A COMPARATIVE STUDY OF TASK-BASED AND TRADITONAL INSTRUCTION ON STUDENT MOTIVATION AND VOCABULARY DEVELOPMENT IN 7TH GRADE TURKISH EFL CLASSROOMS

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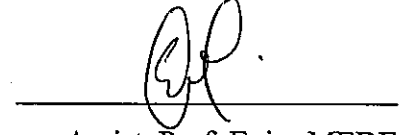Approval of the Graduate School of Educational Sciences

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ABSTRACT

A COMPARATIVE STUDY OF TASK-BASED INSTRUCTION AND TRADITONAL INSTRUCTION ON STUDENT MOTIVATION AND VOCABULARY DEVELOPMENT IN 7$^{\text{TH}}$ GRADE TURKISH EFL CLASSROOMS

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The purpose of this research study is to find out and compare the effects of task-based instruction (TBI) and traditional instruction (TI) on the motivation and vocabulary development of 7$^{\text{th}}$ grade Turkish EFL learners at a private school in Istanbul, Turkey. The study also attempts to investigate the perceptions of teachers about implementing these two instructional methods in their classes. In this quasi-experimental study, the participants were 48 students (control, N= 24 and experimental, N= 24) and two teachers engaged in the 7$^{\text{th}}$ grade EFL program. Data was collected quantitatively from pre- and post- tests and questionnaires, as well as qualitatively from semi-structured interviews. The findings revealed that implementing TBI had helped participating students to increase their motivation and vocabulary development. The findings also suggested that teachers perceived TBI to be a more effective method to be used in 7$^{\text{th}}$ grade EFL classrooms.

Keywords: Task-based instruction, traditional instruction, vocabulary development, student motivation, teachers' perceptions, EFL

ÖZ

7. SINIF TÜRK EFL SINIFLARINDA GÖREVE DAYALI ÖĞRENİM VE GELENEKSEL YÖNTEMİN ÖĞRENCİ MOTİVASYONU VE KELİME DAĞARCIĞI ETKİSİ ÜZERİNE KARŞILAŞTIRMA

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Bu çalışmanın amacı, göreve dayalı öğrenim ve geleneksel yöntemin Türkiye İstanbul'da özel bir okulda öğrenim gören yabancı dil olarak İngilizce öğrenen 7.sınıf öğrencilerinin motivasyonu ve kelime dağarcığı üzerindeki etkilerini karşılaştırmaktır. Ayrıca, çalışma öğretmenlerin bu iki yöntemi sınıflarında uygulama konusunda algılarını öğrenmeyi hedeflemektedir. Yarı deneysel bu çalışmaya 48 öğrenci (kontrol grubu= 24, deneysel grup= 24) ve yabancı dil olarak İngilizce öğreten 2 öğretmen katılmıştır. Nicel veriler; ön ve son olarak uygulan test ve anketten, nitel veriler ise öğretmenlerle yapılan yarı yapılandırılmış görüşmelerden toplanmıştır. Bulgular, göreve dayalı öğrenimin öğrenci motivasyonunu ve kelime dağarcığını geliştirdiğini göstermiştir. Aynı zamanda bulgular öğretmenlerin, göreve dayalı öğrenimin yabancı dil olarak İngilizce öğrenen 7. sınıflarda daha etkili bir yöntem olduğunu düşündüklerini belirtmiştir.

Anahtar Kelimeler: Göreve dayalı öğrenim, geleneksel yöntem, kelime dağarcığı gelişimi, öğrenci motivasyonu, öğretmen algısı, yabancı dil olarak İngilizce

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Introduction

1.1 Overview

In today's world, learning English is considered essential due to its dominance in economics, trade, information exchange and other global communication. Most of the communication worldwide related to academia, economy, tourism etc. takes place in English. Therefore, the number of people who start learning English increases day by day in order to catch up with current advances in technology and to sustain their intellectual development. According to Crystal (2003) English is a global language because wherever we go, we see English signs, advertisements or whenever we go to a restaurant, there will be an English menu. However, Crystal (2003) looks into this issue more in depth by asking the following questions: What does English as a global language really mean, does it mean that everyone in the world speaks English or does it mean that every country in the world recognizes English as an official language? (p.2).

With ever-increasing dominance of English, the importance given to English language learning and teaching has gone up. In many countries, English comprises a major part of the curriculum. Pongsawang (2012), for example, argues that in Thailand, English has been placed in the curriculum from primary to higher education due to the significance and value of English. In a similar fashion, Doiz, Lasagabaster and Sierra (2011) state that education institutions in Inner Circle such as UK, Ireland etc. have a significant number of international and multilingual students from different minority ethnic groups. They put the importance of English instruction as the following: ''The introduction of teaching in English has added to the attractiveness of many European universities, and English has become the academic lingua franca in European higher education, despite the European Commission's attempts to boost multilingualism and multiculturalism at university'' (p. 347).

In Turkey, English is an important part of the curriculum as well. Kırkgöz (2007) posits that the predominance of English over other available foreign languages, being a compulsory subject in the Turkish national curriculum, as well

as the adoption of English as the medium of instruction in secondary schools and universities, serve to illustrate the vast extent of its global influence. According to Doğançay-Aktuna and Kiziltepe (2005), Turkey has its place in the Expanding Circle which means that English is not an officially accepted language in Turkey, yet expanding its reach more and more as the medium to communicate with people around the world. They also mention that English is an integral part of Turkish national education in all levels from primary to higher education. König (1990) adds that the mounting increase in the tendency of secondary and tertiary educational institutions, as well as some private elementary schools in Turkey to foster English medium instruction, is vastly different when compared to policies of many other countries. These other countries, albeit with their different social and political leanings, have too taken strides to facilitate international communication without placing English language use at the forefront of their national affairs. As mentioned above, the importance given to English instruction in today's world cannot be denied.

Realization of the socio-political importance of the language has arisen the need to develop systems of language education which utilize the most efficient language learning methodologies and approaches. According to Brown (2007), after the breakout of World War II, a need emerged for Americans to learn other languages. At that time, there was a focus on accuracy. However, within time the focus of language learning and teaching has changed from accuracy to fluency. Skehan (2003) indicates that task-based instruction started at a time when the focus of language teaching was shifting from grammar to meaning and function. Similarly, Willis (1996) argues that task-based instruction has developed from communicative language teaching. Therefore, task-based instruction and communicative language teaching have similar principles such as being exposed to the target language in authentic contexts, the use of target language communicatively, and grammar being taught implicitly. Finally, Pongsawang (2012) mentions that task-based instruction helps students develop their thinking and problem-solving skills by following the principles of Communicative Language Teaching.

Based on the discussions above, it can be argued that the focus of language teaching today is authentic use of language and applicability of what is learnt within the classroom to real-life situations. The present study, therefore, aims to investigate and compare the effects of task-based instruction (TBI) and traditional instruction (TI) on the motivation and vocabulary development of 7th grade Turkish EFL learners as well as examine the perceptions of teachers about implementing these particular methods in their classes.

1.2 Theoretical Framework

Different scholars have suggested various definitions of a task along with its purpose. According to Skehan (1998), one of the most important characteristics of a task is having a meaningful purpose and clear outcome. Similarly, Nunan (2004) claims that the most important goal of a task is expressing meaning. Finally, Willis (1996) defines task as an activity used by the learner for a communicative purpose in order to achieve an outcome (p.23). According to Willis (1996, p. 26-27), there are six types of tasks namely, listing, ordering and sorting, comparing and contrasting, problem solving, sharing personal experiences, and creative tasks which should be followed while preparing task-based lesson plans. To begin with, listing entails students creating a list through processes such as brainstorming, fact-finding etc. Ordering and sorting are made of four main processes which are sequencing, ranking, categorizing and classifying items. Comparing can be defined as students comparing information and finding similarities and differences. Problem-solving requires students to use their high-order thinking skills and work on real-life problems. In sharing personal experiences, as the name suggests, students talk about their experiences and interact with other students. Lastly, creative tasks are a blend of different task types such as listing, comparing, problem-solving etc. In creative tasks, students mostly work in pairs and groups to practice how they could communicate in real-life settings. Besides, during the task process there are three stages (pre-task, task cycle and language focus) which should be closely followed as well.

In considering that there are multiple categories of language tasks, it can be said that defining a task is crucial in second and/or foreign language teaching and learning, as it pertains to the authentic use of language. Authentic language

learning is highly related with the learners' own lives and prepares them to communicate effectively in real world situations. In contrast, language learning in a traditional sense emphasizes accuracy as opposed to fluency, and the structure of language as opposed to meaning. Mahmood and Ahmad (2010) indicate that traditional instruction means more than a single method. They argue that traditional instruction can be considered as anything other than the experimental instruction. According to Richards (2005), traditional instruction is the adoption of drills, repetition and memorization as the central unit of instruction. In other words, in traditional classrooms teachers are considered as the main source of knowledge.

The present study highlights the importance of task-based instruction (TBI) in vocabulary teaching and learning in 7th grade Turkish EFL classes by comparing it with the traditional instruction (TI) as well as emphasizes the impact of implementation of these two instructional methods on student motivation, vocabulary development and teachers' perceptions.

1.3 Statement of the Problem

Vocabulary teaching and learning constitutes a substantial part of second/foreign language learning process, as it provides a basis for using language skills effectively. However, most of English instruction is still based on grammar teaching. As a result, even though language learners are acquainted with the grammar rules, they can't speak the language in real-life situations as they do not have sufficient vocabulary knowledge.

One of the problems related to vocabulary learning is that even though learners understand what a word means, they may not use it in their personalized context. This problem arises from the fact that students learn the new vocabulary in an artificial setting, through traditional instruction (TI) and are not able to use the target words in real-life and meaningful contexts. In other words, knowing what a word means in dictionary does not necessarily mean that they can use it in a meaningful context to express their own words and ideas. One possible solution would be to implement task-based instruction (TBI) in language EFL classrooms to help students expand their vocabulary as well as increase their motivation by engaging them in authentic and meaningful tasks.

1.4 Purpose of the Study

The purpose of this study is to find out and compare the effects of task-based instruction (TBI) and traditional instruction (TI) on the motivation and vocabulary development of 7th grade Turkish EFL learners in a private school in Istanbul, Turkey. The study also attempts to investigate the perceptions of teachers about implementing these two instructional methods in their classes.

1.5 Research Questions

With regards to the objectives of the study, the following research questions were addressed:

1) To what extent do task-based instruction (TBI) and traditional instruction (TI) increase the motivation of 7th grade EFL learners?

2) To what extent do TBI and TI influence the vocabulary development of 7th grade EFL learners?

3) What are the teachers' perceptions about implementing these two methods in their classrooms?

