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**ELT TEACHERS' PERCEPTIONS AND PRACTICES OF TASK-
BASED LANGUAGE TEACHING**

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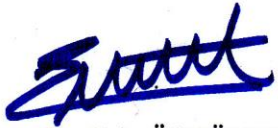
TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 20/04/2016 tarih ve 142 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 24/6 maddesine göre, İngiliz Dili Eğitimi Anabilim Dalı Yüksek lisans öğrencisi Gül KIRTAŞ'ın "ELT teachers' perceptions and practices of task-based language teaching" adlı tezini incelemiş ve aday 06 /05 /2016 tarihinde saat 13.30' da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 50 dakikalık süre içinde gerek konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin kabul edildiğine oy birliği ile karar verildi.


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YEMİN

Yüksek lisans tezi olarak savunduğum “ELT Teachers’ Perceptions and Practices of Task-based Language Teaching” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça ’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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- 1. İngilizce öğretmenlerinin görev temelli öğrenmeyle ilgili algıları**
- 2. Bu yöntemi derslerde nasıl uyguladıkları ve karşılaşılan sorunlar**
- 3. Bu yöntemin öğrenci motivasyonu ve ders başarısına etkisi**

TÜRKÇE ANAHTAR KELİMELER:

- 1. Görev**
- 2. Görev temelli öğrenme**
- 3. Ders katılımı**
- 4. Ders başarısı**

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- 1. Task**
- 2. Task-based language teaching**
- 3. Class participation**
- 4. Course achievement**

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| 2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir | O |
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ABSTRACT

This study investigates ELT teachers' perceptions and practices of Task-based Language Teaching (TBLT). It deals with ELT teachers' perception towards TBLT and the reasons teachers implement TBLT or avoid this method. One of the aims of the study is to find out the effectiveness of tasks used in the classrooms. It analyzes the contribution of the tasks to the class participation and course achievement. In this respect, the study focuses on teachers' perspective about TBLT in detail in order to reveal how tasks give learners chance to develop their proficiency in the target language.

The data were collected by means of a questionnaire adapted from Jeon and Hanh's Teacher Questionnaire (2006), semi-structured interview and classroom observation. The participants consisted of 40 ELT teachers in Muğla, two of them were primary school teachers, twenty one of them were secondary school teachers, seventeen of them were high school teachers. The data were analyzed through quantitative and qualitative techniques. The data obtained from questionnaire were analyzed by SPSS 20 software program. The findings from semi-structured interview and classroom observation were analyzed qualitatively.

Research findings indicate that: 1) ELT teachers in Muğla had higher level of understanding of tasks and TBLT, thus they held positive attitudes towards TBLT implementation. 2) Majority of the participants stated that they implemented TBLT in their classes because of the fact that TBLT improved learners' interaction skills, it created a collaborative learning environment and it was appropriate for group works. The challenges they faced were those; the students were used to more traditional methods, materials in textbooks were not proper for using TBLT and classrooms were too crowded. Despite the challenges, they believed that TBLT was one of the best methods for language learning. 3) ELT teachers believed that TBLT made contribution to course achievement of the learners by encouraging classroom participation.

KEY WORDS: Task, Task-based Language Teaching (TBLT), English Language Teaching (ELT), Course Achievement, Class Participation.

ÖZET

Bu çalışma, İngilizce öğretmenlerinin Görev Temelli Dil Öğretim yöntemiyle ilgili görüş ve uygulamalarını araştırmaktadır. Çalışma, İngilizce öğretmenlerinin Görev Temelli Dil Öğretim yöntemini sınıflarında uygulama veya uygulamama sebeplerini incelemektedir. Çalışmanın önemli amaçlarından biri sınıflarda dil öğretimi için kullanılan görevlerin ne kadar etkili ve faydalı olduğunu ortaya çıkarmaktır. Bu bağlamda, çalışma, sınıf içinde kullanılan görevlerin öğrencilerin hedef dildeki yeterliliklerini ne derece geliştirdiğini ortaya koymak için İngilizce öğretmenlerinin bu yöntemle ilgili fikirlerinin detaylı bir şekilde incelemektedir.

Bu çalışma için veriler Jeon ve Hanhs (2006) tarafından geliştirilen, bu çalışmaya adapte edilen ve İngilizce öğretmenlerinin Görev Temelli Dil Öğretim yöntemiyle ilgili görüşlerini içeren anket, yarı yapılandırılmış görüşme formu ve sınıf gözlem formuyla toplanmıştır. Katılımcılar kırk İngilizce öğretmeninden oluşmaktadır, ikisi ilkokulda, yirmi biri ortaokulda, on yedisi lisede çalışmaktadır. Toplanan veriler nicel ve nitel yöntemlerle analiz edilmiştir. Anket sonuçları SPSS 20 kullanılarak incelenmiştir ve betimsel analiz yapılmıştır. Yarı yapılandırılmış görüşme ve sınıf gözlemleri nitel yöntemle analiz edilmiştir.

Araştırmanın sonucunda şu bulgular elde edilmiştir: 1) Muğla'da çalışan İngilizce öğretmenleri Görev Temelli Dil Öğretim yöntemiyle ilgili yüksek düzeyde algıya sahiptir ve bu algı onların bu yöntemle olumlu tutum sergilemelerine yol açmıştır. 2) Katılımcıların çoğunun bu yöntemi sınıflarında kullandıklarını ortaya çıkmıştır ve katılımcılar bu yöntemi kullanma sebeplerini şöyle sıraladılar; bu yöntem öğrenciler arasında etkileşimi artırır, işbirlikçi öğrenme ortamı sağlar ve küçük gruplar için uygundur. Bu yöntemi uygulamada ortaya çıkan sorunlar şunlardır; öğrenciler daha geleneksel dil öğretim yöntemlerine alışkınlar, ders kitaplarındaki materyaller yeterli değildir ve sınıflar çok kalabalıktır. Bunlara rağmen, İngilizce öğretmenleri Görev Temelli Dil Öğretim yönteminin dil öğreniminde en etkili yöntemlerden birisi olduğunu düşünmektedir. 3) İngilizce öğretmenleri, Görev Temelli Dil Öğretim yönteminin ders katılımına ve ders başarısına olumlu katkısı olduğunu düşünmektedir.

ANAHTAR KELİMELEER: Görev, Görev Temelli Dil Öğretimi, İngiliz Dili Eğitimi, Ders Başarısı, Ders Katılımı.

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LIST OF ABBREVIATIONS

CLT Communicative Language Teaching

ELT English Language Teaching

L1 First Language

L2 Second Language

M Mean

SD Standard Deviation

SLA Second Language Acquisition

SPSS Statistical Package for the Social Sciences

SW Silent Way

TBLT Task-based language Teaching

TPR Total Physical Response

CHAPTER 1

INTRODUCTION

1.1. Topic of the Thesis

ELT teachers' perceptions and practices of task-based language teaching.

1.2. Introduction

Teaching a foreign language to a group of students requires detailed and well-organized lessons and preparation. The lessons need to be organized in such a way that almost each student in class will have opportunity to use language as well as being motivated to participate. The more the students are involved in the activities the more they achieve. One of the effective ways of increasing participation in language classroom is to use tasks which are appropriate to the level of the group and aim of the course.

Task-based language teaching is a current communicative approach which is based upon the idea that language teaching requires making learners engage in real language use in the classroom. So, tasks are used for planning and instruction in language classrooms. According to Richards & Rodgers (2001) "tasks are believed to foster process of negotiation, modification, rephrasing, experimentation. It stimulates input-output processing necessary for language acquisition" (p. 228). In addition to this definition, Willis and Willis (2007, p. 21) claim that tasks used in task-based language classrooms should be in relation with each other. So, these lessons involve a sequence of tasks not a single task. These tasks urge learners to use target language in a meaningful way. So, task-based instruction shares a lot of similarities with communicative language teaching.

Tasks used in the classroom should be determined according to the needs of a particular learner as well as taking into consideration pedagogic aims. It is important to choose tasks and plan a task sequence. According to Willis and Willis (2007, p. 23), this sequence should start

with identifying a topic and continue with deciding on target task or tasks. So, Task-based Language Teaching (TBLT) requires well prepared lessons which should get the attention of learners while making them get involved in the activities at the same time. TBLT puts emphasis on meaning in language use rather than formal grammar instruction. According to Skehan (2000) task is regarded as an activity and this activity should include the following features;

- meaning is primary
- there is a goal to reach
- there is a learning outcome to achieve
- there is a real world problem to achieve (cited in Peköz, 2009, p. 19)

Tasks which are used in language classrooms require active participation of learners, so they have crucial responsibilities in their learning process instead of being passive listeners and keeping silent in class. In order to increase participation in classrooms, teachers need to provide real life opportunities in which learners are exposed to meaningful language use. Communicative learning tasks help teachers to create such an atmosphere in their classrooms. Brown (2007) clearly defines how TBLT provides opportunities to use language for real world situations. According to Brown (2007, p.288), functional purpose of the language is important rather than the forms of the language and learners should have chance to use the language, thus they will improve their pragmatic competence. Teachers' perceptions of communicative learning tasks play an important role in designing such kind of classrooms. Teachers are required to define the needs clearly, which involves detailed and planned need analysis process. Long and Doughty (2009) explain needs analysis as "the process which focus on the learning needs of students and then when they are identified needs are turned into objective goals" (p. 269). The need analysis and identification of objective goals play crucial role in the development of materials, activities, tasks and tests.

As it is mentioned above, language learning takes place only when learners become active participants. The increase of participation will have positive effects on the increase of course achievement and success. As language used in tasks has purposeful meaning, students are more likely to be willing to participate in completing certain tasks. Teachers create, select and adapt

tasks according to the learners' needs, interest and language skill level in addition to raising consciousness among learners.

Using tasks in classroom will create a positive and necessary atmosphere for language learning. According to a definition proposed by Prabhu (2013, p. 17), tasks are activities and students try to reach an outcome through some processes of thought with the given information, as the students are engaged in dealing with these processes teachers control and regulate them if they need any help. According to this definition, each learner is required to use language in order to complete a task while teacher is just guiding and observing them. In this way, learners' participation will increase and it will affect their success.

This study focused on ELT teachers' perceptions towards TBLT and how well they used these communicative tasks in their classrooms. It also aimed to investigate the reasons which hindered or stimulated teachers when they applied TBLT in their classes. In addition to these, the present study was planned to find out the effectiveness of tasks in increasing class participation among foreign language learners. In this respect, one of the aims of this study could be related with what Hinkel (2005, p. 725) states; according to this statement, studies conducted on task-based language teaching try to reveal the tasks used in the foreign language classrooms and how they affect learners' performance and target language acquisition when they are implemented properly. Even though TBLT has significant pedagogical benefits some misunderstandings may occur related with its uses. So, this study found out how well teachers could apply this approach.

1. 3. Problem

Language learning does not mean knowing all the rules and structures. It also requires knowing how to use language and using it to convey and communicate the intended meaning. The education system in Turkey mostly focuses on linguistic structures and forms which result in grammar instruction. Even though most of the students know how to use forms they have great difficulty in using them, so they cannot express themselves clearly and appropriately. One of the important reasons of this problem is the lack of participation in classes and it results in decrease in their achievement level. In most cases, students get anxious of being humiliated and they

prefer remaining silent. The traditional methods and strategies used in classes also decrease participation among learners. Language learning does not have any meaning except for memorizing certain structures and forcing themselves not to make mistakes.

Well-organized tasks which serve the pedagogic aims and learners' needs will be effective in dealing with these problems. Students will learn to talk by trying to talk. Tasks which are fun and have concrete outcomes will make the process of learning more enjoyable and satisfactory. Nowadays, secondary school curriculum focuses on the using tasks in language learning. Despite this change, there may still occur some problems in applying this approach. In some cases, teachers do not fully understand the principles of TBLT. Some of the teachers believe that it is difficult to use communicative tasks with young learners and they avoid using tasks in their lessons. In addition to these problems, large classrooms do not provide much opportunity for every individual learner in their language learning process. Examination system in Turkey is also a big problem which hinders the implication of TBLT.

This study was carried out in order to investigate teachers' perceptions of TBLT and how they applied these tasks in their classrooms. With the help of these tasks learners would have opportunity to engage in meaning while they were achieving an outcome.

1.4. Aim

The aim of this study was to investigate ELT teachers' perceptions of the effectiveness of TBLT on learners' participation and course achievement as well as observing classroom activities to explore how they applied TBLT in their classes. It also aimed to emphasise the role of learners as active participant in their learning process and emphasize the importance of communicative tasks in the increase of class participation and course achievement.

The study sought to find answers to the following questions:

- What are the ELT teachers' general perceptions of TBLT?

- According to the teachers, to what extent do they implement TBLT in their classes, if not what are the basic reasons which hinder them implementing TBLT ?
- What are ELT teachers' perceptions about learners' participation and course achievement when they apply TBLT in their classes?

1.5. Significance

Language learning can only occur as long as learners participate actively and engage in the activities which they think are meaningful. It is believed that tasks improve learners' participation and promote learning, as they require the authentic use of language. (e.g., Nunan, 1989; Willis and Willis, 2007)

Specific tasks are designed to use and learn particular aspect of language. These tasks should be organized in a way to contribute to class participation and course achievement. The sequence and organization of tasks play crucial role in learners' participation in the classroom. Tasks should be appropriately prepared and introduced to the students, in this way participants will be willing to proceed. Long and Crookes (2012) suggest that tasks should present the examples of target language to the learners and these examples are identified as input, "which they will inevitably reshape via application of general cognitive processing capacities – and for the delivery of comprehension and production opportunities of negotiable difficulty" (p.43).

According to task-based language teaching, tasks should be well-organized by taking into consideration learners' needs, proficiency levels, interests and pedagogic aims in order to help learners achieve higher level of competency and success. Individual differences result in differences in learning. Each individual has its own way of learning. Celce and Murcia (2001, p. 360) define four main factors which result in differences in learning; sensory preferences, personality types, desired degree of personality and biological differences. Thus, teachers need to take into consideration these factors while planning and organizing tasks. Once the tasks are prepared according to the elements stated above, students need to be motivated to engage in these tasks by consciousness-raising activities and positive learning atmosphere instead of being forced to complete tasks which are completely indifferent to their expectations (Richards & Rodgers 2001, p. 235-240). In order to design well-organized lessons in which TBLT is used, teachers'

perceptions and knowledge of TBLT are very important. They need to be aware of the process and it is necessary to figure out the problems which hinder the implementation of TBLT.

