan (Oura, 2005:71) outlines five characteristics of a task-based approach to language learning:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts (teaching materials) into the learning situation.
- The provision of opportunities for learners to focus not only on language, but also on the learning process itself.

- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

Swan (Ellis 2003, p.22) defines five characteristics of TBLT.

- 'Natural' or 'naturalistic' language use
- Learner-centered rather than teacher controlled
- Focus on form (intervention while retaining 'naturalness').
- Tasks serve as the means for achieving natural language use.
- Traditional approaches are ineffective**.**

The key assumptions of TBLT are summarized by Freez (1998:17) as:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:
  those that learners might need to achieve in real life;
  those that have a pedagogical purpose specific to classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available (Richards and Rodgers, 2001:224).

2.3.3. Task-based approach and its three pedagogic goals:

There are three goals that have to be achieved to have a successful language teaching while applying TBI. In this sense, Skehan (1996) states that it is vital to set proper goals for TBI in order to support its effectiveness and suggests that TBI focuses on three main language learning goals. These three goals are accuracy, complexity/restructuring and fluency.

Accuracy obviously concerns how well language is produced in relation to the rule system of the target language. That is; it is related to the use of target language in a rule-governed way. Since inaccuracy may cause communication breakdowns and reflect negatively on the learner's production, it is necessary for TBI to promote accuracy for effective language learning and use.

Complexity concerns the elaboration or ambition of the language which is produced. The process which enables the learner to produce more complex language is restructuring. Complexity (restructuring) involves learner's commitment to expand basic competencies to use more challenging phrases, words or sentences. Learners' willingness to attempt more complex language use is also important in the learning process (Skehan, 1996).

Fluency concerns the learner's capacity to produce language in real time without undue pausing or hesitation. To achieve fluency, learners aim to use the target language in real life situations at an adequate degree of speech rate without disturbing pauses. In addition to adjusting speech rate, pausing, rephrasing, hesitation, redundancy and use of appropriate lexical items are keys to attaining language fluency (Skehan, 1996). However, poor fluency may affect communication by limiting interaction patterns. So, learners need opportunities to practice language in real-time conversations. The reason for poor fluency may be that learners focus more on other goals-accuracy and complexity (You-hua, 2006:32).

There are different versions of a framework introduced in TBLT. In the following, they will be discussed.

2.4. The task-based framework and its design in practice

In order to achieve the three goals in English teaching and learning classroom, many tasks would usually be done in a framework which was developed over a period of time and proved to be effective (Willis, 1996: 52) (You-hua, 2006:33).

For task-based instruction, there have been different sequencing frameworks proposed by researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). They assume three phases in common for task-based instruction. Ellis (2003) names these as 'pre-task', 'during task', and 'post-task', while Willis (1996) divides these into 'pre-task', 'task cycle' and 'language focus'.

These three stages form the essential components of tasks and are well agreed by the proponents of the approach (Willis 1996b; Skehan 1996). In the pre-task stage, the teacher introduces the topic and the task and teaches some necessary new vocabulary. The task cycle stage provides learners with a chance to use the target language to complete the task. The teacher gives feedback whenever it is needed. According to the type of the task, exposure to language in use such as listening to the recordings of other people doing the same task can be provided either before or during the task cycle. As Willis (1996b) emphasizes, three basic conditions of language learning which are exposure, language use and motivation are achieved until the end of the task cycle stage. The language focus stage includes a closer study of some specific features which naturally occur in the language used during the task. The analysis and the practice components of the language focus stage provide the desirable extra condition of language learning, which is explicit study of the language form (Yaylı, 2006:450).

The task-based framework differs from the traditional teaching (PPP) methods in terms of different sequencing of the instructional phases. In a traditional classroom, the first step is to present the target language function and forms, and then to practice them, and finally to produce examples of these language function/forms (PPP) without teacher support. In a task-based framework, however, learners first perform a communicative task (with the help of any previously learned language structures) after they are introduced to the topic and the task itself. Learners then write or talk about necessary planning to perform the task they have just attempted. At this stage, they might listen to a recording of learners working on the same or a similar task or read something related to the task topic. After they have some sense of the task production, they apply this knowledge to re-try the task. During this stage, they have access to requested linguistic forms. In short, a holistic approach is used in task-based framework since learners are first involved in the task, and they try to negotiate for meaning using existing resources. Then, they focus on the target language forms they find they need. (Ellis, 2003; Skehan, 1996; Willis, 1996) (Kasap, 2005:30-31).

Pre-Task

Willis (1996) suggests that in the pre-task the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions. The students may hear a recording of other people doing the same task (Harmer 2004:87). In other words, the teacher will present what will be expected of the students in the task phase. The instructor may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task like:

- Material exploitation: using a picture/text etc. to lead into the topic
- Brainstorming: making a list; comparing ideas; sharing experiences
- Activating language: eliciting and providing vocabulary (Demir, 2008:15).

In this stage the students can be given preparation time to think about how to do the task. Also they can hear a recording of a parallel task being done (so long as

this does not give away the solution to the problem) (Richards and Rodgers, 2001:239).

Task Cycle

This phase offers students the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. There are three components of a task cycle:

1. Task: During the task phase, the students perform the task, typically in pairs or small groups, although this is dependent on the type of activity. Learners use whatever language they can master. Unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or counselor—thus, the reason for it being a more student-centered methodology. Since this situation has a "private" feel, students feel free to experiment. Mistakes do not matter.

2. Planning: Comes after the task and before the report, forming the central part of the cycle. Having completed the task, the students prepare either a written or an oral report to present to the class. The teacher acts here as a language adviser and helps students rehearse and oral reports or organize written ones otherwise simply monitors the students.

3. Report: This is the natural condition of the task cycle. In this stage learners tell the class about their findings or exchange written reports, and compare results. Thus, the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances. The teacher acts as a chairperson selecting who will speak next, may give brief feedback on the content and form, may play a recording of others doing the same or a similar task during planning phase.

In short, during the task cycle, the students perform the task in pairs or small groups while the teacher monitors from the distance. The students then plan how 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, and/or compare notes on what has happened (Harmer, 2004:87).

Language Focus

This emphasizes specific language features. It seems as if the author is considering here a kind of 'remedial' final task. Since focus on meaning should have been the rule throughout the two previous phases, it is now time for 'language focus activities'. Language activities refer to semantics, lexis, morphology, syntax and phonetics/phonology.

There are two components in language focus:

1. Analysis: Here the focus returns to the teacher who reviews what happened in the task, in regards to language. This phase draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.

2. Practice: Practice activities are based on features of the language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities. In other words, the practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language (Nunan 2004: 23).

To sum up, in the language focus stage, the students examine and discuss the specific features of any listening or reading text which they have looked at for the task and /or the teacher may conduct some form of practice of specific language features which the task has provoked (Harmer, 2004:87).

2.4.1. Focus on forms versus focus on form

In the literature of language learning, there have been two opposite ways concerning language learning. One side mostly believes grammar rules are very important in acquiring L2, the other side in contrast claims meaning overweighs every kind of grammar rule in language classes. This support TBL approach which has got a positive and supportive atmosphere in a language environment.

Relating to this opposite ideas, Ellis (2007) proposes two divisions as focus on forms and focus on form. Focus on forms is today considered the traditional approach, although it has not always been viewed that way. Wilkins (1976) defines focus on forms by means of presenting specific, preplanned forms one at a time in the hope that learners will master them before they need to use them to negotiate meaning.

Ellis (2000) makes the similar definition that focusing on forms entails the prior selection of a linguistic element, which is presented and practiced (e.g. PPP).

On the other hand, Long and Crookes (1991) postulate that "focus on form … overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (p. 45) (Demir, 2008:17).

Even though TBI emphasizes the primacy of meaning, a focus on form has a parallel importance in the language learning process (Bygate, Skehan and Swain, 2001).Therefore, Ellis (2007) asserts that task-based language teaching involves 'focus on form' (i.e. attention to form occurs within the context of performing the task) means a strong form of communicative language teaching.

A focus on form is beneficial in two phases in the framework. The planning stage between the private task and the public report promotes close attention to language form. As learners strive for accuracy, they try to organize their reports clearly and check words and patterns they are not sure of. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes. Learners notice and reflect on language features, recycle the task language, go back over the text or recording and investigate new items, and practice pronouncing useful phrases (Lochana and Deb 2006).

To sum up, focus on forms lessons tend to be rather dry, consisting mainly of the linguistic items, which students are expected to master one at a time, often to native speaker levels, with anything less treated as "error", and little if any communicative L2 use (Long, 2007). Unlike focus on forms, however focus on form is learner- centered in a radical, psycholinguistic sense: it respects the learner's internal syllabus. It is under learner control: it occurs just when he or she has a communication problem, and so is likely already at least partially to understand the meaning or function of the new form, and when he or she is attending to the input (Demir, 2008:18).

Another controversial issue in TBLT is how tasks should be sequenced or if it is appropriate to sequence tasks in the syllabus. This will be discussed in the following part.

2.4.2. Complexity and Sequencing of Tasks

Real world tasks vary in level of complexity. And so do pedagogic tasks. It is not a simple and easy matter to consider that a task may consist of just one or many activities. Moreover, a task may involve some other tasks or sub-tasks as well. 'Buying a ticket' may imply calling the travel agent, catching the bus and paying the fare, discussing the options available, comparing prices, describing holiday resorts, or looking for different options on the internet, reading the types of tickets available, etc. A simple, one-activity task fits any syllabus or classroom with no problem (linguistic resources needed for its performance are easy to define); a task that consists of several activities, or tasks involving other tasks or 'subtasks', may be extremely demanding in terms of words and structures required for their implementation. Learners will have to cope with a relatively easy communicative situation when a task requires only one activity, but the requirements will overcome them when facing a more complex chain of communicative sequences. Teachers for their part will find similar difficulties in 'organizing' or managing learning in such circumstances.

Some authors claim that a TBA should not submit to previously defined syllabuses. And they argue that predefined syllabuses are typically content-based (what to teach is previously defined), while task-based syllabuses should be process— and meaning-guided, where learners build their own syllabus, according to their needs, and find their own learning path applying their innate capacity to fulfill the communicative requirements derived from the task in which they engage.

Sequencing is an important problem. After all, even when children learn their first language, acquisition takes place following a rather universal pattern, which is apparently based, more than on anything else, on the simplicity vs. complexity axis. From a formal point of view, more simple is that which is integrated by a lower number of elements; increasing the number of elements means gaining in complexity. If the question is approached from the point of view of semantics

(meaning), the criteria are similar: a simple 'thought' consists of fewer ideas or semantic units, while a more complex 'thought' involves more ideas or semantic units. We know that children first learn sounds (the simplest phonetic units) and from this they turn into more complex phonological units or sequences of sounds: syllables, words, phrases, simple sentences, and subordinated sentences.

Breen (1987b:163) advocates sequencing tasks

… on the basis of two sets of criteria or on the basis of relating the two. These criteria are: (i) the relative familiarity of the task to the learner's current communicative knowledge and abilities, and (ii) the relative inherent complexity of the task in terms of the demands placed upon a learner.

One might take those words as the criteria to be applied so as to sequence the syllabus before teaching or learning begin. And this can be inferred from Breen's discourse, when he refers, for example, to the 'task designer', or to 'learning tasks planned in advance' (Breen 1987b;164). But, apparently, Breen does not mean what he has previously said: planning from outside, or planning before the group of learners sets to work would contradict the basic principles of TBA. Breen seems to be conscious of that restriction when he adds,

These criteria which may guide planning are only half the story. The sequencing of tasks […] cannot be worked out in advance. Sequencing here depends upon first, the identification of learning problems or difficulties as they arise; second, the prioritizing of particular problems and the order in which they may be dealt with; and third, the identification of appropriate learning tasks which address the problem areas.
Breen (1987b;164)

This is more in accordance with Breen's thesis, which assigns protagonism to the learners in defining their own path of learning. How could you sequence tasks that have not yet been selected? Even the possibility of sequencing is really at stake

in this view: the selection of tasks depends on the daily needs of the students, so that it is not possible to have a list of them in advance. If such a list is not possible, what can you expect to sequence? Tasks already learnt in the classroom must be necessarily excluded from sequencing. The fact is that in a learner-centered curriculum sequencing of tasks has no meaningful role to play: sequencing requires some kind of organization in advance and some materials to grade, and both are necessarily absent in a 'non-existent' syllabus. But if 'there is to be a syllabus', Breen mentions 'the inherent complexity of tasks' as the second criterion to be taken into consideration. Here 'complexity' has to be understood in terms of the 'demands placed upon the learner'.

Such sequencing does not deviate much from what should be expected in other types of syllabuses. Most authors (Candlin 1987; Nunan 1989; Skehan 1996; Ellis 2003:220 ff.) advocate criteria for 'sequencing tasks'. One of the models proposed is based on the complexity of the code (formal code) and the complexity of the content (conceptualization of what one has to communicate). Other models are more specific (comprehending, production, interaction, Nunan 1989:118). In any case the need for sequencing tasks does not derive so much from the nature of TBA, but rather from the nature of the learning process itself. Human beings seem to be conditioned to proceed, when they learn, from the most simple units or elements, to the more complex ones. And that is so regardless of what we learn. Sequencing, therefore, is subject to similar principles when applied to task organization, to the selection of the different steps that may constitute the task, or to the linguistic elements used for performing the task. The most general principle governing learning is guided by the transition from simplicity to complexity (Sanchez, 2004:56-57-58).

After this controversial issue, another important point that really differ from the other approaches and methods will be mentioned in the next stage is the roles and characters of the teacher and the students in TBLT.

2.4.3. Teacher Roles and Characteristics

Teacher role and characteristics play a central role on the effectiveness of any method, approach or technique used within a classroom setting. Similarly in TBLT teachers can take many different roles in regard to L2 tasks. (Honeyfield, 1993; Nunan, 1989; Oxford, 1990; Scarcella and Oxford, 1992; Willis, 1996a, 1996b, 1998; cited in Oxford, 2006). Richards and Rodgers (2001) mention the following task roles for teachers:

- Selector/sequencer of tasks: A central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and the forming these in keeping with learner needs, interests, and language skill level.
- Preparer of learners for task: The teacher prepare learners some sort of pre-task preparation such as; topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedure.
- Consciousness raiser: The teacher employs a variety of form-focusing techniques, including attention-focusing pre-task activities, text exploration, guided exploration, guided exposure to parallel tasks, and use of highlighted material (p.236).

Moreover, Van den Branden (et. al, 2006) claims that teachers play a crucial role in task-based instruction and they define two core actions that teacher should take in order for tasks to elicit rich learner activity and then actual learning. These are:

- Motivating the learner to invest intensive mental energy in task completion;
- Interactionally supporting task performance in such a way as to the comprehension of rich input, the production (p. 10).

TBL implies a shift away from traditional teacher roles. We cannot always be acting as a controller if we want students to 'manipulate, comprehend and interact' with a task (Nunan 1989:10). It suggests different attitudes to accuracy on the part of the teacher from the Audio-lingual approach and PPP procedure too. The emphasis on language study will decrease in proportion to the amount of time spent on the tasks themselves (Harmer, 2004:87).

Furthermore, in their book 'Doing Task-based Teaching' Willis and Willis (2007) give more extensive descriptions in teacher roles as:

− Leader and organizer of discussion
− Manager of group/work
− Facilitator
− Motivator
− Language 'knower' and adviser
− Language teacher (p. 148-151).

To sum up, teachers adopting TBL should be a conscious raiser rather than the authority who is giving every rule for the language learner. In addition, such teachers should be a figure who is always ready for any help for a student. Finally, TBL teachers should be positive and flexible who underlies motivation and attention in a language class.

2.4.4. Learner Roles and Characteristics:

In task-based language teaching, the learner takes up the central role: he is given a fair share of freedom and responsibility when it comes to negotiating course content, choosing linguistic forms his own linguistic repertoire during task performance, discussing various options for task performance and evaluating task outcomes (Brenson, 2001; Breen & Candlin, 1980; Nunan 1988; Shohamy, 2001) (Van den Branden, 2006:10).

Moreover, according to Richards and Rodgers (2001), there are a number of specific roles for learners assumed in current proposals for TBI. Primary roles that are implied by task work are:

•   Group participant: Many tasks will be done in pairs or small groups.

•   Monitor: In TBLT, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to 'attend' not only to the message in task work, but also to the form in which such messages typically come packed.

•   Risk-taker and innovator: Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals (where appropriate), and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed (p. 235).

Others (Honeyfield, 1993; Nunan, 1989; Oxford, 1990, cited in Oxford, 2006) have also discussed learners' task's roles. A particularly important learner role in a task situation is that of task-analyzer. The learner must analyze task requirements and find suitable strategies to match them.

The learner can take control of the task—that is, be responsible for his or her performance on the task—by considering the task requirements and employing learning strategies to accomplish the task more efficiently and more effectively (Cohen 1998; O'Malley and Chamot, 1990; Oxford, 1990). On the part of the learner, this involves a serious commitment, motivation, confidence, clarity of purpose, and willingness to take risks (Dörnyei 2001; Dörnyei and Schmidt, 2001; Honeyfield, 1993; Oxford, 1996; Skehan, 1998b; Willis, 1996a, 1996b, 1998), but these may be dampened by language anxiety (Arnold, 1998; Oxford, 1998; Young, 1998). Learners are mainly expected to be group participants, monitors, risk-takers and innovators (Demir, 2008:21).

2.5. Advantages and Disadvantages of Task-Based Language Teaching

Task-based language teaching is advantageous to the learner as it is more learner-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are supposed to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning

2.5.1. Advantages of TBLT

A task-based approach solves many of the criticisms traditionally associated with Communicative Language Teaching. The characteristics of tasks can be outlined as follows:

- Meaning is primary.

- Learners are not restricted in their use of language forms.

- Tasks bear a relationship to real-world activities.

- The priority is on achieving the goal of the task.

TBLT provides a structured framework for both instruction and assessment. Using tasks as the basic building blocks of syllabus design allows teachers to both sequence lessons and assess their outcomes, while at the same time creating reasonably authentic parameters within which students can communicate with each other for a purpose. Most importantly, it allows them to focus on what it is that they are saying to each other, rather than on how they are saying it. A task may be short and self-contained (e.g., ordering a pizza by telephone) or longer and more complex (e.g., organizing and publishing a student newspaper), but the tasks always involve a clear and practical outcome (e.g., The pizza arrives with the correct toppings, or the newspaper is printed and is recognizably a newspaper).

In a task-based approach, specific language forms should never be the primary focus, because it is important that students be allowed to make meaning in whichever way they see fit, at least at first. Teachers may assist or even correct students when asked, of course, but may not restrict the students' choice of which forms to use by explicitly teaching, say, the present continuous before the task is attempted. A post-task phase, on the other hand, is generally recognized by TBLT practitioners as useful. During this segment of the lesson, after the students have attempted the task, the teacher may choose to go over the language used, correcting specific errors and/or highlighting particularly well-suited forms that students may have attempted to use.

When considering TBLT, it is crucial to focus on the fundamental notion of authenticity, as tasks attempt to simulate, in a way that is as authentic as possible, what happens when students attempt real-world activities (URL 1).

This has several advantages:

• Authentic tasks are intrinsically motivating. That is, students attempt them because they see that the task is, in itself, interesting and applicable to their lives.

• Targeted real-world tasks have much clearer outcomes that can be more easily assessed, unlike more general, or "open," tasks such as having a conversation. For example, when a person attempts to order a pizza on the telephone in a second language, that person knows if he or she has "passed" or "failed" within a very short time—when the pizza does or does not arrive, with the correct toppings or not.

• Real-world activities can be looked at and sequenced in much the same way as grammar forms can—from simpler to more complex. For instance, ordering from a menu at a restaurant is easier than ordering by telephone for several reasons— students can use gestures, text and sometimes pictures; there is less information to convey (e.g., no address or credit card number); students may resort to single-word utterances. In the same way, telling a story is more complex than both examples above, because students now need to use connected sentences, time markers, pronouns and so on. It can be reasonably assumed that a student who can tell a story in English can also telephone for a pizza or order at a restaurant (but not vice-versa), in much the same way as we can reasonably assume that a student who can use conditionals can also use the present continuous (but again, not vice-versa).

Therefore, when a series of connected, themed tasks are sequenced in such a way as allows students to simulate a real-world context and perform at an increasing level of complexity, a variety of benefits occur. These include a purpose-driven recycling of vocabulary and language forms, a heightened sense of overall motivation, a marked increase in communicative confidence, scaffolded autonomy-building and a truly student-centered classroom. Much of the language learning thus occurs implicitly, as noticing on the part of the student, rather than as explaining on the part of the teacher (URL 1).

The main advantages of TBL are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the

learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form as in the PPP model (Willis and Willis, 1996).

Task-based learning is widely applicable to all ages and backgrounds. During any task in TBL, the learners are free to use any kind of language. The underlying idea is to carry the content or the message (Krahne, 1987).

The context of task emerges personal experiencing of students in a language class. This experience includes a whole range of lexical phrases, collocations and patterns as well as language forms. Such tasks provide data for teachers in assessment and evaluation. These tasks also contribute to progress by encouraging the students to be more ambitious in language use rather than just saying the first thing that comes into their heads. Language learners tend to be cooperative during these tasks. All these contribute to non-threatening and supporting environment in language classes (Demir, 2008:22).

To sum up, Task-based learning is advantageous to the students because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning (Frost 2004).

Although TBLT has lots of advantages that are mentioned above, the shortcomings of this approach are also inevitable.

2.5.2. Disadvantages of TBLT

The danger in a task-based approach to teaching is that learners might be encouraged to prioritize a focus on meaning over a focus on form, and thus be led to use fluent but unchallenging or inaccurate language. Because language does not have to be well-formed in order to be meaningful, it is easy to see how learners could successfully complete a task using ill-formed or undemanding language, supplemented by gesture and intonation, rather than trying out their 'cutting edge' interlanguage.

The challenge for a task-based pedagogy, therefore, is to choose, sequence, and implement tasks in ways that will combine a focus on meaning with a focus on form.

A problematic area in task design is finding clear criteria for the selection and grading of tasks. This is because several factors come into play in determining task difficulty, including the cognitive difficulty of the task, the amount of the language which the learner is required to process and produce, the psychological stress involved in carrying out the task, time pressure, and the amount and type of background knowledge involved (Foster, 1999:69).

Willis (1998) says that at the end of a workshop on using task-based approach to language teaching teachers commented that "task-based learning is like an adventure-- learners surprise you by coming up with all kind of things". She accepts that TBL may entail elements of risk that can make things quite scary for teachers and offers a principled use of a task-based learning framework in order to show how to minimize such a risk and to help teachers create tasks that will prove fulfilling and challenging but not too risky. Although a huge amount of theory has been produced about second language acquisition (SLA), the area is still problematic (MacDonald, Badger & White, 2001) (Tilfarlioğlu and Başaran, 2007:139).

In TBA, the emphasis on meaning and process carries with it that grammar and discrete goals are relegated to a secondary place and a subsidiary role. In a similar way, cognitive factors in learning, traditionally associated with grammar and form, are given a minor part to play or not taken into consideration. Early enthusiasm about TBA has been tempered somewhat and it is becoming increasingly clear that emphasis on meaning alone does not result in more effective language acquisition. As usual, a balance must be found between the role assigned to meaning and the necessary focus on linguistic form. The complexity of the language acquisition process demands a more realistic approach to the teaching-learning situation (Sanchez, 2004:60).

The challenge for the TBA is how to integrate the necessary instruction within the set of activities derived from pedagogical tasks and centered on meaning. Such models must be still designed, applied and evaluated. In task-based learning, communication tasks (where language forms are not controlled) involve learners in an entirely different mental process as they compose what they want to say, expressing what they think or feel (J. Willis 1993:18).

Teachers are well aware of how difficult it is for a student to express 'what he thinks or feels' in a foreign language, unless there is a lot of previous work on what has to be said. What the nature of such 'previous work' is remains very much the question methods try to solve. The TBA tries to do it through task work. But tasks point to a final outcome, and what is to be done on the way to this is the question: something previous is required to succeed in task performance. Is that formal instruction? Or just focus-on-form instruction (Ellis 2002, 2003)? Or formal instruction plus practice? Or formal instruction plus practice plus cognitive consciousness about the language being learnt? (Sanchez, 2004:62-63).

Frost (2004) believes that task-based learning requires a high level of creativity on the part of the teacher. If teachers are traditional and far from any creativity, then TBLT might be impossible to apply.

Another disadvantage that Frost (2004) defines is that task-based learning requires a lot of resources apart from textbooks which is often hard to gain. Also TBL puts lots of responsibility on the part of students. This sometimes creates anxiety and when tasks are difficult to perform, learners tend to use their first language (L1) in class, which is very disappointing for any language teacher.

Lastly, there have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate.

2.5.3. The Difference between TBL and accepted PPP cycle

The PPP model of language teaching ('presentation, practice, performance') is based on the assumption that a language is best presented to learners as a syllabus of structures, and that through controlled practice a fluent and accurate performance of the 'structure of the day' can be achieved. Errors are evidence of poor learning, requiring more PPP treatment (Foster, 1999:69).