1.6 Significance of the Study

Jeon and Hahn (2006) claim that language learning is a process in which communication and interaction are promoted instead of just focusing on a product. They also mention that learners learn better when they are exposed to the language through the use of meaningful task-based activities. Therefore, the primary concern of this study is to integrate and compare TBI with TI in middle school Turkish EFL classrooms and find out to what extent these two instructional methods contribute to the motivation and vocabulary development of language learners. The study also focuses on the perceptions of teachers in implementing these particular methods in their classes. Depending on the findings of the study, meaningful activities and tasks can be developed in 7th grade EFL programs to enhance the motivation and vocabulary development of learners. Finally, the perceptions of EFL teachers about implementing TBI and TI in their classes will provide insight regarding the effectiveness of these two instructional methods in their classrooms. Moreover, teachers will gain awareness related to the application of task-based instruction in classroom settings.

1.7 Basic Assumptions

In this research, it is assumed that the target group has the characteristics that are representative of the general population. The researcher also considers that the data collection procedures used in this study are reliable and appropriate to the purpose of this study. Finally, it is assumed that the participants gave honest answers to the questionnaire and semi-structured interviews.

1.8 Operational Definitions

Vocabulary knowledge: ''The knowledge of a word not only implies a definition, but also implies how that word fits into the world'' (Stahl, 2005).

Vocabulary instruction: ''Most vocabulary instruction involves some variety of a definitional approach--students learn definitions or synonyms for instructed words'' (Nagy, 1988, p. 4).

EFL: ''EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Students often studied EFL in their own country, or sometimes on short courses in Britain, the USA, Australia, Canada, Ireland, New Zealand, etc.'' (Harmer, 2003, p. 21)

ESL: ''ESL students were described as usually living in a target language community (e.g. Britain, the USA, etc.) and needed the target language (English) in order to survive and prosper in that community, doing such things as renting apartments, accessing the local health service, etc.'' (Harmer, 2003, p. 21)

Task: ''A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form'' (Nunan, 2006, p. 4).

Task-based instruction: ''It refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching'' (Richards & Rodgers, 2014, p. 223).

Traditional instruction: It is defined as a ''lecture and questioning method'' (Sungur & Tekkaya, 2006, p. 310).

Chapter 2

Literature Review

2.1 Overview of Literature Review

The study will first give information about the methods and approaches that have been put forward throughout the history of English Language Teaching by comparing and contrasting the modern and past methods. After discussing the importance of motivation in language teaching, the study will elaborate upon the importance of vocabulary development. Then the framework of task-based instruction will be discussed to present an overview. Later, the study will focus on goals of task-based instruction followed by information about different definitions of tasks as well as what the components of a task are. Next, the characteristics, types and phases of tasks will be briefly explained. Advantages and disadvantages of task-based instruction and the previous studies conducted in ESL/EFL contexts will be summarized. Lastly, the study will give information about traditional instruction by referring to advantages and disadvantages of TI and previous studies on the topic.

2.2 History of English Language Teaching

In order to understand the current methods and decide on which is best for teachers to implement within their classrooms, the historical context of ELT methods needs to be taken into consideration. Therefore, different language teaching methodologies that have been used throughout history and the concepts underlying them should be overviewed.

As argued by Brown (2007), the field of language teaching, starting from mid-1880s, was in a search for methods or a single method that would help students learn a second language in the classroom environment. It was also an important criterion that this method could be efficiently used by varying audiences who were in different levels and had different learning needs. In search of this ideal method, various approaches, methods and techniques have been put forward throughout history. Before continuing with the characteristics of these different approaches,

methods and techniques, it is crucial to understand what these terms stand for and what the similarities and differences between them are.

When the term approach is referred to in academic literature, it is indicative of a broadly defined way in which to teach language. Anthony (1963) supports that an approach is a set of correlative assumptions which are related with nature of language learning whereas a method is the roadmap directing us as to how to teach a second language. In other words, ''approach'' is the umbrella terms which is broader than the terms ''method'' and ''technique''.

Richards and Rodgers (2014) differ in this view and argue that ''method'' is the umbrella term whereas ''approach'', ''design'' and ''procedure'' are the sub-elements. The term approach can be grouped under two titles which are a theory of native language and a theory of the nature of language learning. A theory of native language is related with language proficiency and language structure whereas a theory of the nature of language learning deals with the linguistic and cognitive processes involved in language learning process. The term design, in this case, is categorized under five titles which are the general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner roles, teacher roles and the role of instructional materials. It can be stated that design is more in the practical side as it takes the teaching activities, learner and teacher roles etc. into consideration. Lastly, the term procedure refers to any kind of technique, practice and behaviour employed when the method is applied.

Having defined the terms, ''approach'', ''method'' and ''technique'', for the purposes of this study, the historical developments of approaches in language teaching will be elaborated upon. Brown (2007) indicates that in 1800s language learning revolved around Latin and Greek. While teaching Latin and Greek, the grammar translation method was employed. This method focused on accuracy, memorization of grammar rules and translation of texts, therefore showing very little focus on how to speak the language. After the grammar translation method, the direct method was put into practice. The direct method focused on the question how children naturally initiate first language acquisition. This method suggested teaching through showing the object and using the object which is, in a way, similar to the

principles of first language acquisition. Brown (2007) mentions that the direct method was criticized because it did not have a very sound theoretical foundation.

Due to the criticisms the grammar translation and direct method received and also changing needs of the society, there was an apparent need to use another method in the field of language teaching. As a result of this need, the audiolingual method was developed. Nunan (1989) puts forward a sequencing of the methods and approaches that were used starting from the audiolingual method. The sequencing of approaches and methods suggested by Nunan (1989) is as the following; audiolingual method, community language learning, Suggestopedia, the silent way, total physical response, the natural approach, and communicative language teaching.

After World War II broke out, there was an urgent need for Americans to learn other languages. Griffiths and Parr (2001) argue that ''the audiolingual method grew partly out of a reaction against the limitations of the grammar-translation method, and partly out of urgent war-time demands for fluent speakers of other languages'' (p. 247). One reason this method attracted the attention of other scholars stems from the fact that it was founded on a theory called ''behaviourism'' which is based on habit formation. The audiolingual method revolved around drills, repetition and substitution exercises. Brown (2007) argues that even though audiolingual method was popular for a number of years, it started losing its dominance because it was soon realized that language could not effectively be learnt through habit formation and overlearning.

During the time the audiolingual method started losing its importance, the humanistic approaches started to gain importance. One of the humanistic approaches was Community Language Learning which was also known as Counseling-Learning. The main purpose of community language learning was to minimalize the affective factors that inhibited learning. According to Brown (2007), one of the most important ways to minimalize these factors was through creating a group or a community atmosphere which created a non-defensive learning environment. After Community Language Learning, another method which was known as Suggestopedia was put forward. Bancroft (1995) claims that in Suggestopedia, the atmosphere of the classroom environment and the personality of the teacher are two important

factors. According to this method, the learning should be facilitated in a calm environment because the more comfortable the students are, the more they learn.

Another humanistic approach which is known as the Silent Way was founded by Caleb Gattegno in the 1960s. Richards and Rodgers (2014) define this method as a learning method which focuses on problem solving and discovery learning. Moreover, the teacher is in the role of a facilitator who is mostly silent. Total physical response was also another popular method. Cantoni (1999) describes the Total Physical Response method as, a preferred innovation in language teaching methodology as opposed to the audiolingual method of the 1960s and 70s which only centered on having students repeat the instructor's utterances. Another language teaching approach was called the Natural Approach. According to Brown (2007), the language production should be delayed so that learners could feel free of their inhibitions in the classroom environment. To achieve this, teacher should create a natural learning environment that could foster the language learning process.

Furthermore, the field of English language teaching, after having historically promoted a number of instructional methods, the need to develop a unified, ideal approach to language teaching had emerged. Brown (2007) outlines the evolution of language learning approaches in the late 1970s and 1980s as, highlighting communicative functions and as increasingly characterized by authentic, real-world tasks. This led ultimately to an increase in communicative interactions amongst learners. Thus, the said approach deviated from the prior, restrictive instruction, where learners' needs were often disregarded or overlooked.

Communicative competence is a crucial term that underlies the communicative language teaching. According to Canale and Swain (1980), there are three components of communicative competence which are as the following; linguistic competence, sociolinguistic competence, and strategic competence. Linguistic competence can be defined as being acquainted with the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics and phonology. On the other hand, sociolinguistic competence is related with using the language according to the appropriate social circumstances. Finally, strategic competence is using the verbal and non-verbal language strategies which help us get

over the communication breakdowns and increase the efficiency of the communication (pp. 29-30). Canale (1983) also added the discourse component as one of the components of communicative competence. Discourse competence can be defined as taking the bigger picture into consideration and understanding the context to make up a cohesive whole.

Moreover, as argued by Richards (2005) traditional approaches put the linguistic competence in the center of the language learning process. According to the traditional approaches, linguistic competence could be gained through repetition and controlled activities. A common method that was employed during the time that traditional approaches were used was the PPP cycle including a three-phase sequence: Presentation, Practice, and Production. During the presentation phase, the new grammar item is presented through the use of a conversation or a text. In the practice phase, students practice the newly learned items through controlled activities. Lastly, during the production phase students practice the new items in different contexts. Most of the criticism about the PPP method stemmed from its unrealistic nature. That's why communicative language teaching was developed as an alternative to the traditional approaches.

In terms of authentic language use and learner-centeredness, there are similarities between communicative language teaching and task-based instruction. Richards and Rodgers (2014) argue that task-based instruction is considered as one type of communicative language teaching because they both place the real-life, meaningful communication as the focal point of the curriculum. In a similar fashion, Ellis (2003) claims that in traditional methods, students are just learning it, not necessarily using it, whereas in task-based instruction they are using the language in real-life contexts. Learners should be in the centre of the learning process because they are predisposed to building their knowledge on what they already know as they aren't empty vessels. This view is closely related with constructivism.

Task-based instruction involves students in the second language acquisition process interactively while working on meaningful, real-life tasks. Creating real-life situations in language classrooms is crucial because with a focus on communicative language teaching today, the primary purpose of language education is to train

communicatively competent second language learners. Richards (2005) states that most language teachers today employ communicative approach in their classrooms as their choice of methodology. He also mentions that different language teachers' interpretation of communicative language teaching may vary. While some teachers consider communicative language teaching as the absence of grammar in a course, others put an emphasis on open-ended discussion activities as the main focus of a course. Although there may be differences in interpretations, it can be said that the primary purpose of communicative language teaching is to train communicatively competent second/foreign language learners who know how to use the language in real-life situations.

Based on the assumptions stated above, it can be concluded that through task-based instruction (TBI) learners are provided with an opportunity to apply what they learn in the classroom to real-life settings. This makes the learning process more meaningful and motivating for language learners.

2.3 Motivation in Language Teaching

Motivation is considered as one of the most important components of second/foreign language learning. It is a well-known fact that motivation is needed in every aspect of our lives. Within the framework of language learning, motivation is defined by Dörnyei and Otto (1998) as: ''the dynamically changing cumulative arousal in a person that initiates, direct, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out'' (p.65).