Other similar studies which were carried out in China, Korea and Bangladesh proved that teachers had higher understanding of TBLT and they believed the effectiveness of it in their classes. Teachers were aware of the fact that tasks had communicative purposes and learners had chances to use language in meaningful contexts. They were of the opinion that TBLT fostered development of integrated skills. These teachers mostly preferred TBLT for motivational factors. But, there were some problems which hindered them implementing TBLT such as large classrooms, some misunderstandings about TBLT, fear of having difficulty with low level students.

1.6. Assumptions

In this study, it was assumed that ELT teachers would be willing to answer questionnaire and interview items to investigate the effect of task based language teaching on learners' class participation and course achievement.

1.7. Limitations

The present study was limited to the data collected from ELT teachers in Muğla who were supposed to use task based language teaching in their classes.

1.8. Definitions

The study investigated tasks and Task-based Language Teaching, so it is necessary to know the definitions of the basic concepts related with the study. In this part, the definitions of important concepts are presented.

Richards, Platt and Weber (2012) made the definition of a task as such, “A **task** is an activity or an action which is carried out as the result of processing or understanding language. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task ” (p. 289).

Nunan (1989) suggests that “**pedagogic tasks** are the ones which have psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. On the other hand, he defines **communicative tasks** as the ones which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world” (p. 65).

“ **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.” (Richards and Rodgers, 2001, p. 223).

“**Role** refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. **Learners’ role**, learners require to be adaptable, creative, attentive, and most of all independent.” (Nunan, 1989, p. 79). “**Participant** is a person who is present in a speech event and whose presence may have an influence on what is said and how is said.” (Richards, Platt and Weber, 2012, p. 207).

On the other hand, Richards and Rodgers (2001) explain **teachers’ role**, “teachers are defined as the ones who select and sequence tasks, prepare learners for tasks and raise consciousness.” (p. 236).

“**Need Analysis** is the systematic collection and analysis of all information necessary for defining a defensible curriculum. **A defensible curriculum** is the one that satisfies the language learning and teaching requirements of the students and teachers within the context of particular institutions involved.” (Long, Doughty, 2009, p. 269).

Richards, Platt and Weber (2012) describe **perception** as “the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)” (p. 211)

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Foreign language learning has been an important issue throughout the centuries. People have always felt the necessity of learning a foreign language even though the reasons of their necessity have always varied. In addition to variety in reasons for acquiring a foreign language there have also occurred changes in the kind of proficiency learners need to acquire. Changes in the kind of proficiency need have made it requisite to make changes in teaching methods. Richards and Rodgers (2001, p. 3) also stated the necessity of the changes in language teaching methods in history as there occurred changes in learners' need and their proficiency. They explained this change as a move from reading comprehension to proficiency in communication and expressing meanings, in addition to the changes in the theory of language and language learning.

2.2.1. History of Foreign Language Learning

Language teaching and learning started with an analysis of grammar and discourse. Throughout the years, the language was taught through rote learning of grammar rules and translations. In this approach, students were presented lists of vocabularies and they tried to memorize them. The lessons were organized according to grammar points. Each rule was explained in detail by teachers and students memorized these rules. Such kind of an approach did not give much importance to oral proficiency. Grammar translation method was widely accepted and applied in this period. Kelly (1969, p.53) described grammar translation method as a method in which learners would be able to know everything about language rather than the language itself. In this approach, language is learned through detailed analysis of grammar rules. The explanations of the rules are followed by translation of sentences. It means the memorization of rules and facts rather than meaningful learning. The students as well as the teachers mostly use their native language.

Throughout the centuries, demand for oral proficiency in the acquisition of foreign language has increased and it has proved that grammar translation method was not sufficient enough to match the needs of the learners. Differences in the learners' need and interest made it necessary to develop new communicative approaches and methods. Howatt (2004) explains this necessity as such “ By the end of the sixties it was clear that the situational approach ... had run its course. It came to an end. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. The needs of learners resulted in shift in proficiency type. What was required is a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of speakers and writers who created them.” (p.280).

There have been many shifts in the field of teaching a foreign language. Richards and Rodgers (2001, p. 244) explain these shifts as a search for more effective ways of teaching second or foreign language. Many different methods were applied such as Grammar Translation Method, Direct Method, Audio-lingual Method. Beside these methods, researchers have always tried to find out the best method to teach second or foreign language. As a result of these efforts, there occurred alternative teaching approaches such as Total Physical Response (TPR), Silent Way (SW), Community Language Teaching , Suggestopedia from 1970s to 1980s (Richards and Rodgers 2001).

Each of these methods and approaches has their own principles and they emphasize important dimensions of foreign language teaching and learning processes. Each aims to prove their sufficiency in promoting proficiency in foreign language acquisition. Asher (2000, p.4) makes a very brief description of Total Physical Response. In this definition, Total Physical Response is defined as a method in which most of the grammatical structures and vocabularies of target language can be acquired as long as teacher uses imperative forms properly. It is clear from the definition that physical actions of the instructors are very important. Asher (2000) explains how imperatives are useful in language acquisition by emphasising brain and nervous systems, these systems are programmed to acquire language in a particular sequence and in a particular mode. In this sequence, listening comes before speaking and the mode is to “synchronize language with the individual's body” (p.4). Thus, this method is mostly used to teach oral proficiency and it is not appropriate for advanced level students. Due to this fact, Asher

(2000) made it clear that Total Physical Response should be used in association with other methods and techniques. As the approaches proposed by the researchers for second language acquisition have not been sufficient enough, the search for better one has always continued.

As the years passed, self of the learners and learners' awareness gained much more importance. The new approaches placed more importance on learners. One of these approaches is "Silent Way". In this method, teacher should be silent as much as possible while students should produce as much language as possible in the classroom. Silent Way was proposed by Gattegno (2011, p.81-83) and he introduced the objectives language learners need to acquire. According to this identification, students need to answer questions about themselves, their education, their family, travel and daily routines correctly and easily; they should speak with a good accent; they will be able to describe a picture either written or oral; and finally they can answer general questions about the culture and literature of native speakers of the target language. Although Silent Way gives opportunities to learners and takes learners need into consideration it is still not sufficient enough for the acquisition of all skills. Despite its contribution to foreign language learning in terms of independence, autonomy and responsibility, absence of explanation and correction makes it difficult to make the learners acquire every type of skill.

As other alternative approaches, Community Language Learning, Suggestopedia, Whole Language, Multiple Intelligences and Competency-based Language Teaching have emerged and they redefined the roles of teachers and students. Each method has its own principles and each has tried to prove their efficiency in foreign language acquisition. However, there were still some problems in each of them and they were not sufficient enough for the acquisition of all skills. In 1980s, Communicative Language Teaching methodologies took the place of these approaches.

2.2.2. Communicative Language Teaching

The needs for communication proved the inadequacy of the previous methods and techniques. So, new language teaching approaches emerged in order to fulfil the needs. Communicative Language Teaching was one of them. In the early years with traditional methods, students learnt and talked about the language. They were familiar with the rules and vocabularies, however, they were not trained how to use the language. Even though they had proficiency in accuracy there were still problems related with fluency. The need for communication made it

necessary to use the language rather than talking about it. It was widely accepted that it was better to let the students use the language for communicative purposes rather than focusing on mere memorization of the rules. As the students used the language they would be able to improve all language aspects and four skills. The basic characteristic of Communicative Language Teaching (CLT) is the interaction between learners. Thus, it requires active participation of learners. As the students are engaged in communicative activities they will have more self-confidence while interacting with the others. Communicative activities in the classrooms will help learners to raise self-awareness of their own styles of learning. They will be aware of their own strengths and weaknesses. They will have more opportunities to develop their own strategies because they are active participant in their language learning process.

Brown (2007, p. 46) stresses the importance of this self-awareness and claims that such kind of awareness and action will help to develop autonomous learners capable of continuing to learn the language beyond the classroom and the course, thus they will be able to use language outside the classroom. As long as learners feel relaxed and secure they will be more productive and successful. Brown (2007) also takes our attention to the importance of the real world activities in a communicative classroom. In a communicative class, students will use the language productively and receptively, “in unrehearsed contexts outside the classroom” (p. 16). Therefore, classroom tasks must improve students’ skills necessary for communication in this context. As the learners deal with real word activities in the classroom they will believe in the necessity of the language they are learning. This need to learn how to use the language will urge them to be more motivated.

Relaxed atmosphere in the classroom, self-confidence and self-awareness of the learners will all contribute to their learning process with the help of the use of real world contexts. CLT highlights the importance of meaningful communication. However, it does not neglect accuracy even though the major importance is on fluency. Activities are designed to engage students in the functional use of language in a meaningful way. At the same time, language forms still remain important for the organization of the language. These activities used in the classroom integrate all basic skills. The major aim of CLT is to improve learners’ ability in communication in the target language. So, the activities should be based on real life situations. CLT gave way for a variety of methods and techniques. In this respect, task-based language teaching can be regarded as a

communicative methodology, as it shares most of the principles of communicative language teaching (Ellis 2003; Richard and Rodgers 2001).

2.2.3. Task-based Language Teaching

The concept of task-based language teaching was first developed by Prabhu in 1982. Prabhu (2013, p. 20) discussed that learners can learn more effectively as long as their minds are focused on a task, rather than on the language they are using. Among the current communicative approaches, task-based language teaching aims to serve the communicative and interactional goals of language learning. Task-based language teaching is based on communicative activities. In task-based instruction students try to perform certain tasks in the classroom and this kind of a performance requires high level of interaction among learners. As it is based on communicative activities it has almost the same principles with CLT. Communicative activities are used in CLT while tasks are used in TBLT. However, these tasks and activities serve to the same purposes. The tasks used in the classroom need to be related to the real life situations just like the communicative activities. Students should have the feeling that the tasks they complete in the classroom may happen to them in the real life and it will draw their attention to the lesson and the task. Thus, the students will be able to use the language when they get engaged in the task and the emphasis is still on meaning and interaction. The learners are using the language while performing the task and at the same time they are learning about the language function without focusing on grammatical details and rules of the language. A task should not focus on the language forms primarily instead it should give more importance to the use of language in real life.

Tasks used in the classroom are divided into two groups as pedagogical tasks and real-world tasks. Pedagogical tasks are those in which learners perform communicative tasks limited to classroom environment. The aim in such kind of activities is to complete the task, and they require interaction among learners. Nunan (2004) describes such kinds of tasks as activities which urge students to comprehend, manipulate, produce or interact in the target language while their attention is focused on making use of their grammatical knowledge in order to express meaning. The intention is to “convey meaning rather than to manipulate form” (p. 4). Thus, the aim of the students is to communicate with each other in order to achieve an outcome at the end of the task. They do not merely study grammatical rules and details of the language, instead they

use the language itself to serve their purpose. However, pedagogical tasks are limited to the classroom environment. Learners do not experience pedagogical tasks out of the classroom. These tasks include activities which make students talk about the picture on their books or prepare a role play in the classroom according to a picture or an event in the book. On the other hand, real world tasks (namely target tasks) are the ones which students can experience out of the classroom. For instance, booking a hotel room or a ticket, preparing a CV and applying for a job, asking for a direction when you do not know the way. Nunan (2004) makes the definition of target tasks as “the hundred and one things people do in everyday life, at work, at play, or in between” (p.2). Some of the examples of target tasks are these; borrowing your friend’s car, 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, making a hotel reservation, finding a street destination, and helping someone across the road, getting some money from a bank, offering your seat to an old lady. The events we experience in our daily lives are the examples of target tasks. They are adopted or manipulated according to the classroom and students perform these real life situations with an outcome. Even though different kinds of tasks are used in classrooms they all emphasize the importance of meaning rather than grammatical form. Thus, TBLT is a communicative approach and it requires the use of language instead of knowing the rules.

Students in task based environment are exposed to the language and they feel the need to use the target language to communicate with each other. So, TBLT develops students’ ability of communication and in order to improve this kind of ability task-based language environment should be appropriate to use the target language. It is not necessary for learners to know all the rules of the language. They need to make use of what they know and the activities used in TBLT require the interaction between students to perform the task either pedagogical or target task. TBLT is a learner-centred approach and the active participation of each learner is necessary and this principle differs it from traditional approaches in which learners are passive receiver of the language and students are not expected to produce or contribute to their learning process. The aim of this study was to identify English Language teachers’ perceptions and practices of TBLT. Varied definitions for the term “task” has occurred so far and we need to know what a task is in order to apply TBLT in our classrooms.

2.3. Different Views on Task

Skehan (2000) defines tasks as activities and in these activities meaning has primary importance. “...meaning is primary, task based instruction is not concerned with language display” (p. 98). Each activity has an outcome, so success in tasks is evaluated in terms of achievement of an outcome, and tasks mostly share some similarities to real life language use. So task based instruction takes a fairly strong view of communicative language teaching. Students are focused on conveying the meaning by performing interactive tasks and these tasks should have an outcome at the end of the activities. According to Breen (2009, p. 23) a task should have a certain objective, appropriate content, a specific procedure and a range of outcomes for the learners who undertake the task. Breen (2009, p. 23) refers tasks as work plans, the major purpose of tasks is to facilitate language learning from the simple and brief exercise to more complex and lengthy activities. Such kind of language use will motivate learners, as they will not have the fear of making mistake or being unable to use the language.

The other definition of task is taken from a dictionary of applied linguistics. In this definition, task is described as an activity or an action which is carried out through processing or understanding language. Drawing a map or responding while listening to a tape, listening to an instruction are some of the examples of tasks and these processes may or may not involve the production of the language. The preparation of a task is also important, a task usually requires the teacher to identify what will be regarded as successful completion of a task. The use of different kinds of tasks in language teaching will make language teaching more communicative, because it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, Platt and Weber 2012, p. 289).

Prabhu (2013, p. 17) defines task as an activity in which learners need to arrive at an outcome by using the given information and thinking on this activity. So, learners need to take responsibility in task based language classrooms while acquiring the language. They are responsible for their language learning process.