The traditional presentation-practice-production (PPP) teaching/learning cycle was at one time virtually the only acceptable second language (L2) task sequence. In the PPP cycle, grammar presentation came first, followed by controlled and less controlled practice and then by actual production. However, Willis' (1996) task-based model offers a task cycle that opposes the PPP sequence. In this model, which effectively combines meaning and form, the communicative task comes before the focus on form (language analysis and practice). Another special feature is that students not only do the task but also report on it (in Oxford, 2006).

According to Willis (1996), task-based framework differs from a Presentation- Practice-Production (PPP) cycle because in TBLT the focus on the

language is at the end. The communication task forms the centre of the framework. While performing the task, learners use the language they have learnt from previous lessons or from other sources. Then they write and talk about how they did the task and compare their findings. Finally, attention is directed to the specific features of the language form. The last step is to have a close look at the specific language forms (Demir, 2008: 23).

Frost (2004) summarizes the clear differences between TBL and PPP as follows:

- Unlike PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.
- A natural context is developed from the students' experiences with the language that is personalized and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.
- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centered by comparison.
- TBL is more enjoyable and motivating than PPP.

A traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the PPP approach (presentation, practice, production). With this model individual language items are presented by the teacher, then practiced in the form of spoken and written exercises (often pattern drills), and then used by the learners in less controlled speaking or writing activities.

Although the grammar point presented at the beginning of this procedure may well fit neatly into a grammatical syllabus, a frequent criticism of this approach is the apparent arbitrariness of the selected grammar point, which may or may not meet the linguistic needs of the learners, and the fact that the production stage is often based on a rather inauthentic emphasis on the chosen structure.

The main advantages of TBL are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form (as in the PPP model). Whereas the aim of the PPP model is to lead from accuracy to fluency, the aim of TBL is to integrate all four skills and to move from fluency to accuracy plus fluency.

Although PPP teaching / learning cycle is highly accepted among teachers of L2, it has some drawbacks. For example, as Frost (2004) puts forward, students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often though a few lessons later, students will either not be able to produce the language correctly or even won't produce it at all.

Contrary to PPP cycle, in Frost's (2004) view, task-based learning has some clear advantages. For instance, unlike a PPP approach, the students are free of language control. In all three stages, they must use all their language resources rather than just practicing one pre-selected item. A natural context is developed from the students' experiences with the language that is personalized and relevant to them. With PPP, it is necessary to create contexts in which to present the language and sometimes they can be very unnatural. The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms, which is not the concern in PPP. In TBL, the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the

teacher or the course book. It is a strong communicative approach where students spend a lot of time communicating. PPP lessons on the other hand seem very teacher-centred by comparison.

Frost (2004) also asserts some problems about the 'Presentation, Practice, Production' (PPP) method. One of the main ones is that students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often through a few lessons later, students will either not be able to produce the language correctly or even won't produce it at all. Also, students will often produce the language but overuse the target structure so that it sounds completely unnatural. Another problem is that students may not produce the target language during the free practice stage because they find they are able to use existing language resources to complete the task.

PPP offers a very simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, research shows us that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to language is the best way of ensuring that students will acquire it effectively. Restricting their experience to single pieces of target language is unnatural (Frost 2004).

Ellis (2003) indicates that in PPP method; students are seen as "language learners", whereas in TBI pedagogy, they are treated as "language users" (p. 252). That's why TBI has gained a significant place in second language teaching classes (Demir, 2008:24).

2.6. Relevant Research on Task-Based Reading Activities

A lot of research has been devoted to TBLT in recent years. The study focusing on task-based learning belongs to Yaylı (2006). In her study, she

investigated the effects of TBLT on learners' proficiency and noticing levels with respect to gender in a primary school setting in Turkey. According to study, TBLT did not prove to be superior to PPP in the teaching of the Simple Present Tense in a public school in Turkey. Besides, gender did not play a significant role in the scores the learners achieved in the pre- and post-tests.

Chien and Chen (2005) examined the effectiveness by using a collaborative task-based approach in the teaching of reading and explore EFL learners' attitudes towards reading-to-writing English instruction. The study sample was 37 junior high school students randomly selected from an English learning center in the Tainan City. The finding of the study showed that EFL learners expressed fairly positive attitudes toward the collaborative task-based reading-to-writing English instruction.

In another study, the influence of task-based reading activities on EFL learners' attitudes and learning outcomes from the students' perspective was investigated by Demir (2008). The participants of the study consisted of totally 50 lower-intermediate level students in two classes of 25. The participants of the study were prep class students at Dicle University of Foreign Languages Teaching Application and Research Centre. The data gathered by the researcher revealed that task-based method in reading EFL class enabled FL learners to participate in reading tasks actively, and to be autonomous in the reading classes.

The experimental study focusing on task-based writing activities belongs to Tilfarlıoğlu and Başaran (2007). In their study, they looked for enhancing reading comprehension through task-based writing activities. According to study, it was observed that there was a statistically significant difference. That is, the treatment (the application of task-based writing activities) affected the dependent variable (reading comprehension in English as a foreign language). Thus, the hypothesis of the study was verified, which means that task-based writing activities have a positive effect upon reading comprehension.

Green (2005) was concerned with integrating extensive reading in the task-based curriculum. He argues that while extensive reading is an important medium for long-term second language acquisition, extensive reading schemes may not be the most effective means of promoting acquisition. He presented the extensive reading programs used in Hong Kong secondary schools and paid close attention to the top-down fashion. Furthermore, he described a program that incorporates both extensive reading and task-based instruction that includes interaction, sharing, and modeling of good reading practices.

Nodoushan (2005) searched the cognitive style as a factor affecting task-based reading comprehension test scores. The results of data analysis revealed that subjects' cognitive styles resulted in a significant difference in their overall test performance in proficient, semi-proficient, and fairly proficient groups, but not in the low-proficient group. The findings also indicated that cognitive style resulted in a significant difference in subjects' performance of true-false, sentence and paragraph completion, outlining, skimming, and elicitation tasks in all proficiency groups.

Khand (2004) set problems and suggestions in teaching reading skills. He argues that reading is a skill that comes from experience and needs to be constantly improved through different types of reading material. But that efficient reading involves many skill that need to be fostered in a classroom is a new idea. In order to elucidate this point, some task-based reading activities have been suggested for teachers of English to point out ways to inculcate independent reading habits in the students. Furthermore, according to the study conducted by Khand (2004), reading comprehension is one of the most important skills to be learned by the students. This will make them efficient reader.

In another study, Nodoushan (2002) analyzed the effects of text familiarity, task type, and language proficiency on university students' language for specific purposes (LSP) test and task performances, 541 senior and junior university students majoring in electronics took the TBRT (Task-Based Reading Test). Variance

analyses indicated that text familiarity, task type, and language proficiency, as well as the interaction between any given pair of these and also among all of them resulted in significant differences in subjects' overall and differential test and task performances. In addition, regression analyses revealed that the greatest influence on subjects' overall and differential test and task performance was due to language proficiency.

Cebeci (2006) investigated the effectiveness of the TBLT on vocabulary learning and search whether there is a difference between the experimental group leaning through task-based activities designed for 6th grades and control group learning vocabulary through traditional activities. The statistical results of the study revealed that both methods were found effective in vocabulary learning whereas there was a significant difference between the experimental group and the control group. That is, the experimental group was significantly better than the control group at vocabulary.

Joseph and Ramani (2001) explored the role of 'reading for pleasure' or extensive reading in language and literacy development. They demonstrated that even with beginning learners of a new language, reading for pleasure has a significant contribution to make to the holistic development of cognitive, linguistic and critical development. They focused to show samples of pedagogic tasks graded linguistically and cognitively, and classroom interactions around these tasks and to demonstrate the use of reading tasks to assess the impact of the Northern Sotho comics on reading development and grammar acquisition and in time, to use second language learning contexts to build a reading culture for African first language users. In other words, they focused to maintain and promote multilingualism by transferring multimodal literacy materials from highly-resourced languages like English to marginalized languages.

Knutson (1998) claims in describing reading proficiency that, the relative difficulty or ease that an individual reader experiences in reading a particular text are

both 'text' and 'reader-based factors'. In this reason, she focuses on the factor of purpose, as determined by the reader or the instructional context. Having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment. She claims that in real-world and classroom situations, purpose affects the reader's motivation, interest, and manner of reading.

2.7. TBLT and Language Skills

2.7.1. TBLT and Reading

"Many people believe that TBT focuses almost entirely on the spoken language. There is certainly a lot of talking in the TBT classroom, from both teachers and learners, but TBT can also be used to teach reading." (Willis and Willis, 2007: 3).

A common misunderstanding of task-based instruction as Willis and Willis (2007) mentioned is that, it necessarily involves oral interaction. However, tasks can be designed to develop any of the four language skills (listening, speaking, reading and writing).

In his study, Green (2005) argues that extensive reading should be included fully in the language curriculum as a vital component of a task-based approach to second language learning. According to Green (2005) "Extensive reading, if done in interactive mode, supports the negotiation of meanings in texts, helps prevent the fossilization of interlanguage structures, and provides contexts in which learners can encounter and debate ideas, and analyze and practice language features found in the texts. For these reasons, it is vital to introduce extensive reading within the purposeful and interactive framework of the task-based language curriculum." (p. 311). As Willis and Willis (2007) mentioned in their study, we need a purpose to

read a text. For instance, we read a newspaper or magazine since the topic interest us and we want to learn more about it. Furthermore, sometimes a headline draws our attention and we read an article to satisfy our curiosity. To sum up, "in all of these activities we engage with a text for a purpose, and purposeful reading means reading for meaning" (Willis and Willis 2007: 33).

For developing reading skills through communicative language teaching Ziauddin (2004) suggested task-based activities. He claims that such activities will make the interaction effective between the teacher and the learner and between learners. Though the task-oriented teaching reading, the language learning can be made purposeful and meaningful. He also asserts that task-based activities are backbone of teaching. Because the teacher's success or failure depends on the way s/he plans, organizes and controls the tasks (p.47).

It provides learners with material that can be used in conjunction with all of the other skills. When learners have access to meaningful reading content, they can utilize this to communicate with others. These meaningful conversations will turn motivate learners to continue reading and using materials in their discussions.

In short, reading serves as an important tool in every field of professional service. In many situations, reading is considered to be the indispensable way of communication in an ever-widening world.

CHAPTER 3

METHOD OF THE STUDY

3.1. Research Method

In this study experimental research design which is the most popular one in the field of second language learning was used. The aim of the experimental research is to investigate the possible cause-and-effect relationship by manipulating one independent variable to influence the other variable(s) in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means. By manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects. If the average scores of two groups prove to be significantly different, and if there are not any explanations for this difference, then it can be concluded that the effect of the treatment caused this difference. The experimental research can prove the direct cause-and-effect relationship between two variables and also it can demonstrate that by changing the independent variable, a change is possible on the dependent variable (URL 2).

It aims to find out whether or not task-based reading activities have a positive effect upon improving students' reading skills in English as a foreign language through two-way variance analyses of the results of the pre-test and those of the post-test. Both the control group and the experimental group were given the pre-test prior to the presentation of task-based reading tasks to the experimental group.

3.2. Population and Sampling

The population of this study was comprised of 57 upper-intermediate level students in two classes of 32 and 27 students each. The participants were attending at Trakya University School of Foreign Languages. They are at the ages of 18 and 19. These students became successful at ÖSS foreign language exam and entered the department of English Language Teaching and the Department of Translation and Interpretation at Trakya University. Two classes were randomly appointed as experimental (Night Prep Class) and control (Prep B) group in the academic year of 2007-2008. The structures of the classes were not changed by the researcher. Their levels were determined by a standard proficiency test conducted at the very beginning of the first term. Therefore, their language proficiency levels were similar. The experimental and the control groups both took a pre-test before the treatment and post-test afterwards. The experimental group received a treatment of TBLT and the control group was instructed in a traditional way.

Both male and female students participated in the study. Students' age, gender, social and educational backgrounds were not taken into consideration.

3.3. Setting

The study was carried out at Trakya University, School of Foreign Languages in Edirne, Turkey. The students who participated in the study came from two different departments such as the Department of Translation and Interpretation and the Department of English Language Teaching.

3.4. Data Collection Instrument

In order to collect data in this study, pre- and post – treatment test was developed by the researcher. The questions in the test were prepared by taking the task design of Willis into consideration. The instrument was a reading test including mainly four parts. It covered 33 items in total.

Part 1 composed of 4 listing and 4 comprehension questions based on the text 'Punishment takes many forms.' The questions aimed to assess how students were successful in reading for specific information. This part was evaluated out of 28 points.

Part 2 composed of 12 questions based on the text titled 'Readerless Books'. There were 4 comprehension questions in Part A and 8 vocabulary questions in Part B. The comprehension questions aimed to assess the students' ability in reading comprehension. The vocabulary questions aimed to assess how students were successful in understanding the meaning of a word from the context. This part was evaluated out of 40 points.

Part 3 composed of 10 matching questions. There were four abstracts taken from books and ten sentences to be matched with these paragraphs. These matching questions aimed to assess two things: the first one was the ability of students reading comprehension and another one reading for specific information. This part was evaluated out of 20 points.

Part 4 composed of 3 gap filling questions. There was a magazine article having some gaps and there were paragraphs to be inserted in the text. There was one extra paragraph. This part aimed to assess the students' ability in comprehending the text unity. This part was evaluated out of 12 points. The test was 100 points in total.

This test was also used as the post-test at the end of the course. The test, which is comprised of four parts, was prepared because of the fact that it contains

task-based assessment items and because it is believed to be valid and reliable since it is adopted from a book titled 'Distinction' which was prepared according to TBLT. 'Most of the items in the test were formed of authentic materials and were task-based. It is also apparent that the items were well constructed. The grades obtained from the pre-test and post-test were analyzed through two-way ANOVA to find out whether or not the task-based activities has a positive effect upon the improvement of students' reading skills in English. That is, test results were compared to see whether it would enhance the students' reading skills.

3.5. Data Collection Procedure

Task-based instruction treatment in the experimental group started on February 20, 2008 and ended on May 07 2008. The treatments lasted 10 weeks in both groups.

The reading activities were carried out by the researcher in both groups. Both classes were exposed to the treatment (PPP and TBLT) for 20 hours each. The treatment applied in the two groups was as follows:

The treatment in the experimental group was applied according to the principles of TBLT, and the framework introduced by Willis (1996b). Therefore, all the tasks done in classes had the basic stages of pre-task, task cycle and language focus. The students were asked to form pairs or groups, presented with the necessary vocabulary in order to carry out the task and exposed to the real language use in the form of input in the pre-task stage. With the use of different tasks during the task cycle stage such as identifying the main idea and the supporting sentences, guessing what the issue of the text can be, etc., the students were encouraged to use the language as in real life. The researcher did not make any corrections about the students' use of the language while they were doing the task unless there was a

serious breakdown. After doing the task, the students were asked to report their productions before their classmates so that they were able to compare their findings.

During the language-focus stage, the grammar points were focused in meaningful contexts through consciousness-raising. Either the sentences used in the input or the students' own sentences produced during the task cycle stage were used for the analysis of the new items. For the practice of the new grammar points and the new vocabulary learnt in the texts, the researcher handed out exercises of different kinds. Cooperation was supported in the privacy of the small groups, and the students were encouraged to use the target language as much as possible without having the fear of making mistakes. The most important thing in the experimental group was that the texts used in this group were authentic materials and there were variety in the tasks unlike the control group.

The students in the control group were also instructed by using similar reading skills in different tasks and texts. However, the way these reading skills were taught in the control group was different from the way they were presented in the experimental group. For instance, grammar teaching was very important in the control group. When students made a mistake, they were corrected immediately. During each reading task, students worked individually.

3.6. Research Procedure

This study was carried out 10 weeks in the second semester of 2007-2008 Academic year and the course designs below were implemented as an extracurricular activity for the students. In this study, totally twenty tasks were used in two prep classes. Ten different reading tasks were used in both classes. While the students in the experimental group were given tasks following the principles of the task-based approach, the students in the control group were given tasks following the principles of more traditional method. Moreover, the syllabus designs mainly were planned on the base of different types of reading texts each entailing different reading skill.

Table 3 displays the research procedure applied in the experimental group.

Table 4 displays the research procedure applied in the control group.

Date	Subject
20.02.2008	*Pre-test*
27.02.2008	'Education, Yes!, School, No!'
05.03.2008	'Who Lives Longer'
12.03.2008	'Ecologic Might vs. Ecologic Right'
19.03.2008	'Getting in shape'
26.03.2008	'To Know More About Less or Less About More'
02.04.2008	'Lottery Winners, Rich, but Happy?'
09.04.2008	'The Bridge Poem'
16.04.2008	'Technological Wonderland!
22.04.2008	'Back To Nature'
29.04.2008	'Killing Time'
05.05.2008	*Post-test*

Table 3: The Research Procedure of the Experimental Group

Date	Subject
22.02.2008	*Pre-test*
29.02.2008	'Transport'
07.03.2008	'Do-It-Yourself Forecasts'
14.03.2008	'Eating Healthy 'Megabite''
21.03.2008	'TV Review'
28.03.2008	'Ten Years For Building Society Robbers'
04.04.2008	'Life in the Global Village'
11.04.2008	'Just Say 'No' To Drugs'
18.04.2008	'Decisions'
25.04.2008	'Staying Underwater'
02.05.2008	'Reading at 8 Months? That Was Just the Start'
07.05.2008	*Post-test*

Table 4: The Research Procedure of the Control Group

3.6.1. Syllabus Design of Experimental Group

The course syllabus design implemented throughout the research in the experimental group is displayed weekly in detail in Table 5 below.

Table 5

Tasks in the treatment of experimental group

Tasks and Task types Name – Dates	Purpose	Description
TASK-1 – Gap filling 'Education, Yes! School, No!' 27.02.08	To give practice reading for matching and filling the gaps with the suitable paragraph.	Students were asked pre-reading questions to get prepared for the text and the topic as brainstorming activity. Then, they were given the meanings of some unknown words before reading and They read the text to answer the pre-reading question and then match the words and phrases that they were connected to. Later, they read the text again to reinsert the paragraphs into gabs in the text. After that, they used the words and phrases from the whole article to complete definitions. They reported what they did during this stage to share their findings with the class. At the end of a lesson, they were given a short explanation on relative clauses by taking example sentences from the text and then they were given a short exercise on this grammar point.

TASK 2 – identifying the main idea 'Who Lives Longer' 05.03.2008	To give practice identifying and writing the main idea of a text.	Students were asked a pre-reading question to discuss at the beginning of a lesson. Late, they were introduced with the important words taking place in the text and they were given a text about living longer. They were firstly supposed to read the first paragraph and identify the main idea and its supporting details. Later, they were asked to do the same thing for the next three paragraphs. While doing them, each group took notes and discussed the issue. The teacher monitored the class in this step. Next, a spokesperson from each group told their findings and they discussed the results and compared them. At the end of a lesson, the teacher focused on grammar point 'If Clauses'. Students did an exercise on it.
TASK 3- Reading for specific information 'Ecologic Might vs. Ecologic Right' 12.03.2008	To enable students to practice at scanning for specific information and give practice them to scan the text in order to build up a general understanding and deduce the meaning of some words.	The students were asked a pre-reading question at the beginning. Then, they were given the meanings of some words. Later, They were showed a cartoon related to the topic of the text. Then, they were expected to find the humor hidden in the cartoon. In the task-cycle step, they were expected to find the answers of the comprehension questions and summarize the issues to complete the outline given them.

TASK 4- Reading for specific information- Matching the sentences and phrases with the paragraphs 'Getting in shape' 19.03.2008	To give practice reading for specific information. To enable students to answer the pre-reading questions and comprehension questions. To practice matching the paragraphs with the phrases. To practice using the words taking place in the text.	Students were asked some pre-reading questions as a brainstorming activity to get prepared for the topic. Later, they were given the meanings of some unfamiliar words. Then, they were asked to skim the text to decide on which gym they would prefer to go to. Later, they look through the article to find the answers of the questions given to them before. Then, students read the article again to match the phrases with the paragraphs and after that they used words from the text to complete the sentences. In this stage, pairs took notes which parts in the text help them to find the answers. At the end of a lesson, the teacher dealt with the result clauses shortly. The teacher gave a short exercise on to pairs.
TASK 5- Elicitation 'To Know More About Less or Less About More' 26.03.2008	To enable students to infer meanings of unknown words through contextual clues.	Students were given a text about school curricula. They were firstly supposed to read the text carefully and look for the unfamiliar words to them. Then, they were expected to use the contextual clues: the other words in the phrase on the page to determine the meaning of unknown words and the pairs wrote the meanings of these words on the next line of their sheet of paper. Later, they were given a vocabulary exercise.

TASK 6- Comparing 'Lottery Winners, Rich, but Happy?' 02.04.2008	To train students to practice similarities and things in common among the cases given in the text.	The teacher showed a picture of a lottery winner and then asked some questions about him to introduce the topic. Then, students were given the meanings of unknown words. The teacher distributed the text involving different cases about the same topic to pairs. Students were supposed to find out the similarities among the cases and they were expected to answer the comprehension questions. While students were working on the text, they took notes and exchanged and compared their findings between the pairs. At the end of a lesson, teacher focused on the grammar point which was studied before.
TASK 7- Problem Solving 'The Bridge Poem' 09.04.2008	To foster students' problem solving skills. To enable students practice reading for problem solving.	Students were given the title of the poem and asked them to discuss on it as a whole class. Then, they were given the necessary vocabulary and expected to understand the problem of the poet and found the clues for his problem by taking notes. Later, they found a solution to his problem. Then, the students answered the discussion questions. In the language focus part, the teacher dealt with 'must.

TASK 8- Reading for specific information and completing a table 'Technological Wonderland! 16.04.2008	To enable students practice scanning for specific information.	Students were introduced with the topic of the text by asking a pre-reading question. Then, they were taught the meanings of some new words. Later, students were put into pairs and given a text followed by a table whose some parts were missing. Then, they read the text to find out the missing information in the table according to cause-effect relationship. At the end of text, the teacher studied affixes with the students.
TASK 9- One text with multiple choice questions 'Back To Nature' 23.04.2008	To practice identifying the main points and answer the multiple choice questions. To enable students recognize the writer's attitude about the issue.	Students discussed the disadvantages of living in a big city at the beginning of a lesson. Then, they studied on the meanings of some new words. Next, they were put into pairs and asked to look for the underlined words to find out what they refer to and then they found the answers of comprehension questions. While answering them, they took notes and showed from which sentence or part they found the answer. Lastly, pairs found out the writer's opinions about the issue and discussed on this point. In the language focus part, the teacher dealt with 'would like, would rather, would prefer'.

TASK 10- Eliciting 'Killing Time' 28.04.2008	To enable students how to reinsert the missing information from the text.	Students were asked some pre-reading questions to introduce the topic. Later, they were given the meanings of some words taking place in the text. Then, they worked in pairs and reinserted the sentences that previously separated from the text. While doing this, they took some notes why they put these sentences in these gaps. The pairs discussed their findings. The teacher monitored them and gave feedback on their answers. Next, pairs did an exercise on vocabulary taking place in the text. Finally, the teacher dealt with present perfect tenses.

3.6.2. Syllabus Design of Control Group

The course syllabus design implemented throughout the research in the control group is displayed weekly in detail in Table 6 below.

Table 6

Tasks in the treatment of control group

Tasks and Task types Name – Dates	Purpose	Description
TASK 1- Reading for specific information 'Transport' 29.02.2008	To practice simple past tense at the beginning of a lesson. To enable students to read for specific information to find the answers of pre-reading questions and decide on the multiple choice questions.	Students were briefly instructed the simple past tense before reading. Then, they were given some incorrect sentences in past tense to find the mistakes and correct them. Later, they were introduced with the topic and the text and given some pre-reading questions. They firstly read for pre-reading questions and secondly for multiple choice questions.
TASK 2- Reading for specific information – Multiple choice questions 'Do-It-Yourself Forecasts' 07.03.2008	To give practice on future tense. To enable students to decide on the writer's point of view. To give practice on reading for specific information to find the answers of multiple choice questions.	Students were given the practice of future tense at the beginning of a lesson. Then, the meanings of some unknown words were explained. Later, they were given the text and the pre-reading questions. They read the text to find their answers. Next, they chose the best answer according to the text.

TASK 3– Reading for specific information 'Healthy Eating 'Megabite'' 13.03.2008	To give practice using linking words by reading the text. To enable students to practice at scanning the text to find the answers of the comprehension questions.	Students were taught the linking words at the beginning of a lesson to prepare them for the text. Then, they were given the meanings of unknown words and then they were given the comprehension questions before reading the text.
TASK 4- Reading for specific information – Multiple choice questions 'TV Review' 21.03.2008	To give practice on modal verbs. To practice reading for specific information.	Students were instructed with the rules of model verbs and then they did some exercises. They were introduced with the topic by asking pre-reading questions and given the meanings of some unknown words. Later, students found out whether the statements were facts or expressing the writer's opinion. Then, they read the text to find the answers of multiple choice questions.
TASK 5– Reading for specific information 'Ten Years For Building Society Robbers' 28.03.2008	To enable students to use past tense and past perfect tense. To give practice at scanning the text to find the answers of the comprehension questions	Students were instructed the rules of past tense and past perfect tense at the very beginning of a lesson. Later, they studied the meanings of unknown words from the context and then they were given the text and read the text to find the answers of the questions.