Language learners have different sources of motivation. Dörnyei (1994) argues, that there are ''three loosely related dimensions of a broadly conceived integrative motivational subsystem: 1) interest in foreign languages, cultures, and people; 2) desire to broaden one's view and avoid provincialism, and 3) desire for new stimuli and challenges'' (p. 275).

Pietri (2015) argues that task based instruction is considered as an effective teaching option based on the fact that when students are engaged in tasks, their level

of motivation is higher. Moreover, the increase in motivation leads to improved language skills. Thanh and Huan (2012) indicate that the communicative nature of task based instruction has many advantages such as an increase in motivation. As students interact with each other in a comfortable learning environment through the use of authentic, meaningful tasks in task based instruction, they feel more motivated.

To wrap up, motivation is crucial in every aspect of our lives. It goes without saying that it would be quite difficult to learn a language without motivation. Learners need motivation to start learning a language as well as not to get overwhelmed during the tedious process of second/foreign language learning process. Task based instruction can be an effective way of increasing student motivation based on its communicative nature.

2.4 The Importance of Vocabulary Development in Second/Foreign Language Acquisition/Learning

Vocabulary development forms an essential part of second language acquisition/learning. Richards and Renandya (2002) indicate that the importance of vocabulary acquisition stems from the fact that vocabulary knowledge forms a basis for using language skills which are listening, speaking, reading, and writing. Schmitt (2000) ascertains that one central component of communicative competence and ultimately language acquisition is lexical knowledge. He also talks about two main approaches namely, implicit and explicit learning in vocabulary acquisition which are also referred as incidental and explicit learning. According to Ellis (1994), acquiring knowledge implicitly involves learning naturally in a complex, stimulating environment, without conscious cognitive processing. Whereas, when learning is explicit, learners are consciously making and testing hypotheses'' (p.2). In other words, the difference between implicit and explicit learning is related to if the learning takes place through random experiences or conscious effort.

Therefore, it can be concluded that vocabulary acquisition is an essential component of second/foreign language acquisition and requisite in turn with increasing communicative competence. Furthermore, there are two dichotomous approaches to vocabulary learning, being implicit and explicit. It can be argued that

vocabulary in task-based instruction is similar to implicit learning, or learning that takes place naturally, within context and without direct instruction.

2.5 Definition of Task

In an attempt to understand the principles of task-based instruction (TBI), it is inherit to find out what kinds of components a task includes. To begin with, Breen (1987) looks from a pedagogical perspective and defines task as a language learning activity which has an objective, appropriate content, defined procedure and specific outcomes. It can be argued that definition of a task by Breen (1987) is broader than other definitions. He mentions that all kinds of activities that facilitate the language learning process can be considered as a task. However, he doesn't refer to the difference between activities and real-life tasks. When we talk about a task, it means that learners participate and produce. For example, when students read a text they may easily answer the wh- questions, true/false questions etc. but it doesn't necessarily mean that they understand the content of the text. As language teachers, we need to go deeper than just comprehension questions and use productive, interactive tasks to see if learners really understand the language and more importantly to see if they can apply what they learn in the classroom environment to real-life settings.

According to Nunan (2004), a task is a classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language by using their grammatical knowledge to convey the meaning. In other words, the primary function of a task is to communicate by expressing the meaning.

As indicated by Skehan (1996), a task needs to include some criteria in order to be considered as a task. He argues that a task first has to have a meaningful purpose. A task shouldn't just be a display of pre-learned items but instead it has to have a meaningful communicative purpose. If we compare tasks with drills, it can obviously be seen that drills are routine and automatic which don't have a meaningful purpose whereas a task can't be automatic or routine. Another criterion is that a task should have a clear outcome. In other words, there has to be some kind of production. Moreover, the assessment should be conducted in terms of that outcome.

If a task doesn't have a clear outcome, we would also start questioning the purpose of the task. Therefore the purpose and outcome should be parallel to each other.

Bouffard, Boisvert, Vezeau and Larouche (1995) also mention that when students have a clear learning goal, they show more commitment in learning. A task should also have an optimum level of difficulty. It should neither be too easy nor too difficult for the level of the target group. At the same time, a task should require students to use their problem-solving skills. Thus, it can be argued that teaching is best defined as a problem-solving activity in task-based instruction.

Ellis (2003) takes a more pedagogical approach defining task as a work plan that requires learners to give priority to meaning and at the same time make use of their linguistic acumen. He adds that a task should resemble a real-life context either directly or indirectly.

In a similar fashion, Brown (2007) states that a task should also have a real or simulated context. If a task isn't contextualized or defined meaningfully then it can't be considered as a task.

Finally, Al Muhaimeed (2013) mentions the broader attempts and narrower attempts that define what a task stands for. He argues that broader attempts define task as an activity that contributes to the second/foreign language acquisition process or an activity that enables learners to communicate in the target language. On the other hand, narrower attempts define task as a real-world activity which is comprehended, manipulated, produced and interacted by the learners in the target language. The narrower definition of a task focuses on the importance of conveying meaning in language use.

Based on these definitions, it can be stated that the most common characteristics of tasks is that they resemble a real-life context and engage learners in thinking about the use of language in different situations. In doing so, language learners achieve confidence when presented with previously learned language tasks and it can be generalized that they should be able to cope independently with these language events with meaningful communication.

2.6 Types of Tasks

After having examined different definitions of a task, the distinction between task types needs to be considered. According to Nunan (1989), there are two types of tasks: real-world tasks and pedagogical tasks. Real world tasks reflect real world situations and enable language learners to practice language in a natural way. On the other hand, pedagogical tasks have their roots in second language acquisition theory but they do not really reflect real world situations.

Willis (1996, pp.26-27) suggests six types of tasks together with their relevant examples which are commonly used as the reference point for the design of task-based lesson plans (See Table 1).

Table 1

Task Types and Task Examples (Willis, 1996)

Task Types	Example tasks
Listing	Listing words, things, qualities, things you do etc. Brainstorming
Ordering and sorting	Sequencing Ranking Categorizing Classifying
Comparing and contrasting	Matching Finding similarities Finding differences
Problem solving	Short puzzles Real life problems (giving advice/deciding on the best place to shop etc.) Prediction (working out a story from clues etc.) Case studies
Sharing personal experiences	Explaining attitudes

	Telling anecdotes
	Personal reminiscences about the past experience
	Regrets
	Preferences
	Personal reactions
Creative tasks	Creative writing such as poems, short stories
	Media projects
	Real-life rehearsals such as role-plays, asking for directions, interviews, reservations

2.7 TBI in Language Teaching

The main goal of TBI is to enhance the communicative competence of language learners by using real-life tasks as the main focus of the curriculum. Curran (2006) describes the language learning process in task-based instruction by stating that the process of language learning using task-based instruction methodology serves to motivate learners by allowing for use of authentic, relevant theme-based resources in order to complete real-world communication tasks successfully.

According to Willis (1996, p.155), every task includes a pre-task, task and language focus stage which are briefly summarized in the tables below.

Pre-task:

This stage is introduction to the topic and task. Teacher focuses on the important words and phrases. Teacher makes sure that students understand the task instructions.

Task cycle:

Task	Planning	Report
Students do the task in	Students get ready to	Students report to the

| pairs or small groups. Teacher monitors. | report to the whole class as to how they did the task. | class. Groups compare their results. |

Language focus:

Analysis	Practice
Students examine the specific features of the text.	Teacher conducts practice of new words, phrases and patterns.

2.8 Goals in TBI

As indicated by Richards and Rodgers (2014), with a shift towards communicative language teaching, the main goal of language teaching has changed from accuracy to fluency. Before communicative language teaching, the utmost purpose of language education was to train language learners who could form grammatically correct, error-free utterances. However, communicative language teaching underlines the importance of real-life language use in which errors can be acceptable and used as a means of facilitating the language learning process.

Richards and Rodgers (2014) also argue that in TBI, tasks are used as the vehicles to achieve goals such as fostering real life communication and meaningful language use. It can be concluded that the principles of communicative language teaching and task-based instruction are similar to each other. Furthermore, TBI utilizes tasks as the focus of instruction to fulfil the principles of communicative language teaching.

According to Willis (1996), TBI is defined by a range of essential goals. One of the most important goals of TBI is to increase learners' motivation by increasing their confidence in using the language they already know in order to reach a communicative goal. Secondly, TBI aims to provide learner with opportunities to experience spontaneous interaction. In addition, it can be used to create an environment where learners can observe peers expressing language functions using a variety of differing expressions. One particularly useful skill, turn taking, can also be refined through the use of TBI. Furthermore, in TBI learners interact in conversation

with the same purposeful communication required of a naturally occurring language event.

In addition, Diane (2000) states that the goal of TBI is to facilitate students' language learning process by engaging them in a variety of tasks that have a clear outcome. In other words, if an activity does not have a purposeful objective, it cannot be used in task-based language instruction. The main reason why drills are not used in task-based instruction stems from the fact that they do not have a meaningful communicative purpose in isolation. The outcome and purpose of a task are parallel to each other because if there is no clear outcome, the purpose can be dually questioned.

Finally, Richards and Rodgers (2014) mention that in task-based instruction the goals should be ascertained in accordance with the specific needs of learners. In other words, the needs of the learners should carefully be analyzed and the goals should be set accordingly.

Based on the previous definitions of TBI, it can be implied that the major goal is parallel to one major goal of communicative language teaching which intends to help students to become effective communicators who are confident in using the language and know how to negotiate meaning in real-life contexts.

2.9 Phases of TBI

TBI generally involves the following three essential phases in all of which students are supposed to use their language resources: pre-task, task cycle and language focus (Willis, 1996). In the pre-task stage, students become aware of what will be expected from them during the task stage. In the task stage, students complete a task individually, in pairs or groups. After completing the task, students write a report regarding what happened during the task process. While performing the task, learners use the language they have learnt from previous lessons or from other sources. Then, they write and talk about how they did the task and compare their findings. Finally, attention is directed to the specific features of the language form. The last step is to have a close look at the specific language forms. During all of

these stages, the teacher should monitor the students and provide learners with feedback as needed.

Namely, there are three stages included in each task: a pre-task, task cycle, and language focus. During all the stages, it is essential that instructors monitor and provide feedback to the language learners.

2. 10 Advantages and Disadvantages of TBI in Language Classrooms

TBI as other types of instructional methods includes both advantages and disadvantages. The foremost advantage of task-based instruction is that it aims to promote meaningful, real-life like conversation as opposed to just learning grammar points and memorizing rules. Ames (1992) mentions that students are more engaged in the lessons when they find the tasks meaningful and relevant to their lives. As indicated by Skehan (1998), TBI puts an emphasis on meaning and real-world communication where learners use the language meaningfully to communicate natural language events. Similarly, Richards and Rodgers (2014) claim that speaking and communicating with others are regarded as the foundation of TBI. As a result, most tasks have a conversation part.

One advantage of TBI is that it can be used for learners of all ages and levels. As long as the teacher prepares tasks in accordance with the age and level of the learners, task-based instruction can be used as a viable choice of methodology in every language classroom.