Tasks used in the classrooms should be appropriate to the learners’ proficiency and need. In classrooms if the tasks are too difficult they will not serve to their purpose. Skehan (2000) identifies this problem by suggesting that tasks should be designed in a way so that learners can

work on tasks which enable them to develop both fluency and accuracy of language form. The difficulty of tasks should be appropriate to learners' level. "... tasks can be used to channel learners toward particular aspects of the language, accuracy, complexity, fluency in general or the use of particular sets of structures in the language" (Skehan, 2000, p. 97-98). There are many definitions of task and many of them refer to it as an authentic use of target language in a meaningful way for communicative purposes. Tasks applied in the classroom should help to develop communicative skills. TBLT facilitates communication and social interaction in the classroom which results in communicative classrooms where learners perform tasks. In this perspective Nunan (1989) explains task "... as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language" (p. 10). In this process, learners focus primarily on meaning not the language form itself. Almost all the definitions of task put emphasis on the meaningful use of language in a communicative way and learners are active participant in their learning process.

2.4. Features of a Task

There are different definitions of a task but they all share common features. So, it is necessary to define the features of a task in order to create and apply appropriate tasks in the classrooms. Skehan (2000) makes clarification about the features of a task. One of the primary features of a task is meaning. TBLT gives more importance to the meaning in language use. What is important is to use the language rather than displaying language. According to Skehan (2000), "The primary focus is on meaning and task-based instruction is not concerned with language display, namely language forms" (p. 98). Second language learners will be able to use the language in a meaningful way and they will be able to communicate actively. As the learners use the language they will be more motivated and willing to learn the language. Thus, they will improve their skills through communicating in a meaningful way.

A task used in classroom should involve real world processes of language use. Teachers use authentic materials in their classrooms. Learners engage in real world activities such as completing a form for job application. Skehan (2000, p. 98) focuses on the importance of using real world materials in the classroom; there should be a relationship between tasks used in the classrooms and real world activities. A task has an outcome. The goal of the activity for the learners is the outcome of the task. After the introduction of the tasks, learners need to complete

the tasks and reach an outcome. The task is evaluated in terms of its outcome. When participants complete a task the stated outcome of the task occurs.

Another important feature of a task is that it involves cognitive processes. Learners need to select, classify, order and evaluate the information instead of memorizing it in order to carry out a task. Tasks are believed to be very useful for the acquisition of the necessary skills in second language learning such as negotiation, modification, rephrasing and experimentation . “ ... task is the pivot point for stimulation of input-output practice, negotiation of meaning and focused conversation.” (Richards & Rodgers 2001, p. 228-229).

Task need to be motivational in the classroom. Tasks can promote learners’ motivation and learning. There are many different kinds of tasks, they differ in format and operation, they may include physical activity, partnership and collaboration, learners may require their past experience in order to complete tasks and they encourage a variety of communication styles (Richards & Rodgers 2001, p. 229). Thus, tasks motivate learners to use language and improve it.

A task has a work plan. It involves a sequence of activities for learners. Pre-task activities introduce the topic or the task and help learners to have an idea about the task. In the pre-task stage, teachers help students to understand the theme and objectives; while students think about how to do the task (Richards & Rodgers 2001, p. 239). In the task cycle, students do the task and they try to complete the task while teachers help and motivate them in a positive way. Students complete the sequence with post task activities in which they have chance to display their task or compare their own task with the original ones.

Thus, the features of a task can be summarized as such; the focus in task based environment is on meaning and communication which can be achieved through using the target language with the help of the authentic materials prepared in advance. TBLT gives opportunities to each learner to engage with their learning process actively and being active participants in their language acquisition process. The language used in the completion of the tasks should be related to the language used outside the classroom. Tasks should take into consideration of the learners’ needs, interests and personal experiences, as all these elements contribute positively to the language learning process. The teacher should be proficient in the target language, they need to

use the target language fluently and appropriately, in addition they should be proficient in the application of TBLT. Their primary role is to activate and facilitate communicative interaction among learners.

2.5. Types of a Task

Every task is not appropriate for every lesson and every individual. The level, needs and interests of the learners, the objectives of the lesson play crucial roles in creating, selecting and adopting tasks. There are different types of tasks and teachers make use of them according to their students and goals. Willis (2007, p. 66-111) made a list of tasks; listing, ordering and sorting, comparing and contrasting, finding similarities and differences, problem solving, sharing experiences, projects and creative tasks.

Willis (2007) introduces and defines types of tasks. Listing types of task include brainstorming and fact finding. This type of task also forms the basis for many simple activities like quizzes, memory games and guessing games. The outcome is generally a completed list or mind map. These tasks can improve learners' comprehension and induction abilities. Ordering and sorting activities include sequencing, rank ordering and classifying. It requires more thought and cognitive effort when compared to previous one. The outcome is mostly a set of ordered or sorted information according to criteria. It improves comprehension and reasoning abilities. Comparing and contrasting tasks involve matching activities, finding similarities or differences. These tasks may involve games or other challenges. These activities foster learners' ability of differentiation. The outcome is a set of matched or assembled items. Problem solving tasks urge learners to offer solutions or recommendations on problems, these solutions proceed from the very general to the very specific ones. These activities include analysing real situations, reasoning and decision making. The outcome is the solution to the problem. These tasks improve reasoning and decision making abilities. Storytelling, anecdotes, describing, explaining attitudes, opinions or reactions are the examples of problem solving tasks. The outcome is mostly social; telling a story, talking about your opinions and experiences. So, these tasks help learners to share their knowledge and experience and they contribute to learners' enjoyment and social experience. Projects and creative tasks involve a variety of activities such as brain storming, finding the facts, sorting, ordering, comparing, finding solutions and preparing a project. The outcome is an end product. These products can be shown to others or displayed in a public. These tasks enhance

learners' problem solving abilities, their reasoning and analysing abilities. These creative tasks need to be appropriate to the cognitive development of learners. They should involve real life situations in order to improve learners' communicative competence.

2.6. The Effectiveness of Task-based Language Teaching

Task-based language teaching requires interaction. The aim of this method is to improve the communication skills of the learners while teaching certain language forms through the activities at the same time. So, this method is based on the active use of language. TBLT suggests that language teaching and learning will be more effective by using the tasks prepared for the learners. Learners will try to complete the tasks instead of dealing with the rules of the language. As the learners do their best to convey the meaning and complete the task, they learn the language structure unconsciously. Willis & Willis (2007, p. 2) emphasises how the opportunities to use the language develop self-confidence of learners. One of the most important things about TBLT is that it promotes learners' confidence, because tasks provide them with plenty of opportunities to use language in the classroom. The students are not afraid of making mistakes while they are using the language. So, free and relaxed environment in the classroom does not affect the communication negatively. In the application of TBLT, the main aim is to perform the task by conveying meaning rather than focusing on the use of language form. Thus, learners focus on completing the task by using language. Language is regarded as an instrument to convey the meaning but not a goal.

Brown (2007) expresses the characteristics of TBLT as such;

- Tasks specifically contribute to communicative goals.
- Tasks point learners beyond the forms of language alone to real world contexts.
- The elements of tasks are carefully designed and not simply, haphazardly thrown together.
- The objectives of tasks are well specified so that you can determine the success of one task over another.
- Tasks engage learners in genuine problem solving activity. (p. 52)

2.7. Phrases of TBLT

TBLT consist of three stages, namely pre-task, task cycle and post task stages. In this approach there should be three stages which help the teacher to plan the process more effectively.

2.7.1. Pre-task Stage;

The topic and the task are introduced to the learners in the pre-task stage. The teacher introduces the task and helps the learners remember the old vocabulary or s/he helps learners remember the old subjects which are related to the task. Pre-task stage is a kind of preparation of task for the students as Ellis (2003, p. 244) mentions that the purpose of the pre-task stage is to prepare the students to perform the task, as they perform the task they will improve their proficiency in the target language. The teacher discusses the topic with the class. In this stage, learners remember their previous knowledge with the help of their teacher. Their previous knowledge helps them to perform and complete the task in a successful way. This stage also offers learners chance to think about the next stages.

2.7.2. Task Cycle

Ellis (2003, p. 245) defines this stage, and according to this definition, in the task cycle, learners try to perform the task in a meaningful way. Learners use the target language in this stage. They perform the tasks in pairs or in small groups. The teacher monitors them. The learners have the chance to use the target language and improve their skills in this cycle. If learners need, teachers give feedback or support the learners. At the task stage, learners try to perform the task either in pairs or in groups. Teacher monitors them instead of interfering. Learners need relaxed classroom environment in this stage in order to complete their task successfully. They focus on fluency rather than accuracy. After dealing with the task, learners try to plan and prepare a report explaining how they perform the task. They may ask their teacher for help in this planning stage. When learners complete their report they present it to their teacher and whole classroom.

2.7.3. Post-task Stage

The post-task stage is analysed as language focus and language practice (Richard and Rodgers 2001; Ellis 2003). At language focus, learners try to understand the usage of the target

language, how they use the language. At language practice, learners practice different kinds of activities related to the task they have completed.

2.8. Task Components

It is necessary to analyse the components of a task in addition to knowing the features and characteristics of it. There are different definitions of a task, however, they all share similar principles. Just like the definition of a task, there are many components of a task offered. In this study four basic components of a task were analysed; the goals, the input, the activities and the roles of the teachers and students. In task based instruction, students engage in certain tasks and these tasks have aims to be reached. The aim and intention behind these tasks are the goals. Nunan (1989) defines the goals as “ ... point of contact between the task and the broader curriculum” (p. 47). In other words, goals are described as the reasons why students engage in a task. Although the goals are sometimes explicitly stated, in some activities the goals of the tasks are unknown. In addition to the differences in the clarity of the goals, a task may have one goal or more than one. Nunan (1989, p. 49) displays the classification of goals taken from a recent large scale language curriculum project in Australia. In this classification goals are divided as communicative goals, socio-cultural goals, learning how to learn goals and language and cultural awareness goals. Communicative goals serve the aim of interaction among learners such as expressing their feelings, ideas, and opinions. Socio-cultural tasks are related with the social life of the people. These goals require the use of everyday life patterns. Learning how to learn goals make the learners participate in their learning process. They plan their own process and plan their own strategies. They also set objectives for themselves. Language and cultural awareness goals help learners become aware of the language they are using. The goals may be general or specialized; having an aim to develop general everyday language or an aim to develop specialized skills such as language for history or science.

Nunan (1989) defines the input as, “the data which form the point of departure for the task” (p.53). The input has a crucial role in the completion of the task, because it is the starting point of a task. So, the input should have some basic principles such as being appropriate to the needs and skills of the learners in order to motivate them. Secondly, the input should serve to develop communicative skills, and real world, authentic materials will be more useful to serve this purpose. The input is the starting point of the learners. It should be clear enough for students

to understand. As long as they get the fear of being insufficient from the beginning they will not be willing in the completion of the task. Hover (1986) made a list of the inputs and some of them are these; “letters, newspaper extracts, picture stories, driving licence, missing person’s declaration, social security form, business cards, menu, street map, magazine quiz, recipe, weather forecast, diary, high school year book, curriculum vitae, notice board items” (cited in Nunan 1989, p 53). As it is clear from the list the materials used as input are taken from everyday life and students will believe in the necessity of the language they are trying to learn.

The activities used in task based instruction can be defined as what the students will do. The activities should also have some basic principles. There are two types of tasks, pedagogical and target tasks. The activities used in the classroom should serve the purpose of the course. However, task-based instruction is based mostly on communicative activities, in this respect teachers should give more importance to the authenticity of the activities. The activities should offer opportunities to use the language in a meaningful way and students should become aware of the process instead of passively receiving what is presented to them. In communicative activities, students are engaged in interactive communication so they focus on fluency. However, it does not mean that they neglect accuracy as they need language forms to use the language. Clark (2015, p. 238-239) suggested some of the communicative activity types. He stated that activities should enable to solve problems through social interaction with others, for example, obtaining necessary information through conversation. In some activities, students may search for specific information such as finding the easiest way to reach airport. In addition to communicative activities, listening and reading activities may be followed by summarizing and writing a report on it. No matter what kind of activity is used they all aim to urge learners into the interaction with others. Teachers can use a great variety of activities to serve the purposes stated above such as, pictures, puzzles, role plays, question and answers, discussions.

2.8.1. Teachers’ and Students’ Role

Teachers and students have many different roles in task-based instruction. Nunan (1989, p.84-85) defined certain roles for the teachers in TBLT classrooms. The teachers should select, adapt or create the task in the pre-task cycle. They need to present and define the topic to the learners. In the pre-task cycle they should form tasks according to learner needs, interests and language skill. They should ensure that students comprehend the task instruction and they may

present recordings of others who perform the same task. If the task is clear enough and the teacher helps learner to understand the task, language learning process will be more productive and enjoyable. They introduce the topic to the learners and clarify the task, they may describe the task if it is necessary. They help learners learn useful words and phrases to complete the task. They act as a monitor or language advisor while learners are engaged in their tasks during the task cycle. They create a positive atmosphere for learning and motivating the learners. They give brief feedback to learners rather than correcting all their mistakes. Such kinds of feedback improve self-confidence of the learners. Teachers raise consciousness among learners and they help learners become aware of the features of the language they use. They achieve this by using attention focusing activities, guided exposure to parallel tasks or text exploration. After the task is completed, they review language items and activities with the whole class. If it is necessary they may conduct practice activities after analysis activities. These activities improve the proficiency of the learners to the highest level. In addition to all these roles, teachers should be proficient in the target language and they need to have sufficient knowledge of task based instruction.

Nunan (1989, p.79-84) defined certain roles for the students in TBLT classrooms. TBLT is a learner-centred teaching. Thus, learners need to be active participant in their language learning process from pre task activities to the post task activities. Before they start their tasks, they should think about their topic for a while and spend some time preparing for the task. They can take down some notes or words from the pre task activities or recordings. The task may require group participation and they should be able to share responsibilities and work in a group. Such kinds of pair or group works may require the adaptation because students may be accustomed to individual tasks. Teachers mostly use authentic materials, so students have opportunities to notice how language is used in real life. So, they should use language as much as possible and create opportunities to use language. While they are using language, they need to pay attention to both the meaning in task and the form in which this meaning is conveyed. They can perform conscious raising activities to identify language features.

Students should ask for clarification or consult with other students when they have some problems. They need to make intelligent guesses, practice and create in order to complete the task. They can ask about other features they notice throughout the process. They also need to take risks in order to complete their task. TBLT offers chance to improve their own language. They

can plan, organize and even evaluate their learning process. They learn how to learn according to their individual differences. Learners are adaptable, creative, inventive and independent (Nunan 1989, p.81). Learners find their own way of learning and each learner may use different styles because each learner has different way of learning and thinking ability. Learners also learn from their errors. They do not let their errors hinder their language learning. They learn how to learn while trying to complete their task.