TASK 6- Reading for general meaning – Gap filling activity 'Life in the Global Village' 04.04.2008	To give practice on passive voice before reading the text. To enable students decide on the point of view of the writer and then whether the statements are T/F. To give practice how to reinsert the missing information into suitable gap.	Students were given the rules of passive voice before reading. Then, they practiced the rules with a worksheet. They were given the text and then introduced with the topic. Later, students did the activities such as deciding on the point of view, T/F and gap filling.
TASK 7- Reading for specific information – Getting the meanings of unknown words from the context 'Just Say 'No' To Drugs' 11.04.2008	To practice relative clauses before reading the text. To enable students to get the meanings of unknown words from the context. To give practice reading for specific information to find the answers of the comprehension questions. To enable students to practice at scanning for specific information and give practice them to scan the text in order to build up a general understanding and deduce the meaning of some words.	Students were given the rules of relative clauses at the beginning of a lesson. Then, they were given an exercise to practice the grammar point. Later, they were showed a cartoon which is related to the topic of the text to prepare students. Then, students were given multiple choice exercises to find the meanings of boldfaced words. Also, comprehension questions were given before reading for the second time. Finally, students were asked to produce sentences in relative clauses.
TASK 8- Reading for specific information - Matching 'Decisions' 18.04.2008	To practice reason and result sentences by using 'because and so that'. To make the students talk about the pictures and then match the paragraphs with the pictures. To enable students produce sentences in this grammar point.	Students were given the rules of reason and result sentences before reading. Then, they did the exercises related to this topic. Later, they matched the people with the suitable paragraphs by explaining their reasons.

TASK 9- Reading for specific information- Multiple choice 'Staying Underwater' 25.04.2008	To revise passive voice at the beginning of a lesson. To enable students to do the activities like 'What do the following refer to?' To practice reading for specific information to choose the best answer according to the text.	Students were given a revision on passive voice. Later, they were given referring questions and multiple choice questions to read for specific information.
TASK 10- Reading for specific information – Completing the chart 'Reading at 8 Months? That Was Just the Start' 02.05.2008	To give practice on reported speeches. To enable students to complete the chart by using the information in the text.	Students were given the rules of reported speeches. Then, they did some exercise on this grammar point. Later, they were given two charts to complete after reading the text.

All tasks in both groups were designed by the researcher. During courses, in both groups, students were given one task ever week. The test tasks used in the pre- and post- tests are directly similar to tasks used in the experimental group. The topics of the texts are appropriate to students' age and culture, and they are aimed to be focused on students' interests.

3.7. Data Analysis

The data collected from the study were statistically analyzed by a professional statistics expert using the Statistical Packages for Social Sciences, 13.0 (SPSS). In measuring the quantitative data collected after the study, means and standard deviations of the pre- and post-treatment written tests in the experimental and control groups were compared using t-tests.

Both the control group and the experimental group were given a pre-test before the treatment for the experimental group. The results of the pre-test were analyzed immediately through t test to see whether or not there was a statistically significant difference between the mean grades of the two groups. Both groups were given the same test as a post-test just after a ten-week task-based instruction, which was comprised of task-based reading activities, to the experimental group. The mean scores of the pre-test and the post-test for both groups were analyzed through two-way ANOVA to see whether or not there was a significant improvement on behalf of the experimental group and thus to understand whether or not task-based reading activities had a positive effect upon improving students' reading skills in English as a foreign language. The f values were analyzed at 0, 05 sig. level (p).

CHAPTER 4

RESULTS AND DISCUSSION

This chapter includes the results in relation to the research questions which were found after statistical analysis and the interpretation of them. Besides, these findings will be discussed with respect to the previous researches done on this field.

4.1. Results

On the data obtained from the application of the test prepared for measuring the success of students in reading skills which is given in Appendix B, the item-total correlation and item-remainder coefficients were counted as being the scale development statistics (Appendix 4, Table 1-6).

The upper and lower quartile t-test was applied in order to test the discrimination power of the items (Appendix 4, Table 8-13).

By omitting the 9.,14.,15.,18.,23.,25.and 29.items from the scale according to the item analysis done with these two methods, the last version of the scale which was given in Appendix E was developed.

Cronbach and Rulon coefficients were computed and displayed in Table 19 (Appendix 4). The internal consistency (Appendix 4, Table 7) and discrimination power (Appendix 4, Table 14) were counted in terms of dimensions. According to these analysis results, it was seen that the scale was valid and reliable.

4.1.1. Findings of the First Question

1.   The first question of the study was determined as 'How effective is the employment of task-based activities in reading classes in terms of improving students' reading comprehension?'

In order to answer this question, the results of Part 1, Part 2, Part 3, Part 4, Part 5 and Part 6 of pre-test and post-test of the experimental group and control group were analyzed to find out if those differences were statistically significant. For this purpose; the mean scores, standard deviations of the pre-tests and the post-tests were obtained and a t-test was applied.

Table 7. Mean and Deviations of Cells for Part 1 According to Scale and Group Variables

		Treatment			Control			Total	
	n	μ	s	n	μ	s	n	μ	s
N= 118									
Pretest	32	49.12	28.94	27	37.56	32.54	59	43.83	30.92
Posttest	32	66.53	21.82	27	52.96	29.63	59	60.32	26.36
Total	64	57.83	26.89	54	45.26	31.79	118	52.08	29.78

Table 7-B. The Results of ANOVA for Part 1 According to Scale and Group Variables

```
================================================================================

                        Sum of                  Mean
                        Squares        df        Square          F           p

------------------------ ----------- ----------- ----------- ----------- -----------

Rows (Olcum)            7883.90           1      7883.90         9.87      p<.01

Columns (Grup)          4626.83           1      4626.83         5.79      p<.05

Interaction               29.25           1        29.25         0.04        -

       Error                         91085.10       114        798.99

================================================================================
```

In terms of Part 1 sub dimension, there was a difference in success of English between the scales (pre-test and post-test) (F=9.87, sd=1-114, p<.01) and groups (experimental-control) (F=5.79, df=1-114, p<.05) (Table 7-B).

Table 7-C. t-Test Results for Part 1 According to Scale (Inter Rows) Variable

```
================================================
                         Pretest     Posttest
------------------------ ----------- -----------
Pretest                 μ=    43.83 t=     3.17
------------------------ ----------- -----------
Posttest                p<.01       μ=    60.32
  ============================================================
```

In terms of Part 1 sub dimension, when compared to pre-tests ($\bar{x} = 48.33$) the success of English in post-tests ($\bar{x} = 60.32$) was higher (t=3,17, df=116, p<.01) (Table 7-C).

Table 7-D. t-Test Results for Part 1 According to Group (Inter Columns)
Variable

```
================================================
                        Control    Treatment
------------------------ ----------- -----------
Control                 μ=    45.26 t=      2.41
------------------------ ----------- -----------
Treatment               p<.01       μ=     57.83
================================================
```

In terms of Part 1 sub dimension, success of English in experimental group ($\bar{x} = 57.83$) was higher (t=2,41, df=116, p<.01) than control group ($\bar{x} = 45.26$) (Table 7-D).

Table 7-E. t-Test Results for Part 1 According to Scale & Group (Common Effect)
Variables

```
=====================================================================
                        Pretest /   Pretest /  Posttest /  Posttest /
                         Control    Treatment    Control    Treatment
------------------------ ----------- ----------- ----------- -----------
Pretest / Control       μ=    37.56 t=     1.57 t=    2.00 t=     3.92
------------------------ ----------- ----------- ----------- -----------
Pretest / Treatment     -           μ=    49.12 t=    0.52 t=     2.46
------------------------ ----------- ----------- ----------- -----------
Posttest / Control      p<.05       -           μ=   52.96 t=     1.84
------------------------ ----------- ----------- ----------- -----------
Posttest / Treatment    p<.01       p<.01       p<.05       μ=    66.53
=====================================================================
```

The findings indicate that in terms of Part 1 sub dimension, there was no significant difference in success of English in pre-tests between experimental group ($\bar{x} = 49.12$) and control group ($\bar{x} = 37.56$). But, there was a significant difference between the post-tests of experimental group ($\bar{x} = 66.53$) and control group ($\bar{x} = 52.96$). The experimental group was more successful in post-test ($\bar{x} = 66.53$) when compared to pre-test ($\bar{x} = 49.12$) (Table 7-E).

Table 8. Mean and Deviations of Cells for Part 2 According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
				N= 118					
Pretest	32	51.19	26.19	27	41.81	32.37	59	46.90	29.30
Posttest	32	55.69	25.75	27	54.78	31.86	59	55.27	28.46
Total	64	53.44	25.86	54	48.30	32.48	118	51.09	29.06

Table 8-B. The Results of ANOVA for Part 2 According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	2232.89	1	2232.89	2.67	-
Columns (Grup)	774.14	1	774.14	0.92	-
Interaction	524.42	1	524.42	0.63	-
Error	95450.49	114	837.29		

In terms of Part 2 sub dimension, there was a difference in success of English between the scales (pre-test and post-test) (F=2.67, sd=1-114, p>.05) and groups (experimental and control) (F=0.92, sd=1-114, p>.05) (Table 8-B).

Table 8-E. t-Test Results for Part 2 According to Scale & Group (Common Effect) Variables

```
=========================================================================
                         Pretest /   Pretest /  Posttest /  Posttest /
                          Control    Treatment    Control    Treatment
------------------------ ----------- ----------- ----------- -----------
Pretest / Control        µ=   41.81 t=     1.24 t=     1.65 t=     1.83
------------------------ ----------- ----------- ----------- -----------
Pretest / Treatment      -          µ=   51.19 t=     0.48 t=     0.62
------------------------ ----------- ----------- ----------- -----------
Posttest / Control       -          -          µ=   54.78 t=     0.12
------------------------ ----------- ----------- ----------- -----------
Posttest / Treatment     p<.05      -          -          µ=   55.69

=========================================================================
```

In terms of Part 2 sub dimension, there was no difference in success of English in pre-tests between experimental group ($\bar{x} = 51.19$) and control group ($\bar{x} = 41.81$). Also, there was no difference in post-tests between experimental group ($\bar{x} = 55.69$) and control group ($\bar{x} = 54.78$). The experimental group wasn't more successful in post-test ($\bar{x} = 55.69$) when compared to pre-test ($\bar{x} = 51.19$) (Table 8-E).

Table 9. Mean and Deviations of Cells for Part 3 According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
					N= 118					
Pretest	32	55.91	29.60	27	38.81	29.92	59	48.09	30.71
Posttest	32	52.38	29.20	27	54.93	27.02	59	53.54	28.01
Total	64	54.14	29.22	54	46.87	29.38	118	50.81	29.40

Table 9-B. The Results of ANOVA for Part 3 According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	1158.73	1	1158.73	1.38	–
Columns (Grup)	1548.07	1	1548.07	1.84	–
Interaction	2825.00	1	2825.00	3.36	–
Error	95854.14	114	840.83		

In terms of Part 3 sub dimension, there was a difference in success of English between the scales (pre-test and post-test) (F=1.38, sd=1-114, p>.05) and groups (experimental and control) (F=1.84, sd=1-114, p>.05) (Table 9-B).

Table 9-E. t-Test Results for Part 3 According to Scale & Group (Common Effect) Variables

```
========================================================================
                          Pretest /  Posttest /  Posttest /   Pretest /
                           Control    Treatment    Control    Treatment
------------------------ ----------- ----------- ----------- -----------
Pretest / Control        µ=   38.81 t=     1.79 t=     2.04 t=     2.26
------------------------ ----------- ----------- ----------- -----------
Posttest / Treatment     p<.05       µ=   52.38 t=     0.34 t=     0.49
------------------------ ----------- ----------- ----------- -----------
Posttest / Control       p<.05       -           µ=   54.93 t=     0.13
------------------------ ----------- ----------- ----------- -----------
Pretest / Treatment      p<.05       -           -           µ=   55.91

=========================================================================
```

In terms of Part 3 sub dimension, the experimental group ($\bar{x} = 55.91$) was more successful than the control group ($\bar{x} = 38.81$) in pre-tests. However, there was no significant difference in post-tests between the experimental group ($\bar{x} = 52.38$) and the control group ($\bar{x} = 54.93$). The experimental group was not more successful in post-test ($\bar{x} = 52.38$) when compared to pre-test ($\bar{x} = 55.91$) (Table 9-E).

Table 11. Mean and Deviations of Cells for Part 5 According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
				N= 118					
Pretest	32	36.09	26.80	27	35.63	22.51	59	35.88	24.72
Posttest	32	60.03	27.11	27	70.37	24.81	59	64.76	26.38
Total	64	48.06	29.33	54	53.00	29.29	118	50.32	29.30

Table 11-B. The Results of ANOVA for Part 5 According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	25210.76	1	25210.76	38.72	p<.01
Columns (Grup)	714.01	1	714.01	1.10	–
Interaction	854.56	1	854.56	1.31	–
Error	74232.28	114	651.16		

In terms of Part 5 sub dimension, there was difference in success of English between scales (pre-test and post-test) (F=38.72, sd=1-114, p<.05). However, there was no significant difference in success of English between groups (Experimental and control) (F=1.10, sd=1-114, p>.05) (Table 11-B).

Table 11-C. t-Test Results for Part 5 According to Scale (Inter Rows) Variable

```
=================================================
                              Pretest     Posttest

------------------------ ----------- -----------
Pretest                  µ=    35.88 t=     6.15
------------------------ ----------- -----------
Posttest                 p<.01         µ=    64.76
=====================================================
```

In terms of Part 5 sub dimension, success of English in post-tests ($\bar{x} = 64.76$) was higher (t=6,15, df=116, p<.01) when compared to pre-tests ($\bar{x} = 35.88$) (Table 11-C).

Table 11-E. t-Test Results for Part 5 According to Scale & Group (Common Effect) Variables

```
===========================================================================
                       Pretest /   Pretest /   Posttest /  Posttest /
                         Control    Treatment   Treatment    Control
------------------------ ----------- ----------- ----------- -----------
Pretest / Control        µ=    35.63 t=     0.07 t=     3.66 t=     5.00
------------------------ ----------- ----------- ----------- -----------
Pretest / Treatment      –           µ=    36.09 t=     3.75 t=     5.14
------------------------ ----------- ----------- ----------- -----------
Posttest / Treatment     p<.01       p<.01       µ=    60.03 t=     1.55
------------------------ ----------- ----------- ----------- -----------
Posttest / Control       p<.01       p<.01       –           µ=    70.37

===============================================================================
```

In terms of Part 5 sub dimension, there was no significant difference in success of English in pre-tests between experimental group ($\bar{x} = 36.09$) and control group ($\bar{x} = 35.63$). Also, there was no significant difference in post-tests between the

experimental group ($\bar{x} = 60.03$) and the control group ($\bar{x} = 70.37$), too. The experimental group was more successful in post-test ($\bar{x} = 60.03$) when compared to pre-test ($\bar{x} = 36.09$). Similarly, the control group was more successful in post-test ($\bar{x} = 70.37$) when compared to pre-test ($\bar{x} = 35.63$) (Table 11-E).

Table 12. Mean and Deviations of Cells for Part 6 According to Scale and Group Variables

===

		Treatment			Control			Total	
	n	μ	s	n	μ	s	n	μ	s

===

N= 118

Pretest	32	36.78	25.70	27	39.19	27.68	59	37.88	26.42
Posttest	32	62.56	29.09	27	53.33	31.88	59	58.34	30.49
Total	64	49.67	30.17	54	46.26	30.42	118	48.11	30.20

===

Table 12-B. The Results of ANOVA for Part 6 According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	11673.93	1	11673.93	14.30	p<.01
Columns (Grup)	341.09	1	341.09	0.42	–
Interaction	990.88	1	990.88	1.21	–
Error	93061.42	114	816.33		

In terms of Part 6 sub dimension, there was a difference in success of English between the scales (pre-test and post-test) (F=14.30, sd=1-114, p<.05). However, there was no difference in success of English between groups (experimental and control) (F=0.42, sd=1-114, p>.05) (Table 12-B).

Table 12-C. t-Test Results for Part 6According to Scale (Inter Rows) Variable

	Pretest	Posttest
Pretest	μ= 37.88	t= 3.89
Posttest	p<.01	μ= 58.34

Table 12-E. t-Test Results for Part 6 According to Scale & Group (Common Effect)

Variables

```
===========================================================================
                          Pretest /   Pretest /  Posttest /  Posttest /
                          Treatment     Control     Control    Treatment
------------------------- ----------- ----------- ----------- -----------
Pretest / Treatment       µ=    36.78 t=     0.32 t=     2.22 t=     3.61
------------------------- ----------- ----------- ----------- -----------
Pretest / Control         -           µ=    39.19 t=     1.82 t=     3.13
------------------------- ----------- ----------- ----------- -----------
Posttest / Control        p<.05       p<.05       µ=    53.33 t=     1.24
------------------------- ----------- ----------- ----------- -----------
Posttest / Treatment      p<.01       p<.01       -           µ=    62.56
===========================================================================
```

In terms of Part 6 sub dimension, there was no difference in success of English in pre-tests between experimental group ($\bar{x} = 36.78$) and control group ($\bar{x} = 39.19$). Also, there was no difference in post-tests between the experimental group ($\bar{x} = 62.56$) and the control group ($\bar{x} = 53.33$). The experimental group was more successful in post-test ($\bar{x} = 62.56$) when compared to pre-test ($\bar{x} = 36.78$). Similarly, the control group was more successful in post-test ($\bar{x} = 53.33$) when compared to pre-test ($\bar{x} = 39.19$) (Table 12-E).

4.1.2. Findings of the Second Question

The second question of the study was determined as 'Do the task-based reading activities have an effect on the improvement of students' vocabulary development?'

In order to answer this question, the results of Part 4 of pre-test and post-test of both experimental group and control group were analyzed to find out if those differences were statistically significant. For this purpose; the mean scores, standard deviations of the pre-tests and the post-tests were obtained and a t-test was applied.

Table10. Mean and Deviations of Cells for Part 4 According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
				N= 118					
Pretest	32	47.78	31.54	27	36.37	25.27	59	42.56	29.17
Posttest	32	59.78	29.86	27	51.63	27.66	59	56.05	28.92
Total	64	53.78	31.06	54	44.00	27.35	118	49.30	29.70

Table 10-B. The Results of ANOVA for Part 4 According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	5440.76	1	5440.76	6.53	p<.05
Columns (Grup)	2802.08	1	2802.08	3.36	–
Interaction	77.78	1	77.78	0.09	–
Error	94991.53	114	833.26		

In terms of Part 4 sub dimension, there was a significant difference in success of English between the scales (pre-test and post-test) (F=6.53, sd=1-114, p<.05). However, there was no significant difference between the groups (experimental-control) (F=3.36, sd=1-114, p>.05) (Table 10-B).

Table 10-C. t-Test Results for Part 4 According to Scale (Inter Rows) Variable

```
=================================================
                              Pretest      Posttest
------------------------- ----------- -----------
Pretest                   µ=    42.56 t=      2.54
------------------------- ----------- -----------
Posttest                  p<.01         µ=    56.05
 =================================================
```

In terms of Part 4 sub dimension, success of English in post-tests ($\bar{x} = 56.05$) was higher (t=2,54, df=116, p<.01) than pre-tests ($\bar{x} = 42.56$) (Table 10-C).

Table 10-E. t-Test Results for Part 4 According to Scale & Group (Common Effect) Variables

```
========================================================================
                          Pretest /   Pretest /  Posttest /  Posttest /
                          Control     Treatment    Control    Treatment
------------------------- ----------- ----------- ----------- -----------
Pretest / Control         µ=    36.37 t=     1.51 t=     1.94 t=     3.10
------------------------- ----------- ----------- ----------- -----------
Pretest / Treatment       -           µ=    47.78 t=     0.51 t=     1.66
------------------------- ----------- ----------- ----------- -----------
Posttest / Control        p<.05       -           µ=    51.63 t=     1.08
------------------------- ----------- ----------- ----------- -----------
Posttest / Treatment      p<.01       -           -           µ=    59.78
  ========================================================================
```

In terms of Part 4 sub dimension, there was no difference in success of English in pre-tests between experimental group ($\bar{x} = 47.78$) and control group ($\bar{x} = 36.37$). Also, there was no difference in post-tests between the experimental

group ($\bar{x} = 59.78$) and the control group ($\bar{x} = 51.63$). The experimental group wasn't more successful in post-test ($\bar{x} = 59.78$) when compared to pre-test ($\bar{x} = 47.78$). However, the control group was more successful in post-test ($\bar{x} = 51.63$) when compared to pre-test ($\bar{x} = 36.37$) (Table 10-E).

When the total success of the experimental group and the control group statistically analyzed, the findings indicated that there was no significant difference between the experimental group having reading activities applied by using task-based approach and the control group having reading activities applied by using more traditional techniques in their classes. The table 13 shown below proved this result mentioned above.

Table 13. Mean and Deviations of Cells for TOTAL SUCCESS According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 118									
Pretest	32	46.15	17.89	27	38.23	18.08	59	42.52	18.26
Posttest	32	59.49	17.43	27	56.33	18.90	59	58.05	18.03
Total	64	52.82	18.77	54	47.28	20.47	118	50.29	19.68

Table 13-B. The Results of ANOVA for TOTAL SUCCESS According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Olcum)	7244.08	1	7244.08	22.24	p<.01
Columns (Grup)	898.65	1	898.65	2.76	-
Interaction	165.70	1	165.70	0.51	-
Error	37129.24	114	325.70		

In terms of total success, there was a difference in success of English between the scales (pre-test and post-test) (F=22.24, sd=1-114, p<.05). However, there was no significant difference in success of English between groups (experimental and control) (F=2.76, sd=1-114, p>.05) (Table 13-B).

Table 13-C. t-Test Results for TOTAL SUCCESS According to Scale (Inter Rows) Variable

	Pretest	Posttest
Pretest	$\mu=$ 42.52	t= 4.67
Posttest	p<.01	$\mu=$ 58.05

In terms of total success, success of English in post-tests ($\bar{x} = 58.05$) was higher (t=4,67, df=116, p<.01) than pre-tests ($\bar{x} = 42.52$) (Table 13-C).

Table 13-E. t-Test Results for TOTAL SUCCESS According to Scale & Group

(Common Effect) Variables

```
=========================================================================
                         Pretest /   Pretest /  Posttest /  Posttest /
                         Control    Treatment    Control    Treatment
------------------------- ----------- ----------- ----------- -----------
Pretest / Control        µ=   38.23 t=    1.68 t=    3.69 t=    4.51
------------------------- ----------- ----------- ----------- -----------
Pretest / Treatment      -           µ=   46.15 t=    2.16 t=    2.96
------------------------- ----------- ----------- ----------- -----------
Posttest / Control       p<.01       p<.05       µ=   56.33 t=    0.67
------------------------- ----------- ----------- ----------- -----------
Posttest / Treatment     p<.01       p<.01       -           µ=   59.49
=========================================================================
```

In terms of total success, there was no significant difference in success of English in pre-tests between experimental group ($\bar{x}=46.15$) and control group ($\bar{x}=38.23$). Also, there was no difference in post-tests between the experimental group ($\bar{x}=59.49$) and the control group ($\bar{x}=56.33$). The experimental group was more successful in post-test ($\bar{x}=59.49$) when compared to pre-test ($\bar{x}=46.15$). Similarly, the control group was more successful in post-test ($\bar{x}=56.33$) when compared to pre-test ($\bar{x}=38.23$) (Table 13-E).

4.2. Discussion

In this thesis study, the efficiency of task-based activities on the students' reading skills was investigated to see the effect of task-based activities on the improvement of learners' reading skills, the pre-test and post-test mean scores of the control group and the experimental group through two-way ANOVA were compared. It was observed that there wasn't a statistically significant difference between the tests and groups. Thus, the hypothesis of the study wasn't verified, which means that task-based reading activities do not have a positive effect upon the improvement of learners' reading skills. The findings were shown in Table 13 and Table 13-E.

However, the findings in this study were not in consistent with the results of the study which was carried out by Demir (2008). In her study, she found out that the Task-Based Method in reading EFL class enabled FL learners to participate in reading tasks actively, and to be autonomous in the reading process and thus FL learners achieved what their reading class aimed at the lower-intermediate level of English.

The first question of the study 'how effective the employment of task-based activities on reading classes is in terms of improving students' reading comprehension' will be discussed in the light of findings given in the previous part.

In this study it was found that the experimental group had a significant difference in responding to the reading comprehension questions for listing the required information from the text in Part 1 (See Table 7-E). In this part, it was assumed that task-based teaching method was more effective than the traditional teaching method. This positive effect may be resulting from the nature and the design of the tasks applied in the experimental group. For instance, task 4 (see in Appendix 2) applied in this group may give the practice of this type of question. Similar result was found out in the study of Khand (2004) in which he focused on how to make the learners efficient reader and improve their reading comprehension.

In Part 2 and Part 3 of the scale (Pre-test and Post-test) which were aimed to assess the students' specific reading comprehension capability, there wasn't a statistically significant difference between the tests and groups in both parts. These results were obtained from the statistical figures shown in Table 8-E and Table 9-E. During the implementation period, comprehension question types were applied in the experimental group by using task-based method and, in the control group, they were applied by a traditional method. However, from the statistical results, it was deduced that task-based teaching method was not more efficient on improving the reading comprehension capability of students when compared to traditional teaching method.