Another advantage of this particular instruction is that learners get the opportunity to be exposed to a variety of natural language use. Willis (1996) depicts the significance of exposure to language as a requisite that learners be presented with a range of language that is needed both inside and independent of the classroom, including language for work, school, or personal edification. Evidently, if learner needs to write an essay or report, then they will need to read quality examples of these text genres to see their organizational structure and linguistic features. Likewise, if learners wish to gain fluency in informal, spontaneous conversation, the imperative is to have the learner experience spontaneous conversation. Similarly, Genesee (2006) highlights the importance of exposure by arguing that when students

have enough exposure to the target language, they could acquire the second language easily.

Another advantage of TBI is that it allows for collaborative learning. The students in the group, work collaboratively to complete a task instead of working in a competitive environment. Curran (2006) enlightens the use of collaborative learning with the framework of task-based instruction as an environment where learners serve as support and a learning resource for one another and achieve learning objectives together, as opposed to a competitive learning environment where the objective of self-interest can impair the ability to gain communicative competency. In other words, the fact that learners work collaboratively contributes to the task performance. Altay and Öztürk (2004) argue that cooperation helps establish a low-stress learning environment in which inhibitions related to learning a second language are reduced.

Skehan (1996) indicates that a disadvantage regarding task-based instruction arises from putting a great amount of emphasis on meaning. He argues that learners may not be able to learn correct forms when they focus so much on meaning.

To summarize, TBI has many advantages in developing learners' communicative competence by putting meaning in the center over form as well as focusing on the authentic use of language. On the other hand, one disadvantage of task-based instruction is that it does not attach a lot of importance on grammatical forms. All these pros and cons should be taken into consideration while implementing TBI in second/foreign language classrooms.

2.11 Previous Studies on TBI in ESL/EFL Contexts

As mentioned hereinbefore, TBI aims to develop the communicative skills of language learners by creating real-life situations in the classroom environment. Some studies have been conducted related to the effectiveness of this method both in ESL/EFL contexts (Thanh & Huan, 2012; Kasap, 2005; Yaylı, 2006).

To begin with, Thanh and Huan (2012) conducted a study to examine the effectiveness of using TBI on vocabulary acquisition and student motivation. In this study, the quantitative data was collected from a questionnaire and vocabulary test whereas the qualitative data came from interviews to find out students' attitudes

towards the use of task based instruction. The results of the study proved that participants were motivated to learn vocabulary and there was an improvement in their vocabulary achievement after the implementation of task-based instruction.

Another study was carried out by Kasap (2005) about the impact of task-based instruction on improving students' speaking skills. The study was also concerned with teachers' perceptions regarding this particular method. The data was obtained through questionnaires, interviews and oral tests from control and experimental groups. Based on the findings, the control group improved more significantly when compared to the experimental group.

In a similar study by Yaylı (2006), the effects of TBI on male and female learners' proficiency as well as their noticing were investigated in a primary school context. The data was collected from an experimental and control group using a proficiency and noticing test which were conducted as a pre- and post- test. One group received the lessons through task-based instruction whereas the other groups received the lessons through presentation-practice-production (PPP). The results of the study indicated that there was no significant difference between the mean score of the two groups.

As mentioned in the studies overviewed above, TBI enables students to apply what they learn in the classroom environment to real-life settings. It is clear that this particular method helps language learners improve their language skills as well as increases their motivation.

2. 12 Traditional Instruction in Language Teaching and Learning

In traditional instruction, the main focus of language teaching and learning is on grammatical competence. Richards (2005) claims that according to the traditional approaches, grammar can be taught through a methodology that mainly employs repetition, drills and memorization. He also adds that according to the traditional approaches accurate pronunciation is vital. In other words, in a traditional classroom structure is accepted as paramount rather than meaning.

One of the main differences between traditional and communicative instruction types arises from the role of the teacher in the classroom. In a traditional

classroom, most of the talking in the classroom is conducted by the teacher as the teacher is in the centre of the learning process. However, the fact that in a communicative classroom most of the interaction is carried out by the learners encourages students to take responsibility in their learning. As argued by Smerdon, Burkam and Lee (1999), traditional classrooms employ teacher-centered processes, including direct instruction of the class as one distinct unit and students can be seen copying notes from a chalkboard or completing tedious worksheets. Additionally, the knowledge and experiences that students bring with them to the traditional classroom are often undervalued and the teacher serves as the sole disseminator of knowledge, thus undermining the students' opportunities to experiment with the content and solve problems. Evidently, the students in a traditional classroom remain passive and it is the teacher who is actively transmitting knowledge as fact. In other words, the teacher in a traditional classroom is in the role of a knowledge provider whereas in a communicative classroom, the teacher is considered as a facilitator.

Based on the overviews above, it can be concluded that TI aims accuracy over fluency by mainly employing drills, repetition and memorization as the central unit of the instruction. Moreover, the teachers are put in the centre of the learning process whereas students just passively listen.

2.13 Advantages and Disadvantages of Traditional Instruction

In traditional instruction, accuracy is emphasized rather than fluency. One advantage of TI arises from the fact that as errors are to be avoided at all costs, students gain mastery of the language. According to Richards (2005) when errors are avoided on spot, the students' tendency to make mistakes is minimalized. As a result of such an emphasis on accuracy, the fossilization of errors is avoided.

However, TI has some disadvantages as well. First of all, according to the traditional approaches, instruction is teacher-centered. When the teachers are considered as the sole source of knowledge, learners do not take responsibility on their own learning which limits learner-autonomy. According to Cotterall (2000) an autonomous learner should be able to identify his/her goals, specify objectives, identify resources and different strategies and measure progress. In other words learners should be aware that there are different learning options and their choices

determine if they succeed or not. However, in a traditional setting students are not able to exploit different strategies as everything is strictly instructed by the teacher. Likewise, Scriviner (2005) mentions that in a traditional setting, the teacher takes the leading role by transferring knowledge. In retrospect, TI is a limiting instructional approach due to its nature of having the mental processing and task monitoring done primarily by the teacher thus renders students with the inability to take personal responsibility for or to select the best strategies to adjust their learning.

Another disadvantage of TI is caused by lack of communication in the classroom environment. Many EFL learners complain about the fact that, even though they have been learning English for a number of years, they still can't speak English proficiently. They express having been acquainted with the rules of grammar and understanding the language but they can't speak it in social situations. This problem arises from the fact that students learn the language in an environment in which interactive communication is a non-priority, which by description subsequently fails to develop students' critical thinking and problem-solving skills. Moreover, as the language is presented in an artificial setting in TI, the language is not contextualized. The focus of instruction is on grammatical structures independent of their real-life use. In a traditional classroom, as students focus too much on grammatical rules, they are not able to communicate in real-life settings.

Based on the discussions above, it can be concluded that TI has some advantages such as helping students gain mastery in grammatical rules. However, this particular method also has numerous disadvantages as it does not comply with the changing needs of the modern teaching methods which should be paid attention to in relation to its application in second/foreign language classrooms.

2.14 Previous Studies on Traditional Instruction in ESL/EFL Contexts

One of the most important goals of traditional instruction is accuracy and avoidance of errors. Some studies have been conducted related to the comparison of this method with modern teaching approaches both in ESL/EFL contexts (Al Muhaimeed, 2013; Gubera & Aruguete, 2013; Mahmood & Ahmad, 2010).

First of all, a study conducted by Al Muhaimeed (2013) aimed to compare the effectiveness of task-based instruction and traditional instruction. The study included 122 participants who were categorized under treatment and control groups. The experimental group took ten weeks of English instruction through task-based instruction whereas the control group took traditional instruction for the same period of time. The data was gathered from a pre-test which aimed to specify the level of students regarding their reading comprehension at the beginning of the study, observation of the treatment group through researcher log and the observation of control group through classroom visits, and lastly, from post-tests that were conducted at the end of each two weeks to evaluate students' reading comprehension regarding the course content. The results revealed that task-based instruction helped students increase their reading comprehension significantly when compared with the traditional instruction.

Another study was a comparison of collaborative and traditional instruction in higher education conducted by Gubera and Aruguete (2013). The number of students who remained throughout the study was 98. Two sections were taught through traditional instruction whereas two sections were taught through collaborative learning. The data for student learning were gathered from 16 written homework assignments, 16 online quizzes and 2 unit exams. On the other hand, the data for student satisfaction was collected from a 5-point student evaluation. The obtained findings indicated that the groups that were taught through collaborative learning scored significantly lower in the quiz and exam scores as well as lower course satisfaction. The study supported that even though collaborative learning could increase the efficiency of lectures, it should not completely replace traditional instruction.

Finally, Mahmood and Ahmad (2010) conducted a study on the effects of cooperative learning vs. traditional instruction on prospective teachers' learning experience and achievement. The data was collected from thirty two student teachers. In this study, repeated measure design was adopted. The data was gathered from a learning experience measure and achievement tests. According to the results, cooperative learning improved the academic achievement of prospective teachers and

created a more interactive learning environment when compared with traditional instruction.

As mentioned hereinabove, even though traditional instruction has some advantages regarding language mastery, it does not really contribute to the communicative competence of language learners. Therefore, it can be suggested that researchers need to make use of modern approaches without completely replacing traditional instruction.

Chapter 3

Methodology

This chapter provides information about the research design, setting, participants and process which will be titled under three categories which are types of sampling, data collection instruments and data analysis procedures.

3.1 Philosophical Paradigm

Fossey, Harvey, McDermott and Davidson (2002) defined paradigm as ''a system of ideas, or world view, used by a community of researchers to generate knowledge'' (p. 718). Guba and Lincoln (1994), refer to three main paradigms which are "postpositivism, critical theory and related ideological positions and constructivism'' (p. 105). Phillips and Burbules (2000) argue that according to postpositivism, absolute truth of knowledge is not quite possible. In addition, Creswell (2013) argues that postpositivist research knowledge is gathered through "careful observation and measurement of the objective reality that exists "out there'' in the world'' (p. 7). On the other hand, according to the constructivist view, we construct our knowledge based on our previous experiences and beliefs. The claim of constructivism is defined as '' reality is more in the mind of the knower, that the knower constructs a reality, or at least interprets it, based on his or her apperceptions'' (p. 59). The last paradigm which is the critical perspective, supports the view that "researchers should uncover the hidden assumptions about how narrative accounts are constructed, read, and interpreted'' (p. 126).

Quantitative and qualitative research are two commonly used methods in research. The differences between these two types of research are summarized by Gay, Mills and Airasian (2011) in the following table (p.8):

Table 2

Differences between Qualitative and Quantitative Research (Gay, Mills & Airasian 2011)

Quantitative Research	Qualitative Research
1) Type of data collected	
Numerical data	Nonnumerical narrative and visual data
2) Research problem	
Hypothesis and research procedures stated before beginning the study	Research problems and methods evolve as understanding of topic deepens
3) Manipulation of context	
Yes	No
4) Sample size	
Larger	Smaller
5) Research procedures	
Relies on statistical procedures	Relies on categorizing and organizing data into patterns to produce a descriptive, narrative synthesis
6) Participant interaction	
Little interaction	Extensive interaction
7) Underlying belief	
We live in a stable and predictable world that we can measure, understand, and generalize about.	Meaning is situated in a particular perspective or context that is different for people and groups; therefore, the world has many meanings.