2.8.2. The Syllabus

The major aim of TBLT is conveying meaning through interactions. In this respect, it differs from other approaches which focus on the language form. These approaches design their syllabus in terms of language forms. Richards and Rodgers (2001, p. 231) made the definition of syllabus. According to this definition, a syllabus is a document which can be used as a basis for classroom teaching and design of teaching materials. Task-based syllabus differ from the ones which focus on form and content. TBLT syllabus is different because specific tasks should be carried out by learners within a program (Richards and Rodgers 2001, p. 231). As it can be understood from the definition that, the syllabus in TBLT should base on communication, meaning and purpose, and the goals do not focus on only form and grammar. The forms and rules are complied around the functions like introducing yourself, asking for an opinion, or expressing your feelings. In Longman Dictionary of Applied Linguistics (2012, p. 270) task based syllabus was described. Task based syllabus is a syllabus and it is organized around a task not in terms of grammar, vocabulary and function. For instance, the syllabus may include different kinds of tasks through which the learners will use the language in a meaningful way, some of the examples of these tasks are these; using the telephone to obtain information, drawing maps based on oral instructions, giving orders or instructions to others, asking for direction, comparing, contrasting etc. Such kinds of goals and syllabus will be more effective for language learning because the students will have a purpose for the use of language. The process will be more meaningful for them instead of learning language items just for the sake of knowing them. So, TBLT syllabus should be in correlation with the characteristics and features of task based instruction.

2.9. Teaching English Through TBLT

As it is mentioned in the introduction part, traditional approaches are ineffective in second language learning. They are based on the formal instruction of language forms and learners are able to learn language forms, but they fail in communication. Even though they know all the basic principles and rules, they are incapable of using the language for communicative purposes. Because of the ineffectiveness of these old methods, new communicative approaches have gained popularity, one of which is TBLT. TBLT is a learner-centred approach and it gives learners opportunity to use the language and participate in their learning process. In TBLT, tasks are used to learn a foreign language. It is necessary to give importance to some of the major principles of TBLT while implementing tasks in the classroom environment.

Ellis (2003, p. 276) defines the principles of TBLT. The first important principle is the preparation of tasks. The difficulty and goals of the task should be appropriate to the learners' level and teachers should make some changes if it is necessary. In the preparation process, teachers should set clear goals for their lessons. The goals should serve the needs of the course and learners. The activities should primary focus on meaning rather than the language itself. Teachers make sure that activities ensure learner-centred lesson and students take active role in the process. They need to take some risks and contribute to their learning process. They will also be active participants in their evaluation process. Teachers need to monitor the performances of the students without interrupting them. Instead of interrupting and making students feel disturbed, they should help learners increase their self-confidence and being motivated to participate. Teachers also need to direct and help learners to reach the knowledge without making explanation of the forms and rules. Even though the primary focus is on meaning which can be achieved through the use of authentic, real world activities, activities in TBLT may take learners' attention to the language on form. Thus, learners will become aware of the linguistics elements of language.

TBLT has proved to be one of the most effective methods in second language acquisition as long as it is applied properly. Teachers should give importance to the fact that the relation of a task with the background and real life of learners play important role in the success of it. So, the tasks should be related with the general interest of the learners in order to get the desired outcome. TBLT is more enjoyable and motivating when compared with the other approaches.

Students are exposed to the language and they use the language through different tasks. These tasks help them to go beyond the classroom environment. Ellis (2003, p. 221) takes our attention to the advantage of TBLT. It offers opportunities to learn language in a natural environment, as the materials are taken from real world. It stresses meaning over form, yet it does not neglect form. It contributes to the development of fluency along with the accuracy. Students do not feel themselves obliged to use the language without making any mistake, instead they are aware of the fact that they can even learn from their mistakes and they may correct their own mistakes with the help of the teacher or their friends. Thus, students are intrinsically motivated. As TBLT offers a great variety of input of target language, students will be able to develop their own strategies and they have their own way of communication.

2.10. Problems in TBLT Classroom and Solutions

TBLT is a communicative approach, and it is one of the most effective ways of learning a foreign language. It has many positive contributions to the language development of a learner. However, there occur some problems in the application of this method. Willis (2007) mentioned some of the following pedagogical problems and challenges perceived with TBLT and offered solutions to these problems. Teachers often feel obliged to stick to their textbooks and they have difficulty in arranging the time. They do not have much time to create or design their own tasks because textbooks do not have many tasks and teachers also do not have much time to apply the tasks in the classroom or fit the tasks into the course. In this respect, Willis (2007) recommends the teachers to analyse the textbooks carefully. Most of the textbooks contain tasks but they mostly come in disguise. Teachers just need to make some changes instead of creating tasks from the beginning. Willis (2007) further states that, “.... it only takes a little tweaking (e.g. adding a goal or changing the order of the activities) to produce a TBL lesson” (p. 201). Another solution to time constraint is that teachers can collaborate with their colleagues to design tasks or plan their lessons. Teachers can also ask students to prepare topic or task related words at home to deal with time problem in class. So, they encourage students to improve their independent vocabulary learning instead of depending on rote learning. Learners may do some activities at home after the lesson such as grammar, reading, listening activities. In the classroom, teachers should spend most of time allowing students to use the language rather than spending much time on grammar mastery. The other problem teachers mostly face with is that in some cases they do

not fully understand the principles of TBLT and this results in difficulty in applying TBLT and arranging the classroom. According to Willis (2007), effective teacher training programs can help to solve this problem.

The other important problem in TBLT classroom is lack of learner motivation. Students try to take the easy way and they do not want to use the language while they are learning it. Previous learning experiences of learners may also cause lack of motivation in TBLT. They think that this type of learning does not mean actual learning. They are mostly accustomed to grammar teaching. Teachers need to convince students that most of the people learn foreign language without having so many grammar lessons and they will be able to talk by trying to talk. The tasks used in the classroom also play a very crucial role in learner motivation. Tasks should be meaningful, useful and fun; they should have concrete outcomes. Tasks should be arranged in such a way that students will complete them with satisfaction and enjoyment. If the goals and purposes of the tasks are clear students will participate willingly. The atmosphere of the classroom is also very important in learner participation and motivation. Learners need to feel themselves relaxed and safe rather than being under the pressure of a threatening atmosphere. Teachers should not intervene students' errors all the time, instead they should allow learners to find and correct their errors and learn from their mistakes. So, learners do not feel themselves obliged to use language without any errors. Overuse of learners' native language is the other problem in TBLT. Willis (2007) suggests that this should not always be perceived as a great problem completely especially for beginner or low level students. As the proficiency of learners develops, they will be able to use target language more. Another solution to overuse of L1 in classroom is exposure to recordings of native or fluent speakers doing a similar task. So, learners can notice how meanings are expressed in L2.

Teachers often have fear of losing their control while implementing TBLT in their classrooms. They have difficulties in controlling large, crowded and difficult classes. The solution to this problem is well-designed and well-organised tasks. These tasks will be motivating and they will give students feeling of satisfaction, so they will participate and complete the tasks willingly which will help teachers in controlling the classroom. Thus, teachers do not have much difficulty in classroom management as long as students are engaged with their tasks. In big and crowded classes, pair or group work activities help teachers to control the classroom and

students' activities. Teachers have pressure to prepare the students for the exams and these exams are not task based. Willis (2007) suggests that tests aiming to measure the proficiency of second language learners should be more communicative because they should test all of the language skills. Testing system need to use communicative assessment criteria in order to assess real language skill. As a TBL teacher, teachers should also apply such kinds of tests in their classroom rather than traditional testing materials which base on rote learning.

In addition to these problems and solutions, Willis (2007, p. 228-229) offers a group of useful tips for teachers who intent to implement TBLT in their classrooms.

- Give clear instruction, design and prepare your task in advance and introduce it to your class.

It requires the proficiency of teachers in task based instruction as well as proficiency in the target language. Teacher training programs will be effective in this sense.

- Involve your learners.

Student participation in every stage of a task, from pre-task stage to the post task activities, is very important. As the students are involved they will get the feeling of pleasure and willingness.

- Give more importance to fluency rather that accuracy.

Students can make errors, be supportive while correcting their errors and do not interrupt all the time. But, it does not refer that accuracy is neglected. The language forms and their accurate use are important in order to convey meanings.

- Be flexible.

If things go wrong in the classroom, be ready to make some arrangements or changes. It requires preparation in advance.

- Be positive.

Make sure that all learners think their participation is valuable and they feel motivated.

- Do not forget the grammar.

A task involves a combination of structures, words, meanings. In addition to meaningful and communicative use of language, you should identify useful language and prepare form focused activities in advance.

- Challenge your students.

Tasks should be appropriate to the level of students, but students may know more than you think.

- Do not give up.

If your task does not work, do not feel disappointed. You should learn from your mistakes and continue to implement tasks in your classrooms.

2.11. Relevant Studies

In this part, some experimental studies which investigate the effectiveness of TBLT in second or foreign language teaching have been introduced. Studies are divided into two parts as studies conducted in Turkey and studies conducted abroad.

2.11.1. TBLT Studies Conducted Abroad

Hague (2012) carried out a study to investigate teachers' perceptions of task-based language teaching and the impact on their classroom practices to identify challenges and possibilities in TBLT application. The researcher collected the data through a survey of eighty secondary school language teachers from 30 different secondary schools in Bangladesh. The research method in this study was a combination of quantitative and qualitative approaches. A pilot study was administrated before its application. The study involved a mix of methods, questionnaire and interviews in order to achieve validity and reliability. The researcher sent questionnaires to the participant teachers, enquiring about their academic backgrounds and their application of TBLT in addition to the challenges they are facing in implementing TBLT. The findings of the study indicated that most of the teachers held positive attitudes towards TBLT. However, they faced with some problems in implementing TBLT such as the number of students in the classroom (large class size), grammar, vocabulary and language focused national examinations, lack of motivation among learners.

Xiongyong and Samuel (2011) attempted to find out the perception and implications of secondary schools language teachers about TBLT. They collected the data through the survey of 132 secondary school EFL teachers in China. The questionnaire sheets were mailed to the teachers and data analysis processes encompassed the Likert type scale and open ended item analysis. The five point Likert type scale aimed to reveal the teachers' understanding of task and TBLT and their views on TBLT implementation. The open ended items were designed to identify why teachers choose or avoid TBLT in their classrooms. The findings of the study indicated that many teachers in China held positive attitudes towards TBLT implementation and they had higher level of understanding on TBLT concepts. On the other hand, they experienced some difficulties while applying this method such as large classes, difficulty in evaluating students' task-based performance and lack of motivation among learners.

2.11.2.TBLT Studies in Turkey

Yıldız (2012) conducted a research to investigate the effects of TBLT on students' grammar knowledge. The study was applied to 32 eighth grade students during two and a half months process. The aim of the was to find out if there was a significant difference between the grammar knowledge of students who were taught grammar through task-based language teaching and those who were not. A pre-test was applied to students to examine their level and confirm whether there were similarities between experimental and control group. At the end of the instruction process, a post-test was applied to evaluate the progress. TBLT raised the grammar knowledge of experimental students significantly. TBLT yielded meaningful results compared to traditional language teaching methods in his study.

Akbulut (2014) made a research to find out whether young learners' language learning skills could be developed through tasks which were prepared in accordance with the language content and the topics proposed in the curriculum by the Ministry of Education. She mentioned her study as an action research and it was conducted by an English teacher in one of the secondary schools in Denizli with twenty one sixth grade students during ten weeks. The researcher used both quantitative and qualitative research techniques. In the fifth and tenth weeks, interviews were conducted and in the first and tenth weeks questionnaires were applied. The findings of all these tools revealed that TBLT held positive impact on both young learners and classroom atmosphere.

Demir (2008) conducted research to investigate the effects of task-based reading activities on the learners' attitude toward reading classes and their learning outcomes. The participants of the study were prep class students at Dicle University, fifty lower- intermediate level students. The data were collected through tasks, feedback forms, diaries and interviews. After the analysis of data, the findings revealed that task-based method in reading classes encouraged foreign language learners to participate in reading tasks willingly.

The mentioned studies on this particular issue were just some of the literature on task-based language teaching. They were selected according to their content and findings.



CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedure, the methods used for data analysis and the procedure. For the analysis of the data obtained from the participants, quantitative and qualitative approaches were used.

3.2. Research design

This study was mixed-methods research design. It was carried out to explore teachers' perception of and practice of TBLT, so it employed questionnaire, classroom observations and semi-structured interviews to obtain data. Dörnyei (2007) stated that "...mixed-methods research design helps us summarize findings by describing general tendencies in the data and the overall spread of the scores" (p. 213). On the descriptive part of the study, teachers' perceptions about the effectiveness of TBLT was explored. Dörnyei (2002, p. 6) also defined questionnaires, questionnaires are written instruments and they present a series of questions or statements to respondents in which they are to react either by writing out their answers or selecting from among existing answers. Questionnaires and semi-structured interviews were applied to participant teachers enquiring about their perceptions of TBLT and reasons for implementing or challenges they face. Class observations provided opportunity to explore how teachers applied TBLT in their classrooms. The study was the combination of quantitative and qualitative approaches.

In order to obtain clarity, validity and reliability of the measures and comprehensibility of the questions, a pilot study was administrated. This pilot study was administrated to the university students at Muğla University, English Language Teaching Department. It employed a

mix of methods, questionnaire, interviews and observations in order to achieve validity and reliability. The questionnaires and interviews were applied to all the participant teachers enquiring about their teaching levels, gender, academic background, their total numbers of years teaching English in addition to their perception and practice of TBLT and challenges they faced in implementing TBLT in their classrooms.