However, the results were not in consistent with the results of the experimental study carried out by Tilfarlioğlu and Başaran (2007). In their study, there was a significant difference in enhancing reading comprehension through task-based writing activities in the experimental group.

There was no difference in the statistical results obtained by compared t-test between the tests and groups in Part 5 of the scale which was developed to assess the general reading comprehension capability of the students (see in Table 11-E). In this part, the students were expected to understand the extracts in general and then match the points with them. Surprisingly, the students in the control group became more successful in this part when the mean scores of post-tests were analyzed. While the mean score of the experimental group was ($\bar{x} = 60.03$) in the post-test, the control group's mean score was ($\bar{x} = 70.37$). In short, task-based method didn't have a positive effect on enhancing the students' reading comprehension when compared to a more traditional method.

In the final section of the scale which was Part 6 aiming to assess the fill in the blanks types of reading comprehension questions, there was no significant difference in post-tests between the experimental group ($\bar{x} = 62.56$) and the control group ($\bar{x} = 53.33$) when the mean scores of the groups were analyzed. By looking at Table 7-E, it can be concluded that the experimental group was more successful in post-test ($\bar{x} = 62.56$) when compared to pre-test ($\bar{x} = 36.78$). Similarly, control group was more successful in post-test ($\bar{x} = 53.33$) when compared to pre-test ($\bar{x} = 39.19$). That is, both groups' pos-test mean scores in this part of the scale increased after the implementation period. The statistical results show that the experimental group had higher points in this part in the post-test when compared to post-test results of the control group. However, there wasn't a significant statistical difference in post-test results between the groups showing the effectiveness of task-based teaching method. The study which was not in consistent with the findings of this study was carried out by Nodoushan (2005). In his study, he searched the cognitive style as a factor affecting task-based reading comprehension test scores. The findings in the study

indicated that cognitive style resulted in a significant difference in subjects' performance of true-false, sentence and paragraph completion, outlining, skimming, and elicitation tasks in all proficiency groups.

The second question of the study is 'Do the task-based reading activities have an effect on the improvement of students' vocabulary development?'. To discuss the result of this question, Part 4 of the scale which was designed to assess the vocabulary development of the students was analyzed. In our study, it was found out that there was no significant difference in post-tests between experimental group ($\bar{x} = 59.78$) and control group ($\bar{x} = 51.63$) when the mean scores in post-tests of the groups were analyzed. The experimental group wasn't more successful in post-test ($\bar{x} = 59.78$) when compared to pre-test ($\bar{x} = 47.78$). On the contrary, the control group was more successful in post-test ($\bar{x} = 51.63$) when compared to pre-test ($\bar{x} = 36.37$). The mean score of the experimental group was higher than the mean score of the control group. However, when it was explained in terms of statistical values, the control group's success was higher than the experimental group contrary to the expected result. This result was a bit surprising because in the implementation process, the students in the experimental group dealt with the vocabulary in more detail and learnt how to infer the meaning of unknown words from the contextual clues unlike the students in the control group (see Appendix 3). To conclude, the task-based reading activities were not more effective in enhancing the students' vocabulary development than traditional reading activities. However, the study of Chien and Chen (2005) examining the effectiveness by using a collaborative task-based approach in the teaching of reading and explore EFL learners' attitudes towards reading-to-writing English instruction explains why we had such an unexpected result in the present study. He states in his study that to be more successful in terms of lexical learning, L2 learners are encouraged to ignore and mark unfamiliar vocabulary while reading the text for the first time. The reasoning is that inferring word meanings is potentially a productive strategy for vocabulary learning. That is, through the use of lexical inference most L2 learners engage themselves in 'considerable hypothesis and testing about word meaning' and, at the

same time, 'the rich psychological and linguistic context that text provides can act as a cognitive hook for the memory of new words' (Fraser,1999). On the other hand, studies have shown that when L2 learners infer and then consult a dictionary or another individual, they have a higher retention rate than if they infer of consult alone (Schouten-van Parreren, 1989; Fraser, 1999). Based on the studies mentioned above, his study, to acquire a higher retention of the meaning of new words encountered while reading for comprehension, the L2 students were required to consult a bilingual dictionary or their classmates after reading the text for the first time. Then, they wrote the 'checked' words in their vocabulary notebook in a dictionary-like style. In so doing, they might memorize some words and develop their potential for vocabulary while inferring in the reading material for the next time.

When the total success was mentioned, the findings of the paired samples t-test for pre-and-post treatment test results showed that the control group improved significantly when compared to the experimental group. This result, while surprising and disappointing, was concluded by the fact that the control group had much lower mean scores overall on the pre-test and thus had much more room at the top for improvement. The statistical finding that the control group progressed more significantly between the pre-treatment test and post-treatment test but still had a lower total mean score on the post-treatment test than did the experimental group. However, this difference is so small and it doesn't show that the task-based reading activities have a positive effect on the improvement of learners' reading skills.

There are a number of possible explanations for the lack of significant improvement in tested reading skills in the experimental group. Both the researcher and the students were novices in TBI and were learning the approach as the students were learning to perform the tasks. Not all students may respond positively to the TBI format and some students may feel more familiar with and successful in a more teacher-directed PPP format.

The main reason for the non-significant changes may be that the duration of the study was not long enough. Considering that it is difficult to expect immediate improvement in students' reading skills. It is obvious that a 10 ten-week treatment time was not long enough to measure positive changes in their reading comprehension capability and vocabulary development. Even though there were some individual students who improved significantly in the experimental group, total results did not show the same significant improvement. Again, this suggests that some students may thrive in the more student-directed TBI format and others may thrive in a more traditional teacher-directed PPP format.

Another possible reason for non-significance in the treatment and students' improvement is that the tasks used in both the experimental group and the control group were applied to the students as an extra-curricular activity. Therefore, the students might not have given so much importance to the tasks and test when compared to the tasks and tests applied in their must courses.

The lack of intensity of exposure of task-based classes in the study can be another reason for the non-significance of the changes in the study. Students are taught reading for four hours per week. In the study, the students were learning through TBI activities in two hours per week as an extracurricular activity.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1. Summary of the Study

The main aim of this study was to find out whether or not task-based reading activities have a positive effect upon learners' reading skills in English as a foreign language. A directional hypothesis was formed in order to be able to draw overall conclusions about the effectiveness of TBL upon language learning. An experimental pre-test / post-test control group research design was adopted to check whether the hypothesis was verified or not. Classes were randomly appointed to form the experimental group and the control group respectively. The population of the study was comprised of 59 upper-intermediate level students in two classes of 32 and 27 students each. Both the control group and the experimental group were given the pre-test prior to the presentation of task-based reading tasks. Following the application of task-based reading activities to the experimental group, both groups took the post-test. This data collection tool was developed by the researcher by adopting the materials following the task-based approach. The same test was used for both the pre-test and the post-test, believing that the time span between the applications of both tests was long enough to minimize the effect of familiarity to the test items upon scores.

In the second part of the present study, why the changes and shifts have been present during the history of this discipline was mentioned. In other words, a brief history of second language learning and teaching till the TBLT has been mentioned. The term 'task', which is the key concept in task-based learning and teaching, has various definitions differing according to their designers. According to (Prabhu 1987), an activity which requires learners to arrive at an outcome from given

information through some process of thought, and which allowes teachers to control and regulate that process, is regarded as a 'task'. (Van den Branden, 2006:7). Besides different definitions of a task, there are also various task types differing according to their designers and there are distinctions between variables within tasks in addition to types of tasks. Then, the definition of TBLT and the general principles and characteristics of task-based learning were explained in detail. Richards and Rodgers (2001) summarizes this issue very clearly. They assert that Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (e.g., Willis 1996) present it as a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s (p.223). The most distinguishing features of TBLT from the other methods and techniques are that there is an emphasis on learning through interaction in the target language and it focuses on meaning rather than form. It is very learner-centered and dependent on the prior grammar knowledge of the leaner. The focus on form is dealt at the end of a task according to the needs of students. Later, the task-based framework and its design in practice were mentioned.

There have been different sequencing frameworks proposed by researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). They assume three phases in common for task-based instruction. Ellis (2003) names these as 'pre-task', 'during task', and 'post-task', while Willis (1996) divides these into 'pre-task', 'task cycle' and 'language focus'. During the study, the TBL framework proposed by Willis (1998) was adapted and kept in mind while doing the activities. One of the most controversial issues about TBLT is the focus on meaning or focus on form. Even though TBI emphasizes the primacy of meaning, a focus on form has a parallel importance in the language learning process (Bygate, Skehan and Swain, 2001).Therefore, Ellis (2007) asserts that task-based language teaching involves 'focus on form' (i.e. attention to form occurs within the context of performing the task) means a strong form of communicative language teaching (Lochana and Deb 2006). Another important point about TBLT is the roles and characteristics of teacher

and students. While a teacher is a consciousness raiser rather than the authority and also who is always ready for any help for a student, and who is positive and flexible in the lesson, the students take control of the task and they are responsible for their performance on the task. This entails an active participation, motivation and confidence on the part of students.

TBLT has lots of advantages. For instance, the tasks are authentic and intrinsically motivating. It is learner-centered and meaning focused. But the main advantages of TBLT are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners preparing their report for the whole class, they are forced to consider language from in general rather than concentrating on a single form as in the PPP model (Willis and Willis, 1996) (Demir, 2008:229). Besides its advantages, there are also some problems with TBL. One of the most important one is that it requires a high level of creativity on the part of the teacher. If teachers are traditional and far from creativity, then TBLT might be impossible to apply (Frost, 2004). In the last part of the first chapter TBLT and language skills were defined. According to Willis and Willis (2007); "Many people believe that TBT focuses almost entirely on the spoken language. There is certainly a lot of talking in the TBT classroom, from both teachers and learners, but TBT can also be used to teach reading." (p. 3).

Therefore, in this study, the efficiency of TBLT on the development of reading skill was examined. This study has an experimental research design. The statistical comparison of the scores of both groups taken at the pre-test the post-test formed the core of the study. First, the scores of the experimental group and the control group taken at the pre-test were compared and it was found out that both groups did almost the same with the mean scores of 46.15 and 38.23 respectively, which did not show a statistically significant difference. The mean scores of the pre-test and the post-test for both groups were analyzed through two-way ANOVA. The f values were analyzed at P< 0, 05 significance level. Two-way variance analyses of

post-test results verified that there isn't a statistically significant improvement on behalf of the experimental group.

There were two research questions determined after statistical analysis and the interpretation of them. The first question of the study was determined as 'How effective is the employment of task-based activities in reading classes in terms of improving students' reading comprehension?' and the second question of the study was determined as 'Do the task-based reading activities have an effect on the improvement of students' vocabulary development?' In order to answer these two questions, the results of pre-test and post-test of the experimental group and control group were analyzed to find out if those differences were statistically significant. For this purpose; the mean scores, standard deviations of the pre-tests and the post-tests were obtained and a t-test was applied. In terms of total success, there was no significant difference in the success rate of English in pre-tests between the experimental group and the control group. In addition, there was no difference in post-tests between the experimental group and the control group. That is, the experimental group was more successful in the post-test when compared to the pre-test. Similarly, the control group was more successful in the post-test when compared to the pre-test.

5.2. Suggestions

Although the results of the study did not show any statistically significant changes in the improvement of students' reading skills, this study shows that it is worth experimenting further with task-based instruction in classrooms and exploiting the role of tasks in students' higher motivation in classroom language learning.

Based on these results, this study may contribute to the course and syllabus design in schools and institutions. The curriculum and the syllabus designers may make use of the findings of the study by constructing educational programs. The idea of adapting course material to a task-based approach can be considered as a contribution to the development of alternative methods for creating more effective learning environments. It may be assumed that some students work better in some instructional formats than others and should be supported in working in that format which best suits their learning style. It may be that some combination of TBI and other methods mixes.

Related to program design, implementation of TBI as an alternative teaching method can be a part of the teacher training program as well. Teachers, especially novice teachers, may not be familiar with this kind of instruction or its implementation within current approaches. Therefore, teachers should be trained about procedures for adapting course materials in their current syllabi into tasks and about mastering the phases of a task-based instruction. Like teachers, students should also be informed about task-based instruction, the tasks, their aims, what students are expected to do as a result of tasks when students are taught through this approach. That is, consciousness-raising about the use of tasks and the TBI approach is necessary for both teachers and students.

Such a study can be repeated with different age groups, with larger subject groups and for longer periods and the findings should be confirmed. This study was a small experimental study which was carried out for 10 weeks as an extracurricular

activity. Therefore, further study is required to see the effects of task-based language teaching in long-term period and it should be applied in other language skills, too.

5.3. Limitations of the study

This study had certain limitations in examining the effects of task-based instruction on the improvement of students' reading skills. The limitations of this study resulted from the duration of the study, the selection of the groups, the length of treatment and its being applied as an extracurricular activity.

In this study, only upper-intermediate level EFL learners participated. This study can be enhanced by a wide variety level of foreign language learners. Beginner and intermediate sample of learners can be chosen for the task-based methodology.

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APPENDICIES

Appendix 1

Name: Date:

Number:

<u>PART 1</u>

A) Read the text quickly and list the methods reducing the prison population that are described. (3x4=12pts.)

1. _____

2. _____

3. _____

4. _____

B) Find the answers of the questions given below according to the text. (4x4=16pts.)

5. What has caused the government to begin a prison building programme?

_____

_____

6. How is it suggested in the text that the parole system actually increases the number of people in prisons?

_____

_____

7. What happens when a person on a suspended sentence commits a crime?

_____

_____

8. Why is the government in a dilemma?

_____

_____

PUNISHMENT
takes many forms

Jerry Hanson investigates imprisonment and its alternatives.

Once again, rising crime and the workings of the penal system are back in the news. Parliament has recently voted on capital punishment, police chiefs have voiced their concern at the growth of violent public disorder and there have been riots at several British jails.

Meanwhile, the British Home Office has been criticised over the rising prison population and overcrowding. Forced to deal with a steady increase in convictions for violent crime, it has launched an extensive prison-building programme. Providing more jails, however, merely tackles the symptoms, for the size of the prison population is affected by two factors: the number of offenders, and the sentencing policy of the courts. Thus the government has also had to consider ways to reduce the prison population through the use of non-custodial alternatives.

The most widely-used device for reducing the number of prisoners in jail is the remission and parole system. This enables prisoners who have behaved themselves to 'earn' their release before their original sentence has been completed. Some theorists believe that the over-use of this system has encouraged the British courts to impose sentences of up to a third longer than they might have previously, in order to compensate for potential early release.

The courts also have the power to impose a suspended sentence. Thus, if a suspended sentence of, for example, two years is imposed, the offender will not have to go to prison; but if he or she is convicted of another crime within these two years, then the new sentence will have the original sentence added to it. There is some evidence that the suspended sentence is used too frequently, with the result that the number of prisoners actually increases. Some reports indicate that as many as half of those given suspended sentences would not have been given a jail sentence for their first offence and are consequently sentenced twice over for their second offence.

Another option is the Community Service Order, whereby the judge can sentence a criminal to a maximum of 240 hours of community-based practical work. This serves both as a way of making amends to society and of avoiding the potentially harmful consequences of a period in prison.

The most common alternative to jail is a fine. Although appropriate for minor offences, fines are seen by the public as too lenient a punishment for those guilty of violent crime. Judges who impose fines, however swingeing they may be, are frequently the target of bitter criticism in the press, and are therefore reluctant to use this cost-effective and straightforward form of punishment.

One or two ideas have surfaced in the last few years, the most revolutionary being the use of electronic tagging. Ministers have decided to introduce a pilot scheme whereby British offenders will be forced to wear an electronic device while they are on probation, enabling their whereabouts to be monitored by police. There are also plans to extend the community service order to include help for the aged and sick.

However, all these initiatives illustrate an underlying dilemma: by building new prisons and by encouraging the courts to impose alternative punishments, the government is trying to pursue two contradictory policies at once. The problem with increasing the number of prisons is that more places tend to result in more prison sentences. Research recently published in the United States indicates that those states which embarked on prison building programmes ended up increasing their prison populations, while those which closed down a number of prisons actually reduced the number of people in jail to proportionally lower levels.

PART 2

READERLESS BOOKS?

1 Britain is sinking under a deluge of books. With 65,000 new titles published last year and unit sales in the hundreds of millions it seems as if our appetite for printed matter is becoming more and more voracious year by year. Bookshops now have a market worth in excess of £1.2 billion, and that doesn't include the numerous book clubs and the public libraries.

2 Yet amidst this boom in book production a nagging question has arisen – who is actually reading all these books? Recent surveys have revealed that the average Briton purchases 7.3 books a year and reads 9.2; but 40% of people never buy books, and of book buyers, 1 in 10 never reads a book. Clearly a discrepancy exists, so how has it come about? Pundits point to several factors, for instance the 'gift book' phenomenon and the 'me too' mentality.

3 It appears that a large number of people have discovered that books make the ideal birthday or Christmas gift – they are relatively cheap, easy to find, and are culturally and socially acceptable to all levels and sectors of society. Understandably, few recipients of such gifts feel obliged actually to read the books they have been given, especially when they would much rather have had the latest computer game or executive accessory.

4 Similarly, the value of books as symbols of 'culture' and literacy have led to a spate of keeping up with the Joneses. The phenomenal success of Stephen Hawking's *A Brief History of Time* is a case in point. After its many years at the top of the British and American bestseller charts I have yet to meet anyone who has either finished it or understood it. It is simply a cultural accessory which every self-respecting 'educated' person has to have on their shelf.

5 For those who do actually read the books they buy there is a plethora of choices. Anyone who would like to keep up with the latest developments in literature would need to spend 24 hours a day, 365 days a year reading, simply to get through all those books the Sunday supplements consider 'important' or 'significant'. From magic realism to neo-Gothic, there is a whole kaleidoscope of new literary movements to digest and evaluate. And with the recent trend of novels exceeding 500 pages, many far from clearly written, one can only wonder at the impossibility of anything but a cursory overview from even hardened readers.

A) Read the newspaper article and answer the following questions. (4x4=16pts.)

9. How many books does the average Briton read in a year?

_____

_____

_____

10. What is the *discrepancy* revealed in the article?

_____

_____

_____

11. Which recent bestseller is an example of a book which is bought but not read?

_____

_____

_____

12. Which is it difficult to keep up with modern trends in literature?

_____

_____

_____

B) Use a suitable word from the newspaper article and complete the gaps in these sentences. The words needed are in the same order as in the text. (3x8=24pts.)

From paragraph 1:

13. Helen can never get enough books. Her desire to read is _____.

14. There are _____ bookshops in London. In fact, there are so many one could visit a different one every day of the year.

From paragraph 2:

15. There is a _____ between these reference books. Mine says Shakespeare was a playwright and yours says he was a poet.

From paragraph 3:

16. Literary awards satisfy nobody. The _____ of prizes are rarely grateful and those who lose are simply jelous.

From paragraph 4:

17. A sure way to make money is to write an international _

From paragraph 5:

18. That book is full of facts and figures. I'm finding it hard to _____ all the information.

19. You haven't explained yourself very fully. Your explanation is rather _____.

20. If you read too many thrillers you become rather _____ to the violence they portray.

PART 3

A) Look at the four extracts from books about marketing and advertising. Complete the chart below by matching the points with the extracts they come from. (2x10=20pts.)

Ⓐ

A dramatic commercial could be made showing how much we would all miss advertising. The first few incidents would be easy. Posters and billboards would disappear. Most of the world's television stations would vanish. Many newspapers and magazines would cease to exist and those that remained would be much smaller and more expensive. Yet such deprivations would be nothing compared with the effect the disappearance of advertising would have on the process of mass production and mass consumption, on the price and range of goods in the shops, on the economy and on employment. Without advertising, many products, companies and jobs would simply cease to exist.

Ⓒ

The consumer has spending power nowadays for many goods and services over and above the necessities of life. Industry responds by offering a wide variety of such products to suit as many tastes as possible. No one could ever want, or can afford, them all. People have to choose. There is in fact a strong case for arguing that advertising is an essential facility if there is to be freedom of choice for consumers. Such freedom implies the necessity for businesses to have efficient means of placing their products and services before the public so that the choice can be made based on knowledge of what is available.

Ⓑ

Marketers have had to channel enormous sums of money into commercial campaigns in order to achieve their current position of dominance in this country. But as a result of their long-term efforts they are now able virtually to dictate the foods we eat, the soda or beer we drink, the cigarettes we smoke, the clothes we wear, the cars we drive, even the presidents we elect.

Contributing little of tangible value to our society, advertising's primary objective is to reap the financial rewards of the manic and often unnecessary public purchasing it induces. To keep us spending, spending, spending. At the heart of Madison Avenue's new system of persuasion lies one fundamental premise: each group in our society has its weaknesses and deep-seated emotional needs. Advertising agencies can make big money by identifying these vulnerabilities, transforming their products into magic panaceas and then targeting their therapeutic sales pitches at the right group.

Ⓓ

Publicity images propose to each of us that we transform ourselves, or our lives, by buying something more. This more, it proposes, will make us in some way richer – even though we will be poorer by having spent our money. The purpose of publicity is to make the spectator dissatisfied with his present way of life. It suggests that if he buys what it is offering, his life will become better. All publicity works upon anxiety. The anxiety on which it plays is the fear that having nothing, you will be nothing. Publicity turns consumption into a substitute for democracy. The choice of what one eats or wears or drives takes the place of significant political choice.

EXTRACT

21	Advertising makes us dissatisfied with our present life.	☐
22	Advertising encourages unnecessary spending.	☐
23	Advertising gives consumers freedom of choice.	☐
24	Many newspapers and magazines depend on advertising.	☐
25	Advertising exploits the weaknesses of certain groups in society.	☐
26	Without advertising many products and jobs would disappear.	☐
27	Advertising gives consumers the knowledge to enable them to make choices.	☐
28	Advertising is based on anxiety.	☐
29	Most television stations could not exist without advertising.	☐
30	Advertising suggests that if we buy something we will become richer although we will actually become poorer.	☐

PART 4

Read the four paragraphs after the text in which there are three missing paragraphs and decide which paragraphs (A-D) belongs in each space. (4x3=12pts.)

When the hippos roar, start paddling!

Richard Jackson and his wife spent their honeymoon going down the Zambezi river in a canoe.

'They say this is a good test of a relationship,' said Tim as he handed me the paddle. I wasn't sure that such a tough challenge was what was needed on a honeymoon, but it was too late to go back. My wife, Leigh, and I were standing with our guide, Tim Came, on the banks of the Zambezi near the Zambia/Botswana border. This was to be the highlight of our honeymoon: a safari downriver, ending at the point where David Livingstone first saw the Victoria Falls.

31 **7**

Neither of us had any canoeing experience. Tentatively we set off downstream, paddling with more enthusiasm than expertise. Soon we heard the first distant rumblings of what seemed like thunder. 'Is that Victoria Falls?' we inquired naïvely. 'No,' said Tim dismissively. 'That's our first rapid.' Easy, we thought. Wrong!

32 **8**

The canoe plotted a crazed path as we careered from side to side, our best efforts seeming only to add to our plight. This was the first of many rapids, all relatively minor, all enjoyably challenging for tourists like us.

33 **9**

The overnight stops would mean mooring at a deserted island in the middle of the river, where Tim's willing support team would be waiting, having erected a camp and got the water warm for our bucket showers. As the ice slowly melted in the drinks, restaurant-quality food would appear from a cooker using hot coals. Then people would begin to relax, and the day's stories would take on epic proportions.
...

A Luckily we could make our mistakes in privacy as, apart from Tim and another couple, for two days we were alone. Our only other company was the array of bird and animal life. The paddling was fairly gentle and when we got tired, Tim would lead us to the shore and open a cool-box containing a picnic lunch.

B We had a 4-metre aluminium canoe to ourselves. It was a small craft for such a mighty river, but quite big enough to house the odd domestic dispute. Couples had, it seemed, ended similar trips arguing rather than paddling. But it wasn't just newly-weds at risk. Tim assured us that a group of comedians from North America had failed to see the funny side too.

C But number 150 had other ideas. As we hugged the bank he dropped under the water. We expected him to re-surface in the same spot, as the others had done. Instead, there was a sudden roar and he emerged lunging towards the canoe.

D Over the next hour or so the noise grew to terrifying dimensions. By the time we edged around the bend to confront it, we were convinced we would be faced with mountains of white water. Instead, despite all the sound and fury, the Zambezi seemed only slightly ruffled by a line of small rocks.

Appendix 2

<div align="center">

Task 1
</div>

Lesson Objective: 1. To teach students how to fill in the gab with the suitable paragraph taken from the text beforehand.

<div align="center">

Pre-task

'Education, Yes! School, No!'
</div>

. Asking some pre-reading questions as a brainstorming activity to activate students' knowledge and experiences about the topic.

- What do you think makes a good school?
- How would you improve your school?
- What do you think 'home education' is?

. Delivering the text to students.

. Before reading the text, giving the meanings of some new words taking place in the text.

E.g.   improve

complain

play truant

<div align="center">

Task cycle
</div>

Task

. Before reading the text, putting students into pairs to create an interactive atmosphere in the class.

. Asking students to read the magazine article by ignoring the gaps and having them answer the question: 'Would you like to be educated at home?'

. As paragraphs can be linked by using similar vocabulary, having students match the words and phrases to others by they are connected to.