Based on the information given above, in this study, a mixed method research which is an integration of quantitative and qualitative research (Bryman, 2006) was adopted to investigate the research topic from different perspectives as well as get more reliable results.

3.2 Research Design

The function of the research design is relevant to the overall strategy that a researcher chooses to integrate to answer the initial questions in a coherent and logical way. By doing so, addressing the research problem effectively; constituting

the blueprint for the collection, measurement as well as analysing the data can be ensured.

In this study, a quasi-experimental design was adopted in order to answer the research questions. Quasi-experimental design is similar to experimental design except the random assignment. According to Campbell and Stanley (2015), when the researcher does not have total control to assign the participants to the control and treatment groups randomly, the study is characterized as quasi-experimental. .

According to Gay, Mills and Airasian (2011), when it is not feasible to use random assignment, the researcher can choose from various quasi-experimental designs which are mainly categorized as non-equivalent control group design, time-series design and counterbalanced designs. In non-equivalent control group design, the treatment groups are first pre-tested, then exposed to the treatment and finally post-tested. In time series design one group is administered a pre-test, exposed to the treatment, and then administered the post-test over and over to find out the effectiveness the treatment. On the other hand, in counterbalanced designs, all the groups included in the study receive the treatments in a different order.

For the purposes of this study, a quasi-experimental design was adopted in order to examine and compare the effectiveness of task-based instruction and traditional instruction in 7th grade EFL classrooms. As there are two intact groups included in the study without random sampling, the study is defined as quasi-experimental. Both of the groups were first administered a pre-test. Then, one group received traditional instruction whereas the other group received task-based instruction, and finally both groups took a post-test to examine the effects of these two instructional methods on student motivation and vocabulary development.

3.3 Universe and Participants

This study was conducted at two seventh grade EFL classrooms in a private school in Istanbul, Turkey. In this school, students take a level placement test at the beginning of the year. According to the results of the placement tests, the students are put into two different categories of classes which are standard and upper. All of the classes in each level take a total of 18 hours of English a week. Students take

English as a foreign language and also choose a third elective foreign language like German, French, Spanish etc. In their English classes they use the pre-intermediate Solutions book by Oxford University Press as their main course book and also worksheets, videos, power point slides, and speaking activities.

In the program, English lessons are divided into two sections: main course and skills. In the main course lesson, the students focus on grammar rules and vocabulary acquisition whereas in the skills lesson, the emphasis is on four language skills which are listening, speaking, reading, writing. The English teaching philosophy of the school can be simply described as communicative as the major focus is on interaction rather than grammar.

For the purposes of this study, the population included two standard groups of 48 students in total. The level of the students in these two groups was pre-intermediate. The participants of this study were 22 males, 26 females aged 13-14 studying as an EFL student in a private school in Istanbul, Turkey. Most of these students started learning English from an early age in elementary school. The level of the students can be defined as B1 developing meaning that they could understand the main idea in a given text and describe their feelings, ideas and experiences by giving evidence. Moreover, two teachers who were engaged in 7th grade EFL program also participated in the study in order to gain insight about teacher perceptions regarding TBI.

3.4 Procedures

Sampling is defined as choosing a representative sample from the population so that the results are generalizable. Moreover, deciding on the sample is a very important part of a research as it is not possible to conduct a research on the whole populations (Marshall, 1996). According to Doherty (1994), there are two types of sampling: probability and non-probability sampling. One main difference between probability and non-probability sampling is that in probability sampling there is random selection and in non-probability sampling there is no random selection. In probability sampling, all the individuals in the population have an equal chance when being selected to the sample. On the other hand, in non-probability sampling individuals do not have an equal chance. There are four types of non-probability

sampling which are convenience sampling, purposive sampling, quota sampling and snowball sampling. In accordance with the information given above, this study adopted a purposeful sampling as two different classrooms were chosen as a cluster and all the students in those classrooms took part in the study.

3.5 Sources of Data

In this study, the data was collected both quantitatively and qualitatively through the use of pre- and post- tests, pre- and post- questionnaires and semi-structured interviews which are described in detail below.

3.5.1 Pre- and post- test. The pre and post-test used in this study was taken from Solutions Pre-Intermediate Student's Book (Oxford University Press, 2nd edition, 2012). The students use this book as the main book in the lessons. The book includes a vocabulary builder part at the end of the book. The reason why this vocabulary builder part was used as the test lies behind the fact that it is parallel to the content and vocabulary items used in the unit. There are forty four items that aim to assess the vocabulary knowledge of the students. This test was given to students as a pre-test in order to assess their vocabulary competence and as a post-test to ascertain their development in vocabulary gain (See Appendix A).

3.5.2. Questionnaire. In this study, the goal of the questionnaire was to find out the impact of task-based instruction on participating students' motivation. The questionnaire included 29 items related with motivation and TBI, rated with a five point Likert Scale. The scale was adapted from Intrinsic Motivation Inventory (Deci & Ryan, 1985). The scale consisted of six sub-titles: interest / enjoyment, perceived competence, effort / importance, pressure / tension, perceived choice and value / usefulness. Deci and Ryan (1985) argue that the purpose of IMI is to evaluate participants' attitudes towards an activity with regards to interest / enjoyment, perceived competence, effort / importance, pressure / tension, perceived choice and value / usefulness. They also mention that even though the only part that assesses intrinsic motivation directly is the interest / enjoyment part, the other parts; perceived competence, effort / importance, value / usefulness and perceived choice are positive indicators whereas pressure / tension is a negative indicator of intrinsic motivation. The questionnaire was given to students two times, before and after the

implementation of task-based instruction to find out if there is any difference between their perceptions of TBI on their motivation (See Appendix B).

3.5.3 Semi-structured interviews. The researcher conducted interviews with teachers to gain insight regarding their perceptions about teaching vocabulary through TBI and TI. The interviews were constructed as semi-structured in which the researcher had pre-determined questions and could make alterations to these questions depending on the answers of the interviewees. The questions were adapted from Thanh and Huan (2012) as they also investigated the effect of task-based instruction on student motivation.

Specifically, in the interview, a question about the effectiveness of TBI and TI as well as a comparison between the two instructional methods in vocabulary teaching were asked to two teachers who implemented one of these instructional methods in their 7th grade EFL classrooms (See Appendix C).

3.6 Data Collection Procedure

In this study, the data was collected at two seventh grade EFL classrooms in a private school in Istanbul, Turkey. The data was collected both quantitatively and qualitatively to obtain reliable results. The instruments used for this study were pre- and post- tests, pre- and post- questionnaires as well as semi-structured interviews.

The data was collected within a three-week period. At the first day of the task-based instruction, the students were administered a pre-test in order to assess their competence in the target vocabulary. When the students completed the pre-test, they received the pre-questionnaire. The ninth unit of the course book was taught to two groups. The topic of the 9th unit was crime scene which focused on specific crime vocabulary such as burglary, robbery etc. The unit centered on the reporting of crimes on the news and of a stolen personal item. The first group received instruction on this particular unit through TI. While teaching new words, the main focus was on structure and form in the control group. Specifically, the grammatical structure was past perfect tense and reported speech. The activities that were mainly employed during the instruction were drills and activities that looked for accuracy. The lessons did not include real-life situations/contexts or problems that would help students

enhance their communication skills. Lastly, during TI, the students were not in the center of the learning process. Instead, the teacher controlled the learning environment by specifying the items that needed to be learnt by the students (See Appendix D).

On the other hand, the experimental group was taught the same unit through TBI (See Appendix E). The task-based lesson plans were constructed in accordance with six task types by Willis (1996) namely; listing, ordering and sorting, comparing and contrasting, problem solving, sharing personal experiences, and creative tasks.

The task-based lesson plans had all three phases of task-based instruction which are pre-task, task cycle and language focus. During the pre-task phase, the topic which was crimes and criminals was introduced by using activities such as brainstorming, showing pictures etc. In this phase, students were given information as to how to conduct the task. Then, the task cycle was carried out under three stages, task cycle, planning, reporting. Firstly, in the task cycle students did the task individually or in groups. During the task cycle, teacher monitored the students and encouraged them. After the task was carried out, students started planning for the next stage which was reporting. In the planning stage, students prepared what they were going to report to the rest of the class. During the reporting, students had the opportunity to compare their findings, exchange ideas and give feedback to each other. Lastly, the language focus phase took place under two titles which were analysis and practice. As for the analysis part, the learners focused on specific language features. In the practice part, the learners had the opportunity to practice newly-learnt language items.

The experiment lasted for three weeks. After implementing the task-based lesson plans, both groups took the post-test and post-questionnaire. Lastly, semi-structured interviews with teachers were carried out. Table 3 presents an outline of research questions and corresponding procedures.

Table 3

An Outline of Research Questions and Corresponding Procedures.

Research question	Data collection	Data analysis

	instrument(s)	
1) To what extent do task-based instruction (TBI) and traditional instruction (TI) increase the motivation of 7th grade EFL learners?	- Pre- and post- tests - Pre- and post- questionnaires	- Descriptives - Paired samples t-test
2) To what extent do TBI and TI influence the vocabulary development of 7th grade EFL learners?	- Pre- and post- tests - Pre- and post- questionnaires	- Descriptives - Paired samples t-test
3) What are the teachers' perceptions about implementing these two methods in their classrooms?	- Semi-structured interviews	- Content analysis

3.7 Data Analysis Procedure

In this study, the data was collected and interpreted both quantitatively and qualitatively. The quantitative data was collected through the use of pre- and post-tests and pre- and post- questionnaires. The results of the test and questionnaire were calculated through SPSS (Statistical Package for the Social Sciences) version 21 reporting descriptive statistics as well as paired samples t-test to ascertain if there was a substantial difference between these two groups' motivation and vocabulary development before and after the implementation of task-based and traditional lesson plans.

The qualitative data, on the contrary, was collected through semi-structured interviews after the implementation of two particular methods in the 7th grade EFL classrooms. The obtained data went through content analysis (Miles & Huberman, 1994). The process began with the open coding of the data followed by inducing categories from these codes, which were then gathered under the aspects of the perceptions of two instructional methods, TBI and TI while introducing and practicing new vocabulary items on a given topic.

To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. It emerged that the raters achieved 83 % of agreement on the general themes apart from the different verbalizations of similar concepts.

3.8 Trustworthiness

According to Sinkovics & Ghauri (2008), reliability, validity, generalizability and objectivity are crucial components of quantitative research. On the other hand, the main goal of qualitative research should be trustworthiness by attaching importance to issues such as credibility, dependability, transferability and confirmability. Guba and Lincoln (1994) argue that trustworthiness of a research is a critical factor in order to evaluate its quality. Credibility of a research is related with the fact if it can assess what it really aims to. In other words, the credibility of a research is about its internal validity. Transferability is concerned if the findings are applicable to other contexts. Dependability is related to the fact that if the same research was conducted again using the same methods and participants, the results

would be similar. Confirmability of a research deals with to what extent the results are neutral and free of bias.