3.3. Participants

Table 1: Categorization of Participants for Questionnaire

General and Demographic Information		Frequency (N)	Percentage (%)
Teaching Level	Primary School	2	%5
	Secondary School	21	%52.5
	High School	17	%42.5
Gender	Female	25	%62.5
	Male	15	%42.5
Faculty	Faculty of Education	33	%82.5
	Faculty of Literature	7	%17.5
Teaching Experience	Less than 5 years	1	%2.5
	5 to 9 years	5	%12.5
	10 to 14 years	16	%40
	15 to 19 years	12	%30
	More than 20 years	6	%15

Table 2: Categorization of Participants for Semi-structured Interview

General and Demographic Information		Frequency (N)	Percentage (%)
Teaching Level	Primary School	-	-
	Secondary School	8	%67
	High School	4	%33
Gender	Female	7	%58
	Male	5	%42
Age	20-29	-	-
	30-39	5	%42
	40-49	7	%58
	50+	-	-
Teaching Experience	Less than 5 years	-	-
	5 to 9 years	3	%25
	10 to 14 years	2	%17
	15 to 19 years	6	%50
	More than 20 years	1	%

The data for this study were obtained from 40 ELT teachers in Muğla. The teachers were selected from different schools with different backgrounds. The aim was to provide opportunities to generate data on teachers' perception of TBLT and how TBLT was applied in different settings. The participants in this study were chosen on voluntary basis. Forty teachers from sixteen schools answered the survey. Four of these schools (%25) were in Kavaklıdere. One of them was a high school and three of them were secondary schools. Four ELT teachers from these

schools filled the questionnaire enquiring about their perception of TBLT. Two of these schools (%12.5) were in Yatağan. Two of them were secondary schools and two ELT teachers filled the same questionnaire. Ten of these schools (%16.5) were in Muğla. Three of them were high schools, five of them were secondary schools and two of them were primary schools. Thirty four ELT teachers completed the same questionnaire.

Totally, twenty five teachers (%62.5) were females while fifteen teachers (%37.5) were males. Twenty one teachers (%52.5) worked at a secondary school, seventeen teachers (%42.5) worked at a high school and two teachers (%5) worked at a primary school. The majority of the participants graduated from the faculty of education (N=33; %82.5), while the others (N= 7; %17.5) graduated from the faculty of literature. The majority of the participants (N=39; %97.5) had five or more years' experience of teaching English. The numbers of years they taught English varied, ranging from less than five years (N=1; %2.5), five to nine years (N= 5; %12.5), ten to fourteen years (N= 16; %40), fifteen to nineteen years (N= 12; %30), more than twenty years (N=6;%15).

Twelve of these forty participants voluntarily participated in semi-structured interviews. Two of these voluntary participants (%16.6) were from Kavaklıdere and they worked at a secondary school. One of these voluntary teachers (%8.3) was from Yatağan and she worked at a secondary school. Nine of them (%75) were from Muğla. Five of them worked at a secondary school, while four of them worked at a high school. Totally, seven of the twelve participants (%58.3) were females and five of them (%41.6) were males. Three of them (%25) had five to nine years of experience, two of them (%16.6) had ten to fourteen years of experience, six of them (%50) had fifteen to nineteen years of experience and one of them (%8.3) had more than twenty years of experience.

The data for classroom observation were obtained from two ELT teachers. One of them was from Kavaklıdere, working at Şehit Şenol Özbay Secondary School. This participant was female and she had nine years' experience of teaching English. The other participant was from Muğla, working at Şahidi Secondary School. The participant was male and he had sixteen years' experience of teaching English.

3.4. Data collection tools

Questionnaire, semi-structured interview and classroom observation were used in order to collect data. First of all, the questionnaire was adopted from Jeon and Hanhs' Teacher Questionnaire (2006), testing ELT teachers' perception of TBLT and reasons for teachers choosing or avoiding TBLT. The questionnaire included fifteen items aiming to analyse teachers' perception. There were three sections in the questionnaire. The general and demographic information about the participants belonged to the first section. This first section included items enquiring teaching level, gender, faculty and teaching experience of the participants. The aim of this section was to find out whether there would be any differences in results according to the differences teaching level, total numbers of years teaching English, gender and types of faculty participants graduated from. The second section included questions enquiring teachers' understanding of tasks and TBLT. Questionnaire items in the second section were divided into two parts. The first part was about teachers' perception of TBLT concepts and this part included seven items. Teachers' views on executing TBLT belonged to the second part and this part included eight items. These two parts were five point Likert type scales ranging from strongly agree to strongly disagree which aimed to understand teachers' general perception of TBLT. Reasons teachers choose or avoid implementing TBLT belonged to the third section. In the third section, participants gave answers to the question whether they used TBLT in their classrooms or not. After answering this question, they put a tick for the reasons applying or avoiding TBLT. Answers were coded according to the responding rates of teachers, five items were enquiring reasons for implementing TBLT, while six items were enquiring reasons for avoiding TBLT. Views of experts from the field were also taken on the suitability of the questionnaire.

The pilot study was carried out before the actual application of the questionnaire. This pilot study was carried out with the students at English Language Teaching (ELT) Department of Faculty of Education, Muğla University. After the analysis of the pilot study, the questionnaire was proved to be appropriate for the study. The Cronbach's alpha reliability of the pilot study was ,706. Then, the questionnaires were applied to the target participants.

Semi-structured interview was applied to the voluntary participants in order to get more detailed information about teachers' attitude towards TBLT, the problems they tried to deal with and the benefits of the tasks they had experienced so far. The interview consisted of two sections. The first section enquired about general and demographic information about the participants, such as their names, ages, teaching levels and total numbers of years teaching English. The second section consisted of questions asking teachers' general perceptions of TBLT. At first, fifteen questions were prepared for this semi-structured interview. Views of experts from the field were taken on the suitability of the questions. The questions were found too long for an interview and it was identified that it would be boring. As a result of this, necessary changes and reduction were made among these questions. Thus, the question part included eight questions, only the most important questions related with the understanding and application of TBLT. The questions started with the teachers' perception of TBLT and it continued with whether they implemented TBLT in their lessons or not. The following questions were about the challenges teachers faced in their classrooms when they implemented TBLT and the benefits of this method when they applied it properly.

In addition to these two tools, researcher observed two voluntary teachers during their lessons in order to investigate how they implemented tasks in their lessons. These observations were also beneficial in investigating the challenges teachers faced while implementing the tasks and how these tasks contributed to the language skill and improvement of learners. The classroom observation form was a checklist of twenty specific, observable teacher behaviours that reflected TBLT. There were twenty items in the form and the researcher put a tick as observed or not observed to these items. There was also another part for the researcher to take down some notes during the observation. This form was developed after the detailed analysis of literature. It was developed according to the features of a task and TBLT. The questionnaire and semi-structured interviews played an important role in developing this form. Especially, the answers of the teachers in the interviews had great importance in the development of this form. After taking the views of experts from the field, the form was used in classroom observations.

3.5. Procedure

The aim of this study was to investigate ELT teachers' perception of the effectiveness of TBLT and how well they could use TBLT in their classrooms. Three different data collection tools were used in order to complete the study. First of all, necessary permission was taken from the Ministry of Education, as the participants of the study were the teachers working at public schools. After the preparation of the tools as it was mentioned in detail in data collection and tools part, the process continued with the selection of the schools. Different kinds of schools such as primary schools, secondary schools and high schools were selected in order to gather rich data. These schools were from different districts. Four of them were village schools, ten of them were in the city centre and two of them were in a town. Schools were selected from different parts of Muğla in order to gather information from different environments and different backgrounds. The other important reason for the selection of the schools was their accessibility for the researcher. After the selection of the schools, the researcher visited the schools one by one, informed the head of the school about the study and explained the aim of the study to the teachers. As the study was focused on ELT teachers' perception of TBLT, the researcher worked with ELT teachers. After the explanation of the aim of the study, the questionnaires were applied to ELT teachers. This process took six weeks as the researcher went to each school one by one and talked with ELT teachers. The items of the questionnaire aimed to explore ELT teachers' perception and views of task in addition to the reasons for implementing or avoiding TBLT. ELT teachers fulfilled the questionnaire. It took approximately ten minutes to fill the questionnaires for each participant. After they completed the questionnaire, the researcher took the names of some teachers who would be voluntary to participate in semi-structured interview.

Semi-structured interview had been prepared according to the basic rules of TBLT and some necessary reduction and changes were made after taking expert views from the field. Twelve ELT teachers were voluntary to participate. The researcher took the programs of these voluntary teachers in order to visit them at their vacant times. The researcher asked participants questions from the semi-structured interview form. The participant teachers made some contributions to these questions in addition to answering them. They mostly talked about the challenges they faced up with while implementing TBLT in their classrooms. This process took

four weeks. After gathering necessary data, the study continued with classroom observations in order to find out the extent ELT teachers implemented TBLT in their classrooms and the obstacles which hindered them. Two of the teachers' classrooms were observed. The researcher talked with the teachers in advance and they arranged the appropriate date for the observation. Each observation took one lesson. The researcher observed the class and fulfilled the observation form prepared in advance. In addition to putting a tick to the items, the researcher took down some notes and discussed with the participant teacher after the lesson. At the end of the study, the findings of interview questions and observation forms were evaluated together with the questionnaire results so that triangulations could be made using the data collected through various tools.

3.6. Data Analysis

In this study, quantitative and qualitative techniques were used to analyse the obtained data. The basic difference between these two approaches is that quantitative approach is based on statistical measurement of some sorts such as experiments, large scale surveys etc., while qualitative one avoids quantification and it is based on verbal description such as observation, interviews etc. (Richard, Ross and Seedhouse 2011, p. 19). The data obtained from questionnaire were analysed by SPSS 20 software programme. The five point Likert type scale ranged from strongly agree to strongly disagree in the case of participant teachers' perception and views of TBLT. All the survey data were coded and categorized into a computerized database. In order to avoid confusion in the organization of data and comments, all the participants in the study were given a number (T1, T2, T3,...). In order to analyse the quantitative data descriptive analysis were used. In descriptive analysis, the goal is to comment, organize and analyse the data considering a pre-determined framework (Yıldırım and Şimşek 2006). “ Descriptive statistics are essentially estimations of what may be a representative of a larger population or may be limited to a particular sample” (Richard, Ross and Seedhouse 2011, p. 24). Statistical techniques such as mean, mode, standard deviation, frequency and percentage were used to analyse the statistical data. While conducting statistical analysis, the threshold for significance was accepted as $p > 0.05$ and discussions and comments were developed in accordance with this.

The questionnaire included two parts as ELT teachers' perception of TBLT and their views about it. The analyses of these two parts were compared in order to investigate whether there were any differences between the findings of these two parts. Mean, mode, standard deviation, frequency and percentage of each item were analysed individually. Group statistics were analysed in order to find out whether there were any differences according to differences in gender, teaching level, faculty and experience of the participants. The results showed a normal distribution. Then, the third section in the questionnaire was analysed. The answers to the question whether they applied TBLT in their classrooms or not were analysed one by one and the answers were grouped as positive and negative ones. Teachers' responding rates to the reasons for implementing or avoiding TBLT were counted and categorized. Later, these numbers were converted into percentage (%).

The findings of the items in the second section were evaluated with teachers' responding rates to have reliable findings. Then, discussion was made to make the view clearer. The semi-structured interviews and observation forms were analysed in a qualitative way by the researcher. In recent years, researchers have become increasingly interested in the social contexts in which learning and teaching take place and the nature of individuals' experiences whether as teachers or learners. In order to understand these dimensions, it is necessary to spend time with teachers and students by using either observations or interviews or both of them to understand the nature of their social world and experiences (Richard, Ross and Seedhouse 2011, p. 33). In this research, ethnographic research was used in the analyses of interviews and observations. Eight interview questions were prepared in advance with the help of the experts. For the analysis, interview papers were enumerated and ordered. The answers to these questions were analysed in order and these findings were categorized as the ones who implemented TBLT or avoided this method. The reasons for which participants implemented or avoided TBLT were also categorized and these reasons were converted into percentage.

The researcher made observations in two of the participants. So, the classroom observation forms and interview forms of these two participants were evaluated together. The observation form included a checklist of twenty observable, specific teachers' behaviour. The researcher was the non-participant observer and she did not participate in the lesson. The

researcher just observed the lesson and took some notes in addition to fulfilling the checklist form. These two observation forms were evaluated with the findings of the interview papers in order to have reliable findings. One of these participants stated that she implemented TBLT in her lessons and her classroom observation focused on how she implemented tasks in the lesson. The other participant stated that he did not implement TBLT in his classrooms and his observation focused on the reasons why he avoided task in his lessons and which methods he preferred instead of TBLT. So, the analyses of these two observation forms focused on their conformity with interview findings of these two participants.



CHAPTER 4

RESULTS AND DISCUSSIONS

4.1. Introduction

This study aimed to find out ELT teachers' perceptions and practices of TBLT. Keeping this purpose in mind, questionnaire was applied at the beginning of the study, interviews were conducted to twelve voluntary teachers. In addition, two selected classrooms were observed after getting permission from the participants, and observation forms were fulfilled. The findings of the analyzed data were arranged and interpreted according to different variables to find answers to the research questions. First of all, ELT teachers' perception and views of TBLT were evaluated through interpreting the findings of each question in a descriptive approach. Next, ethnographic analyses of interviews and observations were carried out in order to find out the reasons for which ELT teachers implemented or avoided TBLT. The findings of the quantitative were interpreted with the findings of the qualitative one. In this section, the analyses of the data collected were presented in line with the research questions. Under each research question, the findings were triangulated and presented.

4.2. Findings and Results

Research Question 1: What are the ELT teachers' general perceptions of TBLT?

The data obtained from questionnaires were analyzed and interpreted by SPSS 20 software program in order to find an answer to this research question. The items in the questionnaire were divided into two parts as teachers' understanding and views of TBLT. Table 3 below summarizes the descriptive analysis of the results about ELT teachers' perception and understanding of TBLT. Table 3 shows the frequencies, means and standard deviations of the subjects scaling the seven statements as regards the basic concepts of a task and TBLT.

Table 3: Teachers' Understanding of TBLT Concepts (N=40)

	SA		A		U		D		SD		Mean (M)	Standard Deviation (SD)
	N	P(%)	N	P(%)	N	P(%)	N	P(%)	N	P(%)		
A task is a communicative goal directed	16	40,00	23	57,50	1	2,50	0	0,00	0	0,00	16.265	0,54
A task involves a primary focus on meaning	15	37,50	18	45,00	3	7,50	4	10,00	0	0,00	19.000	0,9281
A task has a clearly defined outcome	13	32,50	18	45,00	7	17,50	2	5,00	0	0,00	19.500	0,8458
A task is an activity in which the target language is used by the learner	23	57,50	12	30,00	3	7,50	2	5,00	0	0,00	16.000	0,8412
TBLT is consistent with the principles of communicative language teaching	16	40,00	20	50,00	2	5,00	2	5,00	0	0,00	17.500	0,7762
TBLT is based on the student-centred instructional approach	26	65,00	12	30,00	2	5,00	0	0,00	0	0,00	14.000	0,5905
TBLT includes three stages: pre-task, task implementation, post-task	10	25,00	27	67,50	3	7,50	0	0,00	0	0,00	18.250	0,5494

Note: SA=Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree.