Planning

. Having students read the gapped text and reinsert the paragraphs that have been previously separated from the text appropriately. There is one extra paragraph that students do not need to use.

. Giving students a vocabulary exercise to practice the words taking place in the article. Having them use words or phrases from the whole article to complete the definitions. The first letters of the words have been given.

Report

. Having pairs work to find the words in the article and report their findings to announce and compare their findings between the pairs.

. Going around the class and observing the students and giving help when they ask.

. Taking up the answers with the whole class.

Language Focus

Analysis

. Using the relative clause sentences taking place in the text to show the students this grammar point. Also, writing the incorrect sentences of students produced during the task-cycle on the board to make the point more clear.

. Giving pairs a short exercise on this grammar point.

Practice

. Going around the class and giving help to pairs when necessary.

. Taking up the answers with the whole class.

Task 2

Lesson Objectives: 1. To train students to identify the main ideas of a text.

                        2. To practice identifying and writing the main idea of a text.

Pre-task (Who Lives Longer?)

. Writing an opening discussion question (What are the factors that make people live longer?) on the board. Having a short class discussion the facts that make people live longer.

e.g.

  T: Doctors say that having a balanced diet is one of the most important factors for long life.

. Explaining the meanings of any words or expressions that are unfamiliar to students.

e.g.

fallacy: untruth, misconception

 reach a ripe old age: are people who live a long time

Task cycle

Task

. Handing out the text to the students. Reading aloud the title of the article.

. Asking students a question before reading the article. 'Who do you think the article will say lives longer?'

Planning

. Before reading the text, having students make a group of three.

. Having students work together to read the first paragraph and identify the main idea and supporting details.

. Asking students to do the same things for the next three paragraphs and find the main idea and supporting details from the paragraphs.

Report

. Having students take notes while doing the activities and discuss how they have reached their findings.

. Going around the classroom and observing the groups. Giving help as needed.

. Taking up the answers by choosing a spokesperson from each group.

. Giving time to groups discuss and compare their findings.

Language Focus

Analysis

. Using the 'If Clause' sentences taking place in the text to introduce the grammar point.

. Writing the If Clause sentences produced by students in task-cycle step on the board.

There can be mistakes in the sentences, but the teacher will show the correct form of them.

Practice

. Putting students into pairs and providing each pair one copy of the exercise about 'If Clauses'. Having partners work together to complete the questions in the exercise.

. Monitoring the class and giving help as needed.

. Taking up the answers with the whole class.

Task 3

Lesson Objectives: 1. To give practice at scanning for specific information.

    2. To practice reading for specific information.

Pre-task (Economic Might vs. Ecologic Right)

. Asking students the pre-reading question: Which animal species are in danger? Why?

. Writing the answers of students.

. Explaining the meanings of the boldfaced words in the text.

e.g.

> habitat: the natural surroundings in which animals or plants usually lives.
>
> demise: dead

Task cycle

Task

. Putting students into pairs and delivering the text.

. Showing a cartoon related to the text to the class.

. Asking students to think about the title of the text and cartoon. Having them guess what the issue of this text will be.

. Having pairs find the message or humor hidden in the cartoon.

. Giving students some questions before reading the text and want them to look at these questions.

. Asking students to read the text silently and looking for answers.

. As a last activity in this part, having them summarize the issue presented in the background reading and take notes to complete the outline.

    1. Issue (State in your own words)

        _____

    2. Proponents' (of saving endangered animals)

        _____

    3. Opponents' (of saving endangered animals)

        _____

Planning

. Having students scan the text and again and underline the words and phrases that helped them find the answers of the questions.

Report

. Having students take some notes on the activities done in the previous steps.

. Going around the class and observing the class. Giving help as needed.

. Taking up the answers with the whole class.

Language focus

Analysis

. Having students study on the meanings of words taking place in the text. They did an exercise on it.

Practice

. Going over all three issues and allowing groups to find and discuss the answers. Going around the class and checking the groups' works and giving help as needed.

. Taking up the answers with the whole class.

<center>**Task 4**</center>

Lesson Objective: 1. To give practice reading for specific information.

2. To teach how to match the sentences and phrases with the paragraphs.

<center>**Pre-task**</center>

<center>**'Getting in Shape'**</center>

. Asking some pre-reading questions.

- How important is keeping fit?

- What do people do to keep fit?

- How useful are these activities?

. Taking up the answers of the questions and writing them on the board.

. Giving the meanings of some unknown words.

E.g.   trainer

emphasis

vary

. Putting students into pairs and delivering the text taken from a local magazine.

<center>**Task cycle**</center>

Task

. Asking students to read the text from a local magazine and asking them which gym they would prefer to go.

Planning

. Having students look through the article again to find the answers to the questions. They are not supposed to read the passage in detail.

. Having students read the article again and match the phrases with the suitable paragraphs.

. Having them use words or phrases from the article to complete the sentences. They have been given the first letter to help them.

Report

. Having pairs take notes which parts in the text help them to find the answers.

. Going around the class and giving help to pairs when needed.

. Taking up the answers with the whole class.

Language Focus

Analysis

. Writing some sample sentences involving result clauses from the text on the board to make the point more clear.

. Delivering students an exercise to practice this grammar point.

Practice

. Taking up the answers of students with the whole class.

Task 5

Lesson Objective: 1. To train students to infer meaning of an unknown word through contextual clues.

Pre-task

(To Know More About Less or Less About More)

. Writing the opening discussion question on the board.

T: '*What can be contextual clues to determine the meaning of an unknown word?'*

Task cycle

Task

. Asking students' ideas about their school curricula. (Do they have any problems with it?)

. Telling students they are going to read a text about the problems of school curricula.

Planning

. Putting students into pairs.

. Asking students read the text carefully and look for the words that are not familiar to them.

. Having students underline these unknown words.

. Asking students to use the contextual clues (the other words in the phrase on the page) to determine the meaning of an unknown word.

. Having them write the meanings of these words on the next line of their sheet of paper.

Report

. Going around the class and checking students' works. Giving help as needed.

. Taking the findings of the pairs with the whole class.

Language focus

Analysis

. Providing each pair with one copy of a worksheet related to some words taking place in the text which are supposed to be unfamiliar to students.

Practice

. Going around the class and checking students' answers. Giving help as needed.

. Taking up the answers of students with the whole class.

Task 6

Lesson Objective: 1. To train students to recognize similarities and things in common between cases given in the text.

Pre- task

(Lottery Winners, Rich, but Happy?)

. Showing a picture of a man who was a lottery winner to the class. Asking some questions about him by looking at the picture.

e.g.

   T: *'What is strange in his appearance?'*

. Asking students a pre-reading question.

   T: *'If you won a lot of money, would you handle your money intelligently?'*

. Explaining the meanings of some crucial words in the text before students read the text.

E.g.

   Jackpot: the biggest or most expensive prize given in a contest.

Task cycle

Task

. Putting students into pairs and delivering each pair one copy of a text.

. Telling students they are going to read three cases about lottery winners.

. Asking students to read the text silently and want them to find similarities among these three cases.

Planning

. Having students work together to decide on the similarities among the cases.

. Asking pairs to do the comprehension questions.

Report

. Having pairs take notes on these points.

. Going around the class and giving help as needed. Observing the pairs' works to see how efficiently they do.

. Giving time to pairs to discuss compare their findings.

. Taking up the answers of the pairs with the whole class and write the similarities that students found among the cases on the board.

. Taking up the answers of the comprehension questions.

Language focus

Analysis

. Asking students too look through the text again and mark any words whose meanings they cannot guess from context.

. As they have practiced if clauses in previous lesson, having students produce some sentences related to this grammar point to see whether there is problem or not.

Practice

. Writing the sentences produced by the students on the board.

Task 7

Lesson Objective: 1. To practice reading for problem solving.

Pre-task (The Bridge Poem)

. Writing the title of the poem on the board.

. Doing a brainstorming activity. Asking a question about the word 'bridge' taking place in the title.

     T: '*What does 'bridge' recall you?'*

. Having a short class discussion on the pre-reading question.

Task cycle

Task

. Putting students into groups of three and delivering the papers.

. Giving the necessary vocabulary study.

. Asking some questions about the poem before making them read it. By this way, students will read the poem to find out the problems that the poet has.

e.g.

  T: '*What is the poet sick of?*

    What does the last stanza mean?'

Planning

. Having students work together to find the answers of the questions.

. Taking up the answers with the whole class.

. Asking students some questions about the poet and asking them to find solutions by analyzing the poem and also make them produce their own alternative solutions.

. Asking students some discussion questions.

e.g.

    T: '*Who is the poet speaking to? and How does the poet act as a bridge?'*

. Having students take notes while doing the activities.

. Having students compare their answers with the other groups and then taking up the answers with the whole class.

Report

. Going around the classroom and observing the groups. Also, helping students as needed.

. Taking up the solutions found by the groups.

. Taking up the answers of the discussion questions and then checking the answers of the questions in the exercise with the whole class.

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Language focus

</div>

Analysis

. Giving an exercise on 'must' as it frequently takes place in the poem.

Practice

. Going around the classroom and observing the groups and giving help when needed.

. Having students tell the answers of the questions in the exercise.

Task 8

Lesson Objectives: 1. To practice scanning for specific information.

2. To read the article and complete the table.

Pre-task

(Technological Wonderland)

. Discussing with the class on the pre-reading question:

T: 'How does technology affect our lives?'

. Asking students the question: 'Does the title give you any clue about the writer's attitude to technology'

. Giving the meanings of some unknown words taking place in the text.

E.g.: precision,   inundated

Task cycle

Task
. Putting students into pairs and delivering the text.
. Giving students a chart involving some information taken from the text and some blanks.
. Asking students to look at the chart and then scan the text to find the missing information in the chart.

Planning
. Having students fill in the blanks with the information taken from the text by using the cause-effect relationship.

Report
. While pairs studying on this part, having them take notes or underline the parts taking place in the texts as a clue for their findings.
. Going around the class and observing the students. Giving help as needed.
. Taking up the answers with the whole class.

Language Focus

. Studying the affixes with students.

. Asking them to do the exercise related to affixes.

Practice

. Taking up the answers with the whole class.

. Correcting the mistakes of the students when happen in this part.

Task 9

Lesson Objectives:

1. To give practice identifying the main points.

2. To enable students to answer the multiple-choice questions related to the text.

Pre-task

(Back To Nature)

. Discussing the problems and disadvantages of living in a big city.

. Introducing the topic to students and dealing with some vital words.

Task cycle

Task

. Putting students into pairs.

. Asking students to guess the content of a passage.

. Asking them to look for the underlined words to find out what they refer to.

Planning

. Giving students seven multiple choice questions before reading the text in detail. Asking them to analyze these questions and read the text to find their answers by working in pairs.

. Having students give two of the advantages and two of the disadvantages which the writer mentions for living in a city and living in the country.

Report

. Having them take notes about their findings to compare them with other pairs.

. Going around the class and observing the students.

. Choosing a representative from each pair to announce their findings.

Language Focus

Analysis

. Asking students to look at the text and find out the sentences in which 'would like, would rather and would prefer take place'.

. Practicing these structures by using these sample sentences taken from the text and giving more example sentences to make the topic more clear by writing them on the board.

Practice

. Asking pairs to give sample sentences.

Task 10

Lesson Objective: 1. To teach students how to reinsert the missing sentences from the text.

Pre-task

(Killing Time)

. Asking students if they have a hobby or hobbies.

. Brainstorming with the class on the question: 'What sort of things do people collect?'

. Giving the meanings of important words taking place in the text.

  E.g. afford, fairly

Task cycle

Task

. Putting students into pairs and delivering the text and the activity related to it.

. Asking students to look at the six sentences removed from the text before reading.

Planning

. Having them read the gapped text and reinsert the sentences that have been previously separated from the text appropriately.

Report

. Having pairs take some notes why they put the sentences in these gaps.

. Going round the class and observing them. Giving help as needed.

. Taking up the answers with the whole class.

Language focus

Analysis

. Giving students an exercise on vocabulary taking place in the text.

. Asking students to use words or phrases from the article to complete the sentences.

       E.g. I don't know if I can <u>afford </u>to buy new stamps for my collection.

         I'd like to try gymnastics, but I know I would keep losing my <u>balance </u>!

. Asking students to look at the paragraphs and underline the frequently used tenses.

. Giving students an exercise on present perfect tenses.

Practice

. Going around the class and helping students when necessary and checking the answers of student

Appendix 3

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Task 1

'TRANSPORT'

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Lesson Objective: 1. To read for specific information.

                          2. To answer the multiple choice questions.

Pre-reading

. Doing a past tense review at the beginning of a lesson.

. Writing four sentences in simple past tense that they have mistakes and asking students to correct them.

E.g.: 1. As we were entering the train station, I was noticing the train was late.

      2. I sat in a taxi when the accident happened so I saw the whole thing.

      3. When you call, I watched a programme about the history of transport.

      4. Mike was riding his bike almost every day over the summer.

. Taking the answers of students.

. Delivering the text to students and asking them to predict the content of it.

. Asking three pre-reading questions?

      How fast do you think a horse can run?

      Do you know who invented the aeroplane?

      Dou you know when people first landed on the Moon?

On reading

. Having students read the extract from an encyclopedia and check their answers to the questions above.

. Asking them read the text again and choose the best answer from the options.

Post-reading

. Having students answer the questions and while taking the answers, making students give clues from which paragraph they get the answer.

. At the end of a lesson, having some students make sentences in past tense.

Task 2

'Do-It-Yourself Forecasts'

Lesson Objective: 1. To read for specific information.

2. To answer the multiple choice questions.

Pre-reading

. Studying on ways of referring to the future (be going to, will, could/might, present continuous)

. Writing some sample sentences to make students remember their knowledge on future tense.

. Giving a short exercise to students to make the point more clear.

. Delivering the text to students and asking them some pre-reading questions.

- What is the weather usually like in each season in your area?

. Giving the meanings of some important words from the text.

E.g.   static: unwanted electrical noise on a radio

. Telling four sentences and asking students to decide on whether the writer of the book agrees or disagrees with them.

E.g.   Traditional wisdom isn't very reliable.

On reading

. Having students read the four sentences given before and find the answers of them.

. Asking students to find the examples of future tense from the text and tell some of them to the class.

. Having students look at the six multiple choice questions related to the text.

. Asking them to read and choose the answer which fits best according to the text.

Post-reading

. Going around the class and check students answers while they are working individually.

. Taking the answers of the questions.

Task 3

Healthy Eating 'Megabite'

Lesson objective: 1. To read for specific information.

Pre-reading

. Giving some information about the linking words: First, Next, Then, then, After that, Finally. Teaching them in which situations we use them by giving examples and writing them on the board.

. Asking a question about the title.

T: 'What sort of information would you expect to find the in passages with this title?'

. Teaching some unknown vocabulary.

. Telling students that they will read to find the answers of the given questions.

. Informing students about the content of the text.

On reading

. Giving each student a sheet of detailed comprehension questions for scanning reading.

E.g. What are two ways in which conditions in the factory are kept hygienic?

. Having students read the text individually.

. Having them make notes of the answers.

. Giving a diagram showing the process of making sandwiches at Megabite's factory, but the different stages are in wrong order. Having them describe the process by using the linking words given at the beginning of the lesson.

Post-reading

. Checking the answers of the comprehension questions and the exercise given on linking words.

. When students make grammar mistakes, correcting them immediately.

Task 4

'TV REVIEW'

Lesson Objective: 1. To read for specific information.

2. To answer the multiple choice questions.

Pre-reading

. Explaining the rules of model verbs before starting the reading.

. Giving some examples about 'should, might, can and have to' and writing them on the board.

. Delivering students a very short exercise (multiple choice questions and rewrite sentences) to practice this grammar point.

. Delivering the text which is a newspaper column to students.

. Giving the meanings of unknown words.

. Asking students some pre-reading questions to introduce the topic.

E.g.　　-What different forms of entertainment can you think of?

　　　　-Do you ever read TV, film or theatre reviews?

On reading

. Having students read the text and decide on which programme they would most like to watch.

. Having them read the six statements taken from the passage and decide if they are facts or express the writer's opinion.

. Asking students to read the passage again and choose the option that completes the phrases best according to the text.

Post-reading

. Taking the answers given to the questions.

. Correcting the grammar mistakes when they happen.

. Asking the ideas of students after reading.

E.g.　　-Did you enjoy reading this passage?

　　　　- Did you learn anything? Why/Why not?

Task 5
'Ten Years For Building Society Robbers'

Lesson objective: 1. To read for specific information.

2. To answer the comprehension questions.

Pre-reading

. Explaining the rules of Past Perfect and then telling the differences between Simple Past Tense and Past Perfect Tense explicitly.

. Asking students to talk about the picture which is related to the article.

. Telling students that they will read to find specific information from the article.

On reading

. Giving students some comprehension questions.

. Having them read the article silently.

. Having them guess the meaning of some unfamiliar words.

. Giving a short exercise on Past Perfect and Simple Past Tense to practice.

Post-reading

. Taking the answers of comprehension questions and exercises.

. Correcting the grammar mistakes when happened.

. Asking students to produce sentences in Past Tense and Past Perfect.

Task 6
'Life in the Global Village'

Lesson Objective: 1. To read for general information.

2. To fill in a gap with a suitable sentence taken from the text beforehand.

Pre-reading

. Writing some sentences in passive voice to activate students' prior knowledge on this grammar point.

. Delivering a worksheet related to the passive voice. (Rewriting the sentences in the passive and choosing the correct version of each sentence.)

. Giving the reading text to students.

. Informing students about the title and content of the text.

On reading

. Having students read the text quickly and asking them to decide on whether the writer has a negative or positive view of television.

. Asking students read the text again very quickly and decide if the statements are true or false.

. Having them choose the sentence (A-H) which best summarizes each paragraph (1-6) of the text.

Post-reading

. Taking the answers of the questions.

. Asking students to produce sentences in passive voice.

Task 7

'Just Say 'No' To Drugs'

Lesson Objective: 1. To read for specific information

2. To find the meanings of unknown words from the context.

Pre-reading

. Giving some examples in relative clauses as there are a lot of relative clause sentences in the text.

. Giving a short exercise on relative clauses to practice.

. Taking the answers of the questions and correcting the mistakes immediately.

. Showing a cartoon which is related to the topic of the text.

. Asking students to think what the issue of this text will be.

. Giving students the text, vocabulary exercises and comprehension questions.

On reading

. Having students read the text individually by paying attention to the boldfaced words in the text.

. Having students look at the boldfaced words and phrases in the sentences taken from the text and choose the best meaning from the options.

. Having students read the text again to find the answers of the comprehension questions and circle the correct answer.

Post-reading

. Taking the answers of the questions.

. Asking students to produce some sentences in relative clauses.

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Task 8

'DECISIONS'

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Lesson Objective: 1. To read for specific information.

2. To match the people with the suitable paragraph.

Pre-reading

. Before reading the text, explain the rules of how we can talk about the reason and result. It is given in the same page with the text. Making students follow the teacher's explanations from there.

. Giving students a very short exercise on 'because and so that'.

. Taking the answers and correcting the mistakes of students if happen.

. Showing the pictures of four young people and asking them why these people have taken such important decisions.

On reading

. Having students read the texts and check their ideas and match the pictures with the suitable paragraph.

. Having them find examples of reason and result sentences from the text.

. Taking the answers of students.

Post-reading

. Asking them produce some sentences about this grammar point.

. Correcting the grammar mistakes when happen.

Task 9

'STAYING UNDER WATER'

Lesson objective: 1. To practice reading for specific information.

Pre-reading

. Asking some questions to students to check their knowledge on passive voice which was covered a few weeks ago.

. Having them give some example sentences in different tenses and writing their sentences on the board. If they make a grammatical mistake, they will be corrected immediately.

. Delivering the text to students and asking some pre-reading questions.

  E.g. : Who is interested in underwater? Why?

. Giving the meanings of some unfamiliar words in the text.

E.g.: float, snorkel

On reading

. Giving students the comprehension questions.

. Having students read the text in detail and find the sentences or phrases in the text that refer to the words given in the exercise.

. Having them find the answers of the comprehension questions.

Post-reading

. Taking the answers of the questions by choosing some students.

Task 10

'Reading at 8 Months? That Was Just the Start'

Lesson Objective: 1. To practice reading for specific information.

2. To give practice completing the chart with the information taken from the text.

Pre-reading

. Studying on reported speeches to prepare students for the text.

. Giving the rules of reported speeches and some example sentences.

. Giving a short exercise on this point.

. Having students answer the questions in the exercise and when necessary correct the mistakes of students.

. Delivering the text to the students and giving the meanings of some words taking place in the text.

E.g.   stun, accomplish, attitude, prodigy

. Asking some pre-reading questions while pointing the picture at the beginning of the text.

-What can be the topic of the text?

On reading

. Before reading, asking students to look at the first chart at the back page of the text and having them understand what they are supposed to find in the text to complete the chart.

. Having students read the text carefully and silently by themselves to find out the accomplishments and age of the girl in the text.

. Having students read the text again to find two problems that Alia has had as a result of being prodigy.

. Having them describe the problems and the solutions in the chart.

Post-reading

. Going around the class and observing the students.

.Taking up the answers of the questions.

Appendix 4

Table14. The Results of Internal Consistency Analysis for Part 1

	Item-total correlation coef.			Item-remainder correlation coef.		
	Rit	df	P	rir	df	p
Q1	0,63	116	p<.01	0,25	116	p<.05
Q2	0,51	116	p<.01	0,03	116	*
Q3	0,60	116	p<.01	0,18	116	*
Q4	0,47	116	p<.01	0,02	116	*

Table15. The Results of Internal Consistency Analysis for Part 2

	Item-total correlation coef.			Item-remainder correlation coef.		
	Rit	df	P	rir	Df	p
Q5	0,61	116	p<.01	0,25	116	p<.05
Q6	0,51	116	p<.01	0,09	116	*
Q7	0,48	116	p<.01	0,10	116	*
Q8	0,62	116	p<.01	0,10	116	*

Table16. The Results of Internal Consistency Analysis for Part 3

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	P	rir	Df	p
Q9	0,17	116	*	-0,08	116	*
Q10	0,69	116	p<.01	0,10	116	*
Q11	0,33	116	p<.01	-0,02	116	*
Q12	0,71	116	p<.01	0,18	116	*

Table17. The Results of Internal Consistency Analysis for Part 4

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	P	rir	Df	P
Q13	0,55	116	p<.01	0,04	116	*
Q14	0,09	116	*	-0,29	116	*
Q15	0,13	116	*	-0,35	116	*
Q16	0,24	116	p<.05	-0,13	116	*
Q17	0,21	116	p<.05	-0,28	116	*
Q18	0,18	116	*	-0,33	116	*
Q19	0,19	116	*	-0,32	116	*
Q20	0,46	116	p<.01	-0,05	116	*

Table 18. The Results of Internal Consistency Analysis for Part 5

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	P	rir	Df	p
Q21	0,40	116	p<.01	0,03	116	*
Q22	0,21	116	p<.05	-0,16	116	*
Q23	0,07	116	*	-0,26	116	*
Q24	0,47	116	p<.01	0,10	116	*
Q25	0,14	116	*	-0,19	116	*
Q26	0,25	116	p<.05	-0,11	116	*
Q27	0,33	116	p<.01	-0,01	116	*
Q28	0,30	116	p<.01	-0,07	116	*
Q29	0,16	116	*	-0,21	116	*
Q30	0,41	116	p<.01	0,04	116	*

Table 19. The Results of Internal Consistency Analysis for Part 6

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	P	rir	Df	p
Q31	0,46	116	p<.01	-0,25	116	*
Q32	0,48	116	p<.01	-0,26	116	*
Q33	0,48	116	p<.01	-0,25	116	*

Table 20. The Results of Internal Consistency for the English Proficiency Test

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	P	rir	Df	p
P1	0,95	116	p<.01	0,94	116	p<.01
P2	0,97	116	p<.01	0,97	116	p<.01
P3	0,97	116	p<.01	0,97	116	p<.01
P4	0,97	116	p<.01	0,96	116	p<.01
P5	0,98	116	p<.01	0,97	116	p<.01
P6	0,91	116	p<.01	0,86	116	p<.01

Table 21. The Results of Discrimination Power Analysis for Part 1

	The upper quartile			The lower quartile			comparison		
	N	x	s	n	X	s	t	df	p
Q1	31	3,00	0,00	31	2,00	1,10	5,00	60	p<.01
Q2	31	3,00	0,00	31	1,74	1,24	5,57	60	p<.01
Q3	31	3,00	0,00	31	1,90	1,14	5,29	60	p<.01
Q4	31	3,00	0,00	31	2,00	1,13	4,87	60	p<.01

Table 22. The Results of Discrimination Power Analysis for Part 2

	The upper quartile			The lower quartile			comparison		
	N	X	s	n	X	s	t	df	p
Q5	31	3,90	0,30	31	2,87	1,02	5,30	60	p<.01
Q6	31	3,45	0,51	31	2,45	1,06	4,67	60	p<.01
Q7	31	3,52	0,63	31	2,77	1,02	3,39	60	p<.01
Q8	31	2,84	0,58	31	0,97	0,87	9,75	60	p<.01

Table 23. The Results of Discrimination Power Analysis for Part 3

	The upper quartile			The lower quartile			comparison		
	N	X	s	n	X	s	t	df	p
Q9	31	3,94	0,25	31	3,77	0,43	1,79	60	p<.05
Q10	31	3,00	0,52	31	1,19	0,98	8,93	60	p<.01
Q11	31	3,87	0,34	31	3,42	0,72	3,11	60	p<.01
Q12	31	2,81	0,60	31	1,03	0,87	9,15	60	p<.01

Table 24. The Results of Discrimination Power Analysis for Part 4

	The upper quartile			The lower quartile			comparison		
	N	X	s	n	X	s	t	df	p
Q13	31	2,52	1,12	31	0,39	1,02	7,68	60	p<.01
Q14	31	2,52	1,12	31	2,61	1,02	-0,35	60	*
Q15	31	1,74	1,50	31	1,84	1,49	-0,25	60	*
Q16	31	2,81	0,75	31	2,23	1,33	2,08	60	p<.05
Q17	31	2,52	1,12	31	1,45	1,52	3,08	60	p<.01
Q18	31	1,81	1,47	31	1,55	1,52	0,67	60	*
Q19	31	1,94	1,46	31	0,68	1,28	3,56	60	p<.01
Q20	31	2,13	1,38	31	0,58	1,20	4,62	60	p<.01

Table 25. The Results of Discrimination Power Analysis for Part 5

	The upper quartile			The lower quartile			comparison		
	N	X	s	n	X	s	t	df	p
Q21	31	1,81	0,60	31	0,84	1,00	4,53	60	p<.01
Q22	31	1,55	0,85	31	1,16	1,00	1,61	60	*
Q23	31	1,68	0,75	31	1,35	0,95	1,46	60	*
Q24	31	1,81	0,60	31	0,71	0,97	5,25	60	p<.01
Q25	31	1,55	0,85	31	1,35	0,95	0,83	60	*
Q26	31	1,68	0,75	31	1,23	0,99	1,99	60	p<.05
Q27	31	1,81	0,60	31	1,03	1,02	3,59	60	p<.01
Q28	31	1,81	0,60	31	1,03	1,02	3,59	60	p<.01
Q29	31	1,61	0,80	31	1,35	0,95	1,14	60	*
Q30	31	1,74	0,68	31	0,77	0,99	4,41	60	p<.01

Table 26. The Results of Discrimination Power Analysis for Part 6

	The upper quartile			The lower quartile			comparison		
	N	X	s	N	X	s	T	df	p
Q31	31	3,23	1,61	31	1,68	2,01	3,30	60	p<.01
Q32	31	3,23	1,61	31	1,29	1,90	4,26	60	p<.01
Q33	31	3,35	1,50	31	0,90	1,70	5,93	60	p<.01

Table 27.The Results of Discrimination Power Analysis for the English Proficiency Test

	The upper quartile			The lower quartile			Comparison		
	N	X	s	n	X	s	T	df	p
F1	31	12,00	0,00	31	7,65	1,11	21,45	60	p<.01
F2	31	13,71	0,86	31	9,06	1,09	18,26	60	p<.01
F3	31	9,74	0,68	31	5,65	0,98	18,74	60	p<.01
F4	31	12,71	1,42	31	4,84	1,49	20,99	60	p<.01
F5	31	12,55	1,21	31	6,00	1,46	18,93	60	p<.01
F6	31	9,81	2,02	31	3,87	0,72	15,14	60	p<.01

Table 28. The Split-Half Consistency Coefficients for the English Proficiency Test

	Number of questions	Number of subjects	Croanbach	Rulon
F1	4	118	0,23	0,26
F2	4	118	0,26	0,35
F3	3	118	0,20	-0,16
F4	5	118	0,08	-0,06
F5	7	118	0,12	-0,10
F6	3	118	-0,73	-0,68
FT	6	118	0,97	0,97

Appendix 5

Start thinking!