3.9 Limitations and Delimitations

The present study has some limitations and delimitations to be taken for consideration. Firstly, the fact that the data was collected in one particular grade, may influence the generalizability of the results negatively. If the study could also take place in different grades, the results would be more generalizable and reliable. Besides, the study is based on the data gained from a small number of students and teachers enrolled in the 7th grade EFL program, which again means that the sample data could only be generalized to this population. In brief, repeating the study with a larger size and grades would help generalize the results in similar contexts and increase the external validity of the research.

Chapter 4

Results

This chapter presents the results about the comparison of TI and TBI regarding student motivation and vocabulary acquisition. Data was gathered from a vocabulary test, motivation questionnaire and semi-structured interviews with teachers.

4.1 Findings about the differences regarding students' motivation after the implementation of TI and TBI in 7th grade EFL classrooms

In an attempt to answer the first research question of this study, the data was analyzed using paired-sample t-test analysis to examine and compare the mean scores of the pre-test scores and post-test scores of the applied measures, namely, vocabulary, interest and enjoyment, competence, effort, pressure, perceived choice, and value.

Prior to the analysis, in order to check the assumptions for univariate analysis, data was screened for missing values and outliers. There were no missing values. However, one outlier was found. With the use of the z-scores, this outlier was excluded from the further analysis in order to meet the assumptions of the univariate analysis. Therefore, the final sample was composed of 47 participants (for traditional instruction group, $N = 24$, for task-based instruction group, $N = 23$). The descriptive statistics of the participants on variables are shown in detail in Table 4 and 5 below.

Table 4

Descriptive Statistics for the Variables Analyzed for the TI Group

Variable Name	N	Min	Max	M	SD
Pre vocabulary scores	24	23	52	36.25	8.68
Post vocabulary scores	24	25	52	37.21	8.27
Pre interest enjoyment scores	24	13	25	19.50	3.78

Post interest enjoyment scores	24	9	25	19.67	4.94
Pre perceived competence scores	24	10	25	17.04	4.22
Post perceived competence scores	24	9	25	17.96	4.36
Pre effort scores	24	13	25	19.54	3.45
Post effort scores	24	14	24	19.96	2.94
Pre pressure scores	24	7	20	13.38	3.33
Post pressure scores	24	7	20	13.38	3.33
Pre perceived choice scores	24	9	20	16.50	2.96
Post perceived choice scores	24	12	22	16.92	2.54
Pre value scores	24	12	20	16.08	2.83
Post value scores	24	10	20	16.63	2.99

Table 5

Descriptive Statistics for the Variables Analyzed for the TBI Group

Variable Name	N	Min	Max	M	SD
Pre vocabulary scores	23	18	51	37.26	9.21
Post vocabulary scores	23	20	54	39.31	9.29
Pre interest enjoyment scores	23	10	25	19.35	4.53
Post interest enjoyment scores	23	13	25	20.78	3.54
Pre perceived competence scores	23	8	25	17.44	4.55
Post perceived competence scores	23	7	25	18.00	4.71
Pre effort scores	23	11	25	19.65	3.89
Post effort scores	23	15	25	21.17	2.77

Pre pressure scores	23	5	20	12.00	4.41
Post pressure scores	23	5	20	12.00	4.41
Pre perceived choice scores	23	12	22	17.61	2.52
Post perceived choice scores	23	13	22	17.26	2.44
Pre value scores	23	13	20	16.91	2.09
Post value scores	23	14	20	17.44	2.02

For the analysis of the first research question which aimed to understand the differences between the motivation scores before and after the implementation of traditional instruction and task-based instruction, ten separate paired sample t-tests were estimated. Firstly, paired-samples t-tests were used for the comparison of pre-test of enjoyment and interest scores of the participants with their post-test of enjoyment and interest scores after using TI and TBI in 7th grade classrooms.

As for TI, there was no significant difference between the means of pre-test and post-test scores of the participants ($p = .64$). On the other hand, for TBI, the mean difference between the scores, -1.44, BCa 95% Cl [-2.04, -.91], was found to be statistically significant, $t (22) = -4.58$, $p < .001$, indicating improvement between enjoyment and interest scores at pre-test before task-based instruction ($M = 19.35$, $SE = .94$, $SD = 4.53$) and post-test after task-based instruction ($M = 20.78$, $SE = .74$, $SD = 3.54$). Results represented a small-sized effect, $d_{cohen} = .35$ (See Table 6).

Table 6

Results of the Paired Sample t-test Analysis for TBI

	Paired Differences							
Pair Name	M	SD	SE	BCa 95% CI		t	df	p
				Lower	Upper			

Pre vocabulary test scores vs. post vocabulary test scores	-2.04	1.46	.31	-2.57	-1.52	-6.71	22	.00
Pre interest enjoyment scores vs. post interest enjoyment scores	-1.44	1.50	.31	-2.04	-.91	-4.58	22	.00
Pre effort scores vs. post effort scores	-1.52	1.83	.38	-1.49	-2.26	-3.99	22	.00
Pre value score vs. post value score	-.52	1.04	.22	-.81	-.91	-2.41	22	.03

Secondly, another two separate paired-samples t-tests were used for the comparison of pre-test effort scores of the participants with their post-test effort scores after incorporating of the two instructional methods. As shown in the table below, for TI, there was no significant difference between the means of pre-test effort scores and post-test effort scores of the participants ($p > .05$). However, for TBI, the mean difference between the scores, -1.52, BCa 95% Cl [-1.49, -2.26], was found to be statistically significant, $t (22) = -3.99$, $p = .001$, indicating improvement between effort scores at pre-test before TBI ($M = 19.65$, $SE = .81$, $SD = 3.89$) and post-test after TBI ($M = 21.17$, $SE = .58$, $SD = 2.77$). Results represented a medium-sized effect, $d_{cohen} = .45$ (see Table 6).

Furthermore, similarly, paired-samples t-tests are used for the comparison of pre-test of value scores of the participants with their post-test of value scores TI and TBI. For traditional instruction, the mean difference between the scores, -.54, BCa 95% Cl [-.96, -.17], was found to be statistically significant, $t (23) = -2.50$, $p = .02$, indicating improvement between value scores at pre-test before TI ($M = 16.08$, $SE = .58$, $SD = 2.83$) and post-test after TI ($M = 16.63$, $SE = .63$, $SD = 2.99$). Results represented a small-sized effect, $d_{cohen} = .19$ (see Table 4). In the same direction, for TBI, the mean difference between the scores, -.52, BCa 95% Cl [-.81, -.91], was found to be statistically significant, $t (22) = -2.41$, $p = .03$, indicating improvement

between value scores at pre-test before TBI ($M = 16.91$, $SE = .44$, $SD = 2.09$) and post-test after TBI ($M = 17.44$, $SE = .42$, $SD = 2.02$). Results represented a small-sized effect, $d_{cohen} = .26$ (see Table 7).

Table 7

Results of the Paired Sample t-test Analysis for TI

Pair Name	Paired Differences							
	M	SD	SE	BCa 95% CI		t	df	p
				Lower	Upper			
Pre vocabulary test scores vs. post vocabulary test scores	-.96	1.27	.26	-1.42	-.50	-3.70	23	.00
Pre value score vs. post value score	-.54	1.06	.22	-.96	-.17	-2.50	23	.02

On the other hand, paired sample t-tests applied for the comparison of pre-test of perceived competence and post-test of perceived competence did not reveal significant difference with both instructional types ($p > .05$). Similarly, paired sample t-tests applied for the comparison of pre-test of pressure and post-test of pressure did not reveal significant difference after both instructional types ($p > .05$). In the same direction, paired sample t-tests applied for the comparison of pre-test of perceived choice and post-test of perceived choice did not reveal significant difference after both instructional methods ($p > .05$), as well.

4.2 Findings about the differences regarding students' vocabulary development after the implementation of TI and TBI in 7th grade EFL classrooms

As for the answer to the second research question of this study, another two separate paired-samples t-test were used. Accordingly, a paired sample t-test was applied for the comparison of pre vocabulary test scores of the participants with their post vocabulary test scores after TI. The mean difference between the scores, -.96,

BCa 95% Cl [-1.42, -.50], was found to be statistically significant, t (23) = -3.70, p = .001, indicating improvement between vocabulary scores at pretest before TI (M = 36.25, SE = 1.77, SD = 8.68) and post-test after TI (M = 37.21, SE = 1.69, SD = 8.27). Results represented a small-sized effect, d_{cohen} = .11 (See Table 7 in the previous section).

In addition, another paired sample t-test was applied for the comparison of pre vocabulary test scores of the participants with their post vocabulary test scores after TBI. The mean difference between the scores, -2.04, BCa 95% Cl [-2.57, -1.52], was found to be statistically significant, t (22) = -6.71, p < .0001, indicating improvement between vocabulary scores at pre-test before TBI (M = 37.26, SE = 1.92, SD = 9.21) and post-test after TBI (M = 39.31, SE = 1.94, SD = 9.29). Results represented a small-sized effect, d_{cohen} = .22 (See Table 7 in the previous section).

4.3 Findings about the teachers' perceptions regarding the implementation of TI and TBI in 7th grade EFL classrooms

As for the third and the last research question of this study the data obtained from semi-structured interviews were analysed qualitatively to find out the perceptions of the 7th grade EFL teachers about using TI and TBI in their classrooms.

To begin with, the teacher who implemented TI in her classroom stated that the students did not enjoy the lesson much as they felt bored and unwilling to participate in the activities such as matching and fill in the blanks as shown in the following excerpt:

1. [...] I think that the students did not enjoy TI as they felt bored and unwilling while doing the matching and fill in the blanks activities. (TI Teacher, Interview data, 5th April, 2016)

Furthermore, the participating teacher argued that there was no collaboration among the students. They worked individually and they interacted mostly with the teacher. She emphasizes this point in her quotation below:

2. [...] In TI lesson, the students worked alone on the tasks. They did not exchange their ideas with their friends. The only interaction they had was with me. (TI Teacher, Interview data, 5th April, 2016)

Finally, the TI teacher argued that the students did not find the activities challenging and therefore, hesitated to participate in the lesson as supported in this excerpt:

3. [...] In TI lesson, the students did not want to participate. The activities were not challenging at all. (TI Teacher, Interview data, 5th April, 2016)

In brief, as expressed in the comments above, the TI teacher did not find this particular method very effective due to the fact that the students were not much motivated and eager to participate in the lesson. They felt bored as the lesson was teacher-centered and they did not collaborate with each other.

Apart from the perceptions of the participating teacher about TI, the perceptions of the teacher who implemented TBI in the 7th grade EFL classrooms was also among the major concerns of the last research question of this study.