As it is clearly seen in the table, most of the participants had a higher level of understanding of a task and TBLT. Each of the means did not exceed the average score (=3.00).

Table 4: Frequency and Percentage Table of Items 1 through 7

Item 1: A task is a communicative goal directed.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	16	40.0
Agree	23	57.5
Undecided	1	2.5

More than half of the participants believed that a task had a communicative goal and the aim of it was to provide interaction.

Item 2: A task involves a primary focus on meaning.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	15	37.5
Agree	18	45.0
Undecided	3	7.5
Disagree	4	10.0

According to the majority of the participants the focus in a task was on meaning. It gave learners opportunities to express themselves in a meaningful way.

Item 3: A task has a clearly defined outcome.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	13	32.5
Agree	18	45.0
Undecided	7	17.5
Disagree	2	7.0

Activities in TBLT should have an outcome, so learners reach this aim through completing the task given to them.

Item 4: A task is an activity in which the target language is used by the learner.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	23	57.5
Agree	12	30.0
Undecided	3	7.5
Disagree	2	5.0

A great majority of the participants believed that TBLT required active participation of the learners.

Item 5: TBLT is consistent with the principles of communicative language teaching.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	16	40.0
Agree	20	50.0
Undecided	2	5.0
Disagree	2	5.0

TBLT shares common principles of CLT, and ELT teachers in Muğla were aware of this fact and tasks contributed to the development of proficiency in communication according to them.

Item 6: TBLT is based on the student-centered instructional approach.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	26	65.0
Agree	12	30.0
Undecided	2	5.0

Almost all the participants shared the opinion that TBLT was a student-centered method, in which learners took responsibilities in their learning process.

Item 7: TBLT includes three stages: pre-task, task implementation, post-task.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	10	25.0
Agree	27	67.5
Undecided	3	7.5

TBLT is a useful method for second language acquisition however, it should be prepared properly. The introduction of a task, the application and completion of it should be prepared according to learners' level.

In response to the items one through four asking for the concepts of a task, the results of the most of the participants revealed these findings. Most of the participants agreed that task was a communicative goal directed (N=39, % 97.5). They also thought that the primary focus in a task was on meaning (N=37, %82.5). In addition, they believed that a task had a clearly defined outcome (N=31, %77.5). %88 of the participants viewed task as an activity in which the target language was used by the learner (N=35). In response to the items five through seven, the results concerning the relevance between TBLT and communicative instruction, its instructional philosophy and TBLT stages revealed the similar findings. %90 percent of the participants

thought that TBLT was consistent with the principles of communicative language teaching (N= 36). Most of these participants held a strong belief in its being learner-centered (N= 38, %95). Almost the same percentage of the participants recognized the three stages of a task; pre-task, task implementation and post-task (N=37, % 92.5). Thus, according to these results, it was clear that ELT teachers had a higher level of understanding of a task and TBLT. In the table 4 above, the frequency and percentage of each item were presented.



Table 5: Teachers' Views on Executing TBLT

	SA		A		U		D		SD		Mean (M)	Standard Deviation (SD)
	N	P(%)	N	P(%)	N	P(%)	N	P(%)	N	P(%)		
I have interest in implementing TBLT in the classroom.	12	30	23	57,5	4	10	1	2,5	0	0	18.500	0,6998
TBLT provides a relaxed atmosphere to promote the target language use.	14	35	17	42,5	9	22,5	0	0	0	0	18.750	0,7574
TBLT activates learners' need and interest.	17	42,5	22	55	1	2,5	0	0	0	0	16.000	0,5453
TBLT pursues the development of integrated skills in the classroom.	17	42,5	16	40	7	17,5	0	0	0	0	17.500	0,7424
TBLT gives much psychological burden to teacher as a facilitator.	1	2,5	12	30	9	22,5	14	35	4	10	28.000	1,0669
TBLT requires much preparation time compared to other approaches.	7	17,5	17	42,5	4	10	12	30	0	0	34.750	1,1091
TBLT is proper for controlling classroom arrangements.	2	5	28	70	8	20	2	5	0	0	22.500	0,6304
TBLT materials should be meaningful and purposeful based on the real world context.	18	45	21	52,5	1	2,5	0	0	0	0	15.750	0,5494

Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree.

Table 5 shows the frequencies, mean and standard deviation of the subjects scaling the eight items as regards the teachers' views on executing TBLT. Table 5 presents the aspects of teachers' positions towards implementing TBLT, the findings mean that most of the participants held positive attitudes towards TBLT implementation as each of the mean does not exceed the average score (=3.00).

Table 6: Frequency and Percentage Table of Items 8 through 15

Item 8: I have interest in implementing TBLT in the classroom.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	12	30.0
Agree	23	57.5
Undecided	4	10.0
Disagree	1	2.5

According to the findings of the questionnaire, ELT teachers were willing to implement TBLT in their classrooms.

Item 9: TBLT provides a relaxed atmosphere to promote the target language use.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	14	35.0
Agree	17	42.5
Undecided	9	22.5

The atmosphere of the classroom affects language learning. More than half of the participants believed that relaxed and motivating atmosphere may promote learners' participation and success.

Item 10: TBLT activates learners' need and interest.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	17	42.5
Agree	22	55.0
Undecided	1	2.5

Almost all the participants agreed that tasks should serve the needs and interest of the learners in order to reach their goals.

Item 11: TBLT pursues the development of integrated skills in the classroom.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	17	42.5
Agree	16	40.0
Undecided	7	17.5

TBLT promotes the development of integrated skills. Learners use the language actively and they develop their proficiency in all skills.

Item 12: TBLT gives much psychological burden to teacher as a facilitator.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	1	2.5
Agree	12	30.0
Undecided	9	22.5
Disagree	14	35.0
Strongly Disagree	4	10.0

Teachers should prepare tasks in advance and they should be prepared to the lesson. TBLT differs from other traditional methods, and less than half of the participants believed that TBLT gave much burden to the teacher because of the preparation it required.

Item 13: TBLT requires much preparation time compared to other approaches.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	7	17.5
Agree	17	42.5
Undecided	4	10.0
Disagree	12	30.0

Almost half of the participants believed that teachers who implemented TBLT in their lessons needed to be prepared in advance.

Item 14: TBLT is proper for controlling classroom arrangements.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	2	5.0
Agree	28	7.0
Undecided	8	20.0
Disagree	2	5.0

In task-based lessons, students work in pairs or groups, so they are also engaged in their works. Thus, most of the participants believed that it was appropriate for classroom management.

Item 15: TBLT materials should be meaningful and purposeful based on the real world context.

Valid	Frequency(N)	Percentage(%)
Strongly Agree	18	45.0
Agree	21	52.5
Undecided	1	2.5

The participants agreed that tasks used in the classroom should be authentic and they should have a purpose. These tasks should serve the expectations of the learners in order to contribute to their language learning.

In response to Item 8, more than half of the participants had positive attitudes towards TBLT implementation (N=35, %87.5). This meant that ELT teachers' conceptual understanding of TBLT might bring about the actual adoption of this method. Items nine to eleven, aimed to explore teachers' perception in TBLT as a teaching approach. Majority of the participants believed that TBLT provided a relaxed atmosphere to promote target language use (N=31, %77.5). Almost all the participants claimed that TBLT activated learners' needs and interests (N=39, %97.5). %83 of the participants made positive responses regarding the fact that TBLT pursued the development of integrated skills (N=33). These findings implied that correct implementation of TBLT resulted with the acquisition of knowledge as regards the four language skills on the basis of social interaction. Items twelve and thirteen investigated teachers' role in conducting TBLT. Almost half of the participants did not believe that TBLT gave much psychological burden to teacher as a facilitator (N=18, %45), while %32 of the participants still believed that it gave much psychological burden to the teacher (N=13). So, this was one of the major reasons why ELT teachers avoided TBLT implementation in their classes. In response to the item thirteen, more than half of the participants thought that TBLT required much preparation time when compared with other approaches (N=24, %60). The results of these two items clearly showed that most of the ELT teachers' thought that TBLT required more responsibility and preparation on the side of the teachers when compared with other approaches. The results for

Item 14 suggested that over half of the participants viewed TBLT as proper for controlling classroom arrangements (N=30, %75). In response to Item 15, the vast majority of the respondents claimed that TBLT materials should be meaningful and purposeful based on the real world context. As a result of these findings, it can be stated that majority of participants held positive attitudes towards implementing tasks in their lessons. In the table 6 above, the frequency and percentage of each item are presented.

Table 7: Descriptive Statistics of the Findings of Part 1 and Part 2

	N	Minimum	Maximum	Mean	Standard Deviation
Part 1	40	1.00	2.71	1.7214	,4905
Part 2	40	1.63	2.88	2.1469	,3465

Table 3 shows ELT teachers' understanding of TBLT and it clearly shows that they had a higher understanding of task and TBLT. Table 5 shows ELT teachers' views on executing TBLT and it shows that participants had positive attitudes toward implementing TBLT. So, it means that the results of each part (part 1 and part 2 in the questionnaire) were similar to each other and ELT teachers' conceptual understanding of TBLT may result in the actual adoption of tasks. Each of the mean does not exceed the average score (=3.00) and the means are close to each other as it is presented in Table 7 above.

Table 8: Group Statistics of Part 1 and Part 2 According to the Gender, Teaching Level, Faculty, Experience

		Part 1			Part 2		
General Information		N	Mean	Significance	N	Mean	Significance
Gender	Male	15	1.876	0,557	15	2.150	0,769
	Female	25	1.628		25	2.145	
Teaching Level	Primary School	2	1.928	0,879	2	2.375	0,157
	Secondary School	19	1.827		19	2.230	
	High School	19	1.594		19	2.039	
Faculty	Faculty of Education	33	1.662	0,259	33	2.106	0,73
	Faculty of Literature	7	2.000		7	2.339	
Teaching Experience	Less than 5 years	1	1.714	0,226	1	2.240	0,198
	5 to 9 years	5	1.285		5	2.024	
	10 to 14 years	15	1.752		15	2.120	
	15 to 19 years	13	1.901		13	2.400	
	More than 20 years	6	1.619		6	2.105	

The findings of each part did not differ significantly according to the differences in gender, teaching level, faculty and experiences. Group statistics of each part were analyzed and according to the analyses of these results, the findings were similar to each other. It can be interpreted that there was homogeneity between groups and there was not a significant difference. The mean scores of females and males both in part one and part two were similar to each other. The respondents had higher understanding of TBLT and positive attitudes towards it regardless of their gender. The participants who graduated from Faculty of Education and Faculty of Literature reflected the similar ideas of TBLT. In addition, the understanding and perception of TBLT did not differ according to the teaching level of the participants. Primary school, secondary school and high school teachers had almost the same perception. The teachers from different teaching levels had higher understanding of TBLT and they were willing to implement tasks in their lessons. According to interview results, primary, secondary and high school teachers were interested in applying TBLT, however high school teachers used TBLT more than the others. Differences of the teaching experiences did not reveal different results. Mean scores of the each group were similar to each other and their significance scores showed that there was homogeneity within each group. As it was stated in the data analysis section, the threshold for significance was accepted as $p>0.05$. In Table 8 above, the similarities between these results can be seen clearly.

The findings were parallel to each other and they revealed that most ELT teachers generally agreed with the definition of a task as discussed in chapter 2 (literature review), and the teachers approving of the communicative approach were likely to adopt the basic nature of TBLT in their own language classrooms.

Research Question 2: According to the teachers, to what extent do they implement TBLT in their classes, if not what are the basic reasons which hinder them implementing TBLT?

The data obtained from questionnaire were analyzed and interpreted according to responding rates of ELT teachers in order to find an answer to this research question. In addition, the answers given to the interview questions and the checklist of observation forms were analyzed and interpreted. First of all questionnaires were analyzed. Then, interview and observation forms were analyzed and triangulations were made using the data gathered from different tools.

Table 9: Reasons Teachers Use TBLT in their Classrooms (N=30)

Reasons	Frequency (N)	Percentage (%)
TBLT improves learners' interaction skills.	28	93.3
TBLT is appropriate for small group.	23	76.6
TBLT creates a collaborative learning environment.	20	66.6
TBLT encourages learners' intrinsic motivation.	13	43.3
TBLT promotes learners' academic progress.	11	36.6

The third section of the questionnaire belonged to the reasons teachers chose or avoided implementing TBLT. The answers of the respondents to the question 'whether they use TBLT in their teaching or not' were divided into two groups as positive answers and negative answers. In response to this question, 30 respondents (%75) among a total of 40 participants answered they were implementing task-based methods in their classrooms, while 10 participants (%25) responded negatively. Table 9 presents the aspects of the teachers' responses to the open-ended question asking them to identify the reasons why they decided to

implement TBLT in their classrooms. Data analysis revealed that the three major reasons for teachers to implement this method were related with improving learners' interaction skills (N=28, %93), creating a collaborative learning environment (N=20, %67) and appropriateness for small group works (N=23, %77). However, the smaller percentages were associated with promoting learners' academic progress (N=11, %37) and encouraging learners' intrinsic motivation (N=13, %43).

Table 10: Reasons Teachers Avoid TBLT in their Classrooms (N=10)

Reasons	Frequency	Percentage
	(N)	(%)
Materials in textbooks are not proper for using TBLT.	8	80
Large class size is an obstacle to use task-based methods.	7	70
Students are not used to task-based learning.	6	60
I have difficulty in assessing learners' task-based performance.	3	30
I have very little knowledge of task-based instruction.	2	20
I have limited target language proficiency.	0	0

Table 10 presents the aspects of teachers' responses to the open-ended question, this question was asking teachers to clarify their reasons to avoid implementing TBLT in their classrooms. Data analyses revealed the three major reasons for teachers to avoid implementing this method. One of them was that students were used to more traditional methods, so they were not used to task-based learning (N=6, %60). The main reason teachers were reluctant to implement TBLT was related to the materials in textbooks. Materials in textbooks were not proper for using TBLT (N=8, %80). Large class size was the second major reason (N= 7, %70). Teachers perceived large class size as an obstacle to use task-based methods. However, the smaller percentage was related with difficulty in assessing

learners' task based performance (N= 3, %30). This reason was followed by limited knowledge of task-based instruction (N=2, %20). Among a total of six plausible reasons, limited target language proficiency was the one which none of the participants choose (N=0, %0).