What do you think makes a good school?

How would you improve your school?

What do you think 'home education' is?

Reading

1 Read the magazine article. Ignore the gaps. Would you like to be educated at home?

2 Paragraphs can be linked by using similar vocabulary. Match the words and phrases to others they are connected to.

1 environment ....   **a** law
2 legal ....   **b** higher education
3 decide ....   **c** disadvantages
4 gain ....   **d** trip
5 visit ....   **e** choose
6 university ....   **f** place
7 difficulties ....   **g** improve

EDUCATION, YES! SCHOOL, NO!

There are some children in the UK who never go to school. That's right! They are educated at home by their parents, which is perfectly legal. In fact, about 85,000 children are being educated in this way.

0   *G*

So, why do parents choose home education? Some children suffer from 'school phobia' (a fear of school). Others may be bullied at school or not fit in with the school environment.

1

A lot of parents who choose home education are teachers. This can be useful, but it isn't necessary. Alison Murray, for example, works as a secretary. She has two daughters, Kim and Jade, who are educated at home. Lessons start each day at nine and they study some of the same books that other children are doing at school. She believes they have gained a huge amount from the experience.

2

Alison denies that the girls miss anything from school. 'They meet their friends in the evening and catch up with the latest gossip,' she says, 'and we organise our own visits to museums and art galleries.' This week, they are studying technology and Alison has arranged a visit to a local company which designs computer games.

3

'We do more interesting things than at school. I was in trouble a lot because I was bored by the lessons. Mum works hard to make it interesting. It's not easy, though. We do tests every week and we both work hard so that we can go to university when we are older,' she says.

4

Kim and Jade's friends have got used to only seeing them in the evening. 'I

3 Seven paragraphs have been removed from the text. Choose from the paragraphs A-G the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. The first one has been done as an example.

A School can be a difficult place for these children. They are unhappy and often play truant. But don't their parents need to be qualified?

B 'We asked ourselves what would make them happy,' Alison says. 'We decided that higher education was important so Kim and Jade will take the same exams as the other children.'

E The girls are looking forward to the trip. 'It should be fun, but educational at the same time,' says Jade, 14. 'I think we'll learn a lot about how computer games are made.' Kim, 13, agrees.

F 'Kim's work has really improved. She was having a lot of problems at school. When I told Jade I was thinking of educating Kim at home, she wanted to try it too,' Alison says.

C 'School is about passing exams,' she says, 'but education should be about life. I want my daughters to get some qualifications, but it's not the most important thing.'

D However, there are many children like Kim and Jade up and down the country. This new law could mean that they will have to return to school, whether they like it or not.

G The law in the UK says that children must be educated, but it doesn't say that they have to go to school. In other words, education is compulsory, school isn't.

think it's a great idea,' says Dylan. 'We all missed Jade at first, but I know she really enjoys it. My parents would like to do the same thing, but they haven't got the time.'

Kim tells us about the disadvantages. 'Mum is so strict!' she complains. 'And it's much harder to make an excuse for not doing my homework.' Although she admits that she can be a bit strict, Alison believes that home education should be challenging. The important thing for her is that her daughters are educated in an atmosphere of love and understanding.

5

Kim and Jade and the other children who are educated at home are certainly not unhappy. The attention they get from their parents and the time they can spend together is very important to them. It might not suit every parent, or every child, but it's an idea which is becoming more popular. So, how about it? Do you think home education is for you?

Word BOX

4 Use words or phrases from the whole article to complete the definitions. You've been given the first letter to help you.

1 If something is c.................., you have to do it.

2 If you are b.................., other children often make fun of you or even hit you.

3 On a s.............. t.............., you go with your classmates to visit a place like a park or a museum.

4 If you are i.............. t.............., you are going to be punished for doing something wrong.

5 G.............. is all the latest news about our friends and people we know.

6 People who have q.............. have passed exams and have received certificates.

Who Lives Longer?

by Patricia Skalka
McCall's

How to live longer is a topic that has fascinated mankind for centuries. Today, scientists are beginning to separate the facts from the fallacies surrounding the aging process. Why is it that some people reach a ripe old age and others do not? Several factors influencing longevity are set at birth, but surprisingly, many others are elements that can be changed. Here is what you should know.

Some researchers divide the elements determining who will live longer into two categories: fixed factors and changeable factors. Gender, race and heredity are fixed factors—they can't be reversed, although certain long-term social changes can influence them. For example, women live longer than men—at birth, their life expectancy is about seven to eight years more. However, cigarette smoking, drinking and reckless driving could shorten this advantage.

There is increasing evidence that length of life is also influenced by a number of elements that are within your ability to control. The most obvious are physical lifestyle factors.

Health Measures

According to a landmark study of nearly 7,000 adults in Alameda County, California, women can add up to seven years to their lives and men 11 to 12 years by following seven simple health practices: (1) Don't smoke. (2) If you drink, do so only moderately. (3) Eat breakfast regularly. (4) Don't eat between meals. (5) Maintain normal weight. (6) Sleep about eight hours a night. (7) Exercise moderately.

Cutting calories may be the single most significant lifestyle change you can make. Experiments have shown that in laboratory animals, a 40 percent calorie reduction leads to a 50 percent extension in longevity. "Eating less has a more profound and diversified effect on the aging process than does any other life-

style change," says Byung P. Yu, Ph.D., professor of physiology at the University of Texas Health Science Center at San Antonio. "It is the only factor we know of in laboratory animals that is an anti-aging factor."

Psychosocial Factors

A long life, however, is not just the result of being good to your body and staving off disease. All the various factors that constitute and influence daily life can be critical too. In searching for the ingredients to a long, healthy existence, scientists are studying links between longevity and the psychological and social aspects of human existence. The following can play significant roles in determining your longevity:

Social Integration

Researchers have found that people who are socially integrated—they are part of a family network, are married, participate in structured group activities—live longer.

Early studies indicated that the more friends and relatives you had, the longer you lived. Newer studies focus on the types of relationships that are most beneficial. "Larger networks don't always seem to be advantageous to women," says epidemiologist Teresa Seeman, Ph.D., associate research scientist at Yale University. "Certain kinds of ties add more demands rather than generate more help."

Autonomy

A feeling of autonomy or control can come from having a say in important decisions (where you live, how you spend your money) or from being surrounded by people who inspire confidence in your ability to master certain tasks (yes, you can quit smoking, you will get well). Studies show these feelings bring a sense of well-being and satisfaction with life. "Autonomy is a key factor in successful aging," says Toni Antonucci, associate research scientist at the Institute for Social Research at the University of Michigan.

Stress and Job Satisfaction

Researchers disagree on how these factors affect longevity. There isn't enough data available to support a link between stress and longevity, says Edward L. Schneider, M.D., dean of the Andrus Gerontology Center at the University of Southern California. Animal research, however, provides exciting insights. In studies with laboratory rats, certain types of stress damage the immune system and destroy brain cells, especially those involved in memory.

Other kinds of stress enhance immune function by 20 to 30 percent, supporting a theory first advanced by Hans Selye, M.D., Ph.D., a pioneer in stress research. He proposed that an exciting, active and meaningful life contributes to good health.

The relationship between job satisfaction and longevity also remains in question. According to some researchers, a satisfying job adds years to a man's life, while volunteer work increases a woman's longevity. These findings may change as more women participate in the workforce. One study found that clerical workers suffered twice as many heart attacks as homemakers. Factors associated with the coronary problems were suppressed hostility, having a nonsupportive boss, and decreased job mobility.

Environment

Where you live can make a difference in how long you live. A study by the California Department of Health Services in Berkeley found a 40 percent higher mortality rate among people living in a poverty area compared to those in a nonpoverty area. "The difference was not due to age, sex, health care or life-style," says George A. Kaplan, Ph.D., chief of the department's Human Population Laboratory. The resulting hypothesis: A locale can have environmental characteristics, such as polluted air or water, or socioeconomic characteristics, such as a high crime rate and level of stress, that make it unhealthy.

Socioeconomic Status

People with higher incomes, more education and high-status occupations tend to live longer. Researchers used to think this was due to better living and job conditions, nutrition and access to health care, but these theories have not held up. Nevertheless, the differences can be dramatic. Among women 65 to 74 years old, those with less than an eighth-grade education are much more likely to die than are women who have completed at least one year of college.

What Can You Do

The message from the experts is clear. There are many ways to add years to your life. Instituting sound health practices and expanding your circle of acquaintances and activities will have a beneficial effect. The good news about aging, observes Erdman B. Palmore of the Center for the Study of Aging and Human Development at Duke Medical Center in North Carolina, is many of the factors related to longevity are also related to life satisfaction.

ECONOMIC MIGHT VS. ECOLOGIC RIGHT

Cartoon by John
Deering, the Arkansas
Democrat-Gazette.

I. ANTICIPATING THE ISSUE

Discuss your answers to the following questions.

1. Look at the title. Look at the cartoon. What do you think the issue of this unit will be?

2. What is the message or humor of the cartoon?

3. What do you know about endangered species?

BACKGROUND READING

Read the following text.

Somewhere between 10,000 and 15,000 years ago, man's first clash with nature may have begun. Historians and philosophers agree that since the development of agriculture, human beings have had an effect on the natural *habitat* of many plant and animal *species*. As human populations have increased, so has the *demise* of other living things: As many as 6,000 species are disappearing each year from deforestation, a number 10,000 times greater than before man appeared on the planet. In one day alone, say scientists, some 45 kinds of plants and animals will die. In one year alone, some 17,500 species will be *wiped out.*

In 1977, the United States Congress took an important step to help the ever-increasing number of *endangered* species; it passed a law known as the Endangered Species Act. Through this law, the government officially recognizes the right of all species to share life on the planet. The law mandates protection for "endangered species," those that may become *extinct*, and "threatened species," those likely to become endangered in the near future. The act has already helped to save the gray wolf, the bald eagle, and the alligator from extinction. At the same time, the act has been powerful in altering or stopping many plans for land construction and development. For example, a highway-widening project in Illinois was rerouted in order to protect a rare plant, the prairie bush clover. The construction of a *dam* was stopped in Tennessee to protect a tiny endangered snail.

With the enforcement of the Endangered Species Act, some species have gained more public recognition than others. Pressure groups have pushed to protect those endangered animals that people love and adore. Elephants, *whooping cranes*, whales, and the spotted owl, for example, have received far more media attention than have the smaller, less known, and less attractive species that are also endangered. Of the 676 native American species that are threatened, only 24 or so have received attention; yet, it is the tiny species, such as bugs and bacteria, that keep the planet in balance. Scientists are becoming ever more concerned with the fact that without equal concern for these species, the planet's biological *diversity* will be destroyed, leaving us with a loss of potential new foods and drugs. Their forecast for the future of this planet is a *somber* one.

On the other hand, some scientists argue that the extinction issue is being exaggerated, and that people are "crying wolf" by describing the loss of species as more alarming than it really is. History proves that every species will eventually become extinct. They argue that conservationist-scientists may be *over-selling* their case by creating fears of *doom.* Evolution of species, they say, naturally involves the extinction of species; man has no control.

In addition, many people point to the fact that the world is already lacking

in resources, food, and adequate health care. Concerned more with economic survival, they ask whether it is, in fact, realistic to **make a fuss** over saving the elephant or other species that may become extinct many years from now, when people have families to feed tomorrow. They see saving endangered species as somewhat **schizophrenic** as it interferes with or contradicts human goals. These people question a law that puts the continuance of lower forms of life above man's own survival.

While the debate continues over how much effort should be made to save species from extinction, the addition of 3,800 species on the endangered species list is **impending**, and many loggers, real estate developers, ranchers, and shrimpers find decreasing opportunities to make a living.

SUMMARIZING THE ISSUE

Work in small groups. Summarize the issue presented in the background reading. Take notes to complete the following outline.

1. The issue (*state in your own words*):

   _____

   _____

   _____

2. Proponents' (of saving endangered species) arguments:

   _____

   _____

   _____

3. Opponents' (of saving endangered species) arguments:

   _____

   _____

   _____

Start thinking!

How important is keeping fit?
What do people do to keep fit?
How useful are these activities?

Reading

1 Read this page from a local magazine.
Which gym would you prefer to go to?

getting in shape

Are you as fit as you could be? Most of us know that we should get more exercise, but we're not sure how to do it. There are plenty of gyms in this area, so you're sure to find one that suits you. Sue Roberts reports.

A Jim's Gym

Jim's Gym is on the edge of town, on the 517 bus route. The first thing you notice is that it's very modern and very friendly. With special membership fees for children, you won't spend a fortune when you work out, although the swimming pool and sauna cost extra. With your personal trainer watching your every move, you can be confident that you're in safe hands. The gym can get so busy that you have to wait, so make sure you arrive early, especially for the more popular equipment such as the weights. *Jim's* no longer offers aerobics classes, which were not popular enough, but the trainers are available to give free advice to members on their training programme. Open: Weekdays 8am-4pm and Saturdays 8am-9pm.

B Gymworld

If you're looking for a simple, basic service, then *Gymworld* may just be the place for you. Although it's a little difficult to get to for those without a car, *Gymworld* has everything you need to build up your muscles. The emphasis here is on body building, so don't expect advice about a healthy diet or beauty treatment to go with your workout. Beginners might find it a bit difficult, since there are very few members of staff. The trainers are good enough to help beginners, but they're not as well trained as the employees in some other places. The annual membership fee is quite cheap at €120 with no extras, but if it's expert advice you want to get you started, then *Gymworld* offers such a basic service that it might not be the best for you. Open: 8am-7.30pm daily, except Sundays.

C Fit for Life

Fit for Life is much more than just a gym. Of course, there's all the usual equipment, but *Fit for Life*'s manager, Tracy Nolan, believes that fitness is about more than just strong muscles and a flat stomach. The snack bar serves healthy food, including a good range of vegetarian meals, and after exercising you can visit the Looks for Life room to have your hair and nails done. It's not cheap, the fee is €230 per year, but everything is included. The one drawback we found was that you are often left on your own to exercise, which could be dangerous for those without much experience. Open: 9am-3pm Mon-Fri, 10am-4pm Sat-Sun.

2 Look through the article again to find the answers to the questions. Don't read the passage in detail.

1 Which gyms are closed on Sundays?
............, ..., ...

2 How much is membership of *Fit for Life*?
....

3 How much is membership of *Fighting Fit*?
....

4 Who is the manager of *Fit for Life*?
....

5 Which gym is open at 7pm on Wednesdays? ....

D Interfit

At €250 a year, *Interfit* was the most expensive gym we looked at. For your money, you can use the gym as often as you like, but we were surprised to find that you have to pay to use the showers. As well as being the most expensive, it was also the noisiest. If you like a little peace and quiet while you're working out, then you won't like the constant loud music coming from the aerobics classes. The atmosphere is friendly and professional, and since they don't allow you to exercise without a member of staff guiding you, there's no need to worry, even if you haven't done it before. They also insist on your having a doctor's certificate to prove that you're healthy before you can join. Open: 8am-5pm every day.

E Fighting Fit

The philosophy behind *Fighting Fit* seems to be 'keep it small'. It's run by husband-and-wife team Tina and Joe Long, which gives it a friendly feel, but it might be nice if they had a few extra trainers as well. The building is so small that there isn't room for a huge amount of equipment, but what they have is in good condition. Only five minutes from the underground, *Fighting Fit* is a great place for working people who want to do a little exercise during their lunch break. We thought it was too expensive for the service (€190), particularly since coffee is another euro per cup, and Tina and Joe don't have any formal training qualifications. However, for those of you who want the personal touch, *Fighting Fit* might be a good choice. Open: varies, but usually 9.30am-4.30pm Mon-Fri.

3 Read the article again. For questions 1-10, choose from the gyms, A-E. You can choose some of the gyms more than once.

Which gym or gyms would you recommend for someone who:

wants to be guided by an expert? **1** ...... **2** ......
doesn't want to pay any extra? **3** ...... **4** ......
can only exercise on Sunday mornings? **5** ...... **6** ......
wants to use public transport? **7** ...... **8** ......
wants to do some aerobics? **9** ......
wants some beauty treatment? **10** ......

WordBOX

4 Use words or phrases from the article to complete the sentences. You've been given the first letter to help you.

1 I really want to get i............ s............ , so I've started going to a gym twice a week.
2 You have to be very careful when you w............ o............ because it's easy to injure yourself.
3 Many famous people have their own personal t............ who advises them on their fitness.
4 My mum's started going to a............ c............ to get fit and she likes meeting all the other women there.
5 I'm not used to a lot of exercise, so my m............ start to hurt when I play too much sport.
6 If you do b............ b............ , you have to work very hard to get ready for shows and competitions.

To Know More About Less or Less About More

With the emergence of the technological age, it has become increasingly diffi-cult to be a knowledgeable person: There is just too much information to know something about everything. So what should an educated person be in the twenty-first century? It isn't always clear whether one should try to become a specialist or a generalist in today's world. Some people have focused their edu-cation, developing skills in one area; specialists now flourish in every field of life. *Inversely*, others continue to believe that a well-rounded education offers the most in life; generalists typically follow a liberal arts education but may never become experts in any field.

The Greek poet, Archilochus, had already described this difference between generalists and specialists with the *metaphor*, "The fox knows many things, but the *hedgehog* knows one big thing." It's not clear whether there were more foxes or hedgehogs in ancient Greece, but today there appear to be an *inordinate* number of hedgehogs, people who know very little about the world, *save* their field of expertise. This, in fact, has been a criticism of today's American colleges and universities, that they are producing too many hedge-hogs.

In the 1960s, most American colleges and universities offered a generalist approach to education. In response to student protests, universities began offering many innovative courses. For example, they added Asian Studies and African Studies to their curricula in an effort to extend education beyond the *mores* of Western society. Students began "doing their own thing," taking courses in just about every subject imaginable, from Transcendental Meditation to Swahili storytelling. Students believed these courses *enriched* their minds. But as university students began to focus on more and more of these less common subject areas, critics began to abound. They believed that much of education had become useless. Employers began to make *derisive* comments about the quality of college graduates. As *"jacks-of-all-trades,"* they could "function" in most areas of life but might never "excel" in any. The college degree of the 1960s was viewed by many as *rot*. Too many subjects, too general an approach to education, may have resulted in too little because of too much.

In the 1970s and 1980s, with new technologies creating new job opportu-nities, an emphasis on specialization appeared in American education. More vocational courses were offered in colleges and universities, especially as com-puter programming jobs became available. Business schools flourished as more

and more graduate students could enter fields that offered specialized jobs with high salaries, such as investment banking and stock trading. But with the media coverage of junk bond[1] trading and the crimes committed by insider-information[2] *scoundrels* on Wall Street, even the reputation of the MBA (Master's in Business Administration) degree was *sullied*. The more narrowly focused approach to professional education also seemed to fail.

One of the *dilemmas* of this decade has been whether to approach modern education in terms of the generalist or the specialist. Some universities require all students to take a common core of courses from a broad range of disciplines, appealing to the generalist approach to education. Yet, choosing the core courses in light of today's explosion in information and diverse multicultural student populations has not been an easy task. How does one select what it is that everyone should know? Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education. But without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society.

A coherent vision of an educated person in the twenty-first century has yet to be defined.

[1] Junk bond: a high-risk bond.

[2] Insider information: taking advantage of corporate knowledge for personal profit.

A | VOCABULARY

Look at the boldfaced words and phrases in the following sentences. From the context of the background reading, determine the better meaning. Circle your answer.

1. *Inversely*, others continue to believe that a well-rounded education offers the most in life.

   a. similarly   b. on the other hand

2. The Greek poet, Archilochus, had already described this difference between generalists and specialists with the *metaphor*, "The fox knows many things, but the hedgehog knows one big thing."

   a. the use of words to mean something   b. the use of music to create a
      other than the literal meaning   message

3. "The fox knows many things, but the *hedgehog* knows one big thing."

   a. large domestic animal   b. small wild animal

4. Today there appear to be an *inordinate* number of hedgehogs.

   a. excessive   b. disorderly

5. Today there appear to be an inordinate number of hedgehogs, people who know very little about the world, *save* their field of expertise.

   a. except for   b. especially

6. They added Asian Studies and African Studies to their curricula in an effort to extend education beyond the *mores* of western society.

   a. literary works   b. customs

7. Students believed these courses *enriched* their minds.

   a. improved in quality   b. improved in quantity

8. Employers began to make *derisive* comments about the quality of college graduates.

   a. scornful   b. complimentary

9. As *"jacks-of-all-trades,"* they could "function" in most areas of life but might never "excel" in any.

   a. experts in industry   b. people who do a little of everything

10. The college degree of the 1960s was viewed by many as *rot.*

    a. nonsense   b. the answer

11. The media exposed the crimes committed by insider-information *scoundrels* on Wall Street.

    a. wealthy money makers   b. people with no moral principles

12. But with the media coverage of junk bond trading and the crimes committed by insider-information scoundrels on Wall Street, even the reputation of the MBA degree was *sullied.*

    a. discredited   b. glorified

13. One of the *dilemmas* of this decade has been whether to approach modern education in terms of the generalist or the specialist.

    a. problems with no possible answer   b. situations with both favorable and unfavorable choices

Lottery Winners— Rich, but Happy?

Every week, millions of dollars are spent, and won, on lottery tickets. The jackpot[1] in many lotteries can be as much as 100 million dollars, and winners suddenly find themselves with more money than ever
5 before. Many will have enough to purchase a new car, build a luxury house, take a holiday, and quit working—all within a short amount of time. The lucky few who hit the jackpot,[2] however, may end up with problems—more than they had before they **struck it**
10 **rich**. According to Steven Goldbart of a financial planning institute in San Francisco, two out of three winners spend all their winnings within five years.