First of all, the teacher who incorporated TBI in her classroom shared highly positive feelings regarding this particular instructional method highly positive stating that students felt more motivated as well as enjoyed the learning process while working on different language tasks as shown in the following excerpt:

4. [...] I loved using TBI. The students felt more motivated while working in groups on language tasks and had fun while learning. (TBI Teacher, Interview data, 5th April, 2016)

Furthermore, the same teacher agreed that TBI was more effective as the students loved working with their friends and exchanging ideas. They were also more creative while doing language tasks. The following comment exemplifies this point:

5. [...] TBI was very effective in my class. Students worked with their friends and learned from each other. This made them very creative (TBI Teacher, Interview data, 5th April, 2016)

In a similar fashion, the participating teacher shared her positive thoughts about TBI indicating that students enjoyed working in meaningful and real-life tasks as well as found the tasks interesting and learned about new subject matter. This quotation supports her viewpoints:

6. [...] In my opinion, TBI is a very useful method because students learned the subject better from real in real-life. I think the topics were very interesting and they learned many new things. (TBI Teacher, Interview data, 5th April, 2016)

Finally, the same teacher stated that by working on different tasks, students improved their problem solving skills. They talked about different problems and tried to find possible solutions as it is illustrated in the following comment:

7. [...] I think that TBI helped the students to solve real-life problems. They talked about different problems and tried to come up with a solution. (Teacher 7, Interview data, 5th April, 2016)

As it is shown in the comments above, the participating teacher perceived TBI to be quite effective in 7th grade EFL classrooms. The findings revealed that through TBI students were motivated as they enjoyed the learning process by working on different tasks in groups and exchanging their ideas with each other. They were also creative and had fun as they were involved in meaningful and real-life tasks. Finally, TBI helped them to improve their problem solving skills by finding solutions to various language tasks and collaborating with their peers.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to find out the effects of TI and TBI students' motivation and vocabulary development in 7th grade EFL classrooms. The study also intended to investigate the perceptions of the EFL teachers about implementing these two particular instructional methods in their classrooms. In this quasi-experimental study, data was collected and analysed both qualitatively and quantitatively. This part will provide information about each research question, theoretical and pedagogical implications as well as recommendations for further research.

5.1.1 Discussion regarding the effects of TI and TBI on student motivation in 7th grade Turkish EFL classrooms. The first research question of this study aimed to find out to what extent TI and TBI motivate 7th grade EFL learners to learn vocabulary. With regards to this question, a motivation questionnaire consisting of six sub-scales; interest and enjoyment, perceived competence, effort/importance, pressure/tension, perceived choice, value/usefulness was administered to the students.

Based on the pre- and post- questionnaire results, the task-based instructed group showed more interest and enjoyment when compared with the group that was taught using traditional method. These results are parallel to the study carried out by Ames (1992) who mentioned that students are more engaged in the lessons when they find the tasks meaningful and relevant to their lives. Similarly, Ellis (2003) argues that in TI, students are just learning it, not necessarily using it, whereas in TBI, they are using the language in real-life contexts. The fact that students can apply what they learn in the classroom to their personal lives increases their motivation and stimulates them to participate in the lessons actively.

Furthermore, the questionnaire revealed that task-based instructed group showed more effort than the other group, which is an indicator of motivation according to Intrinsic Motivation Inventory (Deci & Ryan, 1985). These results are

in accordance with Bouffard, Boisvert, Vezeau and Larouche (1995) who argued that when students have a clear learning goal, they show more commitment in learning.

The third sub-scale of the questionnaire aimed to find out how much value the students attach to learning. Based on the gathered findings, there was no significant difference between the task-based instructed group and the group that was taught through the traditional instruction. These results indicated that both groups attached more value to learning after the instruction. In other words, the increase in students' level of value was just contingent upon being exposed to the lessons in both instruction types. In line with these results, Willis (1996) highlights the importance of exposure stating that ''it is essential that learners are ultimately exposed to the variety of language they will need to understand and use outside the classroom'' (p.13).

The last three sub-scales of the questionnaire were perceived competence, pressure and perceived choice. However, these scales did not show a significant difference after both instruction types. One possible reason why there was not a significant difference for perceived competence in both instruction types may be caused from the fact that students have difficulty self- evaluating their competence. According to Bloom's taxonomy evaluation is a higher order thinking skill and middle school students may have difficulty self-evaluating their competence objectively.

In conclusion, the findings of the motivation questionnaire indicate that the motivation level of the experimental group increased after the experiment with regards to three sub-scales interest and enjoyment, effort and value. In other words, adopting task-based instruction enhanced student motivation in vocabulary learning. The results support the findings of Willis (1996) who mentioned that one of the most important goals of task based instruction is to give learners confidence in using the language they know. When the learners feel more confident and free of their inhibitions, more learning will take place and as a result students feel more motivated to learn and benefit more from the learning process. Another reason why the students were motivated in the experimental group could be related with the fact that students found the tasks relevant to their lives. As described by Curran (2006), the process of

language learning using TBI serves to motivate learners by allowing for use of authentic, relevant theme-based resources in order to complete real-world communication tasks successfully.

After the instruction, there was not a significant difference for the motivation level of the control group. There was improvement only for one sub-scale, 'value'. The improvement in attaching value may be explained with exposure. Genesee (2008) highlights the importance of exposure by stating that if provided with adequate exposure to second language, language learners could acquire the second language to a more sufficient degree. Except for attaching more value to the instruction, there was not a significant difference for the control group regarding motivation whereas there was an improvement for the experimental group. This could be explained with the use of task-based instruction. According to Skehan (1998), one of the most important advantages of task-based instruction is that it puts an emphasis on meaning and real-world communication. Consequently, when students can communicate in real-life events, they are more motivated.

As discussed above, the findings gathered from the motivation questionnaire revealed that after the instruction the motivation level of the experimental group showed improvement whereas there was no significant difference for the control group. This result can support the claim that TBI can be implemented as an effective method to increase the motivation of 7th grade EFL learners.

5.1.2 Discussion regarding the influence of TI and TBI on vocabulary development in 7th grade Turkish EFL learners. The second question of the study attempted to find out to what extent adopting TI and TBI enhance the vocabulary development of 7th grade Turkish EFL learners. In order to reach this aim, students were administered a pre- and post test assessing their vocabulary development before and after the implementation of TI and TBI. Based on the results of the vocabulary tests, there was improvement in vocabulary achievement of both groups. However, the mean difference post-test score of the experimental group was a bit higher than the post-test score of the control group. These findings are parallel to Thanh and Huan (2012) who argued that the utilization of task-based instruction enhances students' vocabulary achievement. They add that the increase in vocabulary

achievement could be related with the appropriate use of TBI in the classroom. As the students found the lessons authentic and meaningful, they could effectively acquire target vocabulary.

5.1.3 Discussion regarding teachers' perceptions about implementing TI and TBI in 7th grade EFL classrooms. The third question of the study aimed to find out about teachers' perceptions on using TI and TBI in their classroom. The findings of the interviews revealed the fact that students prefer to work in groups and learn in a collaborative environment as stated by the TBI teacher. She mentioned that when they worked in groups they could exchange ideas, be creative and complete the tasks without difficulty. Besides, the teacher stated that working in a group environment helped them learn more effectively as well as creating a low-stress environment. These findings are in accordance with Curran (2006) who argued that working collaboratively in a group environment enhances learning.

Moreover, based on the obtained results, in TBI, the teacher was not in the role of a knowledge provider but instead the teacher acted as a facilitator. The lessons were also more relevant and meaningful to the students' lives. Consequently, they were more engaged in the lessons. These findings are in accordance with Richards and Rodgers (2014) who argued that in task-based instruction, tasks are used as the vehicles to achieve goals such as fostering real life communication and meaningful language use.

On the other hand, the perceptions of the teacher about using traditional instruction in 7th grade EFL classroom were just the opposite. To begin with, the teacher indicated that students didn't feel motivated during the lessons as they didn't have a lot of opportunities to interact with each other. In other words, students didn't show interest while working on drills. The fact that students' didn't find the lessons relevant to their lives drastically decreased their motivation. The results are in accordance with Ellis (2003) who claims that in traditional instruction students are just learning it, not necessarily using it, whereas in task-based instruction they are using the language in real-life contexts. Interviews also proved that the students found the drills boring and unchallenging for their level. Moreover, there was no collaboration in the classroom environment during TI based on the interviews

conducted with the teachers. As there was very little interaction and collaboration in the classroom, students were not really motivated. These findings are parallel with Mahmood and Ahmad (2010) who argued that cooperative learning improved the academic achievement of prospective teachers and created a more interactive learning environment when compared with traditional instruction. In other words, teachers didn't consider TI as a very effective method for EFL classrooms as it doesn't allow for interaction and collaboration.

In conclusion, it can be stated that implementing TBI is perceived as a more effective method in 7th grade EFL classrooms. The use of this particular method had positive influence on students' group work as they shared ideas and negotiated meaning collaboratively. Finally, working in a group created a low-stress environment where students could help each other, share different ideas and complete the meaningful and interesting tasks easily.

5.2 Pedagogical Implications

This study has some implications regarding the effectiveness of using TBI in 7th grade EFL classrooms. Specifically, the obtained findings revealed that implementing TBI has many advantages such as providing students with authentic input, creating real-life situations in the classroom setting, developing students' problem-solving skills and enhancing communication. In accordance with the results of the study, students should be provided with meaningful and real-life tasks which will increase their motivation as well as aid their vocabulary development.

Furthermore, this study has some important implications for EFL teachers as well. First of all, TBI provided students with authentic input and encouraged classroom interaction which increased learner motivation. As students learnt the words in a context instead of just memorizing, they internalized the vocabulary items. Moreover, the students were more motivated as they were engaged in real-life tasks. Therefore, EFL teachers can benefit from this study by gaining insight and raising their awareness about the application of TBI in their classrooms. The insights gathered from this study can also be helpful when language teachers are working on curriculum design and preparing lesson plans for EFL learners in Turkey.

Based on the discussions above, the findings of this study are important for the effective use of TBI in 7th grade EFL classrooms. The findings, therefore, may serve as a model for future studies regarding the implementation of this particular instructional method in second/foreign language classrooms.

5.3 Conclusions

The results of this study provided a comprehensive comparison of the effectiveness of task-based instruction and traditional instruction in 7th grade EFL classrooms. The data gathered from vocabulary tests, motivation questionnaires and semi-structured interviews indicated that implementing TBI increased student motivation and vocabulary development. The students were highly motivated during task-based lessons as they had the opportunity to use the language in real-life contexts. In addition, the students' vocabulary development increased after being engaged in meaningful tasks. The findings also implied that teachers shared positive perceptions regarding the use of TBI in their classroom. All these findings provided evidence about the effectiveness of TBI on student motivation and vocabulary development.

5.4 Recommendations

This study has important recommendations for further research. This study gave valuable insight related to the application of TBI in 7th grade EFL classrooms. In order to draw more general conclusions, further study is needed in the field regarding the use of this particular method with a larger population and with different grades. Therefore, further study in this field may focus on collecting data from a larger sample with different grades which would provide more reliable results. Finally, a future study can emphasize the perceptions of students about TBI and TI which will lead to more comparative results about the implementation of these two instructional methods in second/foreign language classrooms.