Table 11: The Reasons Why ELT Teachers Implement TBLT (N=7)

Reasons	Frequency	Percentage
	(N)	(%)
TBLT activates students in their learning process.	7	100
Students use the language in a meaningful way.	7	100
TBLT provides more enjoyable and relaxed atmosphere.	6	85.7
TBLT fosters the development of integrated skills.	4	57.1
TBLT raises self-confidence and self-awareness among learners.	4	57.1

Table 12: The Challenges ELT Teacher Face While Implementing TBLT (N=7)

Challenges	Frequency	Percentage
	(N)	(%)
Negative attitudes of the students because of lack of motivation.	2	28.5
Lack of opportunities in their school and classrooms.	2	28.5
Lack of time because of the schedule.	1	14.2
Lack of practice in students background with respect to implementation of TBLT.	1	14.2
Students being too much busy with accuracy.	1	14.2

In order to find an answer to the second research question, the data obtained from interview forms were evaluated and interpreted in addition to the findings of questionnaire. Seven of the participant (N=7, %58) among a total of 12 respondents answered they were implementing TBLT in their lessons, while five of them (N=5, %42) answered they were not implementing TBLT in their lessons. Table 11 above shows the reasons why teachers implemented TBLT. The participants who implemented TBLT believed that this method activated students in their learning process. The students were engaged in activities, so they participated actively in classroom. So, they used the language in this process. They claimed that TBLT was a learner-centered method and it helped their learners to develop self confidence and raise their awareness. In addition, TBLT fostered the development of integrated skills according to these participants.

On the other hand, they stated that they faced with some challenges in the application of TBLT. Table 12 presents the challenges they faced in the implementation of TBLT. One of the participants claimed that lack of practice in students' background with respect to the implementation of TBLT was a great problem for him. Students were not accustomed to this method and they needed more time to figure out how to deal with the process required by TBLT. Two of these respondents strongly stated that they had challenges due to the lack of opportunities in their classrooms. They claimed that they even did not have an English class, and there were not enough technological devices available at their schools. They did not have opportunities to use videos or CDs. This lack of opportunities resulted in lack of motivation among students and teachers according to these participants.

One of the participants expressed that he was really interested in implementing TBLT because his students participated into the lesson willingly as long as they were busy with some tasks. However, he stated that he had problem of time. He claimed that he had to follow a schedule and he was responsible for the application of this schedule. Two of the participants stated that they implemented TBLT in their lessons, but they had some difficulties because of the attitudes of some students. Their students tried to speak with a perfect grammar and they were too busy with the accuracy of the language they were using rather than the fluency of communication. They were too impatient and these students wanted to learn the best and correct way from the beginning, so they tried hard to obtain from making mistakes which resulted in de-motivation in using the language. One of the participants complained about the unwillingness of her students. She stated that she prepared the tasks in advance and introduced tasks to the students as clear as possible. However, some of the students were still

not interested in what they were doing. They even did not try to understand the task. Instead, these students made excuses such as the difficulty of tasks, lack of time, being incompetent to complete the task.

In general, these seven participants had higher understanding and positive attitudes of TBLT, thus they implemented this method. On some occasions, they faced some challenges as stated above. When they could not use TBLT appropriately, they stated that they made use of other alternatives. These alternatives depended on the context as they claimed. However, almost all of them stated that they tried to use communicative approaches.

Table 13: The Reasons ELT Teachers Avoid Implementing TBLT (N=5)

Reasons	Frequency	Percentage
	(N)	(%)
Crowded classes, the number of the students in each class.	5	100
Lack of time because they did not have enough lessons.	5	100
Examination system in Turkey (TEOG).	4	80
Lack of motivation among learners to learn actual use of language.	4	80

The five participants who were not implementing TBLT were all secondary school teachers. Their reasons to avoid this method were similar. Table 13 displays their reasons to avoid TBLT. The first and most important reason for them was the number of the students in each class. Their classes were very crowded and they had difficulties in controlling the class if they implemented TBLT. They also claimed that they did not have enough time to complete the tasks. They had very limited hours every week. In addition, they had a schedule to follow. Thus, they claimed that they did not have much time to implement TBLT. The other important reason for them to avoid this method was related with examination system in Turkey. The language knowledge of the students was mostly evaluated through tests and they claimed that they had to prepare their students according to this system, so they neglected TBLT mostly. They complained about TEOG, the exam students had to pass in order to have a good high school education. Most of the students were focused on this exam and they were

not interested in the actual use of language. The important thing for those students was just to pass this exam not being able to communicate in English.

In response to this second research question, two observation forms were analyzed. One of the teachers who was observed claimed that she was implementing TBLT in her classes during the interview, while the other teacher stated he was not implementing TBLT in his classes. Table 13 below shows the classroom observation forms of the two teachers.

Table 14: Classroom Observation Forms

	Teacher 1	Teacher 2
TASK BASED LANGUAGE TEACHING	Observed	Observed
1. The teacher implements TBLT in the classroom and uses tasks.	Yes	No
2. The classroom is suitable for TBLT.	Yes	Yes
3. The atmosphere in the classroom is enjoyable and supportive to foreign language learning.	Yes	Yes
4. The teacher uses pre-task activities and introduces the topic or task to students.	No	No
5. The teacher uses clear instructions and helps students to understand the task.	Yes	No
6. The task is motivational and it fosters student participation.	Yes	No
7. The task appeals to students' need and interest.	Partially	No
8. The task activates learning, it allows students to think and talk about the language.	Yes	No
9. The task has clear objectives stating what learner will be able to do when they take part in a task.	No	No

10. The task used in the classroom fosters the development of integrated skills.	No	No
11. The task urges communicative language use in a meaningful way.	Yes	No
12. The task allows learners to solve a problem or come to a conclusion.	No	No
13. The students participate actively in their language learning process and perform the task.	Yes	No
14. The lesson is learner-centred.	No	No
15. The students work in pairs and groups.	Yes	Yes
16. The teacher makes every effort to speak to students in a level of language they can understand.	Yes	Yes
17. The focus is on meaning and comprehension when students engage in communicative practice.	Yes	No
18. The teacher does not interrupt to students' errors.	Yes	Yes
19. There is little pressure to perform at high levels of accuracy.	Yes	No
20. The teacher faces some challenges in implementing TBLT in the classroom.	Yes	No

The lesson of the first teacher was with the eighth grade students. The subject of the lesson was permission and request forms. At the beginning of the lesson, the teacher explained what was expected from the students clearly. She introduced the tasks she had prepared in advance. After the introduction part, she urged students to deal with the tasks. She wanted them to work in groups and she wanted them to create certain situations and communicate by using permission and request forms such as asking for a direction, asking for an appointment, asking for a permission to give a party or to go on a holidays with friends. She wanted students to prepare meaningful conversations. Each group started to focus on their tasks and the teacher monitored them instead of interfering.

The atmosphere in the classroom was relaxing and students did not feel obliged to focus on accuracy, because they shared what they did freely even there were some mistakes in their sentences. Students were active in the classroom and the teacher did not interrupt them. However, there were some challenges the teacher faced with. De-motivated students were not eager to participate in the task. They claimed that it was very difficult for them to complete such kind of a task and they stated that they did not know how to communicate. In fact, they even did not try to deal with the task. They did not make any contribution to their group works. The lesson was almost up when the students completed their tasks. So, not all the students were able to display their tasks. Most of the students tried to use their native language when they could not express themselves in English. The teacher did not use pre-task and post-task activities. She just introduced the topic and tasks at the beginning of the lesson and there were no post-task activities at the end of the lesson. Despite the challenges, the task teacher prepared activated students' learning and it gave them chance to think about language and to use it. The students tried to communicate and express themselves. The focus in the lesson was on meaning and comprehension rather than accuracy. The students were free to express themselves and they were supportive as they helped their group members.

The lesson of the second teacher was with fifth grade students. The subject was on health problems and suggestions. This teacher did not implement TBLT in his lesson. At the beginning of the lesson, he introduced the topic to the students and he talked about what they would learn in this lesson. He gave the basic structures related with the topic, how to express their health problems and how to give suggestions to health problems. Students noted down what the teacher explained. The students were listening silently most of the time. The teacher was very active and he controlled the lesson. He just wanted them to use the newly learned structures as shown in the examples he gave. The classroom was crowded and not all the students could participate in the lesson. Only some of the students answered the teacher's questions. The focus in the lesson was not on meaningful communication, as the students were not engaged in tasks. They even did not try to communicate. They just tried to use the newly learned structure as accurate possible. The teacher interrupted and corrected the errors of the students, as the focus was on accuracy, The lesson was teacher-centered. The students did not have opportunity to work in pairs or groups. Most of the students were de-motivated and some of them learned the new structure.

The data analyses of three tools revealed that ELT teachers had different reasons for choosing or avoiding TBLT. Teachers preferred to implement TBLT mostly for its effect on

the improvement on the learners' interaction skills. While majority of the participants applied TBLT with the purpose of promoting learners' academic progress, improving learners' interaction skills, encouraging learners' intrinsic motivation and creating a collaborative learning environment, the others had fear of being confronted with some problems such as large class size, limited knowledge of task-based instruction, inappropriateness of materials in textbooks, difficulty in controlling and assessing the classroom. However, these problems could be solved as long as teachers tried to understand the pedagogical benefits of TBLT and increased positive attitudes towards TBLT. In order to achieve this, teachers should learn both the strengths and weaknesses of task-based instruction and understand the basic principles of it. These participants claimed that the inappropriateness of the materials in textbooks for using TBLT was an important challenge for them. However, current EFL textbooks in Turkey reflect task-based syllabus, the tasks in these syllabus require communicative skills and social interaction. In addition, teachers should motivate interactive and collaborative learning among students. The large sized classes were the other important constraints for them. They thought that small sized classes would give students more opportunities to express themselves and to improve their speaking skills. In order to deal with this problem, teachers should arrange the desks and chairs for pair or group works. Group formation and presentation processes would be alternative solutions to crowded classes.

The other challenge for the teachers was related with the students. Some students avoided participating in task-based activities as they were not accustomed to task-based learning. This resulted in lack of confidence among students. In this respect, teachers should help students build confidence by encouraging them to deal with the task. Once the students became aware of the fact that performing a task was one of the enjoyable ways of learning English they would overcome their fear of making mistake and failure. The other challenge for the teachers was associated with difficulty in assessing learners' performance. Because of this difficulty, some of the teachers avoided applying TBLT. However, they should focus on performance assessment in order to handle with this problem. While they are evaluating performance of a group work they should consider inter-group and intra-group evaluations in order to ensure high level of fairness. Inter-group assessment involves the evaluation of group work, in this evaluation all the group members have the same grades, intra-group assessment involves individual evaluation, and namely each student in groups has their own grade. In order to promote the enactment of TBLT implementation, sustained teacher development

programmes are needed. Some of the participant teachers stated that they had limited knowledge of TBLT which would be solved through teacher training programmes.

Research Question 3: What are ELT Teachers perception about learners’ participation and course achievement when they apply TBLT in their classes?

The data obtained from three items of questionnaires, interview forms and observation forms were evaluated and analyzed in order to find an answer to this research question. Items 9, 10, and 11 were related with learners’ participation and course achievement. The analysis of the items is presented in the table below.

Table 15: Teachers’ perception about learner participation and course achievement when they apply TBLT

	Strongly Agree		Agree		Undecided	
	N	P(%)	N	P(%)	N	P(%)
TBLT provides a relaxing atmosphere to promote the target language use.	14	35	17	42,5	9	22,5
TBLT activates learners’ need and interest.	17	42,5	22	55	1	2,5
TBLT pursues the development of integrated skills in the classroom.	17	42,5	16	40	7	17,5

%77.5 percent of the participants believed that TBLT provided a relaxing atmosphere to promote the target language use (N=21). So, learners would be more motivated to participate in such kind of atmosphere and this would affect their course achievement in positive ways. Almost all the participants believed that TBLT activated learners’ needs interests which resulted in higher level of participation and course achievement (N=39 ; %97.5). %82.5 percent of the participants claimed that TBLT pursued the development of integrated skills in the classroom (n=33). So, the tasks used in the classroom made greater

contribution to the course achievement of the learners which was a natural result of classroom participation during language learning process.

According to the interview questions seven out of twelve participants were implementing TBLT. The ones who were implementing TBLT stated that the tasks they used in the classrooms made the students participate actively in their language learning process. As the students were busy with their tasks, they were using the language at the same time. So, their lessons were student centered. Such kinds of methods improved language skills of the students according to these teachers. Although, many of the tasks required the use of four main skills, these teachers stated that TBLT fostered the development of speaking and writing more. Students needed to use the language in order to communicate in a meaningful way. This situation mostly improved productive skills. They stated that it did not mean that tasks did not foster listening and reading, because, some of the pre-task and post tasks activities required these receptive skills. The same participant group agreed on the idea that even if TBLT required the active participation of students, there were still same group of students who did not even try to understand the task and participate into the process. They were highly de-motivated and they did not believe in themselves. So they could easily give up. However, they were in the same opinion that TBLT fostered learner participation and it improved course achievement in general.

In one of the classes observed by the researcher, the teacher implemented TBLT and it was clearly observed that more than half of the students were actively participating. They were engaged with their tasks and they tried to complete their task. As the students worked in groups, even the ones who were not motivated had to take part in the process. Their classmates helped and motivated them. The classroom atmosphere and the attitudes of the teacher were also motivating. Students were able to use language and express themselves without being afraid of making mistakes. As the students were busy with the language itself, they contributed to their own language achievement.

The answers of the participants who implemented TBLT in their classes were analysed to find an answer to third question. Almost all of them stated that the tasks they used in their lessons encouraged students' intrinsic motivation. These tasks increased the self-confidence and self awareness of students. Thus, they tried to complete their task and they were not de-motivated during the process even though they had some difficulties in figuring out and completing the task. The positive effects of tasks in class participation resulted in

improvement in interaction skills and learners' success. The teachers were in the opinion that TBLT was one of the most effective ways to foster learners' participation and their language skills.