Lottery winner Michael Carroll

Newly **affluent** lottery winners are actually in quite a tricky situation, and lottery organizers employ counselors to help jackpot winners. These counselors encourage winners to get advice from financial
15 experts, such as accountants,[3] about how best to invest their **windfall**. The counselors also help winners to understand how their lives may change for the better—and possibly for the worse. Luckily, many jackpot winners manage their **fortunes sensibly**. Some winners, however, do not use their money wisely and, as a result, end up getting into various **unforeseen** difficulties.

Case 1

20 In 2002, 19-year-old English garbage collector Michael Carroll won £10 million in the National Lottery. Three months later, he bought a home in a small town and turned the backyard into a 24-hour racetrack. The constant noise and dust has made his neighbors **irate**. He has purchased several luxury vehicles, and in 2004, Carroll was stopped for driving a brand-new BMW without license plates or insurance, for which he was banned from driving for six years. He has been in frequent trouble with the law
25 due to drugs and other crimes. In 2006 he was jailed for nine months for violent behavior. Upon his release from prison, Carroll applied for loans to make the payments on properties he had bought and to continue his **extravagant** lifestyle. It is reported that his wife and child have left him, and that he is nearly out of money due to overspending on parties, jewelry, cars, houses, etc.

Case 2

30 In 2005 it was discovered that Laurie Grant of Colchester, Vermont, in the United States was having trouble paying $300 for a driving violation. This was surprising, because ten years before Grant had won a four-million-dollar jackpot. Grant recalled that after she won the lottery she was spending thousands and thousands each day, and that there never seemed to be enough money. She gave an unreported amount of the money away as gifts. Now she finds herself owing the government $270,000. These days,
35 Grant is a part-time factory worker who has a difficult time **keeping up with** her bills. How will she get out of her trouble? Reportedly, Grant believes that she can win the lottery again and plays regularly.

Financial advisors agree that people who win a lottery should follow a few simple rules to secure the future of their fortune. First, meet with an accountant or other financial advisor. Second, pay all debts, such as home mortgages, car loans, and credit card bills. Finally, a winner should calculate how much money he or she will need to live on every year for the rest of his or her life. From that calculation, financial advisors say a person will know exactly how much money should be invested, and how much is left to spend. Only then, advisors suggest, should a lottery winner plan to hand in his or her resignation to the boss.

40

[1]**jackpot** the biggest or most expensive prize given in a contest
[2]**hit the jackpot** to win the top prize in a contest
[3]**accountant** a person who keeps financial records and gives financial advice to a person or company

I've had enough
I'm sick of seeing and touching
Both sides of things
Sick of being the damn bridge for everybody

Nobody
Can talk to anybody
Without me
Right

I explain my mother to my father my father to my little sister
My little sister to my brother my brother to the white feminists
The white feminists to the Black church folks the Black church folks
To the ex-hippies[1] the ex-hippies to the Black separatists[2] the
Black separatists to the artists the artists to my friends' parents...

Then
I've got to explain myself
To everybody
I do more translating
Than the Gawdamn U.N.

Forget it
I'm sick of it

I'm sick of filling in your gaps
Sick of being your insurance against
The isolation of your self-imposed limitations
Sick of being the crazy[3] at your holiday dinners
Sick of being the odd one at your Sunday Brunches
Sick of being the sole Black friend to 34 individual white people

Find another connection to the rest of the world

Find something else to make you legitimate
Find some other way to be political and hip[4]
I will not be the bridge to your womanhood
Your manhood
Your human-ness

I'm sick of reminding you not to
Close off too tight for too long

I'm sick of mediating[5] with your worst self
On behalf of your better selves

I as sick
Of having to remind you
To breathe
Before you suffocate
Your own fool self

Forget it
Stretch or drown
Evolve or die

The bridge I must be
Is the bridge to my own power
I must translate
My own fears
Mediate
My own weaknesses

I must be the bridge to nowhere
But my true self
And then
I will be useful 🌳

NOTES ON THE POEM

1. *ex-Hippies:* people who, in the 1960s, rejected the social values of their parents, but now find themselves practicing the values that they had rejected

2. *Black Separatists:* The Black Moslems, under the leadership of Elijah Mohammed in the 1950s and '60s advocated separation from white American society

3. *the crazy:* the nonconformist; the unusual person

4. *hip:* absolutely up to date; in keeping with the current fad

5. *mediating:* communicating

QUESTIONS FOR DISCUSSION

1. In your own words, what is the poet sick of?

2. Who is the poet speaking to?

3. How does the poet act as a bridge?

4. What does the last stanza mean?

Does the title give you any clue about the writer's attitude to technology?

TECHNOLOGICAL WONDERLAND

In the classic silent film *Modern Times*, Charlie Chaplin's "modern" man runs around in circles tightening screws and bolting bolts in mad precision. Today, Chaplin's postmodern equivalent punches the keyboard, moves from chat room to e-mail to game screen, and sails into virtual reality with an earnestness that can cause equal delirium [being unable to think or speak because of excitement or confusion]. Computer life is, I believe, an attempt to solve the problem of alonetime and social needs. In a culture that no longer provides wilderness [natural environment] or stretches of solitary time, the computer is the one machine that seemingly offers it all: stimulation, knowledge, news, alonetime, relationships, and even sex. One might say **it** has universal appeal. However, if we are not aware of why computer technology is attracting us, we cannot use it to our best advantage. The question is, are we routinely using the computer and television to find alonetime without really realizing our unfulfilled alone need? Or are we becoming incapable of living in the moment except in technological **time-outs** like the computer?

it

time-outs

A friend of mine wishes he could be lost in the woods with a cellular phone: that way, there could be **utter** silence with the opportunity to connect if he so desired. Yet the explorer of the Internet is never completely freed from the world. Tuned into electronic information, **he** is

utter

he

of modem hookups and the prevalence of telephones (on airplanes and in hotel rooms) because it makes them feel like they must work. At no other time in history have people's minds and bodies been so accessible. Today, being online seems the Western way to meet our needs for solitude and together time, but at what cost? Keeping silent about the pleasures of aloneness leaves us blind to the real allure of computer marvels. When an experience is altering our consciousness and we do not discriminate either how or why, then the experience is regulating us. (Buchholz 1998, 50-54)

Post-Reading

A. Fill in the blanks in the chart with information taken from the text.

CAUSES	EFFECTS
1. Modern communications technology including devices like _____, _____, and _____	_____
2. Lack of time for one's own self; insufficient social and personal relations	devotion to_____ life
3. Surfing on the internet	_____
4. _____ to and _____ of _____ innovations	annoyance due to accessibility of minds and bodies
5. _____ _____ without our awareness	experience is regulating us

BACK TO NATURE

For centuries town and country have been regarded as being in opposition to each other. It has been suggested that the <u>superficial</u> differences between the two - wide open spaces contrasting with brick and concrete - are less important than the contrasting attitudes of town and country.

I am a city person who always says that, given the choice, I would prefer to live in the country away from the dirt and noise of a large city. I tell others that if it weren't for my job, I would immediately head out for the open spaces and go back to nature in a village buried in the country. But do I <u>perceive</u> the country as it really is?

Cities can be frightening places. The majority of the population live in massive tower blocks, noisy, squalid and impersonal. The sense of belonging to a community tends to disappear when you live fifteen floors up. All you can see from your window is the sky, or other blocks of flats. Children become aggressive and nervous - cooped up at home all day, with nowhere to play; their mothers feel isolated from the rest of the world. Strangely enough, whereas in the past the inhabitants of one street all knew each other, nowadays people on the same floor in tower blocks don't even say hello to each other.

Country life, on the other hand, differs from this kind of isolated existence in that a sense of community generally binds the inhabitants of small villages together. People have the advantage of knowing that there is always someone who will help them. But country life has disadvantages, too. While it is true that you may be among friends in a village, it is also true that you are <u>cut off from</u> the exciting and important events that take place in cities. There is little possibility of going to a new show or the latest movie. Shopping becomes a major problem, and for anything unusual you have to go to the nearest large town. The city-dweller who leaves for the country is often depressed by the stillness and quietness.

Which, then, is better to live in, the country or the city? <u>The latter</u> causes stress and a feeling of isolation - constant noise damages the senses. But one of its main advantages is that you are at the centre of things, and that life doesn't finish at half-past nine at night. <u>The former</u> has the advantage of peace and quiet, but suffers from the disadvantage of being cut off. Some people have found (or rather bought) a <u>compromise</u> between <u>the two;</u> they have moved to villages not too far from large urban centres. <u>These people</u> generally have nearly as much sensitivity as the plastic flowers they leave behind -

40   they are polluted with strange ideas about change and improvement which they force on to the unwilling original inhabitants of the villages.

     What, then, of my dreams of having a small cottage in the country? I'm keen on the idea, but you see there is my cat, Toby. I'm not at all

45   sure that he would like all that fresh air and exercise in the long grass. No, he would rather have the electric imitation coal fire any day.

A. What do the following refer to?

1. 'The latter' (line 31): _____

2. 'The former' (line 34): _____

3. 'the two' (line 37): _____

4. 'These people' (line 38): _____

B. Mark the best choice.

1. Line 2, 'superficial' means _____ .

    a) natural   b) important   c) only on the surface   d) related to inner quality

2. Line 10, 'perceive' means _____ .

    a) see   b) satisfy   c) agree   d) stimulate

3. Line 25, 'cut off from' means _____ .

    a) prevented from   b) led to   c) compensated by   d) deprived of

4. Line 37, 'compromise' means _____ .

    a) promise of company   c) varied concept
    b) intermediate solution   d) isolated answer

5. The writer says that in the country you are _____ .

    a) cut off from anyone who will help you
    b) unable to see shows, films and major events
    c) never able to find stillness and quietness
    d) made to live in an isolated way

6. Most city people who move to the country _____ .

    a) try to change the village people with their ideas
    b) want to take their plastic flowers with them
    c) live far away from the cities they work in
    d) bring the city noise and dirt pollution with them

7. The writer _____ .

    a) wants to move to the country and probably will

    b) will definitely move to the country very soon

    c) would like to move to the country but won't

    d) doesn't want to move to the country because he hates it

C. Give two of the advantages and two of the disadvantages which the writer mentions for living in a city and living in the country.

1. The city

Advantages:

a) _____

b) _____

Disadvantages:

a) _____

b) _____

2. The country

Advantages:

a) _____

b) _____

Disadvantages:

a) _____

b) _____

Killing Time

Start thinking!

Do you have any hobbies? Do you collect anything?
What sort of things do people collect?

Reading

1 Read this article about hobbies.
   What hobby does each person have?

Talking of *hobbies*

Sarah James interviews five teenagers!

Peter

I've been going to traditional Greek dancing lessons for about three years now. **(0)** ...... **G** ...... I love it! I've made lots of friends there and we meet three times a week. At first, it was hard to remember all the steps, but I've got used to it now. You have to have a good sense of rhythm and you have to be aware of what everybody else is doing at the same time. **(1)** .... We've taken part in lots of competitions. I've won a gold cup, but generally other teams are better than us. I think I'd like to teach dancing when I'm older.

Ben

I collect video games. I don't mean the ones most people have at home. I've played those and they're lots of fun. What I collect, though, is the big ones, you know, the ones they have in video arcades. I've collected three so far. It's quite an expensive hobby, which means I can't afford many of them. New, they cost about €7,000 and about €400 second-hand.

(2) .... My uncle gave me my first one – he runs an arcade and it was an old one that he was throwing away. It was a game called Attacker. It was worthless to him but I've spent hours playing it, even though it's an old game. My parents gave me the other two as Christmas presents. I've put them all in my bedroom, but now I've run out of space!

Maria

Snowboarding is a great hobby. It's not so expensive once you've bought all the equipment. You need a board, which is the most expensive item, and some safety gear like a helmet. **(3)** .... We've been living here for the last two years and there's a mountain an hour's drive away. I practise every weekend and I've got quite good. I've been skiing for five years though, so I find snowboarding fairly easy. The important thing is to keep your balance and it's a bit like riding a skateboard. I haven't learned how to do any tricks yet, but I'd like to.

Pauline

I've bought pens and pencils from lots of different places! My collection is quite big. I suppose I've got about 200 pens

2 Match the words and phrases with the explanations.

1	to talk about what happened in the beginning	a	For instance, …
2	to introduce a result	b	which means …
3	to introduce a contrast	c	However, …
4	to introduce an example	d	At first, …

3 Six sentences have been removed from the interviews. Choose from the sentences A–G the one which fits each gap (1–5). There is one extra sentence which you do not need to use. The first one has been done as an example.

A You have to ignore things like that and just enjoy your hobby.

B You also have to be quite fit and it helps if you live in the right place.

C You need to have lots of friends if you're going to try a hobby like this.

D You have to go to special shops and I often look on the Internet for bargains.

E You also need to listen carefully so you know where you should be and when.

F You have to be patient, and I know some people find it a bit boring.

G I wasn't all that keen at first, but I soon changed my mind.

and 150 pencils. Some people think it's a weird hobby, but it's just like collecting anything else, really.

(**4**) .... Everybody who collects things has the same satisfaction when they add to their collection. My grandma has given me lots of my pens, so some of them are quite old. The oldest is a 1959 Waterman ink pen. However, I don't think many of them are very valuable, none of them are priceless or anything like that, but they look great. I just use an ordinary pen for school – I've never taken any of my good pens to school because I know I'd lose them!

Sam

My dad's been fishing since he was a boy and he's taught me a lot. For instance, he showed me how to make my own floats. My grandad left me lots of equipment so it hasn't really cost me anything. My dad and I go out to the river when we can. Dad's just got a new job so we don't have much time but we go about once a month. I think it's a hobby that suits some people and not others. (**5**) .... I've never caught a really big fish, but I've caught lots of smaller ones. I've been making some new floats, so maybe I'll have better luck from now on!

WORD BOX

4 Use words or phrases from the article to complete the sentences. You've been given the first letter to help you.

1 I really like t............... songs.

2 I like music that has a strong r............... .

3 Let's go down to the v............... a............... and play *Alien Invasion*.

4 I don't know if I can a............... to buy any new stamps for my collection.

5 I'd like to try gymnastics, but I know I would keep losing my b............... !

6 It might sound a bit w..............., but in my free time I like to study grammar.

7 One day, my collection of butterflies might be quite v............... .

How fast do you think a horse can run?

Do you know who invented the aeroplane?
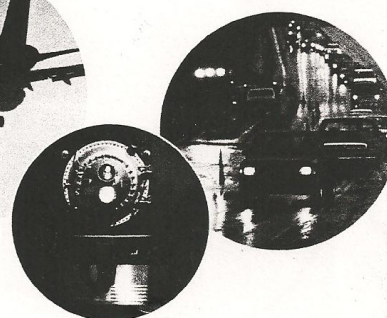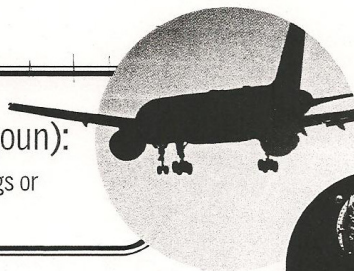
Do you know when people first landed on the Moon?
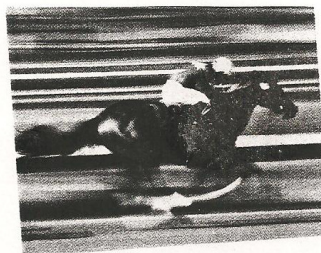
Reading

Read this extract from an encyclopedia.
As you read, check your answers to the questions above.

TRANSPORT (noun):

the activity or process of moving things or people from one place to another

1 Early humans dreamed of going faster and further than they could on foot. They probably first achieved this in northern countries before 3,000 BC (before Christ) using skis. The wheel was invented around 3,500 BC but carts
5 were very slow without roads. So for many centuries the fastest and most popular means of transport was the horse, which can run at about fifty-five kilometres an hour. This record for speed was unbroken until the end of the eighteenth century when the hot-air balloon and
10 the railway both began to develop.

The hot-air balloon made its first free flight in 1783. Two Frenchmen, the Montgolfier brothers, were working as papermakers when they had the idea for the balloon. A fire heated the air, making the balloon rise. During
15 the first flight, the two passengers were admiring the view when they suddenly saw smoke! The balloon was burning but, luckily, they managed to put the fire out and land safely.

The railway developed gradually from carts on tracks.
20 The first vehicle with an engine to run on tracks was developed in 1803 by an Englishman, Richard Trevithick.

In 1804, he took the first passengers, although they didn't have to buy a ticket. Unfortunately, they were travelling in the train when it began to fall off the tracks
25 and Trevithick realised that the tracks were not strong enough to take the weight of the train. The passengers escaped unharmed, but it was another example of how dangerous the development of transport can be.

Perhaps unexpectedly, the bicycle didn't appear until
30 around 1840 when a Scotsman, Kirkpatrick McMillan, created the first one to have pedals. People rode bicycles without pedals before then, but they were slow and not very popular. It took around 140 years for McMillan's design to develop into modern mountain bikes.
35 The twentieth century saw the development of many other means of transport, including the hydrofoil and the hovercraft. The petrol-driven car (invented in 1885 in Germany) completely changed the way people thought about transport, and so did the aeroplane. People have

40 always dreamed of flying. One day, in 1903,
that dream became a reality. Two American
brothers, Wilbur and Orville Wright, managed to
make a short flight in their aircraft, the Flyer.
From there, a huge industry grew that allowed,
45 and still allows, people to visit the whole
world, easily and cheaply.

The challenge for the twenty-first century is
transport in space. Since the first Moon landing
in 1969, technology has developed to give us
50 the space shuttle (1981) and even the space
tourist (2002). The future of transport will
probably be as exciting as its past.

Focus on FCE: Reading Part 2

Read the text again. For questions 1-5,
choose the answer (A, B, C or D) which
you think fits best according to the text.

1 The wheel didn't lead to fast means of
transport because
A people could already travel fast.
B they invented it after skis.
C good roads didn't exist.
D people preferred to use horses.

2 The passengers discovered the fire
A while they were checking the
balloon.
B while they were in the air.
C before they left the ground.
D after they landed on the ground.

3 The invention of the train
A came as a complete surprise.
B grew out of things that came before.
C took longer than anyone expected.
D didn't make Trevithick much money.

4 The writer is surprised by the fact that
A the inventor of the bicycle was Scottish.
B nobody had invented the bicycle earlier.
C McMillan's bicycle had pedals.
D we waited over a century for the
mountain bike.

5 What can we say about the aeroplane?
A It had a great effect on people's
attitudes.
B It wasn't as popular as the car was.
C It came to the Wright brothers in a
dream.
D People didn't want to allow it at first.

Word Box

Match the words from the text in the box
with the correct definitions.

cart • tracks • hydrofoil
vehicle • pedal • hovercraft

1 This is a kind of fast ship that partly lifts out
of the water.
2 This is a general word for a car, a bus, etc.
3 This floats on a cushion of air on land or on
water.
4 Trains travel on two of these, made of metal.
5 This has four wheels and might be pulled by
a horse.
6 You put your foot on this on a bicycle.

What's the weather usually like in each season in your area? Think about:

- spring
- summer
- autumn
- winter

Reading

Read this extract from a book. Would you like to do what the writer suggests?

2 Read the sentences. Do you think the writer of the book agrees or disagrees with them?

1 Traditional wisdom isn't very reliable.

2 The professionals rely on the amateurs.

3 You should know the usual weather patterns.

4 You can benefit from your forecasts.

Do-It-Yourself Forecasts

*1 When the wind is in the west, the weather is always best.
When the wind's in the south, the rain's in its mouth.*

Have you heard sayings like these before? Or have you heard that when cows lie down it's going to rain? Maybe
5 you've heard that a sunny Christmas Day means we're going to have a warm Easter. Many cultures have traditional ideas about how to forecast the weather and they all have one thing in common: they are not very accurate. Most of **them** are about as accurate as saying
10 that the weather tomorrow will be more or less the same as today. The weather is too complicated to be forecast easily and simply.

How do meteorologists go about trying to forecast the weather? The first thing they need is information, and
15 lots of it. Data is constantly collected from weather stations around the world. Weather balloons tell us what is happening at high altitude. Satellites give us images of cloud cover and wind direction. All this information is processed by computer and combined with information
20 about the normal climate of a region to produce the forecast. Even so, we can only accurately forecast the weather for the next couple of days.

Can't we amateurs forecast the weather at all, then? Yes,
we can, but to be a great amateur meteorologist you
25 need to do some of the things the experts do. First of all, collect your information. You need to know about the climate in the area where you live. What's a typical summer like? How much rain normally falls in October? If your area never gets fog in the summer,
30 then a forecast of fog in July is unlikely to be accurate. The next thing you need to take into account is local geography. Are there any mountains nearby? They could affect the wind. Are you by the coast? That could affect rainfall. All these factors need to be
35 considered when you are trying to understand what the weather is going to do next. You'll also need some basic equipment: a good thermometer, a barometer to measure pressure in the atmosphere and, if possible, a wind meter. Start to keep records of the
40 temperature, pressure and wind speed and direction each day.

Then it's a question of using your eyes, and even your ears. Listen to the radio. Is there a lot of static? Together with falling atmospheric pressure, that
45 probably means that the weather is going to get worse. Go outside and listen. Do sounds seem clearer than usual? Is there a kind of ring around the sun or moon?

3 Read the text again. For questions 1-6, choose the answer A, B, C or D which you think fits best according to the text.

1 What does 'them' in line 9 refer to?

A different cultures

B traditional ideas about the weather

C most weather forecasts

D the weather on different days

2 The writer does not mention that forecasters collect information about

A the weather very high in the atmosphere.

B the accuracy of forecasts in the past.

C the amount of cloud over an area.

D the way the wind is blowing.

3 What does the writer say you need to know about your area?

A the forecasts of the experts

B the general patterns of weather

C how rain affects local people

D how summer fog is caused

4 The writer suggests that the amateur forecaster should

A buy a lot of accurate equipment.

B get a good map of the area.

C make notes about changes in the weather.

D live in a flat area away from the sea.

5 You might be able to forecast good weather when

A the reading on your barometer is falling.

B you can hear sounds very clearly.

C low clouds start to disappear.

D the moon is very bright in the sky.

6 To make accurate forecasts, you need to have

A experience of forecasting.

B good planning.

C time to watch the weather change.

D a good memory.

It could mean that it's going to rain. Is your barometer rising
50 and do the clouds seem to be getting higher? It probably means that the weather is clearing up.

With a little practice, your
55 forecasts will become more accurate. Soon, you'll be able to plan your day better. Are you playing football tomorrow? Well, a quick look at your equipment
60 and a few minutes spent outside will tell you whether it's going to rain or not. Are you going skiing next week? Maybe you should forget it if there's no chance of
65 snow. Making your own forecasts can be a lot of fun, and who knows? You might even beat the experts!

Healthy eating

You are going to read about a company called Megabite. Megabite has a chain of shops selling sandwiches in Britain.

Choose a different text each: A, B or C. Read your text, looking for answers to the questions below. Make notes of the answers.

Text A
1   What are two ways in which conditions in the factory are kept hygienic?
2   What are the different stages in the process of making sandwiches at the factory?

Text B
1   How have Megabite's range of sandwiches changed over the last ten years?
2   Which is Britain's favourite sandwich filling?
3   How does the company decide which new fillings to sell?

Text C
1   What affects the number of sandwiches which people eat?
2   What new idea has Megabite just introduced?

A

The various sandwiches sold in Megabite's huge chain of shops are made at the company's own factory. Hygiene is obviously a high priority in the food production business, so all the workers in the Megabite factory have to wear uniforms – white overalls, hats and boots, and no jewellery. As they enter the kitchen area, they also have to walk through a sterile footbath. Nothing is left to chance.

The process of making sandwiches takes place on an assembly line. First, butter is spread on the slices of bread by a machine which can cover up to 200 slices per minute. Next, the various fillings are put on top. Then, at the end of the production line, the final pieces of bread are added and the sandwiches are sliced in half by an electric knife. They are then put into triangular packets. After that, they are checked by a metal detector. Finally, they are stacked in trays. They are then ready to be delivered to the Megabite shops.

B

Megabite sandwich shops have come a long way since they first opened their doors ten years ago. In those days, only five kinds of sandwiches could be found on their shelves. Nowadays, they have a range of 35 different sandwich fillings on offer every day. Out of these, prawn and mayonnaise does the best. 'Year in, year out, this is the most popular sandwich,' says Katy Wells, Megabite's sandwich selector. 'However, even though we know our customer's favourites, we are constantly trying to develop new fillings.'

Deciding on new fillings takes a long time. Megabite have a team of researchers who eat out in cafés and restaurants, and read newspapers and magazines, trying to discover the latest food trends. Once a new filling is chosen, it is subjected to rigorous tests. It is also trialled in a few stores before being finally approved. In spite of the testing, some new fillings still fail. For example, a Greek salad sandwich was not successful despite the fact that Greek salad sells very well in delicatessens. At the moment, Megabite are waiting to see whether people like their latest idea – a banana, date and walnut sandwich!

C

Sandwiches are eaten all the year round, but they are more popular at some times than others. Research has shown that sandwich consumption in Britain is highest during the summer and in the two weeks before Christmas. In addition, executives at Megabite's head office are in daily contact with the Meteorological Office. Every day they study weather forecasts for the following day and, depending on what the weather is going to be like, they decide how many sandwiches to produce for that day. The better the weather, the more sandwiches that people eat.