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A. Vocabulary Test

Part 1

1 Complete the crimes with the endings below.

-ary -bery -ding -eft -er -ging -ism -ling
-on -ting

1 joyri_____   6 rob_____
2 drug dea_____   7 mug_____
3 burgl_____   8 murd_____
4 vandal_____   9 ars_____
5 shoplif_____   10 th_____

2 Read sentences 1–10. What kinds of criminal are they? Choose from the words below.

arsonist burglar drug dealer joyrider mugger
murderer robber shoplifter thief vandal

1 She killed her husband.
2 She takes things from shops without paying for them.
3 He sells cocaine and heroin to teenagers.
4 He got into the house through an open window and took some cash and jewellery.
5 Some teenagers broke three shop windows in the town.
6 He took his neighbour's car and drove it around town late at night with his friends.
7 She took a wallet from somebody's bag during the lunch hour.
8 They stole £1 million from a bank in Bristol.
9 She set fire to an old house near the village.
10 He attacked two girls in the street and took their mobiles and their handbags.

3 Match the crimes in exercise 1 with the types of criminal in exercise 2.

4 Complete the sentences. Use the correct form of the verbs below.

burgle deal go murder rob set steal vandalise

1 Robin Hood _____ from the rich and gave to the poor.
2 Armed criminals _____ two banks in Bristol last week.
3 Somebody _____ this telephone box six times since last March. The phone never works.
4 Somebody _____ my aunt's house last weekend. They took jewellery and a DVD player.
5 Jason sometimes _____ joyriding at the weekend. His parents don't know about it.
6 A drug dealer _____ a man in Manchester yesterday. The police have arrested him.
7 Mark uses drugs, but he doesn't _____ them.
8 If he _____ fire to any more buildings, he will go to prison for sure.

Part 2: extension
Word formation: noun suffixes *-er/-or, -ist* and *-ician*

5 Read the *Learn this!* box. Find five more words with the *-er* suffix in the list in exercise 2.

LEARN THIS!

Words that describe a person who does a particular activity often end in *-er/-or, -ist* or *-ician*.
1 Words that end in *-er/-or* are often connected with a verb:
   A mugger is somebody who mugs people.
   A film director is somebody who directs films.
2 Words that end *-ist* are often connected with a noun:
   An arsonist commits arson.
   A novelist writes novels.
3 Words that end *-ician* are often connected with an *-ical* adjective or a noun:
   An electrician does electrical work.
   A magician does magic.

6 Complete the words with *-er/-or, -ist* or *-ician*. Use the information in the *Learn this!* box to help you.

1 He's a polit_____. He makes political decisions.
2 He's an act_____. He acts in plays and films.
3 She's a software programm_____. She programs software.
4 She's a reception_____. She works in reception at a big hotel.
5 As a child, my sister was always good at maths. Now she's a mathemat_____.
6 She's a scient_____. She works in a science laboratory.
7 He's a violin_____. He plays the violin.
8 She's a clean_____. She cleans offices.

7 Match pictures a–h with the people in exercise 6.

B. Motivation Questionnaire

Directions: Please mark your answers on the following scale.

A. Interest and Enjoyment	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
1. I enjoy doing vocabulary tasks.					
2. The vocabulary tasks are fun to do.					
3. The vocabulary tasks are boring.					
4. The vocabulary tasks draw my attention.					
5. The activities in task-based lessons are quite enjoyable.					
B. Perceived Competence	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
1. I think I am very good at doing					

	vocabulary
	tasks.

2.	After working on vocabulary tasks for some time, I feel very competent.

3.	I am satisfied with my performance in task-based lessons.

4.	I am very skilled in doing vocabulary tasks.

5.	There are some vocabulary tasks I can't do very well.

C. Effort / Importance	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
1. I put a lot of effort into vocabulary tasks.					
2. I don't try very hard to					

do vocabulary tasks.					
3. I try very hard to do vocabulary tasks.					
4. It is important for me to do well at vocabulary tasks.					
5. I don't put a lot of energy into vocabulary tasks.					
D. Pressure / Tension	**5** **Strongly agree**	**4** **Agree**	**3** **Neutral**	**2** **Disagree**	**1** **Strongly disagree**
1. I do not feel nervous at all while doing vocabulary tasks.					
2. I feel very tense while doing vocabulary tasks.					
3. I am very relaxed doing					

	vocabulary					
	tasks.					
4.	I am anxious while working on vocabulary tasks.					
5.	I feel pressured while doing vocabulary tasks.					
E.	**Perceived Choice**	**5** **Strongly agree**	**4** **Agree**	**3** **Neutral**	**2** **Disagree**	**1** **Strongly disagree**
1.	I think I have some choice about doing vocabulary tasks.					
2.	I feel like it is not my own choice to do vocabulary tasks.					
3.	I feel like I have to do vocabulary tasks.					
4.	I do vocabulary tasks because I have no					

	choice.					

	5. I do vocabulary tasks because I want to.					

F. Value / Usefulness	5	4	3	2	1
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
1. I think vocabulary tasks could be of some value to me.					
2. I think doing vocabulary tasks could be useful to me.					
3. I think the activities conducted in task-based lessons are important activities.					
4. I think doing vocabulary tasks are not useful to me.					

C. Interview Questions

What are your perceptions about the effectiveness implementing TI and TBI in your classrooms? Please explain focusing on student motivation and vocabulary development.

D. Traditional Instruction Lesson Plan

Proficiency level: Pre-intermediate

Age: 13

Objectives

1) Students will be able to match news headlines with photos of crimes.
2) Students will be able to complete a chart with the correct form of a crime, a criminal, and the associated verb.
3) Students will be able to listen to six news reports and choose the correct crime hat it describes.
4) Students will be able to complete a sentence about crime by choosing the correct word.
5) Students will complete sentences using the correct for of a crime verb.

Procedures

1) Teacher will show students 6 different pictures of crimes. Then the teacher will ask students if they know the names any of these crimes. After that, students will take turns reading the headlines out loud. Students will mention if a crime headline matches one of the pictures. If time, the teacher can have students circle key words in the sentence that act as clues for the meaning.
2) The teacher will then introduce a chart that has three columns; one for the crime name, one for the name of a criminal, and the verb that is used to talk about the crime. The teacher will model one or two answers with the students. Then, students will reread the crime headlines and complete the chart. The teacher can make it into a call and response game by saying criminals (or another category) and having students say the crime (or verb).
3) The teacher will then play a tape script and students will listen to six crime news reports. Students will write 1-6 in their notebooks. When students listen they will write the name of the crime being described.

4) Students will read 6 sentences and circle the correct word that completes the sentence. Students will listen to a tape script to check their answers.

5) The teacher will elicit the verb forms of a few crimes and write them on the board. Students will then read 8 sentences and write the correct form of the verb to complete the sentences. To check the answers, students will read out the sentence with the correct answer.

E. Task Based Instruction Lesson Plan

Proficiency level: Pre-intermediate

Age: 13

Objectives

1) Students will be able to brainstorm about different kinds of crimes and list the ones they know of.
2) Students will be able to discuss in groups and which kinds of crimes are the worst.
3) Students will be able to match the crimes to appropriate categories.
4) Students will be able to write a short paragraph what kinds of crimes are common in Turkey by justifying their answers.
5) Students will be able to compare their paragraphs to their peers and find the similarities and differences between their answers.
6) Students will be able to find a possible solution or precaution for a problem related to crimes.

Procedures

Stage	Aims	Procedure	Interaction
Pre-task	Students are introduced to the topic.	Teacher shows a video about different types of crimes. Students brainstorm and list different types of crimes they know.	whole class
	Students discuss about the vocabulary related to crimes.	Students find out the meanings of the words in context.	
Task Cycle 1	Students work on	Students match the	pairs

	the task.	different crimes to pictures.	
Planning 1	Students write their answers.	Students negotiate and decide on their answers.	pairs
Report 1	Students report their answers to the class.	Some groups share their answers while others check their answers.	whole class
Task Cycle 2	Students work on the task.	Students write a short paragraph about which crimes are the most common. Next, students compare their paragraphs to their peers' paragraphs and find similarities and differences.	individual pairs
Planning 2	Students write their answers.	After comparing the paragraphs, students decide on the similarities and differences.	pairs
Report 2	Students talk about their findings.	Some groups talk about the similarities and differences.	whole class

Task Cycle 3	Students work on the task.	Teacher presents students a short paragraph which is about a real life problem. The students work in pairs and find different solutions to these problems.	pairs
Planning 3	Students find solutions to the real life problems.	Pairs discuss about their solutions and decide on the best ones.	pairs
Report 3	Students talk about the solutions.	Some of the groups share the solutions they have found.	whole class
Analysis 1	Students analyze word meanings related to the unit.	Students identify the newly learnt vocabulary.	whole class
Analysis 2	Students find the synonyms.	Students complete the synonyms activity on page 84.	pairs

whole class |
| Analysis 3 | Students identify the past perfect tense use. | Students read the text on activity 1 on page 84 and talk about the reason why past perfect tense was used in the text. | whole class |

Practice 1	Students use the new words they have learnt within context.	Students create short crime stories by using the newly learnt vocabulary.	pairs
Practice 2	Students practice reported speech by role playing.	Some groups share their stories in the role of a reporter.	groups
Practice 3	Students rewrite some sentences in reported speech.	Students complete the activity 6 on page 87.	pairs

F. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Halıcı Page, Merve

Nationality: Turkish

Date and Place of Birth: 27/05/1991, Istanbul

Phone: 0535 560 1706

E-mail: mervehalicipage@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2016
BA	Istanbul University	2014

WORK EXPERIENCE

Year	Place	Enrollment
2015-present	Bilfen Schools	English Teacher

FOREIGN LANGUAGE TEACHING CERTIFICATES

☐ British Side English Language School, *Teacher Training Course: Teaching English to Young Learners,* 2016

☐ Dogus University and Beykent University, *ELT Conference: Celebrating Differences, Meeting the Challenges of Diversity in the ELT Classroom,* 2015

☐ Bahçeşehir University, *TEFL Research Summit,* Speaker, May 23, 2015

☐ Terakki Foundation Private Schools, *ELT Conference: Blurred Lines Between Teaching and Learning,* 2015

☐ Terakki Foundation Private Schools, *ELT Conference: From Here to Where,* 2014

RESEARCH INTERESTS

☐ Task Based Instruction in EFL classrooms

☐ Content-based teaching in EFL classrooms

☐ Adopting a constructivist approach in EFL classrooms

☐ Learner motivation and autonomy

PERSONAL SKILS

Communication skills:

☐ good at establishing communication with others.

JOB-RELATED SKILS

☐ works collaboratively

☐ good at finding immediate effective solutions

☐ motivated , enthusiastic, dedicated

COMPUTER SKILLS

☐ Good command of Microsoft Office™ tools