4. 3. Discussion

ELT teachers in Muğla shared similar perceptions of TBLT. The findings revealed that participants in the study regardless of their teaching level, gender and experience had a higher level of understanding of the characteristics of task and they approved that students could benefit from task-based learning pedagogically. This could be the result of the fact that the current national curriculum for English Language teaching was characterized by a definite shift from traditional approaches to the application of task-based learning which aimed at improving learners' communicative competence. ELT teachers' attitude towards TBLT were mostly positive which resulted in adopting TBLT for most of them. However, for some of the teachers the existence of situational constraints caused the failure of behaviour despite favourable attitudes. The ones who implemented TBLT stated that the tasks encouraged students' intrinsic motivation. These tasks increased the self-confidence of students. The positive effects of tasks in class participation result in improvement in interaction skills and learners' success.

The findings of this study shared some similarities with the other studies conducted in Turkey and abroad. The teachers in Bangladesh had higher level of understanding of TBLT like the ones in Turkey, Muğla. Most of these participants in Bangladesh also stated that they implemented TBLT in their classes. However, some of the challenges and their reasons to avoid TBLT differed from the ones found out in this study. Teachers in Bangladesh mostly believed that TBLT was not possible with beginners. In addition, while large class size was the major reason for them to avoid TBLT, in the present study, inappropriateness of the materials in textbooks was the major one. The same findings were revealed in a study conducted in China. However, despite the positive attitudes of the teachers in China, they were less likely to implement TBLT according to the analyses. It was found that teachers were mostly employing grammar translation method which was teacher-centred because of the difficulties of classroom management and evaluation.

Yıldız (2012) proved that the grammar knowledge of learners improved significantly when the instructors used TBLT. So, he proved the effectiveness of tasks in a classroom

environment for course achievement and success. In a similar study, Akbulut (2014) investigated the effectiveness of tasks which were prepared in accordance with the language content and topics proposed in the curriculum by the Ministry of Education in the development of young learners' language learning skills. She revealed the importance and necessity of tasks used in accordance with the content and topics for the improvement of language skills. Demir (2008) proved the effectiveness of tasks in reading activities. Thus, these similar studies had almost similar findings with this study.



CHAPTER 5

CONCLUSION

5.1. Introduction

The aim of the study was to find out ELT teachers' perceptions and practices of TBLT. This study provided data for the reasons for which teachers implemented or avoided TBLT in addition to the effects of TBLT on class participation and course achievement. A total 54 instruments (40 of which were questionnaires, 12 of which were interview questions and 2 of which were observation forms) were analysed in detail in the previous chapter. The results of quantitative and qualitative data confirmed that there were some differences in ELT teachers' perception and practice of TBLT in Muğla. In this chapter, findings and further suggestions would be discussed. In addition, this chapter attempted to analyse the findings as a whole and assess how the research objectives were met. The findings and implications of the study were discussed and its limitations were highlighted. Recommendations for further researches were proposed to conclude this chapter and the study.

5.2. Implications and Limitations

In this study, certain characteristics of TBLT, different views and opinions about it and the problems occurred in the classrooms were discussed. TBLT is a new interactive method to improve communicative competence of learners. The following conclusions were drawn from the findings of the study. The data analysis showed that participants in the study regardless of their teaching level, gender and experience had a higher level of understanding of the characteristics of task and they approved that students could benefit from task-based learning pedagogically. This could be the result of the fact that the current national curriculum for English Language teaching was characterized by a definite shift from traditional approaches to the application of task-based learning which aimed at improving learners' communicative competence.

ELT teachers' attitudes towards TBLT were mostly positive which resulted in adopting TBLT for most of them. However, for some of the teachers the existence of

situational constraints caused the failure of behaviour despite favourable attitudes, because, attitude was related to behaviour only under specified conditions. These teachers avoided adopting TBLT as an instructional method in their classrooms. They claimed that it was the result of the challenges they faced. According to this particular group of participants who avoided TBLT, the large class size was the biggest constraint in the implementation of tasks. So, they preferred to work in a teacher-centred setting due to the number of the students and they preferred one way instruction rather than two way instruction. They were also more proficient in traditional lecture-oriented methods and they felt safe when they applied traditional methods. Some of them stated that they had little knowledge of TBLT and they had the psychological burden of facing some problems in the application of TBLT. In addition, the difficulty of classroom management was one of the major problems they had to deal with. Thus, it was easier for them to use traditional methods such as grammar translation which emphasized students' grammar learning through translation and interpretation of rules. However, students just learned grammatical structures and rules and they could not communicate in a meaningful way. On the other hand, teachers needed to be dynamic and flexible in their lessons when they applied TBLT, as the nature of language learning required learners' active participation.

Task-based language learning improved students' speaking skills and it helped students to develop positive attitudes towards English. Students got engaged with their tasks and they learnt to use English in a meaningful way. In this method, teachers and students may have various roles while performing the tasks. According to Nunan (1989, p. 84-85); teachers assume the roles of selector and sequencer of tasks, preparer of learners for tasks, pre-task consciousness raiser, guide and provider of assistance; while students actively take part in their language learning process. The present study found out that ELT teachers in Muğla were much interested in applying this approach despite the fact that some of them still avoided implementing TBLT because of the constraints. In Turkey, language learners do not have much opportunity to have a contact with the native speakers of English. So, the focus in the classroom should be changed from traditional passive lecture to more active learner-centred learning. In this way, learners can be more easily exposed to target language and they will have more opportunities to use the target language. It found out that each teacher had its own reasons to use or avoid implementing TBLT. As, the teachers' views about the instructional method had a great impact on their classroom practice, it was necessary for the teachers to have positive attitudes towards TBLT if they really wanted to implement it properly. Teachers

should be given more opportunities to acquire the knowledge of TBLT in order to design, plan, execute and evaluate the tasks successfully as well as being proficient in the target language.

ELT teachers should use TBLT in their classrooms as it improves students' fluency and accuracy in addition to having positive attitudes towards English. As some of the teachers lack knowledge and practical application of TBLT, they should be given opportunities to become familiar with this new and interactive method. Teacher education programmes which aim at training teachers about language teaching methodologies should include TBLT as a method from basic principles to specific techniques. As long as teachers are trained appropriately, they can make their class lively, interactive and they can focus on the acquisition of four language skills. In addition, teachers should help and encourage their students and they should not be too fussy about minimal points of grammatical accuracy. Instead, they should encourage their students' use of language. Curriculum designers should include TBLT in EFL textbooks. Well-designed activities and tasks will be more motivating both for teachers and for students. Teachers can also design extra materials according to procedures and principles of TBLT. If they manage to apply tasks appropriately in their lessons, they can make their teaching process more interesting and students will be more motivated and interested in learning English as a foreign language. As for the large classes, teachers can find alternative solutions for classroom management such as levelled tasks, peer assessment, pair or group works, simple asking and answering questions.

The present study was limited to the data collected from ELT teachers in Muğla. The basic tool of the study was questionnaire form in which the participants expressed their perceptions and applications of TBLT. It was not possible to have an interview with all the participants and to observe every one's class. So, the findings were limited to 40 ELT teachers' questionnaires and what was observed during interviews and classroom observations.

5.3. Suggestions for Further Research

The present study investigated ELT teachers' perception and practice of TBLT and their reasons to implement or avoid tasks in lessons. Quantitative (descriptive analysis) and qualitative (ethnographic analysis) were preferred for data analysis. Further studies can be

conducted by using various data elicitation techniques such as survey, focus group, detailed classroom observation and then analysed in a similar way to obtain rich data. The questionnaires could be applied to more teachers from different backgrounds and different schools. More interviews and observations can be held in order to find out more specific reasons for teachers to implement or avoid TBLT. This would also provide more accuracy and reliability. Each reason can be investigated in detail. As the teachers' perception and attitudes affect their practice, new studies should focus on mostly the perception and attitudes of teachers. Students also may be involved into the study. Researcher may try to find out the perception of students and how these perceptions affect their attitudes towards learning English. So, the students' point of view would enrich the study.



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APPENDIX 1

SEMI-STRUCTURED INTERVIEW QUESTIONS

Teacher Interview

This interview is designed to examine EFL teachers' beliefs of task-based language teaching with reference to classroom practice. Please answer all of the questions as best as you can. Your answers will be kept confidential. Thank you for your cooperation.

Section I. General and Demographic Information

Name/Surname

Teaching level elementary school middle school high school

Gender male female

Age 20-29 30-39 40-49 50 +

Total number of years

teaching English less than 5 years 5 to 9 years 10 to 14 years
 15 to 19 years more than 20 years

Section 2 : Semi-structured Interview Questions

1. What are your general perceptions of TBLT?
2. Do you implement TBLT in your classroom?
3. If your answer is "YES" to the previous question, even partially, what challenges do you face in implementing TBLT in your classroom?
4. If you shift to other methods in the face of challenges what alternatives do you make use of?
5. Do the students participate actively in their language learning process when you implement TBLT in your classroom?
6. Do the tasks you use in your classroom foster the development of integrated skills?

7. Do the tasks you use in your classroom activate learners' needs and interests?
8. Do you have any other suggestion regarding implementation of TBLT?



APPENDIX 2

CLASSROOM OBSERVATION FORM

CLASSROOM OBSERVATION FORM

This form is a checklist of 20 specific, observable teacher behaviours that reflect task based language teaching.

Name :

Observer :

Date/Time :

TASK BASED LANGUAGE TEACHING	Observed	Not observed	Comment
1. The teacher implements TBLT in the classroom and uses tasks.			
2. The classroom is suitable for TBLT.			
3. The atmosphere in the classroom is enjoyable and supportive to foreign language learning.			
4. The teacher uses pre-task activities and introduces the topic or task to students.			
5. The teacher uses clear instructions and helps students to understand the task.			
6. The task is motivational and it fosters student participation.			
7. The task appeals to students' need and interest.			
8. The task activates learning, it allows students to think and talk about the language.			
9. The task has clear objectives stating what learner will be able to do when they take part in a task.			
10. The task used in the classroom fosters the development of integrated skills.			

11. The task urges communicative language use in a meaningful way.			
12. The task allows learners to solve a problem or come to a conclusion.			
13. The students participate actively in their language learning process and perform the task.			
14. The lesson is learner-centred.			
15. The students work in pairs and groups.			
16. The teacher makes every effort to speak to students in a level of language they can understand.			
17. The focus is on meaning and comprehension when students engage in communicative practice.			
18. The teacher does not interrupt to students' errors.			
19. There is little pressure to perform at high levels of accuracy.			
20. The teacher faces some challenges in implementing TBLT in the classroom.			

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T.C.
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İl Millî Eğitim Müdürlüğü

Sayı : 70004082/44/6812757
Konu: Araştırma İzin Onayı.

23/12/2014

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi :a) Valilik makamının 19/12/2014 tarihli ve 70004082/20/6693549 sayılı onayı.
b) 10/12/2014 tarihli ve 89047190-755.02.01.00-706/16761 sayılı yazınız.

Üniversiteniz, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı öğrencisi Gül DEMİRTAŞ'ın tez çalışmasının uygun görüldüğü ile ilgili ilgi (a) makam onayı ekte gönderilmektedir.
Bilgi ve gereğini rica ederim.

Fethi ÖZDEMİR
Vali a.
Vali Yardımcısı

EKLER

- 1-İlgi (a) makam onayı.(1 sayfa)
- 2-Araştırma Değerlendirme Formu.(1 sayfa)
- 3-Anket Formu.(3 sayfa)

Güvenli Elektronik İmza
Aslı ile Aynıdır
24 Aralık 2014 09:00.....
Duran DURAN

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19/12/2014

VALİLİK MAKAMINA

İlgi : Muğla Sıtkı Koçman Üniversitesi Bilimsel Araştırma Projeleri Koordinatörlüğü'nün 10/12/2014 tarihli ve 16761 sayılı yazısı.

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı öğrencisi Gül DEMİRTAŞ'ın "ELT Teachers Reported Perception And Practice of Task-Based Language Teaching (İngilizce Öğretmenlerinin Görev Temelli Dil Öğretimiyle İlgili Algıları ve Uygulama Örnekleri)" isimli tez çalışması kapsamında kullanacağı anketleri Müdürlüğümüze bağlı okullarda uygulaması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Tamer KIRBAÇ
İl Millî Eğitim Müdürü

OLUR
19/12/2014

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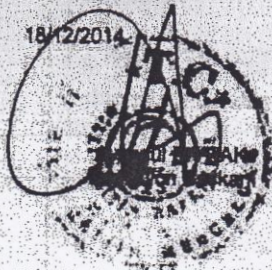
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T.C.
MILLÎ EĞİTİM BAKANLIĞI
Eğitim Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	GÜL DEMİRTAŞ
Kurumu / Üniversitesi	Muğla Sıtkı Koçman Üniversitesi
Araştırma yapılacak iller	Muğla
Araştırma yapılacak eğitim kurumu ve kademesi	Müdürlüğümüz bünyesindeki ilkokul, ortaokul ve ortaöğretim kurumlarında görev yapan İngilizce öğretmenleri
Araştırmanın konusu	"ELT Teachers' Reported Perception and Practice of Task-Based Language Teaching" (İngilizce Öğretmenlerinin Görev Temelli Dil Öğretimleriyle İlgili Algıları ve Uygulama Örnekleri)
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez
Veri toplama araçları	Anket
Görüş istenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
<p>Muğla Sıtkı Koçman Üniversitesi Rektörlüğünden Müdürlüğümüze İletilen Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Dil Eğitimi Bilim Dalı öğrencisi GÜL DEMİRTAŞ'ın yüksek lisans tez çalışması kapsamında gerçekleştirileceği yukarıda belirtilen araştırma örneğinin araştırma sahasında uygulanabilirliği hususunda incelenerek Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü Araştırma, Yaratma ve Sosyal Etkinlik İzinleri Konulu 07/03/2012 tarih ve 2012/13 sayılı Genelgeye uygun olarak hazırlandığı görülmüştür. Söz konusu anket uygulamasının, 2014-2015 Eğitim-Öğretim yılı içerisinde, eğitim öğretimi aksatmayacak şekilde, Kurum Müdürlüğün uygun gördüğü zamanda yapılması uygun görülmüştür.</p>	
Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhafiz üyenin Adı ve Soyadı:	Gerektesi:.....

KOMİSYON



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