In order to attract more office workers, who make up a large part of the sandwich market, Megabite have just introduced a new facility in their city shops. You can now decide what you would like for lunch, fax the shop with your order and it will be ready and waiting at a special take-away section of the shop. This is obviously much quicker than queuing and means more time to work!

What different forms of entertainment can you think of?

Do you ever go to the theatre?

Do you ever read TV, film or theatre reviews?

Reading

1 Read this newspaper column. Which programme would you most like to watch?

2 Read the statements from the passage and decide if they are **facts** or express the writer's **opinion**.

1 SuperTV has been broadcasting for five years.

2 The presenters of *VJ-TV* aren't very intelligent.

3 *Staff Room* is replacing *Train Driver*.

4 *Life in Aylesford Street* is very popular.

5 *Joke-a-Cola* will be funny.

6 There is a lot of choice of entertainment.

TV REVIEW

Lucy Chang tells you what's new (and not so new!) on your screens this summer.

1 I always look forward to this time of year, and I'm always 5 disappointed! It's the time of year when the TV channels tell us their plans for the summer and every year I tell 10 myself that it might be different. It never is. Take SuperTV, for example. This channel, on our screens for five years now, broadcasts a depressing mix of game shows and music 15 videos. So what do we find in the new schedule? *I'm The One*, a game show with holidays as prizes, and *VJ-TV*, yet another music video programme with brainless 20 presenters. They're also planning to repeat the dreadful chat show *Star Quality*, which is about as entertaining as watching grass grow. Why can't they come up with new 25 ideas?

Channel 9 does a little better. Now that *Train Driver* has finished, they've decided to replace it with *Staff Room*, a reality show that 30 follows teachers around all day. It should be the hit of the summer, giving us an idea of what really goes on when the lesson is over. Who doesn't want to see and hear what 35 teachers say about their students at the end of the school day? Great stuff! Together with *Life in Aylesford Street*, the soap opera that everyone's talking about, it looks 40 like Channel 9 could be the channel to watch this summer.

Over on BTV1, Max Read is back with *Joke-a-Cola*, the comedy show. The first series was slightly amusing, 45 the second hilarious. Let's wait and see what the third series is like. Comedy is difficult to get right, but it ought to be great. I wish I could say the same about the sitcom, *Oh!* 50 *Those Kids!* It's enough to look at the expressions on the faces of the cast! It's obvious they know it's rubbish and the script is just so badly written! Oh! Those writers!

55 The programme makers must think we'll watch anything. That's just not true. People might have hundreds of

3 Read the passage again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 At this time of year

A the TV channels change all their programmes.

B the writer disappoints the TV channels with her reviews.

C the writer hopes for something that never happens.

D the writer's favourite programmes often disappear.

2 What does 'They' in line 20 refer to?

A SuperTV

B the TV channels

C the presenters of *VJ-TV*

D TV viewers

3 The writer says that *Staff Room* will probably

A be successful.

B shock students.

C be worse than *Train Driver*.

D be on instead of *Life in Aylesford Street*.

4 The writer thinks that *Joke-a-Cola* is now

A more difficult to understand.

B more popular with viewers.

C funnier than before.

D more like a sitcom.

5 Because of the choice of entertainment

A people watch more television.

B people move to areas with more facilities.

C programme makers have to tell lies.

D programmes have to be more exciting.

6 The writer thinks that television

A will never be as popular as the theatre is.

B should show more programmes about hobbies.

C could lose its popularity in the future.

D ought to provide more than just entertainment.

channels on their TV or might live near a cinema with a dozen screens. There is so
60 much choice of entertainment these days – TV, the cinema, the theatre, even the Internet – that they have to work hard to keep their audience. What they should be doing is making new, exciting programmes. Where
65 are the programmes that make people think they must stay in to watch them?

We have to ask ourselves what entertainment is. We have to think about what people do with their leisure time. Television has been
70 popular for about 50-60 years but it might not be popular forever. More people are going to the cinema and theatre than ever before. More people are surfing the Internet or playing computer games than ever before.
75 If *Oh! Those Kids!* is all that the TV can offer, why should we watch it? With one or two exceptions, this summer's programmes will make more people turn off than turn on.

Now read this newspaper article about the robbers' trial. Did you guess how the Inspector caught them?

TEN YEARS FOR BUILDING SOCIETY ROBBERS

Two men appeared in court last week charged with robbing the Western Road branch of the South West Building Society last August. At the end of a trial which had lasted three and a half days, both men were found guilty and sentenced to ten years' imprisonment.

The main witness for the prosecution was Detective Inspector Robin Davis, the man who had led the police investigation into the £50 000 robbery. He explained to the court how he had appeared on a local radio programme and appealed for witnesses to the crime. Detective Inspector Davis then described how a man, identifying himself as George Baker, had phoned and explained that he had not only witnessed the robbery, but had also taken photographs of it! Naturally Inspector Davis wasted no time in arranging to meet Mr Baker at his home to see the photographs.

The court heard how, immediately after the programme, Inspector Davis went to Mr Baker's house, where he found David Page and Bruce Ryder – two known criminals and electronics experts – searching for the photographs.

The Inspector explained how his appearance on the radio programme, and Mr Baker's phone call to him, had all been a trap to catch the robbers. He knew that the robbers must be electronics experts because of the way in which they had disabled the Building Society's security system. He had, therefore, suspected that they would also be able to tap into phone calls to the police – including Mr Baker's. 'There were no photos,' explained the Inspector, 'but we made the robbers think there were. Then, when they came looking for the photos at "Mr Baker's" house, we were able to move in and arrest them!'

Read the magazine article. Does the writer have a negative or positive view of television?

Life in the Global Village

0 H

Like most of us, you probably watch television. In fact, you probably watch a lot of television. In one survey, it was found that American adolescents watch an average of twenty-seven hours of television a week. That's about four hours a day, every day! And you can be sure they aren't watching educational documentaries!

1

Is it bad for us? The same survey found that students who watched most TV (and that means over six hours a day!) tended to do worse at school. Perhaps television shouldn't be blamed, though. Spending your time doing anything instead of studying is probably going to affect your performance at school. (Oh, by the way, experts agree that your eyes won't be damaged by watching TV, so you can cross that one off the list of bad effects!)

2

What are TV's other effects? We live in what has been called 'the global village'. Sounds a bit strange to call the world 'a village', but it makes sense. It's just as easy to find out what's happening on the other side of the world as at the end of your street. As telecommunications have developed, the world has got smaller and smaller. Television has come to dominate the world, bringing an incredible, and sometimes confusing, stream of images into our homes.

3

We now have more channels to choose from than ever before. Satellites have been put into space to beam programmes down to us and cables have been put underground to bring us news and entertainment. We can get the headlines immediately from all four corners of the Earth, keeping us up to date with what's happening. So, what do we do with all that information?
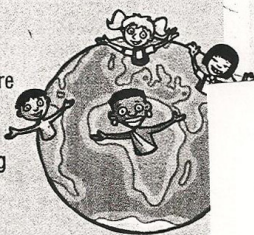
4

Well, one thing we do with it is forget it. Almost all the facts, figures and faces that we see on our TV screens are instantly forgotten. There's just too much information for us to deal with. In a real village, we

2 Decide if the statements are true (T) or false (F). Look at the article again, but don't read it in detail.

Paragraph 0: American teenagers watch a lot of TV. ☐

Paragraph 1: Watching TV damages your eyes. ☐

Paragraph 2: The world seems smaller than it used to. ☐

Paragraph 3: We can get the news instantly. ☐

Paragraph 4: We forget a lot of what we see. ☐

Paragraph 5: Television can teach us a lot. ☐

Paragraph 6: We will receive more information in the future. ☐

3 Read the article again. Choose the sentence A-H which best summarises each paragraph (1-6) of the article.
There is one extra sentence you do not need to use. There is an example at the beginning (0).

A There's more to come and we need to be able to deal with it.

B It's hard to understand so much information.

C Bad effects might not be the fault of what we watch.

D Too much TV can have serious consequences on your health.

E The amount of contact means that the world doesn't seem so big.

F We have a large choice of different things to watch.

G TV helps us understand the problems faced by people around the world.

H Most teenagers watch TV a lot.

might know and care about the problems of a few hundred people. In the global village, there are six billion people, each with their own problems, ideas and points of view. It's not surprising that a lot of the information that we receive is just ignored.

5

At the same time, we are taught a huge amount by our televisions. Do you know what the bottom of the ocean looks like? Do you understand how poor people in Africa or India feel? The images that are broadcast to us through television show us things that our grandparents probably never knew about. That means we understand the world and the problems we face together more than ever before.
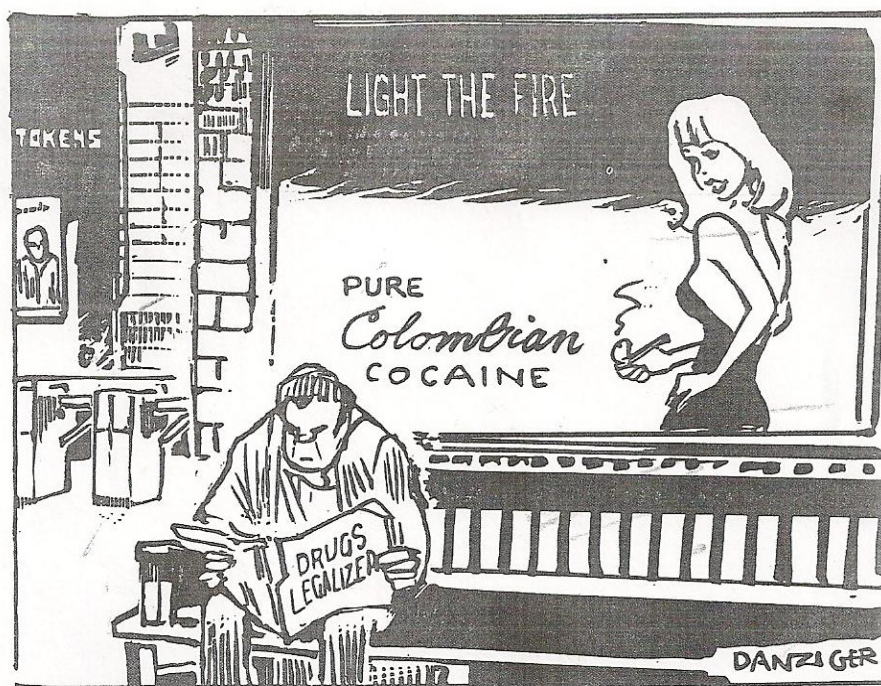
6

What does the future hold? We can expect more channels, more satellites, more news. The amount of information we receive each minute can only go up. What we need to do is learn to select the information that is important to us. We can turn over, or turn the TV off, but we can't stop its effects on our lives.

"JUST SAY 'NO' TO DRUGS"?

I. ANTICIPATING THE ISSUE

Discuss your answers to the following questions.

1. Look at the title. Look at the cartoon. What do you think the issue of this unit will be?

2. What is the message or humor of the cartoon?

3. What do you know about the problems of drug abuse?

Opinion polls have shown that Americans view the widespread use of drugs as the number one problem in the United States, where drugs are illegal. Every year the United States spends $8 billion on its war on drugs, mostly on the cost of law enforcement and prohibition, such as the recently imposed *mandatory* drug testing of athletes and state and federal employees. Because drugs are illegal, they have become very expensive. *Black market* prices for heroin and cocaine, for example, are estimated to be 100 times greater than the cost of production. With such prices, drug *pushers* can earn more than $20 billion each year by *pushing their wares* in even the poorest neighborhoods. Most people agree that the so-called "drug war" is far from being won in the United States. Consequently, it has become an *obsession* for many Americans to find some solution to the drug problem.

One proposal is to fight the problem by making drugs legal. This proposal has, in fact, been the cause of a lengthy, unresolved debate. Ever since the 1970s, Americans have argued whether taking the extreme *measure* of legalizing drugs would, in fact, decrease drug use. People who support this proposal believe that the current policies of prosecution and punishment are a waste of money. They feel that more money should be spent on education and treatment, arguing that the black market drives the prices of drugs too high, providing an incentive to get into the drug business. They point to the gangsters of the 1920s and 1930s who disappeared with the end of the prohibition of alcohol in America. If drugs were made legal, they say, drug dealers would lose their big incomes, and drug-related crime would decrease. Advocates of legalization see drugs as a health problem rather than as a criminal justice problem. As it is now, they say, anyone who is caught using drugs is treated as a criminal, not as an addict who needs help. This proposal for legalization has been supported by a variety of leaders, from the most conservative to the most liberal, from secretaries of state to federal district judges who advocate the sale of drugs at prices resembling their costs. These supporters also favor the legalization of *soft drugs*, such as marijuana and hashish. Baltimore Mayor Kurt Schmoke has been a leader in advancing the policy of legalization. For years Schmoke worked as state prosecutor and had to deal with the many deaths of law-enforcement officials from drug-related crimes. Frustrated by the unsuccessful policies to control drugs, and responding to the requests of his *constituents* to take a more aggressive position in dealing with the drug problems of his community, Schmoke decided to take a *hard-nosed* approach to changing the current drug policies: He proposed the legalization of drugs.

The proposal to legalize drugs has not been accepted easily by all

Americans, however. In fact, it has taken a lot of *flak* over the years. Those who oppose the legalization of drugs feel that *decriminalizing* drugs would be a surrender in a drug war that has not really even begun. For them, the solution is not to decriminalize drug crime but to make laws more severe. They point out that legalization would lead to greater drug use, explaining that, with drugs such as *crack* being so common in our cities, there would be an increase in cases of crime and child abuse and an even greater spread of AIDS. Crack is known to cause people to become violent and, when used with dirty needles, spreads disease. Opponents of legalization also point to China. When drugs there were made legal, the selling of opium increased and fanned the drug trade rather than slowed it down. Those who oppose legalization also raise important questions such as: Which drugs would be legalized? Would the state or the individual administer the drugs? Would the government have to support facilities that sell the drugs with tax money? Would the black market really disappear with the legalization of drugs?

So, is it time to recognize that the current war on drugs is not working and accept that legalization may be the only solution? Every few years, voters are asked to *cast their votes* for politicians who claim to have answers to this question. But as of yet, Americans have not chosen legalization as a solution to their country's drug problems.

A   VOCABULARY

Look at the boldfaced words and phrases in the following sentences. From the context of the background reading, determine the best meaning. Circle your answer.

1. Every year the United States spends $8 billion on its war on drugs, for programs such as the recently imposed *mandatory* drug testing of athletes and many state and federal employees.

   a. required   b. extensive

2. *Black market* prices for heroin and cocaine, for example, are estimated to be 100 times greater than the cost of production.

   a. illegal sale   b. lowest sale

3. With such prices, drug *pushers* can earn more than $20 billion each year by pushing their wares in even the poorest neighborhoods.

   a. makers   b. sellers

4. With such prices, drug pushers can earn more than $20 billion each year by *pushing their wares* in even the poorest neighborhoods.

   a. producing supplies   b. aggressively selling their products

5. Consequently, it has become an *obsession* for many Americans to find some solution to the drug problem.

   a. fixed idea that takes over all thought   b. fear

6. Ever since the 1970s, Americans have argued whether taking the extreme *measure* of legalizing drugs would, in fact, decrease drug use.

   a. distance   b. plan

7. These supporters also favor the legalization of *soft drugs*.

   a. addictive drugs   b. mildly habit-forming drugs

8. Frustrated by the unsuccessful policies to control drugs, and responding to the requests of his *constituents* to take a more aggressive position in dealing with the drug problems of his community, Schmoke decided to take a hard-nosed approach.

   a. voters   b. supporters

9. Schmoke decided to take a *hard-nosed* approach to changing the current drug policies: He proposed the legalization of drugs.

   a. tough   b. liberal

10. The legalization of drugs has taken a lot of *flak* over the years.

   a. rejection   b. criticism

11. Those who oppose the legalization of drugs feel that *decriminalizing* drugs would be a surrender in a drug war that has not really even begun.

   a. making legal   b. making illegal

12. With drugs such as *crack* being so common in our cities, there would be an increase in cases of crime and child abuse and an even greater spread of AIDS.

   a. an inexpensive addictive drug   b. an expensive nonaddictive drug

13. Every few years, voters are asked to *cast their votes* for politicians who claim to have answers to this question.

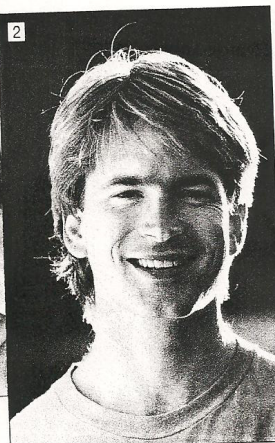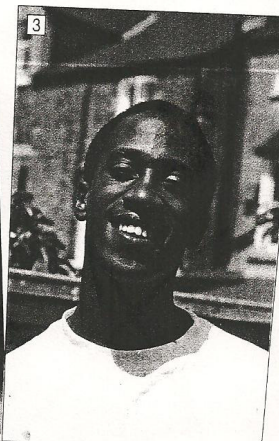   a. throw their votes away   b. vote in favor of

Decisions

37

A

These people all took important decisions recently. Look at the pictures and read the captions. Why do you think they decided to do these things?

Luisa Crespo, 18, from Argentina – 'I took up judo.'

Freddy Kissling, 20, from Germany – 'I gave up my job in a supermarket.'

Nick Welland, 17, from England – 'I became a vegetarian.'

Leonor Sampaio, 19, from Portugal – 'I recently left home and went to live with my grandparents.'

B

Read the texts and check your ideas.

1 I took up judo because I heard a lot of stories about attacks on girls and women. I became so afraid that I didn't want to go out on my own any more. I'm now quite good at judo and feel much more confident and independent.

2 I gave up my job in a supermarket a couple of weeks ago. All I was doing was filling shelves and it was such boring work that I was going mad. I didn't have time to find a new job because of the long hours I worked. In the end I couldn't stand it any more so I left.

3 I became a vegetarian because of a TV documentary I saw two years ago. It was about the meat industry and it showed animals being killed in a slaughterhouse. I was so shocked by what I saw that I haven't eaten meat since. The day after the programme my mum cooked beef for dinner, but I just couldn't eat it.

4 I recently left home and went to live with my grandparents. There was such a horrible atmosphere at home that I had to get out. My parents are having a really bad time together at the moment and I felt they were taking it out on me because they were criticising me all the time. My grandparents are very nice and had room so I moved in with them.

C

Notice how we can talk about reason and result.

Reason	Result
because + subject + **verb** I took up judo **because I heard** a lot of stories about attacks on girls and women.	**so** + adjective + (**that**) I became **so afraid that** I didn't want to go out on my own any more.
because of + noun I didn't have time to find a new job **because of the long hours** I worked.	**such** + adjective + noun + (**that**) It was **such boring work that** I was going mad.
	so + subject + verb In the end I couldn't stand it any more **so I left**.

STAYING UNDERWATER

Until man invented ways of staying underwater for more than a few minutes, the wonders of the world below the sea were almost unknown. The main problem, of course, was air. How could air be supplied to swimmers below the surface of the sea? Pictures made
5 about 2,900 years ago in Asia show men swimming under the surface with air bags tied to their bodies. A pipe from the bag carried air into the swimmer's mouth. Yet, little progress was made in the invention of diving devices until about 1490, when the famous Italian painter, Leonardo da Vinci, designed a complete diving suit.

10 In 1680, an Italian professor invented a large air bag with a glass window to be worn over the diver's head. To 'clean' the air, a breathing pipe went from the air bag, through another bag to remove moisture, and then again to the large air bag. The plan did not work, but it gave later inventors the idea of moving air around in diving
15 devices.

In 1819, a German, Augustus Siebe, developed a way of forcing air into the head-covering by a machine operated above the water. Finally, in 1837 he invented the 'hard-hat suit', which was to be used for almost a century. It had a metal covering for the head and an air
20 pipe attached to a machine above water. It also had small openings to remove unwanted air. But there were two dangers to the diver inside the hard-hat suit. One was a sudden rise to the surface, caused by too great a supply of air. The other was the crushing of the body, caused by a sudden dive into deep water. The sudden rise to the surface could
25 kill the diver; a sudden dive could force his body up into the head covering, which could also result in death.

Gradually, the hard-hat suit was improved so that the diver could be given a constant supply of breathable air. The diver could then move around under the ocean without worrying about his air supply.
30 During the 1940's, diving underwater without a special suit became popular. Instead, divers used a breathing device and a face-mask, i.e., a small covering worn on the face made of rubber and glass. To increase the swimmers' speed another new invention was used - rubber shoes shaped like giant duck feet called flippers. The
35 manufacture of snorkels, which are rubber breathing pipes, made it possible for the divers to float on the surface of the water, observing the marine life below them. A special rubber suit which prevented heat loss made diving comfortable enough to collect samples of plant and vegetable life even in icy waters.
40 The most important advance, however, was the invention of a self-contained underwater breathing apparatus, which is called a 'scuba'.

Invented by two Frenchmen, Jacques Yves Cousteau and Emile Gagnan, the scuba consists of a mouthpiece joined to one or two tanks
45 of compressed air which are attached to the diver's back. The scuba makes it possible for a diver-scientist to work 200 feet underwater - or even deeper - for several hours. As a result, scientists can now move around freely at great depths, learning about the wonders of the sea.
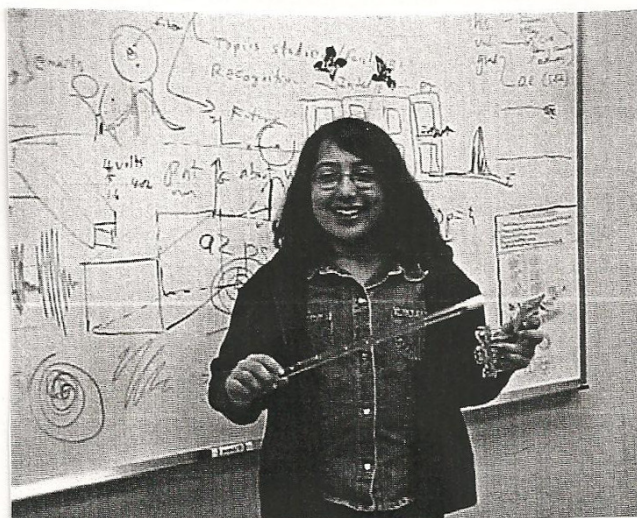
Reading at 8 Months? That Was Just the Start

By Michael Winerip
The New York Times

Last month, Alia Sabur, a college senior, arrived at her final for Applied Math 301 at 7 P.M. The room was nearly empty. "What were you thinking?" asked her professor, Alan Tucker. The test was actually scheduled from 5 to 7:30 P.M.

5 Alia was thinking, "Time to get started." She sat down and finished in 15 minutes. Afterwards, her mother, Julie, recalls, "She looked very happy. I said, 'Alia, 15 minutes? Did you check it?' Alia said, 'It's fine, Mom.' " And it was. Another perfect score for Alia Sabur. . . .

Alia, who is 13, and will earn her undergraduate degree from the State
10 University at Stony Brook this spring, has been stunning people for a long time, beginning with her parents, who thought it odd when she started reading words at 8 months old. Prof. Harold Metcalf had her in physics her freshman year. "I was skeptical," he says. "Such a little girl. Then the second or third class, she asked a question. I realized, this girl understands. I've occasionally seen this at
15 15 or 16, but not 10." And not just math and physics. She is also an accomplished clarinetist. . . .

Her professors say that beyond an extraordinary mind, what makes Alia special is a hunger to learn, a willingness to work hard and an emotional balance well beyond her years. This would seem to be every parent's dream, but for a long time it was not. . . . By age 5, Alia had finished the elementary reading curriculum at her Long Island public school. By second grade, she traveled to middle school for eighth-grade math. ("The kids were so big," she recalled).

Things fell apart in the fourth grade. Public school officials said they could no longer accommodate Alia's special needs, Ms. Sabur said, and even Manhattan's best private schools felt she was too advanced. Colleges they consulted would not accept so young a child. . . . Finally, Ms. Sabur got help at Stony Brook. "Their attitude was, 'We're a public university, it's our duty to find a way,' " she said. The mother accompanied the 10-year-old to college every day. She never took notes in lectures—"The concepts are the important part," she said. . . .

Ms. Sabur knows what people think when they hear of her daughter. "They think, 'social misfit,' " she said. Ms. Sabur has worked to help Alia find friends her own age. Twice a week, she schedules an art class and lunch with a group of ninth-grade girls. And while Alia said it felt a little forced at first—"I didn't know a lot of the middle school stuff they were talking about"—she now counts three of the girls as friends. . . . Charles Fortmann, Alia's research adviser, treats her like a colleague. She is helping him with a project on protein folding that could someday lead to a medical breakthrough. . . . He describes Alia as "a quiet person, but you have to listen carefully. If she mentions a problem with something I'm doing, there probably is." Alia is thinking of doing doctoral research next year, attending a music conservatory and performing. . . .

1. Complete the chart below with Alia's accomplishments and her age at the time.

Accomplishments	Age

2. What are two problems that Alia has had as a result of being a prodigy? Describe the problems and the solutions in the chart below.

Problem:	Problem:

↓ ↓

Solution:	Solution: